

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objectives of the research, the significance of the research, and the rationale and previous studies.

### A. Background of Research

This study intends to examine the effect of frontloading to increase students' vocabulary. Frontloading is strategy that activates the students' prior knowledge about the materials which will be studied so that the students can connect the knowledge that they have already had (Zoehrea,2020). According to Downs (2016) as cited in Astika (2019) frontloading strategy is pre-teaching vocabulary and it is used as an instructional strategy to facilitate students in comprehending the text.

Most people think of vocabulary as a list of words. However, vocabularies include numerous multi-word items (Hasbun, 2005). Good (1973:143) define that vocabulary as the word having the meaning when heard and seen even though not produce by the individual person. According to Leny (2006) as cited in Astika (2019), vocabulary is a component of language that maintains of all information about meaning and using word in language. Students will mastering english and its four major skills which cover reading, listening, writing and speaking if theyhas rich vocabulary. Thus, vocabulary has also noted in (Asyiah, 2017) believing that the role of vocabulary in learning a foreign language is in evitable.

In learning English as foreign language, vocabulary plays an important role because without vocabulary we can not arrange the sentence. Based on the researcher's experience of doing teaching practicum at one school in West Java, nearly 30 of 40 students have a low vocabulary they have a vocabulary score under 60. Several factors have

caused students lack of interest in learning vocabulary there. First, the lack of student interest in learning because they feel that english lesson is difficult. Second, the lack of learning tools because in each classroom that none of the tools to assist students in learning. Third, employing of the method is still less variation. The effect is the students' interest to learn become decreasing and it ensues to their vocabulary mastery.

Thus, students need a learning strategy which can improve the students vocabulary mastery since acquiring vocabulary is one of the biggest challenges in learning the second language (Subon, 2018). Therefore, it needs strategy to help increasing student' vocabulary knowledge easily and one of the ways is by applying an appropriate strategy in teaching vocabulary process.

One of the strategies that can used ini teaching vocabulary is frontloading. According to Khooirunnisa (2019) frontloading is a strategy the teacher uses to provide students predetermined guidance and reminders for applying necessary skills, strategies, and behaviors, to be succesfull in the process teaching and learning in the class. Moreover, according to Preszeler, Rownhorst, and Hartmann that cited in Khooirunnisa (2019) frontloading is a strategy that can be used as a scaffold to understand the content of english text to be learned, and also a strategy that can be used in teaching vocabulary through various methods such as picture, video, text, ect.

This strategy activates the students' prior knowledge about the materials which will be studied so that the students can connect the knowledge that they have already had with what they are listening to (Zuhriyah, 2020). According to Vega (2016) as cited in (Zuhriyah, 2020), the activities that can be done for doing this kind of strategy are by giving the students a list of vocabulary about the material to be studied.

The frontloading strategy can optimally enable the students to enhance their reading comprehension. The strategy gives the good effect in

enhancing the reading comprehension. It also makes students intriguing in teaching and learning reading comprehension, this technique helps students to understand about material fluently. It can be seen from the result of the pre-test and post-test score, there was improvement of pre-test and post test score (Dairaby, 2023).

Frontloading strategy can help the students to improve their reading capability. The post-test score shows the improvement of students capacity in answering the text, thus it reflects that this strategy is succeeded in to make EFL junior high school students become easier in comprehending descriptive text written in English (Maulida, 2016)

There are three steps of frontloading strategy. First, introduce content to the students. Second, create a list content words based on students suggestions or ideas. And the third, add to and revise the list of content words (Khoirunnisa, 2019). According to McCall (2005) there are a variety of frontloading strategy the first is relia, the second is Video, the third is picture observation charts and other.

There are previous studies of frontloading strategy. First, a research by Zuhriyah (2020) the aim of this study is to know whether or not frontloading strategy influenced the students' listening comprehension. The research method used was quasi experiment with the design of pretest posttest nonequivalent control group. After the implementation of frontloading strategy in experimental class and listening in control class, the students' post listening comprehensions were compared by using independent sample t-test whose result was that sig. (2-tailed) (0.004) was lower than 0.05.

The second is research by Khoirunnisa (2019) the aims of this research was to describe frontloading strategy activities in teaching vocabulary for the eight grade students in SMP Attaqwa Pusat Putri Bekasi. the result of the research showed that the teacher should do some preparation such as to ensure that all teaching material needed are prepared

without anyone left behind. Therefore, the result of this study is direct vocabulary instruction does have a positive effect on ELL students' vocabulary knowledge (Hunt & Feng, 2016).

Third, a research by Astika (2019) this study aims to find out the students' achievement of synonymous and antonymous words by applying Frontloading Strategy to improve the students vocabulary in the Eight grade students of Mts Ddi Totolisi, Majene. The findings of the study were the mean scores of the students development to their vocabulary, those in synonymous word was 42.66 in Pretest and become 77.67 in Post-test. While the antonymous word was 37.5 in the Pre-test and it becomes 77.06 in the Post-test. It is supported by the test value which is greater than the t-table value ( $242.8 > 1,729$ ). Therefore, the Alternative was accepted and the Null Hypothesis was rejected.

However, this research is different from the previous research. While the previous ones focus on students achievement of synonymous and antonymous words, this research focus on students vocabulary mastery. Besides, this research focus on using frontloading strategy in junior high school and this research will be conducted in Indonesia especially in Serang Baru Kabupaten Bekasi.

Based on the descriptions above, the writer would like to conduct the research entitled "The Effect of Frontloading Strategy to Increase Students Vocabular in SMP N 2 Serang Baru (A Pre-Experimental Study on Students of SMP N Serang Baru)."

## **B. Research Questions**

The problem that are going to be discussed in this paper can be stated as follows:

1. What is the students' vocabular mastery before using frontloading strategy?
2. What is the students' vocabulary mastery after using frontloading strategy?

3. How significance is frontloading strategy in increasing students' vocabulary mastery ?

### **C. Aim of Research**

According to the questions formulated above, the purposes of the study are:

1. To know the students' vocabulary mastery before using frontloading strategy.
2. To know the students' vocabulary mastery after using frontloading strategy.
3. To know the significance of frontloading strategy in increasing students vocabulary mastery.

### **D. Significance of Research**

The result of the study is expected to be used theoretically and empirically :

#### **a. Practical Significance**

By using frontloading strategy, it will give new knowledge and comprehension to teacher and students about the teaching strategies. Besides, this study will give more alternative choices to both teachers and students in their way of learning. However, by using frontloading strategy the students will not have difficulties to learning vocabulary anymore. Besides, the students can develop an effective strategy to improve their vocabulary mastery. The students' may experience different learning atmosphere which can motivate them to learn vocabulary.

#### **b. Theoretical Significance**

The findings of the present study are expected to contribute some support to the teaching of the writing. In other words, the findings of the present study is expected to add and complement that previous studies related to vocabulary mastery.

## **E. Rationale**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (Alqahtani, 2015a). According to some experts, vocabulary is divided into two types: active and passive vocabulary. Alqahtani (2015) as cited in Hatch and Brown (1995) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce, while Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing (Alqahtani, 2015b).

When one thinks of vocabulary, they tend to think of the meaning of the word (Hunt & Feng, 2016). Furthermore, they need some strategy that help students to understand and improve it. The strategy is needed for a teacher.

However, there are many strategies used for learning success. One of them is Frontloading strategy. According to Downs (2016) as cited in Astika (2019) 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 uses front loading strategy in teaching, the question related to the vocabulary may arise from the students. Moreover, according to Martinez (2009: 1) as cited in Astika (2019) argues that the process of learning will be more successful when the learners have already been exposed to the academic content and skills before it is taught. It is in line with Frontloading Vocabulary.

Students who have learned about vocabulary will easily read or understand the new text that contains new vocabulary. By giving students instruction to explore vocabulary, it means that teachers help them to learn

the meaning of new words and strengthen student's independent skills for building meaning from text.

## **F. Hypothesis**

According to Creswell (2012), hypotheses are statements in quantitative research in which the writer predicts the outcome of the relationship among characteristics. It means in hypothesis, it predicts whether the research influences the outcome or not.

Based on the explanation above, the hypothesis of this research is:

Ho: There is no significant influence of frontloading on students vocabulary mastery.

Ha: There is a significant influence of frontloading on students vocabulary mastery.

## **G. Previous Studies**

Several descriptive studies have conducted on frontloading strategy. First, the research by Citra and Fitrawati (2018) front Loading vocabulary is a strategy where students are introduced to the vocabulary related to the text or passage before going to comprehend the texts. The purpose of this paper was to discuss how to apply Front Loading Vocabulary in helping students to improve reading comprehension at Senior High School students.

Second, the research conducted by Nani Windiati, Arasuli, Rudi Afriazi (2019) frontloading strategy is one of the effective strategy to be taught in reading comprehension on junior high school students. By using frontloading strategy it helped the students to think before reading content or we called as activated their background knowledge. This study was conducted to find out the effect of using frontloading strategy in teaching reading comprehension at the seventh grade students of SMPN 10 Bengkulu.

Third, the research conducted by Jan McCall (2005) this research tell us about the 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, 2003).

Forth, the research conducted by Khoirunnisa (2019) this research found that the students showed different participations toward frontloading strategy. The students got some benefits followed frontloading strategy activities for their understanding of the English text.

Fifth, the research conducted by Astika (2019) the result of this research is using frontloading strategy was to increase the vocabulary of eight grade students. This implies that an effective frontloading strategy to improve students vocabulary.

This research are different with previous study. This study focus on increasing vocabulary mastery at junior highschool. Meanwhile, this study conducted in Cikarang Selatan, Bekasi.