

**ENHANCING STUDENTS' VOCABULARY MASTERY BY USING  
FRONTLOADING STRATEGY IN THE GOOGLE CLASSROOM  
APPLICATION AT THE TENTH GRADE NATURAL SCIENCE 1 OF SMA  
NEGERI 4 METRO**

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**ABSTRACT**

The goal is to identify the problems of students in tenth grade natural science 1 to improve the quality of learning, especially for vocabulary. The teacher provides students with a worksheet contain words such as synonym, antonym and part of speech of the words. This research is Classroom Action Research. Those were reconnaissance, planning, action, observation, and reflection. The subjects were 33 students at tenth grade natural science 1 of SMA Negeri 4 Metro. The criteria of succes determines by researcher successful if 75% of 33 students follow the learning process well and also give good responses to the teacher and if the 75% from 33 students get score 70. The research was done in two cycles and obtained the qualitative and quantitative data. The data collection instruments were observation checklists, interview guidelines, and tests. The data were in the observation checklists, interview transcripts, and scores. The result of the research showed that the use of frontloading strategy in the teaching and learning process significantly improved the students' vocabulary mastery. the students could improve their vocabulary mastery by looking for vocabulary related to the picture given and also the picture was described then the students entered it as the KWL format which is one of the frontloading strategies. Based on the quantitative data, the students' mean value for the vocabulary skills improved. In the pre – test, the students' mean value was 61.96. Then, after Cycle 1 (post – test 1), the students' mean value of post – test 1 was 68.33 . At last, after Cycle 2 (post – test 2), the students' mean value in the post – test 2 was 86.21 . In conclusion, the use of frontloading strategy can improve the students' vocabulary mastery significantly.

**Key Word:** *Vocabulary Mastery, Frontloading Strategy, Google Classroom Application.*

## INTRODUCTION

Vocabulary is communicate with other effectively including word in the form of speaking which is called expressive vocabulary and word in the form of listening which is called receptive vocabulary (Hiebert, E.H., & Kamil, 2005). One of the important parts in English skill is vocabulary because without proportional vocabularies, anyone will have problems in speaking, reading, listening and writing. It means that without sufficient vocabulary, people cannot communicate and express their feelings both in form of spoken and written effectively.

Based on the data of prasurvey at the tenth grade natural science 1 students of SMA Negeri 4 Metro in the academic year 2020/2021, it can be explained that 17 students failed on vocabulary and 11 students got excellent score. it means that, from result of interview to English teacher that there are problems in vocabulary learning process such as: : (1) some of the students do not know meaning of words, (2) most of the students were passive during learning process, (3) they have difficulties in memorizing new words.

The frontloading strategy might provide solution to the problem faced by students. The researcher use frontloading strategy increasing vocabulary mastery. The researcher will use frontloading strategy increasing vocabulary mastery. This frontloading strategy has some advantages that is the component of language that is needed to be learnt so that the students' understanding about word is better. The google classroom application has some advantages is using google classroom application can access all other application such as drive, spreadsheet, documents, slide and useable to instructors and learns in both fully online learning.

In applying the frontloading strategy, the researcher asked students' write in your book related to topic is giving by researcher and made like KWL format and then the students' take a test of 20 multiple choice related to vocabulary mastery through Google Classroom Application.

Based on the explanation above, the researcher will use frontloading strategy for increasing vocabulary mastery and will use the google classrom as media for delivering material and giving assignment. Therefore, the researcher hope that research about Enhancing Students Vocabulary Mastery By Using Frontloading Strategy in the Google Classroom Application at Tenth Grade.

After the researcher indentifies the problem, the problem formulation of this research is as following:

1. Can frontloading strategy increase students' vocabulary mastery? If yes, to what extend its enhancement?
2. What are the advantages and disadvantages of frontloading strategy to the students' vocabulary learning?

There are two objectives of this study :

1. To find out whether frontloading strategy increase student' vocabulary mastery or not.
2. To find out the advantage and disadvantage of frontloading strategy to the students vocabulary learning.

## LITERATURE REVIEW

Based on the journal findings, the researcher adapts from those journals about the things related to this research. The first previous research is from Nani Windiarti, Arasuli and Rudi Afriazi (2019) entitled "The Effect of Using Frontloading Strategy in Teaching Reading Comprehension at The Seventh Grade Students of SMPN 10 Bengkulu In The Academic Year of 2018/2019. Second previous research is from Gaby Putri Hutabarat, Konder Manurung and Salehuddin entitled "Increasing Students' Vocabulary Through Frontloading Strategy". The third previous research is from Yulia Citra and Fitrawati (2018) entitled "Using Frontloading Vocabulary in Improving Students Reading Comprehension at Senior High School". This research, the researcher will use frontloading strategy in google classroom to improve students' vocabulary mastery at the tenth grade natural science 1 of SMAN 4 metro in the academic year 2020/2021.

Here are some concepts that are used by the researcher; The Definition of Vocabulary, The Teaching of Vocabulary, Definition of Frontloading Strategy, Various Ways of Teaching Frontloading Vocabulary and Definition of Google Classroom application.

### 1. Vocabulary Mastery

#### a. The Definition of Vocabulary

Vocabulary is communicate with other effectivelly including word in the form of speaking which is called expressive vocabulary and word in the form of listening which is called receptive vocabulary (Hiebert, E.H., & Kamil, 2005).

Vocabulary is words that have meaning can be used to communicate with others both spoken and writing, to emphasize in grammar there is very little to be conveyed and without using vocabulary it cannot be conveyed (Alqahtani, 2015). Vocabulary is defines all vocabulary that used by someone about particular subject used in a particular language (Hornby A.S., 2006).

From some definition about vocabulary above, the researcher can concludes that vocabulary is one of the meanings that can be used when someone communicates with another in the spoken or written, without vocabulary we can not establish communication. Therefore vocabulary is very important to use in everyday life, one of which by communication.

## **b. The Teaching of Vocabulary**

The teaching of vocabulary (Yulianto, 2010) such as:

1. Using Relia
2. Showing picture
3. Mime, Action, and Gesture
4. Contrast
5. Explanation
6. Translation

So, the researcher will choose to teach vocabulary is showing picture, explanation and translation.

## **2. Frontloading Strategy**

### **a. The Definition of Frontloading Strategy**

Frontloading strategy can be referred to as pre-teaching vocabulary is a strategy that introduced the words in media or photo before they learn more, especially about vocabulary (Alber, 2014). Frontloading strategy is teaching academic language and academic vocabulary to understand and also express understanding of the text. Frontloading strategy is in the form of dialogue and students experience to develop vocabulary and access students' knowledge before reading content. (McCall, 2010). From some definition by experts about frontloading strategy above, the researcher can concludes that frontloading strategy is one of the way to increase vocabulary by using interesting media or photo so that students understand the material presented and also do not get bored in following the learning process.

**b. Various Ways of Teaching Frontloading Vocabulary**

Various ways of teaching frontloading vocabulary (McCall, 2010) such as:

1. Video
2. Field Trip
3. Picture of Observation Charts
4. The KWL Format

The KWL Format Example

Know	Want to know			Learning
Words	Antonym	Synonym	Part of speech	Meaning

So, the researcher will choose to teach frontloading vocabulary is the KWL format.

**3. Definition of Google Classroom Application**

**Definition of Google Classroom Application**

Google classroom application is a tool used to send assignments and announcements related to online assignments by teacher, this application is made free of charge, therefore this application is to make students build activeness to take part in online learning (Beal, 2017). Google classroom is one of the best application for teacher work flows because it provides powerful features so that it provides an idea tool to use for students and this application also saves teacher time, keeps class organized and can improve students communication while learning. Provides application that can be accessed in the google classroom for educational application such as drives, gmail, and documents (Iftakhar, 2016). From some definition by experts about google classroom application above, the researcher can concludes that google classroom application is this application very easily useable for teacher and students, can access all application such as drive, documents, gmail and etc. It mean that using google classroom application can create active lesson.

## **METHODOLOGY**

The research of the study is classified as classroom action research or CAR. The goal is to identify the problems of students in tenth grade natural science 1 to improve the quality of learning, especially for vocabulary. In conducting this research, the researcher acts as a teacher teaching vocabulary. Meanwhile, the real English teacher will observe the vocabulary learning process.

Four components that repeated cycles consisting of planning, acting, observing and reflecting (Sukardi, 2015). The researcher uses classroom action research from some steps this research. The procedure such as:

### **1. Planning**

Researchers plan actions that focus on several things such as what to do, who does it, how the action should be done, why to take the action and where to take the action.

### **2. Action**

At the action step, the researcher will explain the process of teaching vocabulary.

### **3. Observation**

Observation is the researcher process of observing the learning process and also collecting data related to the results of these actions. Then the researcher and the English teacher in tenth grade students of natural science 1 will discuss the results of observations such as what problems the tenth grade students of natural science 1 when learning vocabulary and also find solutions to solve these problems. To solve problems in students, the researcher will note to be problems in the learning process.

### **4. Reflection**

Reflection is to analyze the data that has been collected and if the action fails, the next cycle of action. If the research is said to be successful if 75% of students follow the learning process well and also give good responses to the teacher. In addition, students improve vocabulary scores such as working on multiple choice. The criteria of succes determines by researcher if the 75% students get score 70. If less than 75% of students can reach grades 70, it mean that the researcher must to do next cycle.

The subject of this research is the students of the tenth grade natural science 1 of the SMAN 4 Metro. The researcher took tenth grade natural science 1 because the English teacher explained tenth grade natural science 1 students

were passive during English lessons because they are embarrassed to ask when students do not understand the material given by teacher.

For Instrument of the Research, the researcher as an observer to collect data and also the person who carries out the action to research the class and also the English teacher in tenth grade natural science 1 who will be a collaborator as an observer. In this study, the researcher used instruments namely interview guidelines, observation check list and test.

### 1. Interview Guidelines

Interviews are used to support observations during the learning process and as a reflection of the learning process of vocabulary mastery using the frontloading strategy in the google classroom application.

### 2. Observation Check List

When observation, the researcher makes a list of names of students in tenth grade natural science 1. The researcher observes students while participating in learning activities such as responding to the teacher, answer question, doing assignment and fill the attendance class in the google classroom application.

### 3. Test

The researcher uses multiple choice test related to vocabulary that will be given about 90 minutes. The tests consist of sentence construction and multiple choice through google classroom application. For the question grid is for sentence construction made like KWL format and for multiple choice such as gaps sentence, part of speech, guess the picture, present perfect tense, preposition, congratulations and relative clause.

After making research instruments, the researcher utilizes the instrument to collect the data. In collecting data, it needs a way to get the data. In this research, the researcher chooses 3 data collecting technique there are interview, observation and test. After collecting data, researcher will use interview, observation of the learning process and also test results on students. Researchers will use descriptive analysis in collecting data, to explain each cycle in the indicator helps the learning process to improve vocabulary mastery in students by using frontloading strategy in the google classroom application.

**FINDINGS**

This section is used to answer the researcher problems in chapter 1. The problem formulation the are (1) What are frontloading strategy increase students' vocabulary mastery?if yes, to what extend its enhancement?, (2) What are the advantages and the disadvantages to students' vocabulary learning?

Before giving treatment in the classroom action research or CAR, the researcher conducted a pre-test.

1. The result of pre-test

No	Classification	Score	Frequency	Percentage (%)	Students Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0 %	≥ 70	13	39.39
2	Very good	86-95	0	0 %			
3	Good	76-85	0	0%			
4	Fairly good	66-75	13	39.39%			
5	Fair	56-65	6	18.18%	≤ 70	20	60.61
6	Poor	46-55	12	36.36%			
7	Very poor	0-45	2	6.06%			
Total			33	100%		33	100%

Result of students' score of pre-test, just 13 out of 33 or 39.39% students passed the mininum standard criteria score 70 while less than 70 is 20 out of 33 or 60.61% students. The lowest score gained was 45 and highest score was 75, the average score from data was 61.96, the following table the students score of pre-test on can be seen on appendix. 13 out of 33 or 39.39% got fairly good scores, 6 out of 33 or 18.18% got fair scores, 12 out of 33 or 36.36% got poor scores, 2 out of 33 or 6.06% got very poor scores. None of 33 students got excellent,very good and good. The researcher found the students problem is the students' do not know the meaning of word. It is reflected in the result of students' score of pre-test about vocabulary mastery which still low.

2. The result of post-test in cycle 1

No	Classification	Score	Frequency	Percentage (%)	Students Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0%	≥70	18	54.55%
2	Very good	86-95	2	6.060%			
3	Good	76-85	8	24.24%			
4	Fairly good	66-75	8	24.24%	≤70	15	45.45%
5	Fair	56-65	4	12.12%			
6	Poor	46-55	11	33.33%			
7	Very poor	0-45	0	0%			
Total			33	100%		33	100%



The result of students score of post-test in cycle 1, 18 out of 33 or 54.55% students passed the minimum standard criteria 70 while less than 70 is 15 out of 33 or 45.45% students. There were 2 out of 33 or 6.06% students got very good scores, 8 out of 33 or 24.24% students got good and fairly good scores, 4 out of 33 or 12.12% students fair scores, 11 out of 33 or 33.33% students poor scores. None of 33 students got excellent and very poor. Besides that, the average score from data was 68.33. The lowest score gained was 50 and highest score was 90

### 3. The Result Post-test of Cycle 2

No	Classification	Score	Frequency	Percentage (%)	Students Score	Frequency	Percentage (%)
1	Excellent	96-100	9	27.27%	≥ 70	28	84.85%
2	Very good	86-95	9	27.27%			
3	Good	76-85	6	18.18%			
4	Fairly good	66-75	4	12.12%			
5	Fair	56-65	4	12.12%	≤ 70	5	15.15%
6	Poor	46-55	1	3.03%			
7	Very poor	0-45	0	0%			
Total			33	100%		33	100%

The result of students' score of post-test in cycle 2, 28 out of 33 or 84.85% students passed the minimum standard criteria that were score 70 while less than score 70 is 5 out of 33 or 15.15% students. There were 9 out of 33 or 27.27% students got excellent and very good scores, 6 out of 33 or 18.18% students got good scores, 4 out of 33 or 12.12% students got fairly good and fair scores, 1 out of 33 or 3.03 students got poor scores, none of 33 students got very poor . The lowest score that students gained was 55 while highest score was 100 and the average score from data was 86.21.

In addition the result of students' activities in cycle 1 and cycle 2 there are:

#### 1. Cycle 1

##### a. The first meeting of students' activities

No	Activity of Students	Frequency	Percentage
1	Responding to the teacher	23	69.69%
2	Answer question	10	3.33%
3	Doing assignment	33	100%
4	Fill the attendance class in the Google Classroom Application	30	90.90%

Source: The observation sheet of students activities

According to the result of observation sheet on students activities above, the table 4.4 shows that not all of the students were active in learning activities. There were 23 students out of 33 or 69.69% responded to the teacher, 10 students out of 33 or 3.33% who answered question, 33 students out of 33 or 100% doing assignment and 30 students out of 33 or 90.90% who fill the attendance class in the google classroom application because 3 students again forgot to fill in attendance.

b. The second meeting of students' activities

No	Activity of students	Frequency	Percentage
1	Responding to the teacher	26	78.78%
2	Answer question	17	51.51%
3	Doing assignment	33	100%
4	Fill the attendance class in the Google Classroom application	31	93.93%

*Source: The observation sheet of students activity*

According to the result of observation sheet on students activities above, the table 4.5 shows there were 26 out of 33 students or 78.78% responded to the teacher, 17 out of 33 students or 51.51% who answered question, 33 out of 33 students or 100% doing assignment and 31 out of 33 students or 93.93% who fill the attendance class in the google classroom application because 2 students again forgot to fill in attendace. In the explanation above, the second meeting was increases than the result of students activities first meeting.

2. Cycle 2

a. The first meeting of students' activities

No	Activity of Students	Frequency	Percentage
1	Responding to the teacher	28	84.84%
2	Answer question	27	81.81%
3	Doing assignment	33	100%
4	Fill the attendance class in the Google Classroom Application	31	93.93%

*Source: The observation sheet of students activities*

According to table 4.9 the result of observation sheet in students activities above, there were 28 out of 33 students or 84.84% responded to the teacher, 27 out of 33 students or 81.81% who answered question, 33 out of 33 students or 100% doing assignment and 31 out of 33 students or 93.93% who fill the attendance class in the Google Classroom Application because 2 students forgot to fill in attendance.

b. The Second Meeting of Students' Activities

No	Activity of Students	Frequency	Percentage
1	Responding to the teacher	30	90.90%
2	Answer question	30	90.90%
3	Doing assignment	33	100%
4	Fill the attendance class in the Google Classroom Application	32	96.96%

Source : *The observation sheet of students activities*

The result of observation sheet in students activities above, there were 30 out of 33 students or 90.90% responded to the teacher, 30 out of 33 students or 90.90% who answered question, 33 out of 33 students or 100% doing assignment and 32 out of 33 students or 96.96% who fill the attendance class in the Google Classroom Application because 1 student forgot to fill in attendance.

However, it can be concluded that the process of learning activities has increased at each meeting and cycle. The observation sheet indicator obtained a score of 75% until cycle 2. This mean that the researcher have succeeded in improving students learning activities. It meant, the students' vocabulary mastery has increased by using frontloading strategy in the google classroom application.

### **The Advantages and Disadvantages of Frontloading Strategy**

1. The Advantages of Frontloading Strategy

a. Can improve vocabulary mastery

The frontloading strategy can increase vocabulary in students because it can help students to make it easier to learn vocabulary, one of which is using interesting media so that they are motivated to learn new vocabulary so that the more students' knowledge of vocabulary, the more vocabulary students can get.

b. Can make students more active

Can help students become more active in participating in learning activities because the frontloading strategy does not make students bored.

- c. Can help students to remember their knowledge.

Can make it easier to remember previously learned vocabulary about a given topic related to new vocabulary.

## 2. The Disadvantages of Frontloading Strategy

The frontloading strategy takes a long time to make students' vocabulary mastery improve because the researcher is said to be successful in improving the vocabulary mastery of students' requiring several weeks based on predetermined criteria.

## DISCUSSION

According to the discussion of finding teaching and learning vocabulary by using frontloading strategy in the google classroom application, the result was indicated there were improvement on the students' skill in vocabulary by using frontloading strategy in the google classroom application 54.55% in first cycle become 84.85% in the second cycle. In addition, it is influenced by the increased of participation of students in each meeting in the cycle so that there is an increase in scores and progress of motivation in students in each cycle 1 and cycle 2. This is also supported by the results of interviews with the English teacher, the English teacher also conveyed that learning vocabulary using the frontloading strategy in the Google Classroom Application used for online learning can affect students scores, making the measure of success in conducting this research.

Based on the classroom action research which shows that using the frontloading strategy can improve students' vocabulary mastery, the advantages and disadvantages of frontloading strategy, therefore the researcher gives some suggestions as follows:

1. For English teacher, when in the teaching process they can choose interesting media which improve the students weakness especially in vocabulary. It will be better if English teacher use a good media so that students do not get bored and make students more active. English teacher should use the frontloading strategy especially for learning vocabulary.
2. For students, must be more active in learning process in order to they could understand the material and increase their result especially in vocabulary mastery.

3. For other researcher, this research aims to use a frontloading strategy to improve students' vocabulary mastery and using the google classroom application can make it easier for students and teacher to send assignments or send material when learning online but during online learning is constrained by signals. Therefore, researcher suggest other researcher to prepare and ensure that the internet connection can work well.,The results of other researcher who are interested in conducting research with the same topic and pupose but with defferent expertise.

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