



Enriching Students' Vocabulary by Using Frontloading Strategy

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Abstract (Bahasa Inggris)

The aim of this research is to find out whether frontloading strategy can enrich significantly the students' vocabulary of SMK Negeri Model Gorontalo or not. This research applied the pre-experimental research design, with one Pre-test and Post-test design which consisted of seven meetings include the treatments. The population in this research was tenth grade students of SMK Negeri Model Gorontalo which consisted of 105 students. The sample was taking by purposive sampling technique and the total number of samples was 35 students in class X TKJ. The result of the data analysis show that there is an improvement between the result of pre-test and post-test. The mean score of the pre-test of the students was 50,02 and the post-test was 75. It also shown that the t-test value (8,50) was higher than the t-table value (2,032). It means that the Alternative Hypothesis (H_1) was accepted, and the Null Hypothesis (H_0) was rejected. Thus, the using Frontloading Strategy can enrich significantly the students' vocabulary at tenth grade students of SMK Negeri Model Gorontalo.

Abstrak (Bahasa Indonesia)

Penelitian ini bertujuan untuk mengetahui apakah strategi *frontloading* dapat meningkatkan secara signifikan kosakata bahasa inggris siswa SMK Negeri Model Gorontalo. Penelitian ini menggunakan desain penelitian *pre-experimental* dengan desain *pre-test* dan *post-test* yang terdiri dari tujuh pertemuan termasuk perlakuan. Selain itu, populasi dalam penelitian ini adalah siswa kelas X SMK Negeri Model Gorontalo yang berjumlah 105 siswa. Pengambilan sampel dilakukan dengan teknik *purposive sampling* dan jumlah sampel adalah 35 siswa kelas X TKJ. Hasil analisis data menunjukkan bahwa terdapat peningkatan antara hasil *pre-test* dan *post-test*. Nilai rata-rata *pre-test* siswa adalah 50,02 dan *post-test* adalah 75. Hasil penelitian juga menunjukkan bahwa nilai t-test (8,50) lebih tinggi dari nilai t-tabel (2,032). Hal ini berarti bahwa hipotesis alternatif (H_1) diterima, dan hipotesis nol (H_0) ditolak. Sehingga, dapat disimpulkan bahwa penggunaan strategi *Frontloading* dapat meningkatkan kosakata bahasa inggris siswa secara signifikan di kelas X SMK Negeri Model Gorontalo.

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1. INTRODUCTION

Indonesia as a developing country has a programmed to teach the English Language in schools because English is essential to accessing global technology and other advancements. It is unassailable that English has an important role today. Where there are four main skills in English. Those are speaking, reading, listening and writing. In addition, there are four other components such as grammar, vocabulary, pronunciation and spelling that support the four language skills above. Among those aspect, vocabulary is one of the most important components in learning English. It is also stated by Ghonivita, Pahamzah and Wijayanti (2021) that it is very important to learn vocabulary because it is a part of the English language. Anyone who lacks a sufficient vocabulary will have difficulties when speaking, reading, listening and writing. In other words, vocabulary is the first thing that students need to master when learning language particularly English. In addition, students need to master vocabulary in order to comprehend words or terms which are used to communicate ideas and feelings.

However, when the researcher conducting the preliminary observation on February 2022, the researcher found that there are several students in Tenth Grade of SMK Negeri Model Gorontalo still face many problems of mastery vocabulary. The first problem is that the students have difficulty to understanding English Language because lack of vocabulary. Second, students troubled to understand the meanings of new words. Third, Students were unmotivated and bored to learn English.

Therefore, to help in improving students' vocabulary knowledge easily it needs one of ways is by applying a new strategy or fun strategy in teaching learning process. In additions, teachers as educators can use effective approaches, methods and strategies in the classroom that can improve students' abilities and enrich students' vocabulary. In teaching vocabulary, the teacher can use effective strategies that can help the students to understand the vocabulary. There have been various strategies for teaching vocabulary.

One of the strategies that can be used to teach vocabulary is frontloading strategy. Frontloading strategy is similar to that of pre-teaching. Bamford & Day (1997) as cited in Maulida (2016) stated that "Pre-teaching vocabulary is an effective method to improve understanding before reading a new text and introducing cultural aspects of a text through pictures, film, or a field trip. This method of previewing text sometimes called frontloading". The purpose of the Frontloading strategy for students is to activate their prior knowledge of the given topic and connecting the vocabulary both known vocabulary and the new vocabulary. Students will find it easier to understand the text when they can connect the vocabulary and use their prior knowledge. As a result, the students will be motivated to understand the text that they have previously read. It is also stated by Downs (2017) "Front-loading vocabulary is pre-teaching vocabulary and it is used as an instructional strategy to facilitate students' comprehension". In implementation the Frontloading Strategy, the students need to recall the vocabulary that they have learnt. The teachers can use this strategy to assist the students to learn new words by only asks the students to list of vocabulary about the material to be studied and reinforce their prior knowledge that will be taught in an easy and fun activity, thus the researcher concludes that this strategy is useful. After that, the students compile a list of words that related to the topic given by the teacher.

Therefore, based on the background above, this research was conducted to find out whether teaching vocabulary by applying Frontloading Strategy in the classroom at Tenth grade of SMK Negeri Model Gorontalo can enrich students' vocabulary or not.

Research Question

The research question is can teaching vocabulary by using Frontloading Strategy enrich significantly the students' vocabulary of SMK Negeri Model Gorontalo?

Research Purposes

The purpose of this research is to find out whether frontloading strategy can enrich significantly the students' vocabulary of SMK Negeri Model Gorontalo or not.

Scope of the Research

The research focuses on teaching vocabulary by using Frontloading Strategy in tenth grade students of SMK Negeri Model Gorontalo. The material for this research is descriptive text that contains in the basic competence 3.4 and 4.4. This research focuses on the vocabulary with the category of three parts of speech like noun, verb, and adjective.

The Significances of the Research

The result of this research are expected to be useful: 1) Theoretically: giving an alternative to teaching vocabulary mastery. This research expected to enrich the theories and can be a references for people who are interested in doing the research related to Frontloading Strategy in affect the vocabulary mastery. 2) Practically: To students, it can enrich their vocabulary through frontloading strategy. They feel relax and fun when they learn English lesson, and help their problem in comprehend the meaning of the words in the sentence. To teacher, it can be facilitated the teacher in teaching vocabulary to their students based on the consideration the use of a strategy that analyzed in this research. The teacher also can use this research to enrich their knowledge of teaching English vocabulary.

2. LITERATURE REVIEW

Vocabulary

Vocabulary means as knowledge of word and word meaning it self. It is about how the language uses words to convey the meaning. Vocabulary is the entire numbers of words that a person knows or uses (Junavia and Megawati, 2021). Sener (2015) underlined that vocabulary is the words of a language, including single items and phrases or chunks of many words that convey a certain meaning. Gushendra (2017) Stated that “vocabulary is the entire words that make up a language”. It means that when someone wants to learn a language, especially English, the first element that must be mastered is vocabulary besides the other English skill. Furthermore, Rosalina (2021) points out that the foundational language skill that must be mastered before mastering English skills is vocabulary. Learning the vocabulary makes it easier for students to communicate their ideas in conversation in clearly and straightforward. The first thing that students remember while they learn about vocabulary is a word. The other definition of vocabulary states from Rafiqoh et al. (2016) they say that vocabulary is a collection of special words to broaden the new understanding that used by some of people. Knowing vocabulary is very important in the language of learning, because it is needed to interact well with other people. Then the applications of the four basic skills of English will not well if students do not have possessing enough vocabulary. In the other word, students have bad of vocabulary, they also have limited in listening, speaking, reading and writing skills. It means that vocabulary must be mastered in language learning, so that we are able to communicate well with other people.

Based on the explanation above the researcher can conclude that vocabulary refers to all of the words we use to communicate with others, whether orally or in writing. We already know and grasp the meaning of words when we use the vocabulary.

The Strategy of Teaching Vocabulary

Vocabulary is such an important component of teaching English, it is important that those working with young learners should encourage them to establish a large "word bank" and effective vocabulary learning strategies. Researchers identify strategies that teachers may teach and students can utilize to increase the quality of student learning. Vocabulary learning, according to experts should not be left to chance. Techniques for expanding vocabulary are beneficial to all students, but they have been found to be especially important for learners with limited personal experience.

Blachowicz and Fisher (2007) as cited in Edy and Amiruddin (2019) device several strategies to develop student vocabulary. The following are some of them:

1. STAR. One sure strategy to assist students expand their vocabularies is to provide them explicit and direct instruction. Teachers can use the STAR model (selecting, teaching, activating, and revisit) to arrange vocabulary instruction.
2. Discussion Starter Stimulates class discussion. It is talk about vocabulary that relate to a unit, topic, or theme.
3. Frontloading. It provides rich dialogue and experiences that allow students to expand vocabulary by accessing their prior knowledge before reading text. The students display a gain in vocabulary and content knowledge, when they have the opportunity to employ their prior knowledge. Furthermore, when the students interact with difficult content material, they show their comprehension. Frontloading is also known as the list or word wall strategy.
4. Word mapping. It is strategy to assist students in comprehending the meaning of words. Semantic mapping, concept mapping, word clusters, and semantic feature analysis are some of the terms used to describe word mapping strategy. The strategy can be adapted to the nature of vocabulary instruction, the learning outcomes, and grade levels of students.
5. Talk fast or also known as talk a mile a minute. Exposing pupils to words several times through diverse strategy is an important part of effective vocabulary instruction. Talk Fast is a game that helps players expand their vocabulary through word play.

6. Synectic comparisons. It refers to strategy for comparing content to an unrelated object. It encourages students use the creative ways to think about vocabulary words. The brain is forced to compare two things that are not normally compared in a synectic comparison. Furthermore, the strategy necessitates the brain's creation of images as it searches for comparisons. As a result, students are more likely to remember what they have learned.
7. Word sorts. Students can use word sorts to help them examine words by looking for patterns. Grouping words by comparable attributes is an effective strategy before reading for activating prior knowledge of vocabulary words or phrases. It is especially beneficial for nonfiction material.
8. Vocabulary Notebooks/Journals. Individual vocabulary notebooks encourage students to strengthen understanding their word and internalize meaning for use throughout their lives.

Frontloading Strategy

A strategy is a long-term plan of action created to accomplish a specific objective. It refers to the set of behaviors designed to produce a particular result. Instructional strategies are those that are used in teaching and learning situations. The means by which learning goals are achieved is through teaching strategy (Syaprilia, 2022). Frontloading Strategy is one of effective strategy to teach vocabulary. Preszler (2006, p.8) stated that frontloading allows the students to improve vocabulary by accessing their prior knowledge before reading the content by providing rich dialogue and experiences. When the students are given the opportunity to apply their prior knowledge, they show an increase in vocabulary and content knowledge. It means that when the teachers apply the frontloading strategy in the classroom, the knowledge related to the vocabulary can arise from the students. When the students demonstrate their knowledge of the vocabulary, the teacher will use the frontloading approach to add the new vocabulary. According to Alber (2014) as cited in Khoirunnisa (2019) Frontloading vocabulary referred to pre-teach vocabulary, is an approach where the students are introduced to words through picture, media and in context to topics they already know and are interested in before move to more advanced material. When the students facilitated with some media to learn, it does not mean that they do not learn. Even through the media itself the students will feel helped to remember vocabulary or words, so it can make easier for them to understanding the text that they want to learn.

Based on the explanation above, the researcher can conclude that Frontloading strategy is a strategy purposely used by the teacher before starting the learning process in the classroom that can stimulate the prior knowledge of the students. The teacher can deliver some topics or materials that interesting for the student to stimulate their prior knowledge about the words. Therefore, teacher can increase students' vocabulary from their prior knowledge through search the part of speech of the words that students know.

According to McCall (2005) as cited in Citra and Fitrawati (2018) there are varieties of ways to Frontloading Vocabulary or information to maximize success for students:

- a. Realia
- b. Video
- c. Field Trip
- d. Pictures Observation Chart
- e. Read Aloud and shared Reading Connection to students
- f. Modified KWL Chart

Modified KWL Format Example

Know	Want to know			Learn
Words	Synonym	Antonym	Part of Speech	Meaning

Based on the variety of ways above, this research focuses on the modified KWL chart because in this varieties we can get something new words with the part of speech and the meaning of the words.

Teaching Vocabulary using Frontloading Strategy

According to Preszler (2006, p.8) there are steps of frontloading strategy as follows:

1. Introduce content to the students.
Ask students to describe experiences or ideas they have regarding the content. Ask students to list words they associate with the content to be studied. For example, if you are beginning a unit of study on the Vietnam Era, ask students to list words they associate with that time.
2. Create a list of content words based on student suggestions and ideas.
3. Add to and revise the list of content words as you study the material.

3. RESEARCH METHODOLOGY

Research Design

This study is classified as experimental research. Experimental research refers to elucidating whether an intervention influences an outcome for one group as opposed to another group (Creswell, 2012, p.20). The study of experimental used this research is pre-experimental. Pre-experimental is a research design that has not been categorized as a real experiment, because there are still external variables that also influence the formation of the dependent variable (Sugiyono, 2017, p.74). In related to design of this research, this study refers to type of pre-test and post-test design.

Population and Sample

The population of this research is the total students in Tenth grade of SMK Negeri Model Gorontalo. The tenth grade consists of five majors divided into six classes. The total students in population are 105 students. The researcher used *purposive sampling* to take research samples. Purposive sampling is a sampling of data source with the specific criteria (Sugiyono, 2017). In this research, the researcher only took one class from the tenth grade as the sample of the research and one class as the tryout class. The samples of this research are the students in class X TKJ that consist of 35 students.

Technique of Collecting the Data

In collecting the data, the researcher used an instrument. The instrument used in this research is a test. The test was used for measuring the students' achievement on vocabulary and understanding of material. The test was given in the form of pre-test and post-test. Pre-test is done before applying the Frontloading Strategy and post-test is implemented after applying the Frontloading Strategy. The test type that used to measure students' vocabulary is multiple choices where the test is consists of 50 numbers of questions that should be answered by students. Before the test gave to the students X TKJ, the researcher checked the validity and reliability of the test by give the test to another class. Based on the validity calculation, it was found that there are 38 items are valid and 12 items not valid.

Technique of Data Analysis

The researcher used quantitative data which is related to numerals and it is analyzed by statistics. The data was collected through pre-test and post-test. The steps of analyzing the data are explained below:

1. Scoring the students' answer

$$\text{Score} = \frac{\text{Student correct answer}}{\text{The total number of item}} \times 100$$

2. Classifying the score of the students using the following criteria:

Value	Grade	Level of Achievement
Score 80 – 100	A	Excellent
Score 66 – 79	B	Good
Score 56 – 65	C	Sufficient
Score 40 - 55	D	Fairly Sufficient

(Arikunto, 2006:245 quoted by Purwasih, 2014)

3. Finding out the mean score used the following formula:

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

4. Calculating the rate percentage of the students' score:

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

5. Finding out the difference of the mean score between pre-test and post-test by calculated the T-test value using the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2d}{n(n-1)}}}$$

Where:

$$\sum x^2d = \sum d^2 - \frac{(\sum d)^2}{n} \quad Md = \frac{\sum d}{n}$$

Formula to finding out the gap percentage on students' improvement in aspect of vocabulary

$$\text{Percentage increase (\%)} = \frac{\text{students' score}}{\text{the maximum score}} \times 100\%$$

4. RESEARCH FINDING AND DISCUSSION

Research Findings

The findings of the research discuss about the result of the statistical analysis of the data. It compares the students' pre-test and post-test scores, percentage of students' pre-test and post-test score, the mean score and standard deviation of the students' pre-test and post-test.

The Data Description of Pre-test and Post-test

The students' score in pre-test

No	Students' score	Classification	Frequencies	Percentage
1	80 - 100	Excellent	0	0%
2	66 - 79	Good	5	14%
3	56 - 65	Sufficient	4	12%
4	40 - 55	Fairly Sufficient	18	51%
5	< 39	Poor	8	23%
	Total		35	100%

The table above indicates the students' score in the pre-test. There are 8 students (23%) in poor level, 18 students (51%) in fairly sufficient level, 4 students (12%) in sufficient level, 5 students (14%) in good level, and none of students got excellent level.

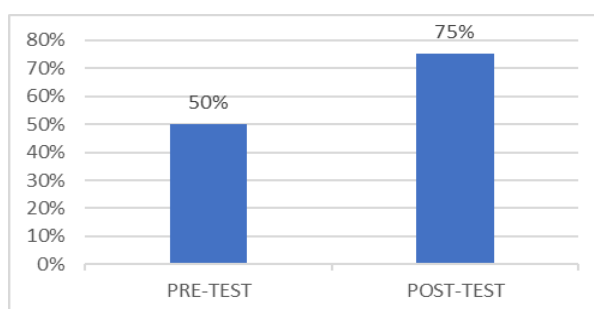
The students' score in post-test

No	Students' score	Classification	Frequencies	Percentage
1	80 - 100	Excellent	13	37%
2	66 - 79	Good	12	34%
3	56 - 65	Sufficient	3	9%
4	40 - 55	Fairly Sufficient	7	20%
5	< 39	Poor	0	0%
	Total		35	100%

The table above indicates the students' score in the post test. It shows that there are 13 students (37%) in excellent level, 12 students (34%) in good level, 3 students (9%) in sufficient level, 7 students (20%) in fairly sufficient level and none of students in poor level.

The difference in the total score for pre-test and post-test among the whole students is also explained in the chart below:

The difference pre-test and post-test



The total number of scores for 35 students is 1.330. In the pre-test, the number of correct answers was 665, which is 50% of the total score. After being given the treatment using frontloading strategy, the number of correct answers in the post-test became 997 or 75% of the total score. So, the achievement of the students improved by 25%.

The Mean Score and Standard Deviation

Test	Mean Score	Standard Deviation (SD)
Pre-test	50,02	11,89
Post-test	75	15,77

The table above shows the results of data analysis are obtained from pre-test and post-test of the students' vocabulary. The students' mean score in pre-test was 50,02 and increased become 75 in the post-test. In pre-test the standard deviation (SD) was 11,89, while in the post-test the standard deviation (SD) was 15,77. In conclusion, from the table discussed above the students tested achieved a higher score after giving treatment using frontloading strategy.

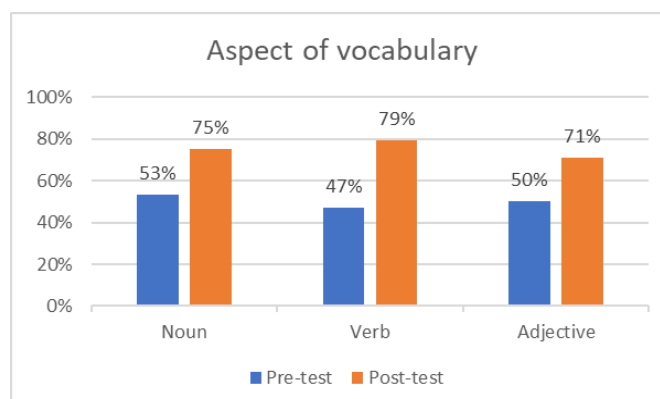
The Description Data on Aspect of Vocabularies

This section presented the data from the pre-test and post-test (the students' achievement in the vocabulary test) on each aspect of vocabularies. It is aimed to explain students' ability in vocabulary test in each aspect of vocabulary and also to determine which aspect of vocabulary has seen the greatest.

The differences score in the aspect of vocabularies

Aspect	Number of Questions	Correct Answers of Pre-test		Correct Answers of Post-test		Improvement (%)
		Score	%	Score	%	
Noun	12	223	53%	314	75%	22%
Verb	13	216	47%	359	79%	32%
Adjective	13	226	50%	324	71%	21%

The differences between pre-test and post-test results of aspect vocabulary



Noun

In the aspect of noun, there are 12 questions which get 1 point for each correct answer. So, if all 35 students correctly answer 12 questions, the total score for the noun is 420. The pre-test results showed a total score of 223 for the noun, indicating that the correct answer in the pre-test is 53% of the total score. While the results of the post-test showed the total score of 314 for the noun, indicating that the correct answer in the post-test was 75% of the total score. The percentage improved by 22% of the pre-test score.

Verb

In the aspect of verb, there are 13 questions which get 1 point for each correct answer. So, if all 35 students correctly answer 13 questions, the total score for the verb is 455. The pre-test results showed a total score of 216 for the verb, indicating that the correct answer in the pre-test is 47% of the total score. While the results of the post-test showed the total score of 359 for the verb, indicating that the correct answer in the post-test was 79% of the total score. The percentage improved by 32% of the pre-test score.

Adjective

In the aspect of adjective, there are 13 questions which get 1 point for each correct answer. So, if all 35 students correctly answer 13 questions, the total score for the adjective is 455. The pre-test results showed a total score of 226 for the adjective, indicating that the correct answer in the pre-test is 50% of the total score. While the results of the post-test showed the total score of 324 for the adjective, indicating that the correct answer in the post-test was 71% of the total score. The percentage improved by 21% of the pre-test score.

Based on the comparing the pre-test and the post-test graphs on each aspect of vocabulary, it can be seen that the most significant improvement was in verb. The percentage increase in verb from pre-test to post-test was 32%. Followed by noun was 22%, and the adjective was 21%. As a result, it can be concluded that the frontloading strategy can enrich students' vocabulary well.

Hypothesis

The hypothesis was tested by using T-test formula. In this case, the researcher used t-test to know the level of significant of the pre-test and post-test of the students. The analysis of hypothesis can be seen in (appendix 14). The researcher used t-test formula on the level significance $\alpha=0,05$, with the degree of freedom (DF) = N-1, Where N= 35, DF= 34, then the value of t-table is 2,032. The result of t-test calculation was showed in the table below.

T-test of the students' vocabulary

N (The number of sample)	DF (Degree of freedom)	T-test value	t-table value (t-distribution on the level significance $\alpha=0,05$)
35	34	8,50	2,032

The table above indicates that the value of t-test was 8,50 and the t-table value was 2,032. Therefore, the value of t-test was higher than t-table value ($8,50 > 2,032$). It indicates that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. In other words, there was a significant difference before and after using frontloading strategy in teaching vocabulary. So, it could be concluded that the using of frontloading strategy can enrich students' vocabulary at tenth grade students of SMK Negeri Model Gorontalo.

Discussion

In this section, the researcher would like to analyze the data and explain the research finding to answer the research question, namely about the use of frontloading strategy to enrich students' vocabulary. In the process of teaching vocabulary, the researcher found that the frontloading strategy helped students enrich their vocabulary. This can be seen in the treatment process, the students were difficult to comprehend the meaning of the word and most of them still find it difficult to distinguish words based on part of speech. Besides that, students also have difficulty in pronouncing vocabulary because they do not know how to pronounce the word well. Their vocabulary is still lacking, but the researcher gave the treatment for them by using frontloading strategy and intensively providing guidance and teach them the correct pronunciation of the word to make it clear. In the treatment, the researcher introduced to the students the definition of frontloading strategy and its procedures. The researcher continued by explained about nouns, verbs, and adjectives that might aid the students increase their vocabulary mastery. The students just started able to distinguish words based on part of speech and can also pronounce words well after the third meeting. In each meeting, the researcher selected the

dissimilar topics that were interesting for the students. As a result, the students read more actively and more familiar with the situation in reading text. Their vocabulary also improved after learning used frontloading strategy, so they can easily answered the questions given in the post-test.

During the implementation process of treatment, the researcher saw the students became more active to describing their ideas and create a list of words. The students also indicated their participation when they found several words that they did not know by asking the researcher questions or looking the types, the meaning and the spelling of the word in the dictionary. The researcher walking around the classroom to oversee the students during the discussion, and assist the students when they got difficult to express their ideas or create a list of words. It implies that for the successful implementation of the frontloading strategy required the presence of the researcher. Therefore, this strategy can be implemented more effectively and easier to enrich the students' vocabulary.

The researcher also found that the students indicated their pleasure for sharing their opinions and enthusiasm during the learning process. Because they can share their thoughts and opinions with the other students and they did not seem bored. It is showed when the researcher explained the material, students are motivated to engage in group work, think, and learn throughout the learning process. Not only that, the frontloading strategy can prepare the students before going the study. Before the students learn about something, they have knowledge about the lesson first. The students' preparation will aid in their readiness to face the material later. The vocabulary that has been taught can easily remember by the students. With that process, the number of student's vocabulary will be improving.

In line with Kristiani, Siagiyanto, and Kusumawati (2021) said that the advantages and disadvantages of frontloading strategy. The advantages of frontloading strategy: 1). Frontloading strategy helps students improve vocabulary mastery, 2). Frontloading strategy make students become more active, 3). Frontloading strategy helps students to remember their prior knowledge. However, frontloading strategy also has disadvantages in its implementation. The frontloading strategy takes a long time to make students' vocabulary mastery improve. To overcome this problem the researcher designed a fixed pattern of teaching and learning activities. For example, if students are assigned to list the vocabulary, they already know in the pre-activity at the first meeting, they will also do the same pre-activity at the next meeting. The difference lies only in the topic to be studied. In addition, the researcher also had a problem with class management during the treatment. Such as; several students were noisy, bother their friends and also did not pay attention to the researcher' explanation. In dealing with students who are noisy in the classroom, as a teacher surely needs to use the appropriate strategy, such as asking students to repeat the explanation of the material presented by the teacher.

After conducting this research, the researcher believes that the using of frontloading strategy is effective to enrich the students' vocabulary. It can be seen in my research findings that indicated the using of frontloading strategy was able to enrich students' vocabulary and led to positive changes in the students' vocabulary mastery. It means that the using of frontloading strategy in treatment for tenth grade students was successful.

5. CONCLUSION AND SUGGESTION

Based on the research findings, the researcher concludes that using Frontloading Strategy can enrich significantly the students' vocabulary at tenth grade students of SMK Negeri Model Gorontalo. It was proved by the description of the result in the chapter IV that mean score of the pre-test of the students was 50,02 and the post-test was 75. Therefore, the t-test value (8,50) was higher than the t-table value (2,032). It means that the Alternative Hypothesis (H_1) was accepted, and the Null Hypothesis (H_0) was rejected. It was proved that the implementation of Frontloading Strategy in teaching vocabulary can enrich students' vocabulary. In addition, the using of Frontloading Strategy has some benefits in teaching vocabulary. First, it is by make a list of the words that they have studied and already know. Second, the students need to know the meaning and spelling of the words, so it makes the students to more active.

The researcher would like to give some suggestion for English teacher, students, and further researchers related to this research. The teacher must select the right strategy that are adapted on the needs and of desires the students. Thus, the researcher most advise teacher to use the Frontloading Strategy in teaching-learning vocabulary to increase students' vocabulary and make students more active and confident. As for the students, they can use the frontloading strategy to remember the word and the meaning of the word that they have studied. Frontloading strategy is one strategy that can be motivate the students and also make them more

active in learning English especially in the vocabulary class. In the end, the result of this research can be used as references for the further researcher to increase students' interest in learning English, especially in improving vocabulary mastery.

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