

**THE IMPLEMENTATION OF THE FRONT-LOADING STRATEGY TO
INCREASE STUDENT VOCABULARY AT SMPN 3 SATAP**

TOMBOLO PAO



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Part Fulfilment of the Requirements for the Degree of
English Education Department*

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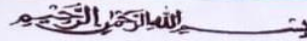
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Day / Date	Chapter	Note	Sign
Wednesday / Agos 16, 23	II	Revise the findings; start from the findings on process, answer the research questions, show the findings on table then give more explanation deeply where is show up the findings on the effectiveness strategy?	g H g H
Monday / Agos 21, 23	IV	Revise the finding - Refix the instrument - Rearrange the data finding	H g H
Tuesday / Ag 29, 23	V	- Rearrange the data finding after reaccounting the score - Put the result of the effectiveness	g g g H

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Day / Date	Chapter	Note	Sign
Wednesday Sep. 6.23	IV	revise the discussion put all the data findings the give correlation to theories	g/f
Tuesday Sept. 12.23	II	Back to Theories : put down and show the more theories of the effectiveness. give explanation to the data on the table Revise the discussion: put the Overall findings	g/f g/f
Wednesday Sept. 20.23	IV	Still revise finding Revise the discussion add theory of the discussion.	g/f
	Appendix	→ prepare to EXAM	g/f

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Day / Date	Chapter	Note	Sign
29/08/23	I-V	- Abstract - Acknowledgment - Grammatical tenses	
5/09/23	I-V	- Abstract - Finding - Appendix	
7/09/23		- Usul pre first part two	
3/10/22	I-V	- Problem statement - Objective of the reser	
4/10/22	I-V	- Acc	

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MOTTO AND DEDICATION

“Dan barang siapa yang bertakwa kepada Allah, niscaya Dia menjadikan
kemudahan baginya dalam urusannya”

(At-Talaq: 4)

“Selalu ada harga dalam sebuah proses. Nikmati saja lelah-lelah itu. Lebarakan
lagi rasa sabar itu. Semua yang kau impetasikan untuk menjadikan dirimu serupa
yang kau impikan. Mungkin tidak akan selalu berjalan lancar. Tapi gelombang-
gelombang itu yang nanti bisa kau ceritakan”.

(Boy Chandra)

This thesis is dedicated to:

“My beloved parents, my brother, my big family and all of the people who
always ask about **“GRADUATION”**”

ABSTRACT

ANGGI ANGRAENI, 2023. *The Implementation of the Frontloading Strategy to Increase Students Vocabulary at SMPN 3 Satap Tombolo Pao (Pre-Experimental Research)*. A Thesis of English Education, Muhammadiyah University of Makassar. Supervised by Sujariyati and Uyunnasirah Hambali.

The purposed of this research was to determine the implementation of the frontloading strategy in learning vocabulary, which consists of increase students' noun and verb vocabulary used the frontloading method. This research was pre-experimental and used a quantitative technique. The subject of this research was the eight grade of SMPN 3 Satap Tombolo Pao. The sample of this research was 10 students. The researcher used a test (vocabulary test) to obtain data from the students. Samples were selected by use purposive sampling technique.

The findings of this research were that the mean score for increased students' vocabulary, the mean score for students in the form of noun before treatment was 39.20, then increased to 69.80 after treatment. It's the same with the students' mean score on the verb aspect, which was 36.20 before given the treatment and 69.20 after applied the frontloading strategy. It supported by the t-test value which was greater than the t-table value, Noun ($32.2 > 1.833$) and Verb ($24.8 > 1.833$). Therefore, the Null Hypothesis (H₀) was rejected and Alternative Hypothesis (H₁) was accepted. The results of the data analysis showed that there was a significant increase in the students' vocabulary after been taught through the frontloading strategy. This can be seen from the final post-test data. It was concluded that the frontloading strategy was effective and able to make a good contribution in teaching and learning vocabulary.

Key words: *Students, Vocabulary, Frontloading, Strategy*

ABSTRAK

ANGGI ANGRAENI, 2023. Penerapan Strategi Frontloading Untuk Meningkatkan Kosakata Siswa SMPN 3 Satap Tombolo Pao (Penelitian Pra-Eksperimental). Skripsi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar. Dibimbing oleh Sujariyati dan Uyunnasirah Hambali.

Tujuan dari penelitian ini adalah untuk mengetahui penerapan strategi frontloading dalam pembelajaran kosakata yang terdiri dari peningkatan kosakata kata benda dan kata kerja siswa dengan menggunakan metode frontloading. Penelitian ini bersifat pra-eksperimental dan menggunakan teknik kuantitatif. Subyek penelitian ini adalah siswa kelas VIII SMPN 3 Satap Tombolo Pao. Sampel penelitian ini adalah 10 siswa. Peneliti menggunakan tes (tes kosakata) untuk memperoleh data dari siswa. Sampel dipilih dengan menggunakan teknik purposive sampling.

Temuan dari penelitian ini adalah skor rata-rata peningkatan kosa kata siswa, skor rata-rata siswa berupa kata benda sebelum diberikan perlakuan adalah 39.20, kemudian meningkat menjadi 69.80 setelah diberi perlakuan. Begitu pula dengan nilai rata-rata siswa pada aspek verba yaitu 36.20 sebelum diberikan perlakuan dan 69.20 setelah diterapkan strategi frontloading. Hal ini didukung dengan nilai t-hitung yang lebih besar dari nilai t-tabel, Kata Benda ($32.2 > 1.833$) dan Kata Kerja ($24.8 > 1.833$). Oleh karena itu, Hipotesis Nol (H_0) ditolak dan Hipotesis Alternatif (H_1) diterima. Hasil analisis data menunjukkan adanya peningkatan kosakata siswa yang signifikan setelah diajar melalui strategi frontloading. Hal ini terlihat dari data akhir post-test. Disimpulkan bahwa strategi frontloading efektif dan mampu memberikan kontribusi yang baik dalam proses belajar mengajar kosakata.

Kata Kunci : *Siswa, Kosakata, Frontloading, Strategi*

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Praise and gratitude for the presence of Allah SWT for all his grace and guidance, so that the researcher can complete the thesis with the title “The Implementation of the Frontloading Strategy to Increase Student Vocabulary at the Eight Grade of SMPN 3 Satap Tombolo Pao”. Sholawat and salam are also conveyed to the Prophet Muhammad SAW, who has brought us from the age of ignorance to the age of education. Deepest appreciation and thanks to my beloved parents (Arifuddin and Nuraeni), A great person who has always been an encouragement and support for me. Who never stops given affection with love, provided prayer motivation and support so that the researcher can be at this point. Thank you for always fighting for my life. The researcher realized that many parties contributed to the preparation of this thesis. Therefore, researcher would also like to express their highest thanks and appreciation to:

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2. Erwin Akib, S.Pd., M.Pd., Ph. D. as a dean of Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.
3. Dr. Umami Khaerati Syam, S.Pd., M.Pd. as a head of English Education Department, Muhammadiyah University of Makassar.

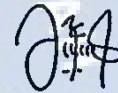
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8. The researcher deep appreciation for the teachers of SMPN 3 Satap Tombolo Pao, and all the students who help the researcher to finish this research.
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10. Special big thanks for Muhammad Rafli Syahrul to support me from the beginning until finished this thesis.
11. Her beloved Classmates (Costly 19) who always given a lot of motivation and incomparable happiness.

12. Last but not least. Thank you for myself to be able to try and fight so far. Have been able to finish as well and as much as possible. this was an achievement to be proud of me.

Nothing perfect but Allah SWT, the researcher was aware that this thesis was far from flawless. The researcher welcomes constructive feedback and suggestions from the readers. This research hopefully valuable to readers and other researcher.

Makassar, 22 September 2023

The Researcher



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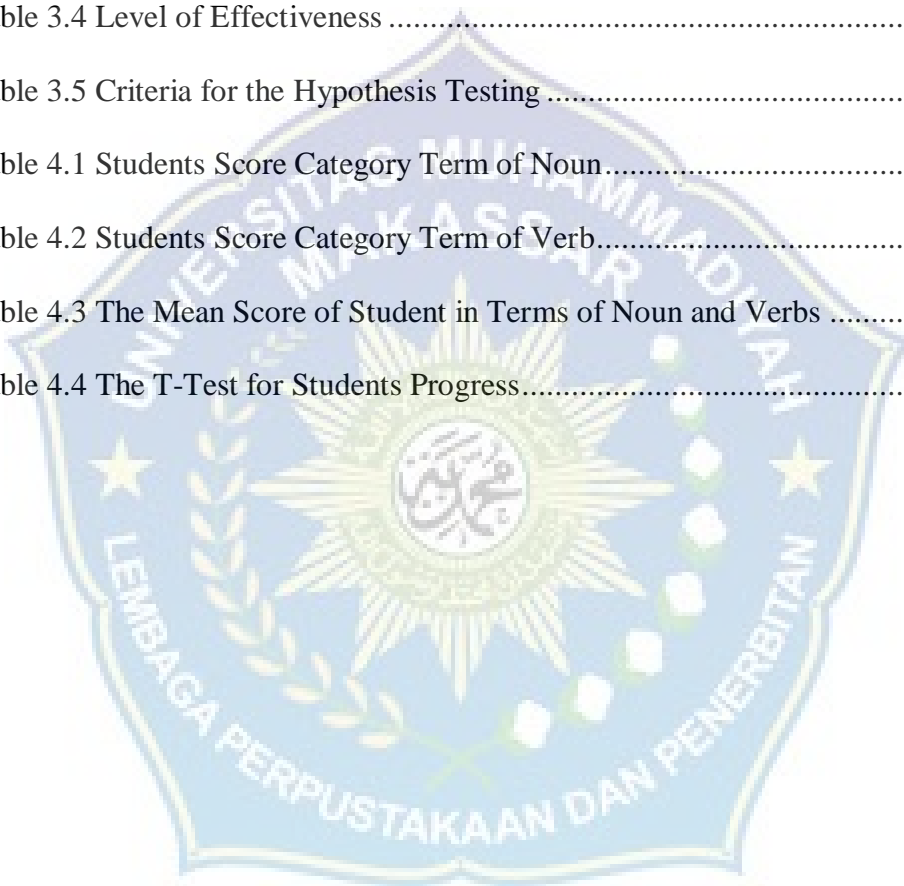
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CHAPTER 1

INTRODUCTION

A. Background

Vocabulary is an important part that supports students' skills in speaking English. Everyone will have trouble speaking, listening, reading and writing if they do not have a sufficient vocabulary. In other words, while researching a language, especially English, the first thing to master is vocabulary. It implies that mastering language is critical, especially for junior high school. According to Khoirunnisa (2019:1) to communicate effectively in a foreign language, students must learn a sufficient amount of vocabulary and understand how to use them correctly.

Even though learning vocabulary in a foreign language seems simple, in fact, students' knowledge of English vocabulary is still weak, and they find it difficult to explain concepts because their vocabulary is limited. In addition, some students also lack the courage to apply the vocabulary they know. As a result, students will find it difficult to talk to each other or discuss their opinions. Astika (2019) state that very little can be expressed without grammar; nothing can be conveyed without vocabulary.

The problems that arise are because the learning media used are inappropriate and not yet varied. There are still many teachers out there who are stuck utilizing less attractive learning strategies, which suggest that English is tough and complex. As a consequence, learners are not motivated and instead become lazy, with the perspective that "English is hard," resulting in a

psychological impact that is not favorable to learning. When students learn something, especially English, they typically look for a fresh experience. As a result, the teacher must prepare for the new experience by using innovative techniques.

It is important to research innovative strategies in learning so that a good and effective learning process is achieved in the classroom. Therefore, the English teacher is responsible for developing an efficient teaching approach, creating conducive conditions, organizing teaching and learning activities in the classroom, and providing material using appropriate techniques or strategies. A learning strategy is considered appropriate if the teaching and learning process can be achieved optimally as planned.

As said before, that the right learning strategy has an important role to support learning outcomes. There are several innovative methods for increasing students' vocabulary knowledge, one of which is the frontloading strategy. Frontloading is a technique for teaching vocabulary. Hariana (2021:2) state that frontloading is the intentional exposure of learners to language concepts and abilities that they will later acquire. Because frontloading more approaches to attract students' attention to pursue studies or content is interested in beginning. Frontloading is an approach that can help students learn more. These methods focus on particular approaches that encourage critical thinking and increased concentration during lessons. These methods are also utilized to provide students with planned direction and reminders to employ the skills, strategies, and behaviors required for success in the researching. Maulida (2016) added

that Frontloading activities can help students gain conceptual, procedural, or genre information that will help them succeed in later sessions.

Several studies on the use of frontloading strategies for language acquisition. From this research shows that the frontloading strategy is appropriate and has a positive impact on language learning. Therefore, the main objective of this research is to find out how the use of frontloading strategies affects students' vocabulary mastery. This is intended to find out whether the use of the frontloading strategy is effective for students' vocabulary mastery. Khoirunnisa (2019), stated that some students participated more actively in each meeting, and students understand the content more easily. Students felt valued since they were able to practice and evaluate language in groups, and they enjoy researching through Frontloading Strategy. To put it another way, there are several advantages to use the frontloading strategy in vocabulary learning sessions. Such strategies can assist students in developing their comprehension. Furthermore, students are given the opportunity to actively engage and think. Students can obtain a greater grasp and more specific information about what they read by employing the frontloading strategy for vocabulary.

Based on the explanation above, the researcher intends to conduct research on increase vocabulary by use a frontloading strategy with the title “The Implementation of the Front-Loading Strategy to Increase Student Vocabulary at SMPN 3 Satap Tombolo Pao”. It was hope that the frontloading strategy as an alternative approach activity that can provide solutions to the

problems faced by teachers and students in carrying out vocabulary learning activities in class.

B. Problem Statement

The researcher formulated research question based on the background above as a follow: “How does the implementation of the front-loading strategy to increase student vocabulary at the eight grade of SMPN 3 Satap Tombolo Pao?”

C. Research Objectives

This research was conducted in relation to the formulation of the problem above. In this research aims “To know how does the implementation of the Frontloading Strategy to increase student vocabulary”.

D. Significance of the Research

The significance of the research was expressed based on the objectives listed above:

1. For the students, teaching vocabulary used a frontloading strategy can increase their enthusiasm for researching language.
2. For the teachers, it was intended to provide different contributions and knowledge on the new approach or strategy in teaching, particularly in teaching vocabulary to junior high school.
3. The researcher hopes that this research can gave significant information and contribute to the teaching and learning process, and it used as a reference for those interested in conduct research in English education.

E. Scope of the Research

This research focused on teaching English vocabulary in the form of nouns and verbs. The researcher concentrated on vocabulary by use the frontloading strategy.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

There have been several previous studies on this subject, including:

Utomo et al., 2018, in his research state that the frontloading strategy learning model can improve students' vocabulary mastery as evidenced by increased activity of students individually and in groups, as well as an increase in cognitive and psychomotor learning achievement, as indicated by a rise in the proportion of daily exams completed, from 46% to 75%. Based on this, it can be said that the frontloading strategy is effectively applied in vocabulary learning activities. This can be seen from the significant increase in student learning outcomes.

Kristiani et al., 2021, according to the findings of their research, using the frontloading method in the teaching and learning process greatly improved students' vocabulary development. This can be seen from the calculation of the scores of students' vocabulary achievement scores which have increased. The score achieved in the pre-test was 61.96, then the average score of students in cycle 1 was 68.33. Furthermore, the average value of students in cycle 2 is 86.21. Therefore, the researcher can conclude that there is a significant effect of implementing the frontloading strategy in learning vocabulary. In other words, that the frontloading method is useful and highly helpful in enhancing learners' vocabulary knowledge.

Furthermore, Junavia et al., 2021, in their research show that the frontloading method can help learners enhance their vocabulary mastery. This is evident from the increasing average posttest scores for each cycle. The average outcome of cycle 1 = 66.87, cycle 2 = 75.62 and cycle 3 = 80.25. As a result, it can be stated that using the frontloading method can have a good impact on comprehending or memorizing vocabulary in each cycle. This suggests that employing the frontloading method to increase learners' vocabulary mastery is successful.

Hariana (2021), in her research, state that the frontloading method had a positive impact on students' vocabulary mastery. This is evidenced by the increased value of learning outcomes, which can be seen from the achievement scores of students' vocabulary, namely the score on the pretest was 50.83 and the post-test was 78.33, with a percentage increase of 54.10%. Based on this, the researcher can conclude that students' vocabulary mastery increases by using frontloading learning strategies and these strategies are quite successfully applied in learning English especially vocabulary in the classroom.

The studies shown above demonstrate teaching methods for improving the students' vocabulary. As one of the considerations, these findings may lead the researcher to perform this research. Each of these studies has distinct differences and similarities based on their research. The similarity between this research and previous studies lies in the research methods used and the subjects studied. Then the strategies used and the focus on achieving vocabulary

in class become similarities with the four studies mentioned above with this research.

B. Some Partinents Ideas

1) The Vocabulary Concept

a. Definition of Vocabulary

Vocabulary is a basic prerequisite that impacts students' English success. There can be no speaking, reading, or writing without vocabulary. As a result, it is important to comprehend the vocabulary. Several experts have provided definitions of vocabulary.

According to Junavia et al., 2021, there are several definitions of the vocabulary among them:

- 1) The understanding of words and their meanings is referred to as vocabulary. It is about the words in language that are employed to convey meaning.
- 2) Vocabulary is the overall quantity of words or a list of particular terms that someone know.

Next, Munawir et al., 2021 state that vocabulary is a collection or list of words used by particular language speakers, including single words, compound words, and idioms. In addition, he stated that students must learn vocabulary in order to understand English. As a result, when teaching takes place, the teacher must have a different method of making students understand the topic. The essential issue,

he believes, is that vocabulary may influence how individuals use language, whether spoken or written.

According to Handini (2022), word is a grouping of letter units that have meaning. There may be no language without words since the word is the embodiment of language. Each word carries the idea of meaning and plays a function in language implementation. As a result, vocabulary and words cannot be separated. In their natural state, words are linguistic units. The most crucial component of language is words. Although the meaning of the word is an aspect of spoken or written language that represents the unity of feelings and thoughts that may be expressed in language.

Based on the statement above, the researcher can conclude that vocabulary is the amount of words and language or a list of groupings of words and their meanings that users can identify and use to communicate, transmit, and exchange information both verbally and in writing. And vocabulary is one of the elements that must be understood in order to learn a language, since learning a language without knowing vocabulary would be tough. While the meaning of a word is a component of spoken or written language that represents the unity of sentiments and thoughts that may be expressed through language. Therefore, we may recognize that people are unable to communicate successfully because they lack the necessary vocabulary. It is hard to

communicate thoughts or ideas without vocabulary, thus utilizing appropriate vocabulary and grammar is always better.

b. Vocabulary Types

When discussing vocabulary, it is important to present different types of vocabulary. When we convey information both orally and in writing to others, what is needed are words to convey a thought or desire, whereas when we read or listen to information, we must be able to understand what is being said. There are two types of vocabulary: passive vocabulary and active vocabulary. Afzal (2019) in his research said that the vocabulary is divided into two categories: active and passive. The words given to learners are referred to as active vocabulary, and they can employ these words in speech or writing as oral or written expressions. The terms that learners identify and understand in context are referred to as passive vocabulary.

1) Active Vocabulary

The first is active vocabulary, also known as productive vocabulary, which refers to items that the student may employ effectively in speech or writing, especially as a result of collecting and conveying vocabulary. To utilize productive vocabulary, students must know how to pronounce it correctly, be familiar with collocations, and comprehend the meaning of the term. This kind is frequently employed in speaking and writing. According to Hilya

(2022) reading and speaking are both productive activities that need us to create information both vocally and in writing.

2) Passive Vocabulary

The second is passive vocabulary, which refers to language elements that may be identified and comprehended when reading or listening. Receptive vocabulary is another term for it. Listening and reading are receptive language skills that require learners to be capable of comprehending messages in either spoken or written language when researching English (Hilya, 2022).

Nurfitri & Sunubi (2018) in their research also state that, there are four classifications of vocabulary: listening, speaking, reading, and writing:

1) Listening Vocabulary

This vocabulary relates to words that people can hear and comprehend.

2) Speaking Vocabulary

It implies that a person's speaking vocabulary includes all of the words that they use in conversation.

3) Reading Vocabulary

This vocabulary refers to terms that people recognize when they read a text since reading is the process of perception, analysis, and interpretation by the reader in order to gain messages to be delivered by the researcher in media writing.

4) Writing Vocabulary

This kind of vocabulary includes words that we recall when writing to communicate thoughts.

5) Vocal vocabulary

A vocal vocabulary is a set of concepts and distinctions that are specific to an event or activity. A lexicon, often known as a vocabulary, is the dictionary of a language. It is a collection of names for objects, events, and concepts.

c. The word's classification

Part of speech is the term used to categorise words based on their function categories. According to Handini (2022) included in the part of speech:

1) Noun

A noun is a term used to describe anything, such as a person, animal, item, location, circumstance, attribute, or concept. Thus the existence of a name for anything suggests that we view it as something. Proper nouns, common nouns, collective nouns, abstract nouns, and possessive nouns are the six types of nouns. Moreover, nouns can be split into two groups based on their computations, including an inconceivable amount of. Proper and common nouns is a types of noun used in this research.

2) Verb

Verbs are used to describe events and processes such as giving, happening, and becoming. They often take several forms, including the infinitive, third-person singular present tense, past tense, present participle, and past participle. The past participle is normally the same as the past tense, however this is not always the case. Beside that, verb classification also divided into several types its main verbs, linking verbs, auxilliary verbs and modal verbs. And main verbs is type of verb that used in this research.

3) Adverb

Adverbs comprise a vast number of words. It is divided into two types: those that relate to indirect information about an action, event, or process, such as the time, location, or manner in which it occurred, and those that help to emphasize adverbs and other adjectives.

4) Pronoun

As the name says, the pronoun serves a fundamental role based on four nouns once the noun is stated in a specific text. Personal pronouns, reflexive pronouns, and possessive pronouns are the subclasses. These pronouns distinguish between the first, second, and third person. Interrogative pronouns, relative pronouns, and demonstrative pronouns are the other subtypes.

5) Number

Ordinal and cardinal numbers are the two types of numbers. As the name implies, sequence numbers define the order of objects and series such as first, second, third, fourth, and so on. Cardinal numbers do not identify the sequence, simply the amount and series components such as one, two, three, four, and so on.

6) Determiners

Determiners are a type of word that is used with nouns to define noun references in a variety of ways.

7) Adjective

An adjective is a word group that describes a feature or trait of a noun or pronoun.

8) Prepositions

Prepositions provide the main objective of linking noun phrases to other elements.

d. The Function of Vocabulary

Dhaki (2019) stated in his journal that nothing can be accomplished without a good vocabulary and it serves as the foundation for communication. The vocabulary of language users is what they use to convey their thoughts, ideas, and opinions, which is an expression of the human mind. As comparison to another part of language, more crucially, from a linguistic standpoint, vocabulary appears to be more valuable and urgent than grammatical function.

Then a research by Dhaki (2019) demonstrates that the amount of vocabulary, regardless of contribution level, predicts language abilities such as listening, speaking, reading, and writing. It makes a significant contribution to reading and writing abilities, as well as speaking and listening ability. Vocabulary has an important role in language. Vocabulary is used to construct sentences. Vocabulary is similar to the bones in our bodies. Our body would not be as flawless if we did not have bones. Vocabulary is seen as the backbone of language; without it, language cannot evolve (Astika, 2019).

Based on that, the researcher can conclude that the vocabulary of language users is what they use to convey their thoughts, ideas and opinions, which are expressions of the human mind. Vocabulary is crucial because without it, people cannot communicate effectively, write well, read effectively, or listen effectively. Those with a large vocabulary find it easier to use English, and the listener finds it easier to grasp what the speaker says.

e. Advantages of Vocabulary

Hariana (2021) said that vocabulary may support academic research in a variety of ways:

- 1) Improve your written and spoken English communication skills.
- 2) Increase your test and assignment scores.
- 3) Give you confidence that you're actively interacting with your topic.
- 4) Correlate with the community surrounding your topic.

- 5) Go through the reading you need to accomplish considerably faster.

While researching and teaching a foreign language, vocabulary is the most crucial ability. All other abilities, such as reading, writing, speaking, and listening, are founded and developed on vocabulary. This demonstrates the significance of learning new terms. Hariana (2021), state that vocabulary allows pupils to express themselves more clearly and improves their communication abilities. Vocabulary ability is really important, utilizing words and phrases to convey our opinions, thoughts, feelings, and so on to others, either orally or in writing.

f. The Role of Vocabulary in Language Ability

- 1) Vocabulary in listening

Listening is an essential element of learning English. This is because listening encourages English learners to improve their speaking, reading, and writing abilities. Students will learn to recognize sounds, comprehend the speaker's accent or pronunciation, and understand vocabulary and grammatical structures through listening. Vocabulary is employed in hearing to decipher what someone says. We cannot understand what someone is saying if we merely look at the sentence structure without understanding the words. Maulidah (2017) say that when a student lacks language competence, it is difficult for the learner to comprehend the message being listened to.

2) Vocabulary in Speaking

Speaking is an interactive communication process between speakers and listeners, with the goal of expressing, explaining, clarifying, and supporting ideas and viewpoints to listeners. Concentrating on the context of speaking cannot be separated from vocabulary mastery since they are inextricably linked and result in improved comprehension when communication happens. Mulyadi (2018) in his research stated that the level of vocabulary mastery determines the efficacy of the communicative activity, so it's hard to learn the language without knowing or comprehending a quantity of vocabulary terms.

Learning vocabulary is one strategy for assisting students in speaking. It also serves as the foundation for improved speaking abilities, which are linked to other parts of language, for example spelling, pronunciation, structure, and a variety of other factors. As a result, it is critical for learners to grasp vocabulary in order to acquire any language ability efficiently. The most essential element for English learners to grasp in communication is vocabulary, because we will not be able to explain our views with a restricted vocabulary.

3) Vocabulary in Reading

We must understand the text as we read. In this case, vocabulary is an essential linguistic component for reading skills.

There are numerous ways to comprehend what we read. One of them is to understand the researcher's meaning. When learners understand the meaning of the researcher's words, they may easily understand the researcher's goal. Citra & Fitrawati (2018) stated that When learners do not understand the meaning of the researcher's words, it is difficult for them to understand the researcher's goal. This means that reading without having vocabulary will make it harder to comprehend a text.

4) Vocabulary in Writing

We all know that writing is an activity in which we express our ideas and opinions in writing. To generate new ideas in writing, one requires vocabulary. To portray an opinion, a researcher must filter words clearly. As a result, without a large vocabulary, we cannot improve our writing. When someone lacks vocabulary, they cannot write a word or construct a sentence correctly (Herdi & Ningsih, 2018). That is, writing skill growth is linked to vocabulary knowledge development, and students' capacity to write on a certain topic is governed by their vocabulary competency.

2) Front-Loading Strategy

a. Definition of Frontloading Strategy

Limited vocabulary creates some students find it difficult to comprehend the material that they have already read. The text appears

to be hard for them to understand. In that case, the frontloading vocabulary approach may be an effective technique to educate them.

According to Junavia & Megawati (2021) frontloading is the process of learning that occurs when students have previously been exposed to academic knowledge and skills before they are taught. By instructing children to explore vocabulary, the instructor is assisting them in learning the meaning of new terms. Next in research by Hutabarat (2018) state that frontloading allows students to improve vocabulary by accessing prior knowledge before reading information through engaging discussion and activities. As a result, when students are given the opportunity to apply prior knowledge, their vocabulary and topic understanding improve.

Frontloading is expected to improve students' understanding and vocabulary skills, as well as their writing fluency. With this strategy, students are expected to learn more vocabulary, and the language learned is expected to be more deeply entrenched in the students' memories (Pratama, et al 2022). Furthermore Syaprilia (2022:16) say that frontloading is a technique for teaching vocabulary. Frontloading is a method used by teachers to offer students with planned instructions and reminders for applying important skills, strategies, and behaviors in the classroom teaching and learning process.

Based on the description above, it can be concluded that frontloading is a strategy that provides students with knowledge of

vocabulary concepts related to lessons. And this strategy is used to provide guidance to students so that it is easier for them to understand and remember content in the lesson.

b. Frontloading Vocabulary in a Variety of Ways

Astika (2019) in her research said that there are several approaches to frontloading vocabulary or material to optimize student success:

1) Realia

Introducing real objects into the classroom helps students develop topic knowledge and language for communicating what they know. Furthermore, real items spark dialogue, stimulate questions, and provide powerful reading objectives. Syaprilia (2022) in her research stated that incorporating real items into the classroom helps students develop topic knowledge and language for communicating what they know. Allowing students to touch real items gives them firsthand experience with spoken language and helps them learn new words. In the learning process, learners must acquire new words.

2) Video

Students will comprehend ideas from the text better if they watch videos with rich visual imagery and audio before reading. By providing visual images through videos accompanied by sound on

or off, it will help students understand the concepts of the text before they start reading (Khoirunnisa, 2019).

3) Field Trip

When the content in a relevant literature is linked to actual events, students find it simpler to learn. The learning process will be lot more meaningful.

4) Pictures of Observation Charts

Giving learners a variety of images connected to the texts they will read can assist them in assessing their previous knowledge. Students will begin to consider the images and then relate them to prior experience.

5) KWL Format Modification

Hariana (2021) say that the acronym for K-W-L (Know-Want-Learn): (what do you know, what do you want to know, what do you learn) is simple, courteous, and appears to be the replacement Frontloading approach. Futhermore, Astika (2019) state that the KWL format is a method of conceptualizing what students know, what they want to know, and what they have learned about something.

At this stage, in column "K" students will be given a topic and given the opportunity to argue about what they know about that topic. Then, because this information is shared among several groups, questions will appear that can be entered in the "W" column.

In column "L" students can write some notes about the answers to their questions, revisions and additions to their opinions and record factual information. All of those stages are entered into the chart. The letter "K" stands for "Know", "W" stands for "want to know", "L" stands for "what the student has learned". This is an instructional reading strategy used to guide students to become better readers.

Table 2.1 KWL Format Modification

Know	What	Learning
Words	Synonym	Meaning
Students	Learners	Siswa
Teacher	Lecture	Guru

Note: Table above was illustration from KWL modification, this column fill with the word synonym from word and meaning from word.

c. Procedure Using Front-Loading Strategy

According to Khoirunnisa (2019), the frontloading strategy involves 3 procedures, namely:

1) Students are introduced to the material

Inquire of students about their experiences or views regarding the material. Next ask pupils to make a list of the words they identify with the material covered. For example the material taught is about "Raja Ampat", ask that students create a list of terms that they identify with the subject.

- 2) Create content word lists based on student ideas or suggestions.
- 3) Content word lists should be added to and revised as needed.

d. The Benefits of Using Frontloading Vocabulary

Astika (2019) shows the advantages of frontloading strategy in learning vocabulary, among others:

- 1) Support learners in comprehending the material or material

Many students are uninspired to learn English, particularly to read a book, since they do not know the material contained in it. As a method of gathering knowledge, learners are able to read the entirety of the material presented in journals, textbooks, blogs, or any other media. Students should be familiar with the material or language. Front loading vocabulary assists learners in activating past knowledge about a specific topic and connecting the known and new vocabulary. It is easier for learners to understand the text or material when they can relate the words and activate their existing knowledge. That will motivate them to understand the content that they have previously read.

- 2) Prepare students before reading

Junavia (2021:2) state that frontloading allows children to improve vocabulary by accessing past knowledge before reading information through engaging discussion and activities. When students are given the opportunity to apply past information, their vocabulary and topic understanding improve. That indicates that

learners understand first the lesson before learning about something else. Students' preparation will enable them to be ready to confront the content later.

Syaprilia (2022) in her research also stated that there are various benefits to using the Frontloading Strategy in the teaching and learning process:

- 1) This technique assists students in make advantage of forthcoming activities to expand on existing knowledge and experience.
- 2) Assist learners in developing activity objectives and intents.
- 3) It provides expertise to pupils before the action begins, as opposed to the instructor being the exclusive expert.

e. Concept of Effectiveness

The effectiveness of something is a measure of how successfully it is completed. This indicates that something is regarded effective if it is performed on time, on budget, and with high quality. The state of reaching expected or intended goals through completing work in line with a predefined plan is often referred to as effectiveness. According to Prabowo (2021), learning effectiveness is a measure of the success of an interaction process between students and between students and teachers in educational circumstances to achieve learning goals. The efficacy of learning may be shown in student actions during learning, student responses to learning, and student concept mastery. To establish an

effective and efficient learning idea, students and teachers must work together to reach a goal. Aside from that, it must be adapted to the conditions of the school environment, facilities, and infrastructure, as well as the learning medium required to assist accomplish all elements of progress. Learning effectiveness may be defined as a measure of the success of a learning process between students and teachers in accomplishing learning objectives.

Based on the above explanations, it is possible to infer that learning effectiveness is the amount of success obtained from a certain learning approach that is consistent with the specified learning objectives.

f. The Effectiveness Dealt with the use Frontloading Strategy

A learning strategy is a method for handling activities that include the order of activities, equipment, and resources, as well as the time spent in the learning process, all of which have been actively and efficiently decided. According to (Sukatin et al.,2022) learning techniques defined as a collection of learning delivery methods used to achieve a learning goal, using conditions that follow created models, approaches, and tactics and with the instructor acting as the messenger.

In this research, the researcher used a learning strategy to increase students' English vocabulary used a frontloading strategy. Researcher want to see how effective the implementation of the front-loading strategy was ncreased the vocabulary of class VIII students at

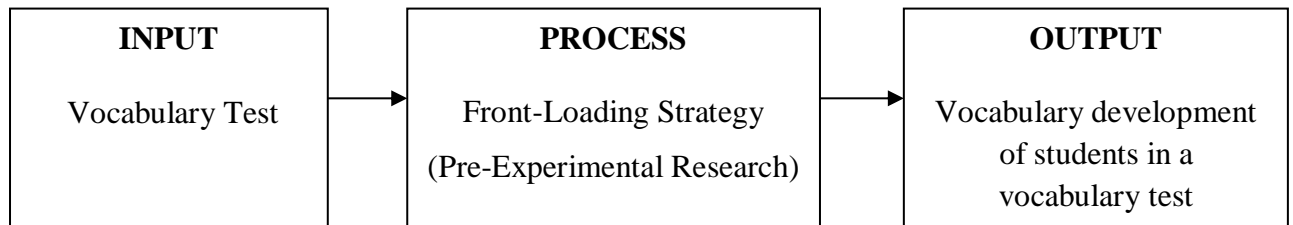
SMPN 3 Satap Tombolo Pao. Based on this, researcher assessed it through several indicators, namely; Very effective, Effective, Quite Effective, Ineffective and Very ineffective.

- 1) Very Effective: This strategy was considered very effective if in its implementation, students are active and able to master content that can enable them to access and discover various vocabulary.
- 2) Effective: This strategy was considered effective if students were active enough and able to understand the content so that they can successfully access and find vocabulary
- 3) Quite Effective: This strategy was considered quite effective if implementation, students understand the content and find some vocabulary
- 4) Ineffective: This strategy was said to be ineffective if application students do not understand the content and are unable to access or find vocabulary
- 5) Very Ineffective: This strategy was considered very ineffective if students do not understand the content at all and are unable to access or find vocabulary

C. The Conceptual Framework

The following conceptual framework illustrated how the researcher employed the frontloading strategy while to teach English. This research used a pre-experimental design in its implementation.

This research's conceptual framework as follow:



Based on the three variables above the researcher can classify as follow:

- a. Input: related to provide vocabulary enhancement material in relation to learners' vocabulary tests. (Hariana, 2021).
- b. Process: related to the use of input variables in the classroom for teach and learned activities, the researcher used the frontloading method, which emphasized vocabulary, especially in distinguished and recognized forms of nouns and verbs. When this stage, students also take three items of tests: multiple-choice, fill-in test and essay tests.
- c. Output: related to vocabulary development of students in vocabulary test.

D. Hypothesis

The purposed of this research was to determine whether or not the frontloading strategy for teach vocabulary was successful. To solve the problem, the researcher gave a null hypothesis (Ho) and an alternative hypothesis (H1), as shown below:

1. Null Hypothesis (Ho): After the implementation of the frontloading strategy, there were not significant differences in the students' vocabulary

in the vocabulary exam as the treatment at the eight grade of SMPN 3 Satap Tombolo Pao.

2. Alternative Hypothesis (H1): After the implementation of the frontloading strategy, there were some significant differences in the students' vocabulary in the vocabulary exam as the treatment at the eight grade of SMPN 3 Satap Tombolo Pao.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used pre-experimental designed to perform quantitative research in this research. This pre-experimental research designed can carried out through investigation. The researcher employed the front-loading strategy in the eighth grade of SMPN 3 Satap Tombolo Pao with only one class. The design involved one class, namely pre-test (O1), treatment (X), and post-test (O2). The designed were shown in the table below:

Table 3.1 Design of the Research

O1	X	O2
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Explanation:

O1: Pre-Test

X: Treatment

O2: Post-Test

This experimental model has three components. Precisely pre-test, treatment, and post-test. The pre-test (O1) was the initial test that was carried out to seen the extent to which students' ability to understand vocabulary was affected have been given the treatment. Students were given the treatment (X) in class used a frontloading strategy after took the pre-test. After that, students took a post-test (O2) to seen whether used the frontloading strategy could improve student's ability to master vocabulary.

B. Population and Sample

1. Population

The population of this research was the students of SMPN 3 Satap Tombolo Pao. The total number of eighth grade students in SMPN 3 Satap Tombolo Pao was 48 students.

2. Sample

Purposive sampling was the sample technique used in this research. According to Astika (2019), Purposive sampling, also known as judgment sampling, was a sampling technique used by researcher when they have their own specific judgment on their sample for a specific reason. As a result, the researcher chose this method since make it possible to select their own members of the population to participate in the research. In this research, researcher took samples from students of SMPN 3 Satap Tombolo Pao, with a total of 10 students from class VIII.

C. Research Variables and Indicators

1. Research Variables

In this research there were two variables, independent and dependent variables.

a) Independent Variable

Independent variable was the implementing of the Front-Loading Strategy.

It was represented by “X”.

b) Dependent Variable

Dependent variable was the student's vocabulary knowledge. It was represented by "Y".

2. Research Indicators

The frontloading technique increased students' vocabulary in terms of nouns and verbs, which was the research's indicator.

D. Research Instrument

A test was used as the research instrument in this research. The test divided into 3 types, namely: 6 multiple-choice questions, 6 fill-in test and 4 essay tests. The researcher put the instrument through its paced use the research subject from class VIII.

E. Data Collection

The researcher used the followed steps to acquire data:

1) Pre-Test

Before administered treatment, the researcher was conducted a pre-test used the vocabulary from the vocabulary test. The researcher took a pre-test for the sample group to evaluate students' vocabulary achievement. The pre-test serves assessed students' vocabulary before treatment. Students got a series of questions in this case. The exam comprised a vocabulary test in the form of multiple choice, fill-in test and essay tests.

2) Treatment

A frontloading approach applied to treat samples. There were three steps of Frontloading Strategy: First, students introduced to the material.

Second, create content word lists based on student ideas or suggestions and the third was content word lists should be added to and revised as needed. Frontloading approach measures form pre-teaching, while-teaching, and post-teaching, as mentioned above:

a. Pre-Teaching

Researcher examined students' prior knowledge to identify their skills as well as activate and enhance their comprehension when pre-teaching activities. Before approached the core of learning, the researcher completed the followed tasks: Greeted, Prayed, checked students' attendance, followed through the last lesson, introduced a new topic, provided the lesson's goal and the last explained the lesson's value.

b. Whilst Teaching

Whilst teaching activities were the primary aspects of teach vocabulary by utilized the frontloading approach, this activity was intended to meet the purposed of the teaching and learning process. Observing, inquiring, experimenting, associating, and communicating were the five steps of teaching.

1) Observing: In the observation activity, the researcher distributed to the students a descriptive and recount text that they would research and divided the students into five groups. In this stage the researcher gave worksheets to each group of students, so that all students could participate gave their ideas and understanding of the tasks they discussed together. The worksheet contains three columns. There are

words, synonyms, and meanings. In LKS, the researcher gave an example of vocabulary related to the topic that would be discussed by students. Then students were asked to look for other vocabulary words they want to know more about.

- 2) Inquiring: During these stages, the researcher encouraged pupils to raise text-related questions. Students were free to ask any questions they have about the material. The researcher responds to the question by collected feedback from other pupils. Then clarifies the question depended on the students' responses.
- 3) Experimenting: Students discussed the full descriptive and recount text with their individual groups at this level. Students read all of the text's information. The researcher then assesses pupils' comprehension of the entire material by asked many topic-related questions.
- 4) Associating: Students discussed the terms that have been listed or owned with their group based on the example provided by the researcher in this part. Students repeat the process for all of the words on the worksheet.
- 5) Communicating: The researcher asked the students to report the results of their group discussion in front of the class in this session. The researcher requests that one member of each group report on their work. Followed the presentation, the researcher discussed the group project with the students.

c. Post-Teaching

The final stage was post-teaching activities. Asked questions, the researcher assessed the students' vocabulary and topic content. The student's then respond directly. This activity was needed to determine the extent to which students' vocabulary increased after implemented the frontloading strategy. Finally, the teacher concluded the lecture.

3) Post-Test

Following treatment, learners got a post-test. This was the last test of the research followed the therapy. Students received series of questions to answer. The exam included multiple-choice questions fill-in test and essay tests vocabulary exams. The purposed of the post-test was to determine if the implementation of the frontloading strategy increased students' vocabulary knowledge (verbs and nouns).

F. Data Analysis

In this part, the researcher tried to find the score and average score of each student. To determine it, researcher used the formula below:

a. Aspects of student's vocabulary assessment

Table 3.2 Rubric of Vocabulary

No	Rated Aspect	Score
1	Generally all the vocabulary used was appropriate	4
2	Almost all the vocabulary used was correct	3
3	There are many incorrect used of vocabulary	2
4	Most of the vocabulary used was wrong	1

(Rukmana, 2016)

- b. Used the formula, score the students' correct answers on the pre-test and post-test:

$$\text{Score} = \frac{\text{The total Correct Answer}}{\text{Maximum score}} \times 100$$

(Gay, 2012)

- c. Used the scale, classify the students' scores:

Table 3.3 Vocabulary Level

Score Range	Classification	Level
90-100	Excellent	Outstanding
75-89	Good	Above average
60-74	Fair	Satisfactory
50-59	Less	Below average
0-49	Poor	Insufficient

(Arikunto, 2009)

- d. Standard categorization of the effectiveness

Table 3.4 Level of Effectiveness

No.	Score Interval	Descriptive Categories
1	4 - 5,0 (80% - 100%)	Very Effective
2	3 - 3,9 (60% - 79%)	Effective
3	2 - 2,29 (40% - 59%)	Quite Effective
4	1 - 1,9 (20% - 39%)	Ineffective
5	0 - 0,9 (0% -19%)	Very Ineffective

Where:

Very Effective: Students were active and able to access or find various vocabulary and master the content

Effective: Students were quite active and able to access or find vocabulary and understand the content

Quite Effective: Students were able to find some vocabulary and understand the content well enough

Ineffective: Students were unable to access or find vocabulary and do not understand the content

Very Ineffective: Students were completely unable to access and find vocabulary do not understand the content

- e. Calculated the percentage of the students score, the formula which used as follow:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage
F = Frequency/number of accurate answer
N = The total number of student's

(Gay, 2012)

- f. Used the formula, got the students' mean score on both the pre-test and post-test:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = Mean score
 $\sum X$ = The total of all scores
N = The total amount of subject/samples

(Gay, 2012)

- g. Determined the students' progress, used the formula:

$$\% = \frac{X2 - X1}{X1} \times 100$$

Explanation:

∴: The students' progress

x1: The pre-test mean score

x2: The post-test mean score

(Gay, 2012)

- h. Used the formula, determined the significant difference between the pre-test and post-test scores by calculate the value of the t-test.

$$\bar{D} = \frac{\sum D}{N}$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : Test of significance

\bar{D} : The mean score

$\sum \bar{D}$: The sum of total score of difference

$\sum D^2$: The square of the sum score of difference

N : The total of student's number

(Gay, 2012)

- i. Criteria for the hypothesis testing :

Table 3.5 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Gay, 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This discovery justified the findings of the research, which were based on test result such as student's pre-test and post-test scores, as well as their indicator scores. There were 10 students followed pre-test and post-test. The following table showed the students vocabulary has increased:

1. The Students' Vocabulary in Terms of Noun and Verb

a. Frequency and Rate Percentage of the Students' Vocabulary in terms of Noun

Table 4.1 Students' Score Category Terms of Noun

No	Score	Classification	Pre-test		Post-test	
			F	%	F	%
1	90-100	Excellent	-	-	2	20%
2	75-89	Good	-	-	4	40%
3	60-74	Fair	-	-	4	40%
4	50-59	Less	5	50%	-	-
5	0-49	Poor	5	50%	-	-
Total			10	100%	10	100%

Table 4.1 shows that the frequency and percentage of students' vocabulary in terms of nouns in the pre-test and post-test were different. Based on the results of the pre-test carried out before implementing the frontloading strategy, not one of the 10 students got a score in the category "excellent, good, and fair", but the

majority of students got scores in two low categories (less and poor). There were five students (50%) who got scores in the "less" category and five students (50%) in the "poor" category.

The post-test results after the implementation of the frontloading strategy showed that there were no students in the low category (less and poor). Out of 10 students, there were students who were in the top two categories (excellent and good), with 2 (20%) students in the excellent category and 4 (40%) students in the good category. On the other hand, there are 4 (40%) students in the fair category. This means that there was significant difference between the students' pre-test and post-test scores, where the students' post-test scores after given the treatment have increased.

b. Frequency and Rate Percentage of the Students' Vocabulary in Terms of Verb

Table 4.2 Students' Score Category Terms of Verb

No	Score	Classification	Pre-test		Post-test	
			F	P	F	P
1	90-100	Excellent	-	-	1	10%
2	75-89	Good	-	-	4	40%
3	60-74	Fair	-	-	5	50%
4	50-59	Less	4	40%	-	-
5	0-49	Poor	6	60%	-	-
Total			10	100%	10	100%

The categories, frequencies, and percentages of students' vocabulary in terms of verbs differed between the pre-test and post-test, as shown in table 4.2. The pre-test results before implemented the frontloading strategy showed that none of the students were in the (excellent, good, and fair) category, but a total of 10 students were in the two lowest categories (less and poor), with 4 (40%) students in the less category and 6 (60%) students in the poor category.

As a result, after the researcher implemented the frontloading strategy, there were no students who were in the low category. out of a total of 10 students were in the category (excellent, good and fair). where 1 (10%) student was in the excellent category, 4 (40%) students were in the good category, and on the other hand, there were 5 (50%) students who were in the fair category. As a result, students' vocabulary in terms of nouns increased after the treatment by the frontloading strategy.

c. Students' Vocabulary Improvement

Table 4.3 The Mean Score of the Students in Terms of Noun and Verb

Component	Pre-test	Post-test	Improvement %
Noun	48.4	79.4	64.4%
Verb	46.4	75.2	62.02%

Table 4.3 above shows the students' average scores in terms of nouns and verbs. The students' vocabulary score in terms of nouns

in the pre-test was 48,4, while their vocabulary score in the post-test was 79,4 after implemented of the frontloading strategy. Then the students' vocabulary score in terms of verbs in the pre-test was 46,4, after the researcher implemented the frontloading strategy, the students' score was 75,2. As a result, it can be concluded that the vocabulary in terms of nouns increased by about 44,4% and in terms of verbs increased by 62,02% after given the treatment.

d. Effective categories of vocabulary in terms of noun and verb

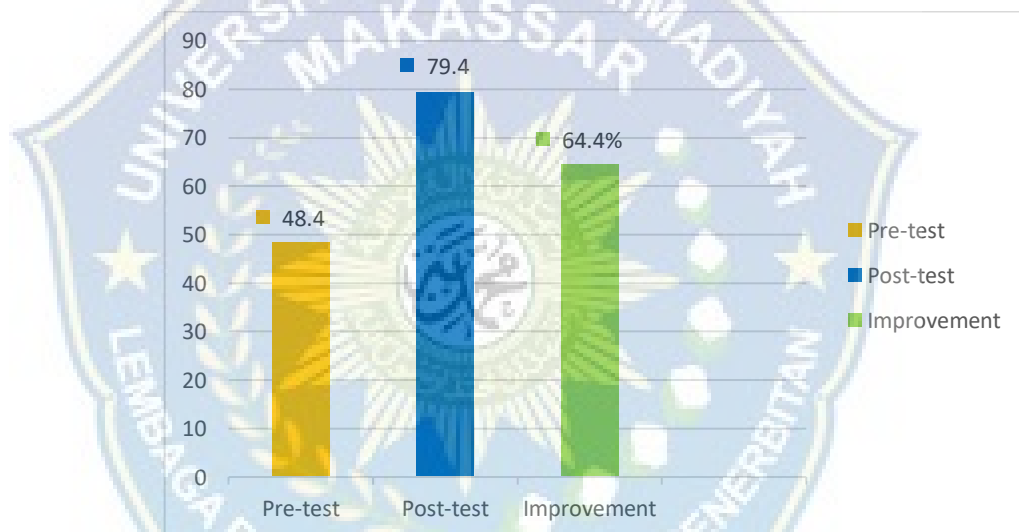


Chart 4.1 Effective category of noun

According to chart 4.1, students mean vocabulary score in terms of nouns was 48,4 before to treatment (pre-test). And following the treatment (post-test) with implemented the frontloading strategy, the mean student score climbed by 79,4 points. And the findings of the pretest and post-test show that there were an 64,4% improvement in students. This demonstrate that

implemented the frontloading strategy to increase student's vocabulary was effective. This depicted on the scale below:

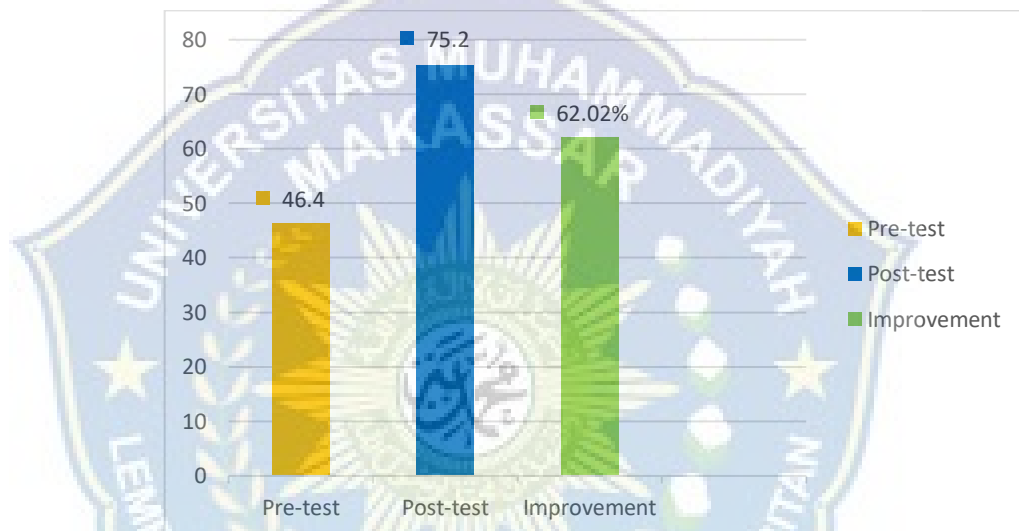
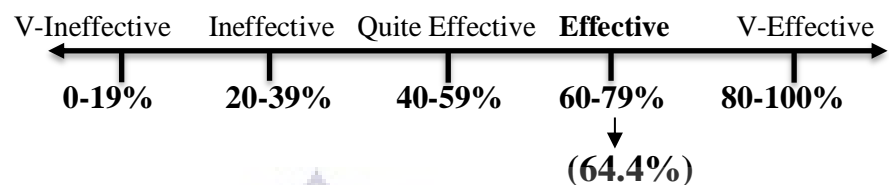
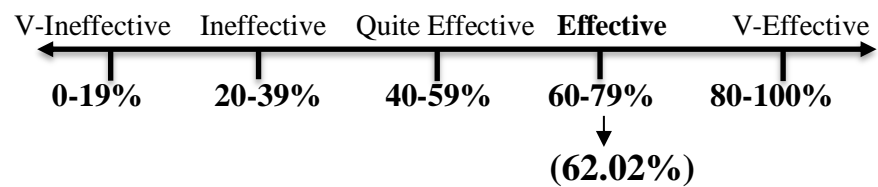


Chart 4.2 Effective category of verbs

Chart 4.2, explained the effectiveness of implemented strategy to verb vocabulary. The students mean score before the treatment (pre-test) in terms of verbs was 46,4. The mean students score climbed by 75,2 points after following the treatment (post-test) with the implemented the frontloading strategy. The findings of the pretest and post-test show that there was an 62,02% improvement in students. This demonstrates that implemented the frontloading

strategy to increase student's vocabulary was effective. This depicted on the scale below:



Based on the results of the data analysis above, the implementation of the frontloading learning model has a positive influence on students' vocabulary learning. This can be seen from the significant increase in student achievement from pre-test to post-test. It can be concluded and claimed that the implementation of the frontloading strategy was effective in increase the vocabulary of students in class VIII SMPN 3 Satap Tombolo Pao in terms of nouns and verbs, where the students tested achieved a higher score after given the treatment.

2. Hypothesis Testing

The researcher used a t-test analysis to determine the degree of significance ($p = 0.05$) with the degree of freedom ($df = N-1$ ($10-1 = 9$)), where $N =$ Sum of subjects/students (10), to evaluate the level of significance of the pre-test and post-test. The value of t-table is 1.833. A t-test statistical analysis used for an independent sample. The t-test calculation results can be seen in the table below:

Table 4.4 The t-test for student's progress

Indicators	t-test value	t-table value
Noun	32.2	1.833
Verb	24.8	

Table 4.4 show that the result of the statistical analysis at the level significance 0.05 with degrees of freedom (df)=N-1, (df=10-1) where N=10 (Number of students). The value of t-test in terms of noun was 32.2 whole the t-table was 1.833 where $32.2 > 1.833$. Then, the value of t-test in terms of verb was 24.8 whole the t-table was 1.833 where $24.8 > 1.833$. It indicated there was significant difference in the student's vocabulary in terms of noun and verb before and after implemented the frontloading strategy. It can conclude, the implementation of the frontloading strategy was effective in increase student's vocabulary at the eight grade of SMPN 3 Satap Tombolo Pao. This also means that null hypothesis (H0) was rejected, while the alternative hypothesis (H1) was accepted.

B. Discussion

The major goal of this research was to determine if the implementation of the frontloading approach increased the vocabulary mastery of the eighth grade students at SMPN 3 Satap Tombolo Pao. The researcher utilized the test as a tool to determine the purpose.

The population of class VIII SMPN 3 Satap Tombolo Pao totaled 48 students and the sample studied was 10 students. The researcher would like

to evaluate the data and describe the research findings connected to the implementation of the frontloading strategy to increase the students' vocabulary in this discussion.

In conducted this research, the researcher gave a pre-test for class VIII at the first met. The aim was to find out the students' knowledge in vocabulary. There are 16 test items, 6 multiple choice and 6 fill-in tests and 4 essay tests. After given pre-test, the researcher gave the treatment to VIII class for four meetings. In the VIII class the researcher used frontloading as a strategy to teach English vocabulary mastery.

The potential impact of the frontloading method contributed to the rise in vocabulary knowledge. During the treatment, there was increase in student's vocabularies. The researcher presented students to what a frontloading strategy and what the stages of a frontloading strategy were throughout the treatment in the experimental class. The researcher then described the synonym of the word, which might assist students expand their vocabulary. Then researcher acquired various topics that were interested to the students for each meeting. The students then got a greater interest explained their ideas and compiled a list of terms. Students also contributed when they discovered unfamiliar terms by ask the researcher or looked up the category, meaning, and spelling of the word in the dictionary. The researcher monitored the students during the discussion by stroll around the classroom and assisted each student when describe their opinions or

make a list of terms became tough. It signified that the researcher presence aids in the implementation of the frontloading approach.

The description of collect the data used written tests, as mentioned in the preceded findings section, revealed that the students' success increased significantly after implemented the frontloading approach.

When the researcher used the frontloading strategy to teach vocabulary, she discovered that the post-test mean score of student learning accomplishment was higher than the pre-test. The mean score of nouns in the pre-test score was 48,4, as shown in table 4.3. The mean post-test score after implemented the frontloading approach was 79,4, represented a 64,4% increased. Meanwhile, the verb's mean score in the pre-test was 46,4. The mean post-test score after implemented the frontloading approach was 75,2 representing a 62,02% improvement.

It can be concluded that the frontloading strategy was effective in increase the students' vocabulary mastery of the eighth grade students of SMPN 3 Satap Tombolo Pao. This was demonstrated by the fact that students who were engaged in acquire vocabulary were given the frontloading technique.

Followed the completion of this research, the researcher experienced that use the frontloading approach was successful in increase the students' vocabulary. It was backed up by Hariana (2016), the previous researcher who conducted research on "Improving the Second Grade Students' Vocabulary Through Frontloading Strategy at SMA Muhammadiyah 1

Unismuh Makassar." She claimed that the frontloading method had a positive impact on students' vocabulary mastery. Thus, the researcher has demonstrated that use the frontloading technique to increase the vocabulary of eighth-grade students at SMPN 3 Satap Tombolo Pao was helpful.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implemented of the Frontloading strategy learning model in an effort to increase students' vocabulary has been carried out in accordance with the learn implemented plan prepared. The frontloading strategy learned process consists of three stages, namely Pre-Teaching, Whilst-Teaching and Post teaching. During pre-teaching, the teacher evaluated the students' previous knowledge to determine the students' ability, as well as activate and stimulated their understood. In whilst-teaching, the teacher employed five stages of whilst-teaching in the teach and learned process. The goal of the teach and learned process was expected to be achieved in this activity. At the end of the activity of this stage, the teacher also guided the students to discuss the word that they had with their group. Therefore, implemented the Frontloading Strategy has several advantages in teach vocabulary. First, make students learn new words. Second, make students more active in learn. It can be said that the frontloading strategy learned model can increase students' vocabulary. This can be seen from the increase in student scores from pre-test to post-test. The students' mean pre-test score in terms of noun was 48,8, and their mean post-test score was 79,4, with a 64,4% improvement percentage and the students' mean pre-test score in terms of verb was 46,4, and their mean post-test score was 75,2, with a 62,02% improvement percentage.

B. Suggestion

Based on the findings, the researcher makes suggestions for teach vocabulary mastery used the frontloading technique. The followed:

1. For the students

Frontloading strategies can help students increase their vocabulary, increase their willingness to research English, encourage critical thinking, and allow them to practice their language abilities.

2. For the English teachers

English teachers should encourage active learned in the English teaching process so that students enjoy learning new material. Then the English instructor should be knowledgeable in all types of teaching techniques in order to make it simpler for learners to grasp and apply the new language they acquire.

3. For Researcher

For researcher, this research was an experience that can increase knowledge. By conducted this research, researcher can obtain many benefits, knowledge and insight in the teaching process and in prepare research. Hoped that researcher themselves would implement strategies that can support students to be more active and easier to understand learning, both used this strategy and other strategies.

4. For the next researcher

There are many additional materials that must be improved in order to increase learner's vocabulary in general, such as verb, adverb, pronoun,

conjunction, preposition, and interjection. However, the researcher concentrated on enhance student noun and verb vocabulary. The researcher hope that this research can be a reference for future researcher used either this method or other strategies with different discussions.



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APPENDIX A

(Pre-Test)

A. In this part of the test is the multiple-choice questions. Choose the correct answer!!!

1. Irma is a diligent _____ at school
 - a. Farm
 - b. Student
 - c. Teacher
 - d. Doctor
2. I hope someday I can travelling around the.....?
 - a. World
 - b. House
 - c. Village
 - d. School
3. Eka buy a _____ for birthday's friend
 - a. Water
 - b. Colour
 - c. Gift
 - d. Paint
4. If we want to be smart, we must _____ hard
 - a. Research
 - b. Eat
 - c. sleep
 - d. Play
5. As a Muslim, we must _____ in Allah
 - a. Angry
 - b. Survive
 - c. Believe
 - d. Lie
6. My father _____ his glasses on the table
 - a. Hear
 - b. See
 - c. Touch
 - d. Smile

B. Fill in the synonym column of the word below along with its meaning!!

No.	Words	Synonym	Meaning
1	Gift		
2	Student		
3	World		
4	Believe		

5	See		
6	Research		

C. Essay test

1. Look at the following picture then make a list of nouns and verbs related to the picture !!

My Classroom



2. Change the sentence below into English, then underline the nouns and verbs in the sentence !!
 - a) Minggu lalu, saya pergi ke perpustakaan untuk belajar
 - b) Kemarin, saya pergi ke kebun binatang untuk melihat gajah
 - c) Hari ulang tahunku kemarin, aku mendapat hadiah boneka lucu.

(Post-Test)

A. In this part of the test is the multiple-choice questions. Choose the correct answer!!!

1. Leo is the _____ of two books on Germany history
 - a. Mucisian
 - b. Researcher
 - c. Expert
 - d. Actress
2. Me and my family go to ride of the _____ in the ocean
 - a. Boat
 - b. Bike
 - c. Bus
 - d. Airplane
3. Adit is playing _____ with his friends at the stadium
 - a. Swimming
 - b. Marbles
 - c. Football
 - d. Running
4. We must _____ to leave or stay
 - a. Sleep
 - b. fly
 - c. Read
 - d. Choose
5. Violet is a _____ of blue and red
 - a. Colour
 - b. Blend
 - c. Paint
 - d. Draw
6. I want to teach students in school when I grow up. I want to be.....?
 - a. A vet
 - b. An accountant
 - c. A teacher
 - d. A doctor

B. Fill in the synonym column of the word below along with its meaning!!

No.	Words	Synonym	Meaning
1	Football		
2	Boat		
3	Researcher		
4	Blend		
5	Teacher		
6	Choose		

C. Essay test

1. Look at the following picture then make a list of nouns and verbs related to the picture !!

My Best School

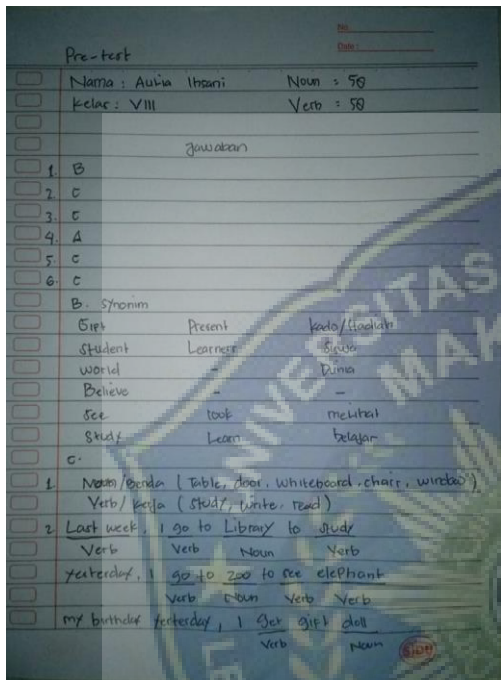


2. Change the sentence below into English, then underline the nouns and verbs in the sentence !!
 - a) Kemarin, saya pergi ke perpustakaan dan melihat banyak buku cerita
 - b) Pekan lalu, guruku memberi hadiah kecil untuk ulang tahunku
 - c) Tiga hari yang lalu aku dan teman-temanku pergi ke lapangan untuk bermain sepakbola

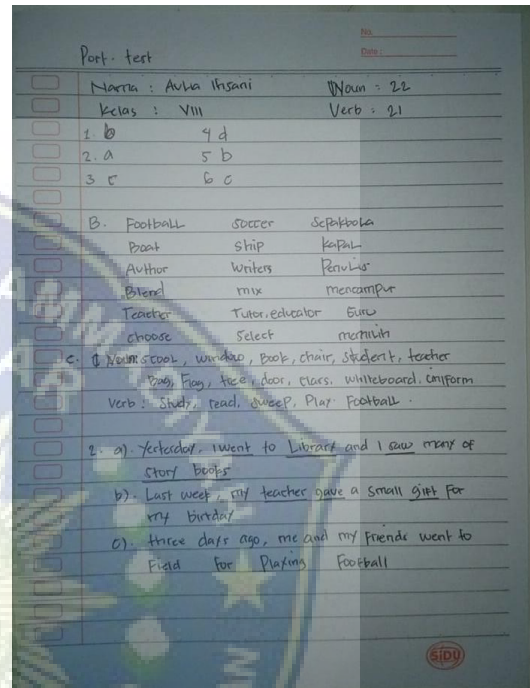
APPENDIX B

THE RESULT OF THE STUDENT SCORE ON PRE-TEST AND POST-TEST

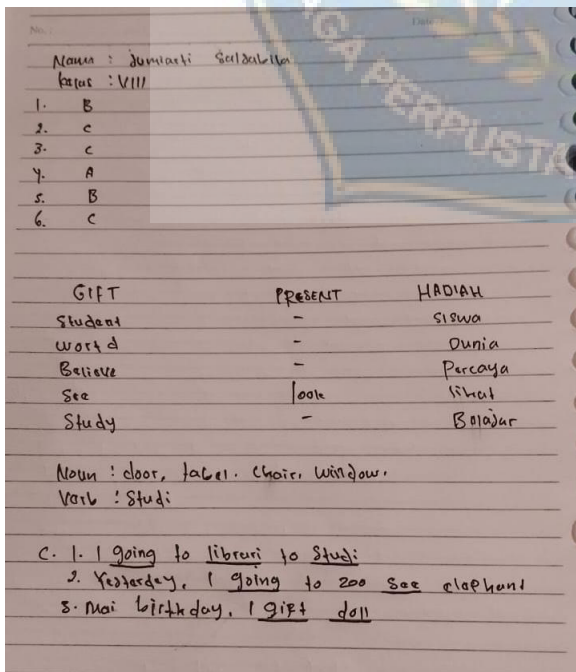
Pre-Test



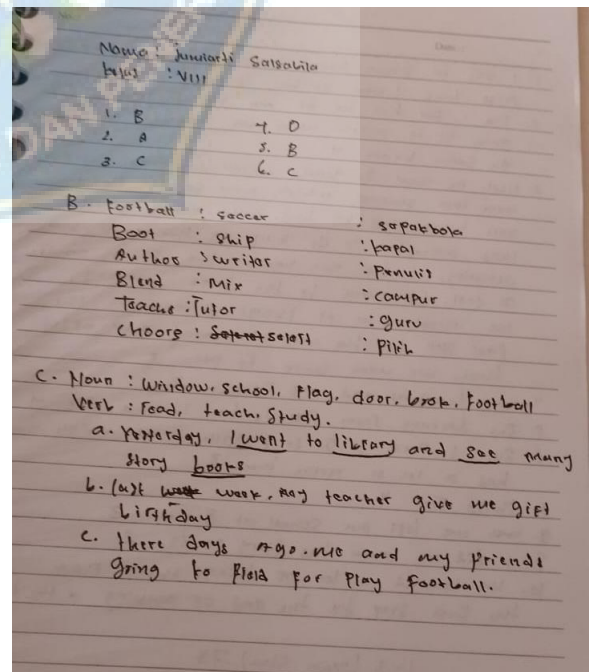
Post-Test



Pre-Test



Post-Test



Pre-Test

Pre test

NO: _____
DATE: _____

Nama : Maudir Jaya Noun : 9
Kelas : VIII Verb : 9

Jawaban

1. B 4. A
2. D 5. B
3. A 6. C

B: Gift - kado
Student learn Belajar
word - dunia
Believe - menyetujui
See - lihatlah
Study - mengajar

D:

1. Noun : table, door, boat
Verb : study

2. I'm go to library study
I'm go zoo see elephant
I birthday, I gift doll



Post-Test

Post test

NO: _____
DATE: _____

Nama : Maudir Jaya Noun : 16
Kelas : VIII Verb : 15

1. B 4. D
2. A 5. A
3. C 6. C

B: Football soccer Bola
Book - Kapa
Author writer Penulis
Blend mix Arah campur
Teacher Tutor guru
Choose - Pilih

C: Noun : school, student, flag, teacher
Verb : sit, study, sweep, football

a). Yesterday, I went to library and saw story books

b). my teacher give me gift a doll

c). I and my friends go to field to play football

APPENDIX C

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP 3 Satap Tombolo Pao
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/ Ganjil
 Materi pokok : Deskriptive Text
 Alokasi Waktu : 2 x 40 menit
 Pertemuan : 1 & 2

A. Kompetensi Inti

- **KI 1:** Menghargai dan menghayati ajaran agama yang dianutnya.
- **KI 2:** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- **KI 3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI 4:** Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
12.2 Mengungkapkan makna dan langkah retorika essay pendek sederhana dengan mengungkapkan ragam bahasa tulis secara akurat,	Menulis teks pendek dan sederhana dalam bentuk recount dan narative dengan langkah retorika yang benar

lancar dan berterima untuk beriteraksi dengan lingkungan sekitar berbentuk recount dan narrative	
--	--

C. Tujuan Pembelajaran

- Dengan menggunakan pendekatan frontloading, siswa dapat menyebutkan kosa kata tertentu.
- Siswa mampu membuat daftar beberapa kata sesuai dengan konten yang dipelajari.

D. Teaching Method/Method of Learning

Frontloading Strategy

E. Media, Alat, dan Sumber Belajar

1. Media

- Spidol
- Papan tulis

2. Sumber Belajar

- Buku siswa
- Sumber lain yang relevan

F. Langkah-Langkah Pembelajaran

Kegiatan	Kegiatan Guru	Kegiatan Peserta Didik	Alokasi Waktu
Kegiatan Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> • Guru membuka pembelajaran dengan mengucapkan salam. • Guru meminta salah satu peserta didik untuk memimpin doa. • Guru memeriksa kesiapan dan mengecek kehadiran peserta didik. 	<ul style="list-style-type: none"> • Peserta didik menjawab salam • Salah satu peserta didik memimpin doa belajar. • Peserta didik merespon guru 	

	<p>Motivasi</p> <ul style="list-style-type: none"> Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran dalam kehidupan sehari-hari. 	<ul style="list-style-type: none"> Peserta didik mendengarkan manfaat dari materi yang akan dipelajari 	10 Menit
	<p>Apersepsi</p> <ul style="list-style-type: none"> Guru mengaitkan dengan materi pembelajaran sebelumnya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan 	<ul style="list-style-type: none"> Peserta didik menjawab pertanyaan guru terkait materi pembelajaran sebelumnya. 	
	<p>Pemberian Acuan</p> <ul style="list-style-type: none"> Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. Guru menyampaikan Kompetensi Dasar, Tujuan Pembelajaran dan Penilaian yang akan dilakukan 	<ul style="list-style-type: none"> Peserta didik mengetahui materi yang akan dipelajari pada hari itu 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> Guru menyampaikan penjelasan mengenai materi descriptive text Guru membagi siswa menjadi 5 kelompok 	<ul style="list-style-type: none"> Peserta didik menyimak teks yang dijelaskan 	45 Menit

<p>Petanyaan Dasar</p>	<p>Menanya</p> <ul style="list-style-type: none"> • Guru meminta peserta didik mengajukan pertanyaan terkait dengan teks 	<ul style="list-style-type: none"> • Siswa mengajukan pertanyaan 	
<p>Desain Perencanaan Strategi Frontloading</p>	<p>Experimen</p> <ul style="list-style-type: none"> • Guru meminta siswa mendiskusikan teks descriptive dengan kelompok masing masing • Guru menilai pemahaman siswa terhadap keseluruhan materi dengan mengajukan banyak pertanyaan terkait topik. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru meminta siswa mendiskusikan kosa kata terkait descriptive teks berdasarkan contoh yang telah diberikan • Guru memonitor dan membimbing peserta didik selama perlakuan/pembelajaran <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk memaparkan hasil pekerjaan siswa • Guru dan peserta didik mendiskusikan kosa kata (Vocabulary) 	<ul style="list-style-type: none"> • Peserta didik menyimak materi yang disampaikan oleh guru. • Peserta didik menyimak arahan pembelajaran menggunakan strategi Frontloading • Peserta didik mendeskripsikan pengalaman/ide terkait konten yang akan dipelajari • Peserta didik membuat descriptive dan recount text dengan kelompok masing-masing • Peserta didik berdiskusi bersama 	

<p>Evaluasi Pengalaman Belajar</p>	<ul style="list-style-type: none"> • Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: <i>“What have we learned in this meeting?”</i> <i>“Did you enjoy today’s lesson?”</i> 	<ul style="list-style-type: none"> • Peserta didik merefleksi atau menyimpulkan kegiatan pembelajaran dan menjawab pertanyaan guru. 	
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> • Guru memberitahukan materi yang akan dipelajari pada pertemuan berikutnya • Guru membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran.. 	<ul style="list-style-type: none"> • Peserta didik menyimak pembelajaran yang akan dipelajari pada pertemuan berikutnya. • Peserta didik membaca doa dan menjawab salam guru 	<p>10 Menit</p>

G. Penilaian Pembelajaran

1) Teknik Penilaian

- Sikap: Observasi
- Pengotahuan: Tes tulis, Bentuk: Pilihan ganda dan Uraian
- Keterampilan: Penilaian untuk kerja

2) Penilaian Vocabulary

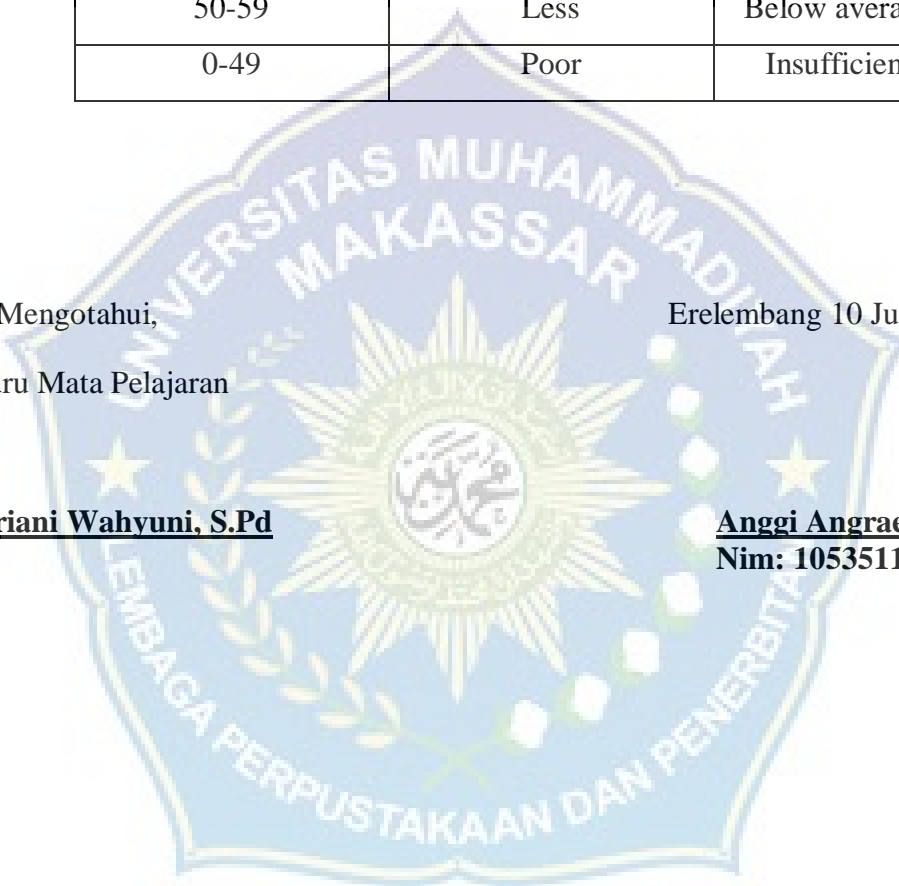
Score Range	Classification	Level
90-100	Excellent	Outstanding
75-89	Good	Above average
60-74	Fair	Satisfactory
50-59	Less	Below average
0-49	Poor	Insufficient

Mengotahui,
Guru Mata Pelajaran

Inriani Wahyuni, S.Pd

Erelembang 10 Juli 2023

Anggi Angraeni
Nim: 105351105319



LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP 3 Satap Tombolo Pao
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/ Ganjil
 Materi pokok : Recount text
 Alokasi Waktu : 2 x 40 menit
 Pertemuan : 3 & 4

A. Kompetensi Inti

- **KI 1:** Menghargai dan menghayati ajaran agama yang dianutnya.
- **KI 2:** Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- **KI 3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI 4:** Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
12.2 Mengungkapkan makna dan langkah retorika essay pendek sederhana dengan mengungkapkan ragam bahasa tulis secara akurat, lancar dan berterima untuk	Menulis teks pendek dan sederhana dalam bentuk recount dan narative dengan langkah retorika yang benar

berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative	
--	--

C. Tujuan Pembelajaran

- Dengan menggunakan pendekatan frontloading, siswa dapat menyebutkan kosa kata tertentu.
- Siswa mampu membuat daftar beberapa kata sesuai dengan konten yang dipelajari.

D. Teaching Method/Method of Learning

Frontloading Strategy

E. Media, Alat, dan Sumber Belajar

3. Media

- Spidol
- Papan tulis

4. Sumber Belajar

- Buku siswa
- Sumber lain yang relevan

F. Langkah-Langkah Pembelajaran

Kegiatan	Kegiatan Guru	Kegiatan Peserta Didik	Alokasi Waktu
Kegiatan Pendahuluan	Orientasi <ul style="list-style-type: none"> • Guru membuka pembelajaran dengan mengucapkan salam. • Guru meminta salah satu peserta didik untuk memimpin doa. • Guru memeriksa kesiapan dan mengecek kehadiran peserta didik. 	<ul style="list-style-type: none"> • Peserta didik menjawab salam • Salah satu peserta didik memimpin doa belajar. • Peserta didik merespon guru 	10 Menit
	Motivasi	<ul style="list-style-type: none"> • Peserta didik mendengarkan 	

	<ul style="list-style-type: none"> Guru memberikan motivasi hal positif dan menghubungkan materi pembelajaran dalam kehidupan sehari hari. 	<p>manfaat dari materi yang akan dipelajari</p>	
	<p>Apersepsi</p> <ul style="list-style-type: none"> Guru mengaitkan dengan materi pembelajaran sebelumnya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan 	<ul style="list-style-type: none"> Peserta didik menjawab pertanyaan guru terkait materi pembelajaran sebelumnya. 	
	<p>Pemberian Acuan</p> <ul style="list-style-type: none"> Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. Guru menyampaikan Kompetensi Dasar, Tujuan Pembelajaran dan Penilaian yang akan dilakukan 	<ul style="list-style-type: none"> Peserta didik mengetahui materi yang akan dipelajari pada hari itu 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> Guru menyampaikan penjelasan mengenai materi “Recount text” Guru membagi siswa menjadi 5 kelompok 	<ul style="list-style-type: none"> Peserta didik menyimak teks yang dijelaskan 	45 Menit
Petanyaan Dasar	<p>Menanya</p> <ul style="list-style-type: none"> Guru meminta peserta didik mengajukan pertanyaan terkait dengan teks 	<ul style="list-style-type: none"> Siswa mengajukan pertanyaan 	

<p style="text-align: center;">Desain Perencanaan Strategi Frontloading</p>	<p>Experimen</p> <ul style="list-style-type: none"> • Guru meminta siswa mendiskusikan “Recount text” dengan kelompok masing masing • Guru menilai pemahaman siswa terhadap keseluruhan materi dengan mengajukan banyak pertanyaan terkait topik. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru meminta siswa mendiskusikan kosa kata terkait “Recount teks” berdasarkan contoh yang telah diberikan • Guru memonitor dan membimbing peserta didik selama perlakuan/pembelajaran <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk memaparkan hasil pekerjaan siswa • Guru dan peserta didik mendiskusikan kosa kata (Vocabulary) 	<ul style="list-style-type: none"> • Peserta didik menyimak materi yang disampaikan oleh guru. • Peserta didik menyimak arahan pembelajaran menggunakan strategi Frontloading • Peserta didik mendeskripsikan pengalaman/ide terkait konten yang akan dipelajari • Peserta didik membuat descriptive dan recount text dengan kelompok masing-masing • Peserta didik berdiskusi bersama 	
<p style="text-align: center;">Evaluasi Pengalaman Belajar</p>	<ul style="list-style-type: none"> • Guru merefleksi atau menyimpulkan kegiatan dengan pertanyaan: 	<ul style="list-style-type: none"> • Peserta didik merefleksi atau menyimpulkan kegiatan 	

	<p><i>“What have we learned in this meeting?”</i></p> <p><i>“Did you enjoy today’s lesson?”</i></p>	<p>pembelajaran dan menjawab pertanyaan guru.</p>	
<p>Kegiatan Penutup</p>	<ul style="list-style-type: none"> • Guru memberitahukan materi yang akan dipelajari pada pertemuan berikutnya • Guru membaca doa dan mengucapkan salam untuk mengakhiri pembelajaran.. 	<ul style="list-style-type: none"> • Peserta didik menyimak pembelajaran yang akan dipelajari pada pertemuan berikutnya. • Peserta didik membaca doa dan menjawab salam guru 	<p>10 Menit</p>

F. Penilaian Pembelajaran

1) Teknik Penilaian

- Sikap: Observasi
- Pengotahuan: Tes tulis, Bentuk : Pilihan ganda dan Uraian
- Keterampilan: Penilaian untuk kerja

2) Penilaian Vocabulary

Score Range	Classification	Level
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Mengotahui,

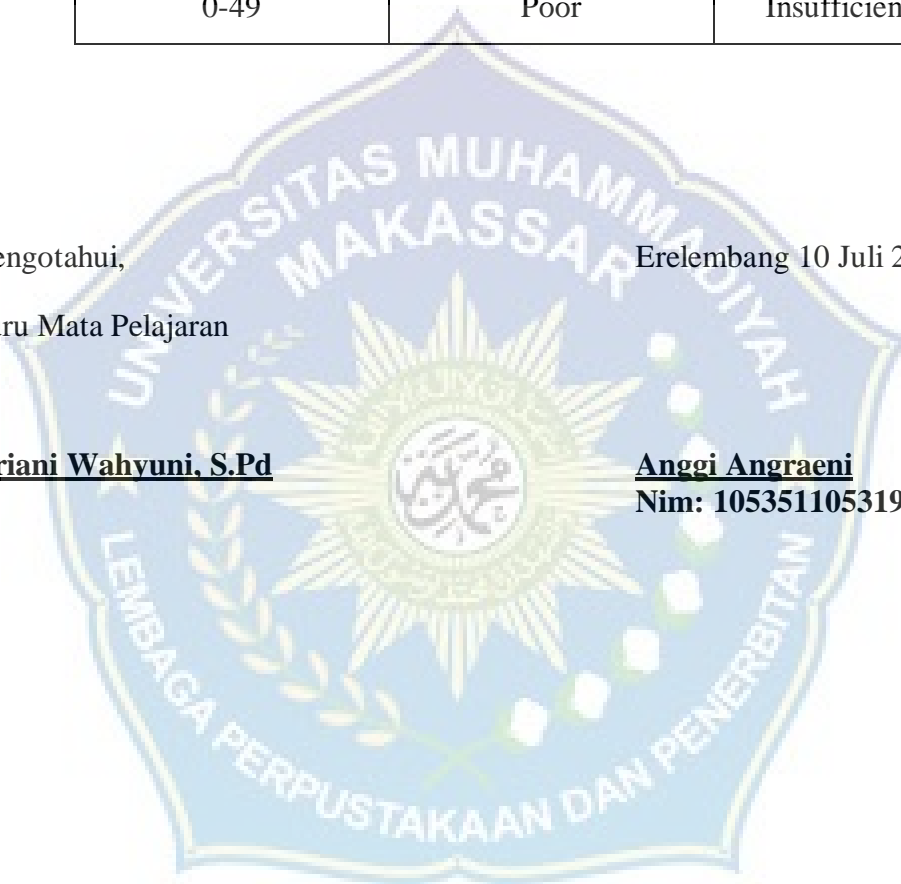
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Guru Mata Pelajaran

Inriani Wahyuni, S.Pd

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Nim: 105351105319



APPENDIX D

TEACHING MATERIAL

(Materi Pembelajaran)

Writing Text

There are two learning materials namely descriptive and recount text

A. Descriptive Text

Descriptive Text adalah teks yang mengatakan seperti apa seseorang atau sesuatu itu. Descriptive text menggambarkan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan mau pun benda mati. Tujuannya untuk memberikan informasi dengan jelas mengenai objek yang digambarkan kepada pembaca.

➤ Generic structure of descriptive text

- **Identification**

Terletak pada paragraf pertama, tujuannya adalah untuk mengidentifikasi suatu objek yang ingin dideskripsikan. Identification berfungsi untuk memperkenalkan kepada pembaca tentang objek yang akan kita jelaskan

- **Description**

Terletak pada paragraf kedua dan seterusnya, berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.

➤ Language Features

- **Specific participant**

Specific participant mengacu pada apa yang sedang di deskripsikan yang berfokus terhadap satu objek.

Contoh: Person (Bj. Habibie, Ir.Soekarno) place (Pantai Losari, Candi Borobudur) and thing (My Cute Dool, My Favorite Novel).

- **Simple present tense**

Descriptive menggunakan simple present tense untuk menjelaskan satu fakta atau kebenaran yang terdapat dalam suatu hal.

Contoh: She has beautiful long hair

- **Action verb - verb 1**

Menggunakan kata kerja principle menunjukkan sebuah kegiatan atau sebuah aktifitas principle bisa dilihat.

Contoh: Sleep, Walk, Sing, Dance, Research, Work and atc.

- **Adjective**

Descriptive text tidak terlepas dari adjective atau kata sifat.

Adjective digunakan karena descriptive text akan menjelaskan sifat-sifat dari suatu benda, manusia, atau binatang.

Contoh: Cute, Smart, Beautiful and atc.

B. Recount Text

Recount text adalah jenis teks bahasa Inggris yang menceritakan kembali kejadian atau peristiwa di masa lampau. Adapun tujuan dari *recount text* ini adalah memberikan informasi kepada pembaca, menghibur pembaca, merefleksikan suatu hal, merefleksikan suatu hal, mendokumentasikan pengalaman penting dan mempelajari sejarah.

➤ **Generic Structure of Recount Text**

- *Orientation* (informasi mengenai tokoh atau karakter, lokasi, waktu kejadian, *etc*)
- *Series of Event* (Menuliskan rangkaian mengenai peristiwa/kejadian yang mereka alami (*inti dari recount text*)).
- *Re-Orientation* (Rangkuman dan kesimpulan dari keseluruhan cerita sekaligus memberitahu ending-nya (*sad/happy*)).

➤ **Characteristic of Recount Text**

- *Dalam recount text tidak ada konflik yang diceritakan oleh penulis*

- *Selalu ada urutan cerita secara kronologis, misal ada cerita di hari pertama, hari kedua, dan seterusnya.*

➤ **Language Features of Recount Text**

- *Using Simple past tense*
- *Using specific participant (Sesuatu yang memiliki objek tertentu, tidak bersifat umum, dan unik (hanya ada satu))*
- *Using personal participant (Personal participant akan muncul di bagian orientation sebagai pengenalan tokoh ataupun karakter dalam cerita)*
- *Using action verb (Kata kerja yang merujuk pada tindakan yang kamu lakukan dan bisa terlihat oleh orang lain)*
- *Using linking verb (Kerja yang menghubungkan antara subjek dan keterangan)*
- *Using chronological connection/sequence connective (Kata sambung yang digunakan untuk menyatakan urutan terjadinya peristiwa)*
- *Using conjunction (Bagian dari part of speech yang tugasnya adalah menghubungkan dua kata, frasa, atau kalimat)*
- *Using adverbs (Kata keterangan)*
- *Using adverb (ial) phrase (Adverbial adalah frasa yang bersifat adverb, atau frasa yang fungsinya menjelaskan. Kalau adverb adalah bagian kalimat yang fungsinya menjelaskan keseluruhan kalimat, verb, adjective, atau adverb lain.*
- *Using time connectives and sequence connective (Frasa yang menghubungkan bagian kata, frasa, klausa atau kalimat)*

C. Word Clases (kelas kata)

- **Noun/kata benda:** kata yang mengidentifikasi sesuatu; dapat berupa benda, orang, ide atau kejadian. Noun dapat dikenali dalam bentuk nama dari suatu benda, tempat, orang ataupun ide
Contoh: Sally, London, cat, sadness, kindness and atc.
- **Pronoun/kata ganti:** merupakan pengganti dari noun atau kata benda. Penggunaan pronoun dimaksudkan agar tidak ada pengulangan kata benda yang sama dalam sebuah kalimat.

Contoh: I, we, you, they, he, she, it, him, her, those, this, that.

- **Adjective/kata sifat:** merupakan kata yang memiliki fungsi memberikan deskripsi atau informasi tambahan dari kata yang mengikutinya. Kata sifat umumnya mendeskripsikan kata benda atau keadaan.

Contoh: Red, small, three, old, slow, thin, big.

- **Verb/kata kerja:** Verb umumnya menggambarkan sesuatu yang dilakukan oleh seseorang atau sesuatu. Setiap kata kerja biasanya memiliki tiga bentuk: *verb 1*, *verb 2*, *verb 3* dan *verb-ing* yang digunakan untuk mendeskripsikan sebuah aksi yang sedang dilakukan saat itu juga

Contoh:

<i>Go – went – gone</i>	<i>Walk – walking</i>
<i>Drink – drank – drunk</i>	<i>Sing – singing</i>
<i>Write – wrote – written</i>	<i>Talk – talking</i>
<i>Eat – ate – eaten</i>	<i>Write – writing</i>
<i>Speak – spoke – spoken</i>	
<i>Take – took – taken</i>	

- **Adverb/kata keterangan:** memiliki peran memberi deskripsi sebuah verb. Adverb juga bisa berfungsi memodifikasi kata kerja, kata sifat ataupun sesama adverb. Sebuah adverb dapat menjalankan peran memberi deskripsi atau menjelaskan kata lain tentang kapan, bagaimana dan di manakah sesuatu terjadi. Kebanyakan dari kata dalam kelas adverb memiliki akhiran – ly.

Contoh: Quickly, mostly, never, here, tomorrow, slowly, very.

- **Preposition/kata depan:** memiliki peran sebagai bagian kalimat yang menerangkan hubungan antara noun, pronoun dan kata lain yang terlibat dalam sebuah kalimat. Preposition dapat memberi informasi atau menunjukkan tentang hubungan, tempat atau waktu.

Contoh: In, on, from, between, among, near, above, at.

- **Conjunction/kata hubung:** memiliki peran menghubungkan dua kata, frasa, ide ataupun klausa dalam sebuah kalimat. Fungsi

conjunction adalah menunjukkan atau menginformasikan hubungan antara dua bagian kalimat yang saling memiliki kaitan.

Contoh: And, or, if, since, but.

- **Interjection/kata seru:** Interjection atau kata ekspresi dapat berupa kata atau frasa yang berperan menunjukkan perasaan atau emosi pihak yang menggunakannya.

Contoh: Hi!, Oh!,Wow!

D. Teaching Methods

1. The researcher explained about descriptive and Recount text
2. The Researcher explain to the student about what is noun, verb and other word classes
3. By using Frontloading strategy, the Researcher give a command to student to find out Noun & Verb. The step include:
 - Introduce the content to be learned to students
 - The Researcher give a command to student to make a list to the word they found
 - The researcher made a word list from the students' suggestions.
 - The researcher added and revised the word list as needed

Contoh Descriptive Text:

My Best School



My Junior High school's building is not too far from my home. I usually go there by riding bicycle. I only need around 5-7 minutes to got there. Aside from daily routine in school which start from 7 a.m. until 1 p.m., at the afternoon I also go there to play or just to see basketball exercising.

My school is not to big like the other school which has football field and auditorium. The main building only has 16 rooms and one of them is library, I loved goes to library to studies and read my favorite book which the researcher from the book is my mother. Each grade is divided into 8 classes for students, so that because the school only has 16 rooms, the first grade starts the class at 1 p.m. until 5 p.m for research, the morning class is only for second and third grade.

In addition to that, my school has also one basketball court, one lab, one hall which we call pendopo, one mosque, one canteen, teacher's room, toilets and parking area. One place that I love most at school is the bench near a small pond. At the break time, I always sit at that bench and see the fish swimming.

The underlined words in the text are a noun and a verb!!

Know	What	Learning
Words	Synonym	Meaning

Contoh Recount Text



Last holiday, I went to Mutun beach with my family. We went on holiday right on my birthday. We woke up early in the morning and got everything ready. We brought some snacks and drinks, such as potato chips, cheese sandwiches, water, and fruit juice. We went to the beach by car.

The journey takes 3 hours to get there. Finally, we arrived at the beach entrance gate. As soon as I set foot on the beach sand, I really wanted to feel the water and swim there. So, we changed clothes first and then swam. After that, we boarded a beautiful traditional boat enjoying the view of the calm sea and gentle breeze. This was tiring and made us hungry. My mother then prepared snacks and drinks. After eating snacks and drinks, I was interested in surfing, I believed that trying surfing would be an exciting experience, while my parents went for a walk nearby to enjoy the beautiful scenery.

During a beach holiday, we mix things up by choosing different activities. Some choose to relax on the beach while reading a book, while others choose to explore the coral reefs. On that very day my father gave me a gift. That day was an unforgettable moment and I was so happy about our holiday experience.

The underlined words in the text are a noun and a verb!!

Know	What	Learning
Words	Synonym	Meaning

APPENDIX E

THE CLASSIFICATION SCORE OF PRE-TEST VOCABULARY IN TERMS OF NOUN AND VERB

Respondent	Pre-test			
	Noun	Classification	Verb	Classification
S-1	58	Less	58	Less
S-2	54	Less	50	Less
S-3	42	Poor	42	Poor
S-4	54	Less	46	Poor
S-5	42	Poor	38	Poor
S-6	38	Poor	38	Poor
S-7	38	Poor	38	Poor
S-8	58	Less	54	Less
S-9	42	Poor	42	Poor
S-10	58	Less	58	Less

**THE CLASSIFICATION SCORE OF POST-TEST VOCABULARY IN
TERMS OF NOUN AND VERB**

Respondent	Post-test			
	Noun	Classification	Verb	Classification
S-1	92	Excellent	88	Good
S-2	88	Good	83	Good
S-3	75	Good	71	Fair
S-4	83	Good	75	Good
S-5	71	Fair	67	Fair
S-6	67	Fair	63	Fair
S-7	71	Fair	67	Fair
S-8	88	Good	83	Good
S-9	67	Fair	63	Fair
S-10	92	Excellent	92	Excellent

APPENDIX F**THE SCORES OF PRE-TEST VOCABULARY (NOUN AND VERB)**

No	Respondent	Noun	Verb
1	S-1	58	58
2	S-2	54	50
3	S-3	42	42
4	S-4	54	46
5	S-5	42	38
6	S-6	38	38
7	S-7	38	38
8	S-8	58	54
9	S-9	42	42
10	S-10	58	58
Total		484	464
Mean score		48.4	46.4

THE SCORES OF POST-TEST VOCABULARY (NOUN AND VERB)

No	Respondent	Noun	Verb
1	S-1	92	88
2	S-2	88	83
3	S-3	75	71
4	S-4	83	75
5	S-5	71	67
6	S-6	67	63
7	S-7	71	67
8	S-8	88	83
9	S-9	67	63
10	S-10	92	92
	Total	794	752
	Mean score	79.4	75.2

APPENDIX G

THE RAW SCORE OF STUDENT'S VOCABULARY

(NOUN)

Respondent	Test		D (X2-X1)	X1 ²	X2 ²	D ²
	Pre-test (X1)	Post-test (X2)				
S-1	58	92	34	3.364	8.464	1.156
S-2	54	88	34	2.916	7.744	1.156
S-3	42	75	33	1.764	5.625	1.089
S-4	54	83	29	2.916	6.889	841
S-5	42	71	29	1.764	5.041	841
S-6	38	67	29	1.444	4.489	841
S-7	38	71	33	1.444	5.041	1.089
S-8	58	88	30	3.364	7.744	900
S-9	42	67	25	1.764	4.489	625
S-10	58	92	34	3.364	8.464	1.156
Total	484	794	310	24.104	63.990	9.694
Mean Score	48.4	79.4	31	2.410	6.399	969.4

**THE RAW SCORE OF STUDENT'S VOCABULARY
(VERB)**

Respondent	Test		D (X2-X1)	X1 ²	X2 ²	D ²
	Pre-test (X1)	Post-test (X2)				
S-1	58	88	30	3.364	7.744	900
S-2	50	83	33	2.500	6.889	1.089
S-3	42	71	29	1.764	5.041	841
S-4	46	75	29	2.116	5.625	841
S-5	38	67	29	1.444	4.489	841
S-6	38	63	25	1.444	3.969	625
S-7	38	67	29	1.444	4.489	841
S-8	54	83	29	2.916	6.889	841
S-9	42	63	21	1.764	3.969	441
S-10	58	92	34	3.364	8.464	1.156
Total	464	752	288	22.120	57.568	8.416
Mean Score	46.4	75.2	28.8	2.212	5.757	842

APPENDIX H

THE FREQUENCY AND THE RATE PERCENTAGE OF THE STUDENTS

a. Classification of percentage student's vocabulary (Noun)

No	Score	Classification	Pre-test		Post-test	
			F	P%	F	P%
1	90-100	Excellent	-	-	2	20%
2	75-89	Good	-	-	4	40%
3	60-74	Fair	-	-	4	40%
4	50-59	Less	5	50%	-	-
5	0-49	Poor	5	50%	-	-
Total			10	100%	10	100%

Calculate the frequency and the rate percentage using this formula:

$$P = \frac{F}{N} \times 100 \%$$

Pre-test

Post-test

For “**Less**” category

For “**Excellent**” category

$$P = \frac{5}{10} \times 100 \%$$

$$P = \frac{2}{10} \times 100 \%$$

$$P = 0,5 \times 100 \%$$

$$P = 0,2 \times 100 \%$$

$$P = 50 \%$$

$$P = 20 \%$$

For “**Poor**” category

For “**Good**” category

$$P = \frac{5}{10} \times 100 \%$$

$$P = \frac{4}{10} \times 100 \%$$

$$P = 0,5 \times 100 \%$$

$$P = 0,4 \times 100 \%$$

$$P = 50 \%$$

$$P = 40 \%$$

For “Fair” category

$$P = \frac{4}{10} \times 100 \%$$

$$P = 0,4 \times 100 \%$$

$$P = 40 \%$$

b. Classification of percentage student’s vocabulary (Verb)

No	Score	Classification	Pre-test		Post-test	
			F	P%	F	P%
1	90-100	Excellent	-	-	1	10%
2	75-89	Good	-	-	4	40%
3	60-74	Fair	-	-	5	50%
4	50-59	Less	4	40%	-	-
5	0-49	Poor	6	60%	-	-
Total			10	100%	10	100%

Pre-test

Post-test

For “Less” category

$$P = \frac{4}{10} \times 100 \%$$

$$P = 0,4 \times 100 \%$$

$$P = 40 \%$$

For “Excellent” category

$$P = \frac{1}{10} \times 100 \%$$

$$P = 0,1 \times 100 \%$$

$$P = 10 \%$$

For “Poor” category

$$P = \frac{6}{10} \times 100 \%$$

$$P = 0,6 \times 100 \%$$

$$P = 60 \%$$

For “Good” category

$$P = \frac{4}{10} \times 100 \%$$

$$P = 0,4 \times 100 \%$$

$$P = 40 \%$$

For “Fair” category

$$P = \frac{5}{10} \times 100 \%$$

$$P = 0,5 \times 100 \%$$

$$P = 50 \%$$

APPENDIX I

THE STUDENT'S MEAN SCORE OF THE STUDENT'S TEST

a. The students mean score in pre-test and post-test in terms of noun

Pre-test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{484}{10} \\ &= 48.4\end{aligned}$$

Post-test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{794}{10} \\ &= 79.4\end{aligned}$$

b. The students mean score in pre-test and post-test in terms of verb

Pre-test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{464}{10} \\ &= 46.4\end{aligned}$$

Post-test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{752}{10} \\ &= 75.2\end{aligned}$$

APPENDIX J**THE IMPROVEMENT OF STUDENTS VOCABULARY****a. The improvement of student's vocabulary (Noun)**

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{79.4 - 48.4}{48.4} \times 100$$

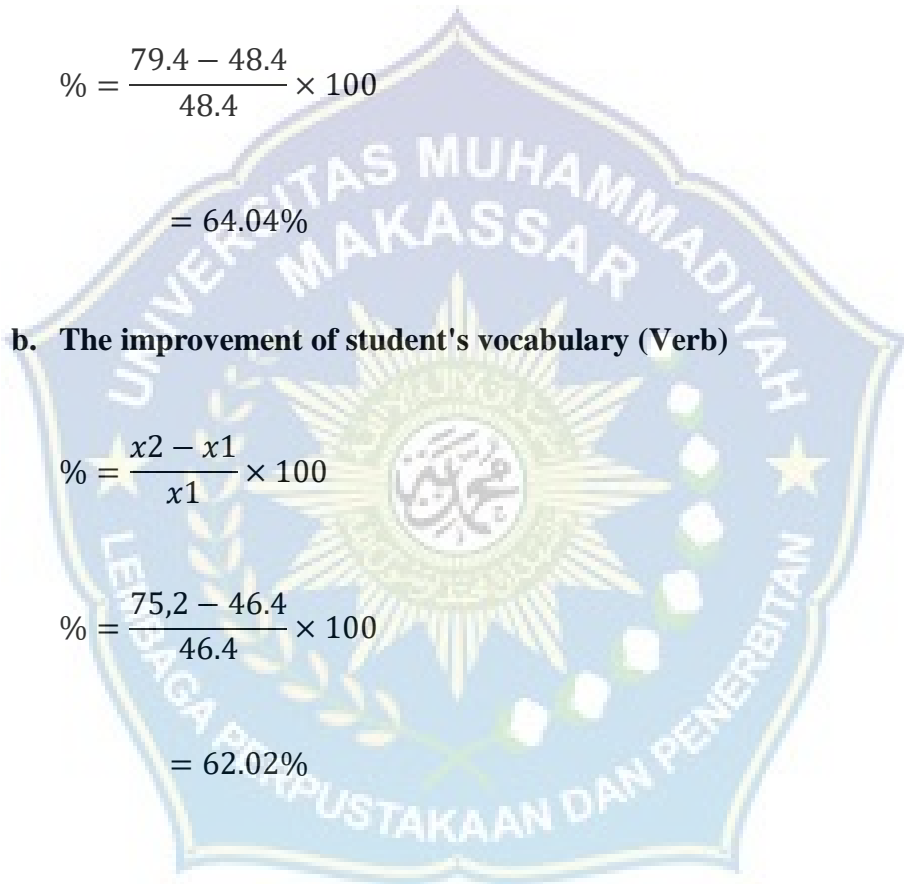
$$= 64.04\%$$

b. The improvement of student's vocabulary (Verb)

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{75,2 - 46.4}{46.4} \times 100$$

$$= 62.02\%$$



APPENDIX K

CALCULATING THE T-TEST ANALYSIS

a. Calculating the T-test value of student's vocabulary (Noun)

$$\sum D = 310$$

$$(\sum D)^2 = 9694$$

$$N = 10$$

$$\bar{D} = \frac{\sum D}{N} = \frac{310}{10} = 31$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{31}{\sqrt{\frac{9694 - \frac{(310)^2}{10}}{10(10-1)}}$$

$$t = \frac{31}{\sqrt{\frac{9694 - 9610}{10(9)}}$$

$$t = \frac{31}{\sqrt{\frac{9694 - 9610}{90}}}$$

$$t = \frac{31}{\sqrt{\frac{84}{90}}}$$

$$t = \frac{31}{\sqrt{0.93}}$$

$$t = \frac{31}{0.96} \quad t = 32.2$$

b. Calculating the T-test value of student's vocabulary (Verb)

$$\sum D = 288$$

$$(\sum D)^2 = 8416$$

$$N = 10$$

$$\bar{D} = \frac{\sum D}{N} = \frac{288}{10} = 28.8$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{28.8}{\sqrt{\frac{8416 - \frac{(288)^2}{10}}{10(10-1)}}$$

$$t = \frac{28.8}{\sqrt{\frac{8416 - \frac{82944}{10}}{10(9)}}$$

$$t = \frac{28.8}{\sqrt{\frac{8416 - 8294}{90}}}$$

$$t = \frac{28.8}{\sqrt{\frac{122}{90}}}$$

$$t = \frac{28.8}{\sqrt{1.35}}$$

$$t = \frac{28.8}{1.16}$$

$$t = 24.8$$

APPENDIX L

Distribution of T-Table

<i>Df</i>	<i>(level of significance) (one-tailed test)</i>					
	<i>0.25</i>	<i>0.10</i>	<i>0.05</i>	<i>0.025</i>	<i>0.01</i>	<i>0.005</i>
1	1.000	3.078	6.314	12.706	31.821	63.67
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750

APPENDIX M

SURAT KETERANGAN BEBAS PLAGIAT


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
 Alamat Kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588


SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
 Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Anggi Angraeni
 Nim : 105351105319
 Program Studi : Pendidikan Bahasa Inggris
 Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	6 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana.

Makassar, 22 September 2023
 Mengetahui,
 Kepala UPT- Perpustakaan dan Penerbitan,


 Nurhidayah Setiawan, M.I.P
 NIM. 964591

Jl. Sultan Alauddin no 259 makassar 90222
 Telepon (0411)866972,881 593,fax (0411)865 588
 Website: www.library.unismuh.ac.id
 E-mail : perpustakaan@unismuh.ac.id

APPENDIX N

SURAT PENGANTAR LP3M DARI FAKULTAS



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 239 Makassar
 Telp : (0411) 860837 / 860152 (Fax)
 Email : kip@unismuh.ac.id
 Web : <http://kip.unismuh.ac.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 13887/FKIP/A.4-II/VI/1444/2023
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat,
Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: Anggi Angraeni
Stambuk	: 105351105319
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Matseko / 21-02-2001
Alamat	: Jl. Sultan Alauddin 2

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: **THE IMPLEMENTATION OF THE FRONT-LOADING STRATEGY TO INCREASE STUDENT VOCABULARY AT SMPN 3 SATAP TOMBOLO PAO**

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1444 H
 24 Juni 2023 M
 Dekan


Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934



PERPUSTAKAAN DAN PENERBITAN

APPENDIX O

SURAT PENELITIAN DARI LP3M


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 066972 Fax (0411) 865588 Makassar 90221 e-mail lp3m@unitemuh.ac.id

Nomor : 1823/05/C.4-VIII/VI/1444/2023

06 Dzulhijjah 1444 H

Lamp : 1 (satu) Rangkap Proposal

24 June 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13887/FKIP/A.4-II/VI/1444/2023 tanggal 24 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ANGGI ANGRAENI

No. Stambuk : 10535 1105319

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE IMPLEMENTATION OF THE FRONT - LOADING STRATEGY TO INCREASE STUDENT VOCABULARY AT SMPN 3 SATAP TOMBOLO PAO"

Yang akan dilaksanakan dari tanggal 20 Juli 2023 s/d 20 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

APPENDIX P

KARTU KONTROL PENELITIAN



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Hassanudin No. 250 Makassar
Telp. 0411 464471, 0411 419342
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www.ummu.ac.id
www.ummu.ac.id
Website: www.ummu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Anggi Angraeni
NIM : 105351105319
Judul Penelitian : *The Implementation of the Frontloading Strategy to Increase Student Vocabulary at SMPN 3 Satap Tombolo Pao*
Tanggal Ujian Proposal : 08 Juni 2023
Tempat/Lokasi Penelitian : SMPN 3 Satap Tombolo Pao

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis, 20 Juli 2023	Penyampaian surat penelitian dari kampus kepada kepala sekolah	Inriani Wahyuni, S.Pd	<i>[Signature]</i>
2	Jumat, 21 Juli 2023	Pre-Test	Inriani Wahyuni, S.Pd	<i>[Signature]</i>
3	Selasa, 25 Juli 2023	Treatment	Inriani Wahyuni, S.Pd	<i>[Signature]</i>
4	Kamis, 27 Juli 2023	Treatment	Inriani Wahyuni, S.Pd	<i>[Signature]</i>



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Jalan Sultan Hassanudin No. 250 Makassar
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Email: prodi@ummu.ac.id
www.ummu.ac.id
www.ummu.ac.id
Website: www.ummu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

5	Jumat, 28 Juli 2023	Treatment	Inriani Wahyuni, S.Pd	<i>[Signature]</i>
6	Selasa, 1 Agustus 2023	Treatment	Inriani Wahyuni, S.Pd	<i>[Signature]</i>
7	Kamis, 3 Agustus 2023	Post-Test	Inriani Wahyuni, S.Pd	<i>[Signature]</i>
8				
9				
10				

2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar
[Signature]
Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

UPinpin Kepala sekolah/Instansi
SMP/MTsN/TK/PAUD/SLB/PAUD
SATAP/2023/07
KECAMATAN
TOMBOLA
DINAS PEND.
[Signature]
Hr. Salsab, S.Pd
NIP. 66803011991112001

APPENDIX Q

SURAT TELAH SELESAI MENELITI



**PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN
SMP NEGERI 3 SATAP TOMBOLO PAO**

Alamat: Jl. Pendidikan Erelembang Desa Erelembang Kec. Tombolo Pao Kode Pos 92174

SURAT KETERANGAN

Nomor : 027/DISDIK-GW/SMPN 3 T.PAO/VIII/2023

Assalamu'alaikum Warahmatullahi Wabarakatuhu.

Yang bertanda tangan di bawah ini:

Nama : Hj. SAMSI AH, S.Pd.
NIP : 19680301 199111 2 001
Jabatan : Kepala Sekolah
Unit Kerja : SMPN 3 SATAP TOMBOLO PAO

Dengan ini menyatakan Sesungguhnya bahwa :

Nama : ANGGI ANGRAENI
No. Stambuk : 10535 1105319
Universitas : Universitas Muhammadiyah Makassar
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Telah melaksanakan penelitian di Sekolah SMPN 3 Satap Tombolo Pao, Desa Erelembang guna penyusunan Tugas Akhir Skripsi dengan Judul "*The Implementation Of The Front - Loading Strategy To Increase Student Vokabulary At Smpn 3 Satap Tombolo Pao*".

Demikian surat ini dibuat dengan sebenar-benarnya, agar dapat digunakan sebagaimana mestinya. Teriring doa *Jazakumullahu khairan katsiran.*

Nasrui min Allah wa fathun qarib.

Wassalamu'alaikum warahmatullahi wabarakatuhu.

13 Dzulhijjah 1444 H

23 Juli 2023 M



Kepala Sekolah,

Hj. SAMSI AH, S.Pd

NIP: 19680301 199111 2 001

APPENDIX R

LETTER OF ACCEPTANCE



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
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Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE

0845/BG-FKIP/LOA/B/X/1445/2023

Dear ANGGI ANGRAENI

It is our pleasure to inform you that, after reviewing your paper:
FRONT-LOADING STRATEGY TO INCREASE STUDENT VOCABULARY
IN TERMS OF NOUN

The manuscript ID: 1106

Detail checklist:

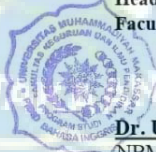
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 27 October 2023 M
12 Rabiul Akhir 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

APPENDIX S

DOCUMENTATION

Pre-Test



Treatment



Post-Test



Foto bersama siswa



APPENDIX T

CURICULUM VITAE



The researcher, **Anggi Angraeni** was born in Matteko on February 21th 2001. She has one brother. The first child of the couple Arifuddin and Nuraeni. She Began her education in MI Muhammadiyah Matteko and graduate in 2013. Then she Continued her research in MTS Muhammadiyah Matteko and graduate 2016, After Finish she continued her research in MA Bukit Hidayah Malino and graduate in 2019. In the same year, she was accepted as a student in English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the completion of her studies, she was able to complete her thesis entitled **“The Implementation of the Front-Loading Strategy to Increase Students Vocabulary at the Eight Grade of SMPN 3 Satap Tombolo Pao”**