AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS VOCABULARY MASTERY
BY USING FRONTLOADING STRATEGY
AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 2 METRO**

**BY:
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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATEINSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022M**

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INCREASING THE STUDENTS VOCABULARY MASTERY
BY USING FRONTLOADING STRATEGY
AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 2 METRO

Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

APPROVAL PAGE

Title	: INCREASING THE STUDENTS VOCABULARY MASTERY BY USING FRONTLOADING STRATEGY AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 2 METRO
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Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, May 23th 2022
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NOTIFICATION LETTER

Number   :
Appendix : -
Matter   : **In order to hold the munaqosyah of Danu Prasetya**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

     We have given guidance and enough improvement to research proposal script which is written by:

Name   : Danu Prasetya
Students Number : 1601070177
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Department   : English Education
Title   : INCREASING THE STUDENTS VOCABULARY MASTERY BY USING FRONTLOADING STRATEGY AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 2 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much.
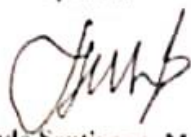*Wassalmu'alaikum Wr. Wb*

Metro, May 23ᵗʰ 2022

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NOTA DINAS

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Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Proposal yang disusun oleh:

Name   : Danu Prasetya
Students Number : 1601070177
Judul Skripsi : INCREASING THE STUDENTS VOCABULARY MASTERY BY USING FRONTLOADING STRATEGY AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 2 METRO

Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.
Wassalmu'alaikum Wr. Wb

Metro, May 23th 2022

The Head of English Education Department   Sponsor

Andianto, M.Pd   **Linda Septiyana, M.Pd**
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RATIFICATION PAGE

No. B-3214/In-28-1/D/PP-00-9/06/2022

The Undergraduate Thesis entitled: INCREASING THE STUDENTS VOCABULARY MASTERY BY USING FRONTLOADING STRATEGY AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 2 METRO, written by: DANU PRASETYA, Student Number 1601070177, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 08, 2022 at 09.00-11.00 a.m.

BOARD OF EXAMINERS

Chairperson : Linda Septiyana, M.Pd (.............................)

Examiner I : Dr. Ahmad Subhan Roza, M.Pd (.............................)

Examiner II : Ning Setiowati, M.Pd (.............................)

Secretary : Rika Dartiarta, M.Pd (.............................)
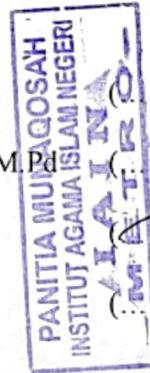
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**INCREASING THE STUDENTS VOCABULARY MASTERY
BY USING FRONTLOADING STRATEGY AT THE EIGHT GRADERS
OF JUNIOR HIGH SCHOOL 2 METRO**

ABSTRACT

By: Danu Prasetya

The objective of the study were to increase the student's vocabulary mastery and to increase students' motivation in teaching learning activity by using frontloading strategy at the Eight Graders of Junior High school 2 Metro.In this research, the student got difficulties in learning vocabulary. Vocabulary is a collection of words that are part of a particular language andare used to compose sentences.

In this research, the researcher used classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research were 28 students in Eight Graders of Junior High school 2 Metro. The researcher used test (pre-test, post test I and post test II), observation and documentation to collect the data. The research was conducted collaboratively with the English teacher of Junior High school 2 Metro.

The result of this research showed that frontloading strategy has positive role in increasingstudent's vocabulary mastery atthe Eight Graders of Junior High school 2 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 56 and in post test was 62.5 became 78.39. It means that the use of frontloading strategy can increase the student's vocabulary mastery.

Keyword :*frontloading strategy, Students' vocabulary mastery*

MENINGKATKAN PENGUASAAN KOSA KATA SISWA DENGAN MENGGUNAKAN STRATEGI FRONTLOADING PADASISWAKELAS DELAPAN SMP 2 METRO

ABSTRAK

Oleh: Danu Prasetya

Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa dan untuk meningkatkan motivasi siswa dalam kegiatan belajar mengajar dengan menggunakan strategi frontloading pada siswa kelas delapan SMP Negeri 2 Metro. Dalam penelitian ini, siswa mengalami kesulitan dalam mempelajari kosakata. Kosakata adalah kumpulan kata yang merupakan bagian dari bahasa tertentu dan digunakan untuk menyusun kalimat.

Dalam penelitian in, peneliti menggunakan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas VIII SMP Negeri 2 Metro sebanyak 28 siswa. Peneliti menggunakan tes (pre-test, post test I dan post test II), observasi dan dokumentasi untuk mengumpulkan data. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMP Negeri 2 Metro.

Hasil penelitian ini menunjukkan bahwa strategi frontloading memiliki peran positif dalam meningkatkan penguasaan kosa kata siswa di kelas VIII SMP Negeri 2 Metro. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test hingga post test. Nilai rata-rata pada pre test adalah 56 dan pada post test adalah 62,5 menjadi 78,39. Artinya penggunaan strategi frontloading dapat meningkatkan penguasaan kosa kata siswa.

Kata kunci :*strategi frontloading, penguasaan kosa kata siswa*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

      Name   : Danu Prasetya

      NPM   : 1601070177

      Study Program   : English Education Study Program (TBI)

      Faculty   : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, Juny, 19th 2022
The Researcher,

DANU PRASETYA
NPM.1601070177

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

    Nama   : Danu Prasetya

    NPM   : 1601070177

    Jurusan   : Tadris Bahasa Inggris

    Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 19 Juni 2022
Penulis,

DANU PRASETYA
NPM. 1601070177

MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ ۚ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ.

"O Ye who believe, make patience and pray as your helper,

truly God for those who are patient"

(Q.S. Al-Baqarah: 153)

"Writing is easy. All you have to do is stare at a blank piece of paper until drops

of blood form on your forehead".

-Gene Fowler-

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

❖ My beloved parents, Mr. Suhermanto and Mrs. Feni Ida Priyati who always support me by their endless love

❖ My beloved the Head of English Education Department, Mr. Andianto, M.Pd.

❖ My sponsor (Mrs. Linda Septiyana, M.Pd) thank you for the guiding.

❖ My beloved sister (YesicaAyuEmylia) who always support me both moral and financial.

❖ My beloved almamaterof State Institute for Islamic of Metro Lampung.

❖ My beloved Friend in IAIN Metro.

ACKNOWLEDGEMENT

To star with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish this an undergraduate thesis by title "Increasing the Students Vocabulary Mastery By Using Frontloading Strategy at the Eight Graders ofJunior High School 2 Metro"

Sholawat is also sent to propet Muhammad SAW who had delivered the truth to human being in general and moslem in particular.In the second place, the researcher would like to thanks to Mr.Andianto, M.Pd of the head English Departement. The researcher's thank also goes to Mrs. Linda Septiyana, M.Pd as Sponsor.

Last but not least, the researcher does apologizes for all mistakes she has made in writing and presentation items. All comments and criticizes are really welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially, for our campus and readers generally in improving language learning.

The Writer

DANU PRASETYA
1601070177

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CHAPTER I

INTRODUCTION

A. Background of Study

Language has an important role in human life. Language is used by someone as a communication tool, as a tool to obtain information and at the same time as a social symbol. Sanggam Siahaan explains that, "the function of language is so important for human life. It is reason why it is a central of human's interest of scientific to study".[1] By using language someone can convey facts, talk about ideas, thoughts and knowledge. This shows thatsomeone can talk aboutideas, feelings, information through communication. There were many Language in the world. One of them is English.

English is an international Language. English is widely usage when someone communicates with foreigners. Some of countries makes English as second language. That is in the case, English is very important to communicate with other countries. English has importance role in all aspects in life, especially, it is education aspect. In education aspect, English is one of important subject taught in all levels of educational. English language learning consist of four important aspects of language skills, including listening, speaking, reading and writing.

Therefore, to increasefour language skills in English, students must master vocabulary. Alqahtani holds that vocabulary is the total number of

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[1] Sanggam Siahaan, *Issues in Linguistic, (Yogyakarta:* Graha Ilmu, 2005). p. 97

words that are needed to communicate ideas and express the speakers' meaning.[2]Vocabulary is one of important things in learning english. By mastering vocabulary, the student scan easier to improve listening, speaking, reading and writing skill.

Next, Vocabulary can be the first importance thing in learning english because without mastering vocabulary, thestudents can not say anything and the studentscan not understand what they say in English. Vocabulary is basic element of language system. The students should learn vocabulary first before the students should be able to communicate and learn structure grammar. Vocabulary is the first step of English learning, If the students doesn't master many vocabularies, the students cannot communicate effectively and the studentscan notknow the meaning of the sentence.

Meanwhile, there are some problems in teaching and learning in school, one of them is mastering vocabulary. Lack of mastering of vocabulary can make difficulties in comprehending English. Students does not know about the meaning of vocabulary that they find. Moreover, the students does notknow about what they say in english, what they write in english.

Moreover, based on the pre survey on 21[th]October 2020 at the eight graders of Junior High School 2 Metro. The score of the test of vocabulary is still low. It tends to be appear to be from the table:

[2]Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught", *International Journal of Teaching and Education,* No. 3, Vol. III, (2015), p. 25.

Table 1
The Result of Pre-Survey of Vocabulary at The Eighth Graders Of Junior High School 2 Metro

No	Score	Category	Number of student	Percentage
1	≥ 70	Completed	3	11 %
2	<70	Incompleted	25	89 %
Total			**28**	**100 %**

Source: *The English Teacher Archives*, Taken on the Pre-Survey at October 21th, 2020

The minimum mastery criteria (MMC) of vocabulary in the eight graders of Junior High School 2 Metrois 70. Based on pre-survey, the researcher found the fact that the eight graders of Junior High School 2 Metro has problem with their vocabulary. The students are still low in vocabulary. It can be seen that just 3 students or 11% complete score in vocabulary and 25 students or 89% incomplete. On the other hand, more than 50% of the students do not reach the minimum requirement yet.

The researcher presumes that what causes the students' vocabulary mastery is low because the students feel that learning English is very difficult. The studentsare difficult to memorize vocabulary. Therefore, from the problems above, the researcher has a suitable strategy on students' vocabulary mastery namely frontloading strategy. According to Preszler, Frontloading allow students to enhance vocabularies by accessing previous knowledge before reading content. Meanwhile,

frontloading strategy gives rich dialogue and experiences. When they havethe chance to use their previous knowledge, they exhibit an improveat vocabularies and content knowledge. Meanwhile, they show their comprehending as they interact with hard content material.[3] Therefore, frontloading strategy can givesolution to the problems faced to do vocabularies activity.

Based on the description above, the researcher will use frontloading as an alternative strategy to increase vocabulary mastery. It can help the students get new vocabulary. Beside that, the students is more interested in learning English, especially in learning vocabulary. The researcher will take a classroom action research under the title of "Increasing The Students' Vocabulary Mastery by Using Frontloading Strategy at the Eight Graders Junior High School 2 Metro."

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students aredifficulties in memorizing vocabulary.

2. The students has poor vocabulary in English learning.

3. The students has low ability in comprehending the meaning of the sentences because lack of vocabulary.

4. The students are difficult to master vocabulary because strategy that used in teaching vocabulary is not interesting.

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[3]June Preszler, et.al, *Strategies to Build Student Vocabularies*, (Rapid City: Black Hills Special Services Cooperative (BHSSC), 2006), p. 8.

C. Limitation Problem

Based on the problem identification, the researcher focuses on the students are difficult to master vocabulary. The researcher uses frontloading strategy to increase the students' vocabulary mastery at the eight graders of Junior High School 2Metro.

D. Problem Formulation

Based on the problem limitation above, the problem of this research is formulated as follow: "How can frontloading strategy increase students' vocabulary mastery at the eight graders of Junior High School 2 Metro?".

E. Objective and Benefits

1. Objective of the Study

The objective of the study is to increase the student's vocabulary mastery and to increase students' motivation in teaching learning activityby using frontloading strategy at the Eight Graders of Junior High school 2 Metro.

2. Benefits of the Study

The benefits of this research is as follow:

a. Theoretically

Theoretically, this research can be used as foundation in development of learning strategy or the application of frontloading strategy in teaching vocabulary. Moreover, this research can add

scientific knowledge about frontloading strategy in teaching vocabulary. Next, this research gives thought contribution in education field about a strategy that can be used in teaching vocabulary.

b. Practically

1) For the Students

This research canbe used as motivation for students to increase the students' vocabulary mastery and as information to make the students comfortable in learning activities.

2) For the Teacher

Practically, this research can be used as information an reference the teacher especially about the process of teaching vocabulary through frontloading strategy in the classroom.

3) Other Researchers

This research can be used by other researchers in using frontloading strategy andit is hoped the other researchers can practice thisstrategy in the next research with another skills in English.

F. Prior Researches

This research will be conducted by considering several previous studies. The first prior research was conducted by Nani Windiati, et. Al. with the title "The Effect of Using Frontloading Strategy in Teaching Reading Comprehension at The Seventh Grade Students of SMP N 10

Bengkulu In The Academic Year of 2018/2019". The teaching strategy that was used by the first prior research is frontloading strategy. English language skill examined by the first prior research is Reading comprehension. In the first prior research, the researcher used the quasi experimental research to collect the data. The researcher involved 57 students of SMPN 10 Bengkulu as the respondents. This research discussed about the effect of using frontloading strategy in teaching reading comprehension.[4]

The first prior research has similarities and differences with this study, the similarities between the first prior researches with this study is equally focused in using frontloading strategy in teaching. The differences between this study and the first prior research is in the research sample. This study will involve the eight graders of Junior High School 2 Metro as research sample. While, the first prior research involved 57 students of SMPN 10 Bengkulu. Moreover, this study will use classroom action research (CAR) to conduct the research. While, the first prior research used quasi experimental research to collect the data. Next, this study will focus in developing vocabulary. While, the prior research focused in developing reading comprehension.

The second prior research was conducted by Maulida with the title "Frontloading Strategy To Improve Efl Junior High School Students'

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[4] Nani Windianti, et.al., "The Effect of Using Frontloading Strategy in Teaching Reading Comprehension at The Seventh Grade Students of SMP N 10 Bengkulu In The Academic Year of 2018/2019", *Journal of English Education and Teaching,* Vol. 3 No. 18 2019.

Descriptive Text Reading Skill".The teaching strategy that was used in the second prior research is frontloading strategy. Language skill assessed by the prior research isreading skill. The research used classroom action research to collecting data. A sample in the second prior research is ELF junior high school.[5]

The second prior research has similarities and differences with this research. The similarities between the second prior research is focused using frontloading strategy in teaching. Moreover, the similarities between the second prior research is using classroom action research to collect the data. The differences between this research and the second prior research is the research sample. This study will involve the eighth grader of Junior High School 2 Metro as research sample. While, the second prior research involved ELF Junior High School.

The third prior research was conducted by Wardani with the title "Improving Students' Vocabulary Mastery Using Word Mapping Strategy". The teaching strategy that was used in the third prior research is word mapping strategy. Language skill assessed by the third prior research is vocabulary. The research use classroom action research to collect the data. A sample in the third prior research is the third grade of Accounting Department at State Vocational School 1 Pamekasan.[6]

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[5]Restu Dessy Maulida, "Frontloading Strategy To Improve Efl Junior High School Students' Descriptive Text Reading Skill", *International Seminar on English Language Teaching(ISELT),* (Universitas Pasundan).

[6]Satuna Indah Wardani, "Improving Students' Vocabulary Mastery Using Word Mapping Strategy", *OKARA*, Vol. 1 Mei 2015.

The third prior research has similarities and differences with this research, the similarities between the third prior research is focused in teaching vocabulary mastery. Moreover, the similarities between the first prior research is using classroom action research to collect the data. The differences between this study and the third prior research is the research sample. This study will involve the eight graders of Junior High School 2 Metro as research sample. While, the third prior research involved the third grade of Accounting Department at State Vocational School 1 Pamekasan.

CHAPTER II

THEORETICAL REVIEW

In this chapter, the researcher attempts to explain the theoretical foundations which consist of the concept of vocabulary and the the concept of frontloading strategy.

A. The Concept of Vocabulary

1. Definition of Vocabulary

Newman and Dwyer states that vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).[1]

Moreover, Alqahtani holds that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.[2]

On the other hand, Lessard and Clouston urges that vocabulary is the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do.[3]

Based on explanation above, the researcher concludes that vocabulary is a collection of words that are part of a particular language andare used to compose sentences. Vocabulary isdefined as the set of all

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[1]Susan Neuman, &Julie Dwyer, *Missing in action: Vocabulary instruction in pre-k. The Reading Teacher*, (2009), p. 85.

[2]Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught", *International Journal of Teaching and Education,* No. 3, Vol. III, (2015), p. 25.

[3]Michael Lessard and Clouston, *Teaching Vocabulary*, (United States of America: TESOL International Association, 2013), p. 2.

the words that person can understand or all the words that person is likely to use to compose new sentence.

2. **Types of Vocabulary**

According to Dakhi, there are some types of vocabulary. The types of vocabulary can be explained as follow:

a. Receptive Vocabulary and Productive Vocabulary

The receptive vocabulary is defined as the type of vocabulary a reader encounters during reading and listening. They are the words which the readers and listeners use to comprehend given messages. Such vocabularies are strongly related to receptive skills of language.

Meanwhile, Productive vocabulary refers to the set of words used to produce the messages. Two basic skills naturally make use of productive vocabularies are speaking and writing. In short, they are termed as they are to correspond to the productive skills of language.

b. Active Vocabulary and Passive Vocabulary

The active vocabulary is the words by which listeners and writer usually use as they are completely understood. They are the words that are recalled and used at will when the situation of speech and writing requires them. Practically, the active words are those we can automatically use when writing and speaking without stopping and forcing our selves to remember.

Moreover, The passive vocabulary is meant as the words that are not completely understood, so that they are infrequently used when

writing and speaking. Related to this, therefore, it seems to conclude that passive vocabulary is a precondition of the active vocabulary. It is a step, of course, it is optional as people have different abilities and words have different degrees of comprehensibility, which has to be acquired anterior to the active vocabulary mastery.[4]

Active vocabulary which students can use and call it orally. While a passive vocabulary of words known by learners through recognition, but they cannot call and produced through writing.[5] Based on explanation above, the researcher can conclude that this research is included receptive vocabulary because vocabulary can be gotten through reading activity.

3. The Importance of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their ownideas. Teaching vocabulary helps students understand and communicate with others in English.[6]

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is

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[4]Saniago Dakhi, "The Principles and the Teaching of English Vocabulary: A Review", (2017), p. 2-3.

[5] Zunita, "Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?", *International Journal of Academic Research in Business and Social Sciences,* Vol. 6, No. 11, 2016, p. 262.

[6]Michael Lessard and Clouston, *Teaching Vocabulary*, p. 2.

demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (ilistening, speaking, reading, and writing)[7]

Moreover according to Dakhi, there are somethe importance of vocabulary that are vocabulary as the basis for communication and vocabulary as the reflection of social reality.

a. Vocabulary as the Basis for Communication

Nothing can be done without vocabulary. Vocabulary is the basis for communication. as the main communication tool. What language users use in expressing their feelings, ideas, and opinions, a manifestation of the human mind, is vocabulary. More precisely, according to linguistic perspective, vocabulary seems to be more useful and urgent than the grammatical role. Without grammar very little can be conveyed; without vocabulary, nothing can be conveyed.

b. Vocabulary as the Reflection of Social Reality

Language can not be separated with vocabulary. Language is a tool for social interaction. There are some function of language, that is as follow:

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[7]Mofareh Alqahtani, "The Importance of Vocabulary"., p. 22.

1) Language is a system for the expression of meaning.

2) The primary function of language is to allow interaction and communication;

3) The structure of language reflects its functional and communicative uses.

4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. This implies the meaning, the reality of human thought seems to be grasped through a language. The language is one of the symbols acquired, mastered, learned, and taught by people. [8]

Based on explanation above, the researcher concludes that vocabulary is very importance in achieving language mastery. Vocabulary can be basic in learning English, without mastering vocabulary, the students can not say anything and thestudentscan not understand what they say in English. Vocabulary is the first step of English learning, Ifthe students don't master many vocabularies, the students can not communicate effectively and the students can't know the meaning of the sentence.

4. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our

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[8]Saniago Dakhi, "The Principles and, p. 2.

ideas and to be able to understand other people's saying. Vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.[9]

Based on explanation above, the researcherconcludes that vocabulary mastery is the activity of mastering or the ability to understand and use words contained in a language, both spoken and written. Vocabulary is very importance in achieving language mastery. The more vocabulary a person has, the more ideas a person can control. Vocabulary mastery is a part of mastery of language because if someone mastered the language means that person mastered vocabulary. Vocabulary mastery of is needed because the more vocabulary is owned a person, the easier it is to convey and receive information, even vocabulary can be used as a measure of someone's intelligence.

5. **Part of Speech**

. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining

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[9]*Ibid,* p. 26.

the correct definition of a word when using the dictionary.[10] There are nine parts of speech. Every parts of speech could be explained as follow:

a. Noun

Noun is the name of a person, place, thing, or idea.

1) People :farmer, mechanic, father, Professor Haskins, editors, Marcia.

2) Places :ocean, Canada, porch, Spain, classroom Things scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill.

3) Ideas: love, inspiration, courage, anxiety, eagerness, happiness.

b. Pronoun

Pronoun is a word used in place of one or more nouns. Pronouns are used to refer to a noun (called its antecedent) that usually comes before the pronoun and make writing clearer, smoother, and less awkward In the sentence, "Roberto feels that he can win the race," he is the pronoun, and Roberto is the antecedent.

c. Adjective

There are several types of adjectives:

1) Proper adjective is formed from a proper noun. Examples are Italian bread, Herculean strength, Midas touch, Canadian sunset.

2) Compound adjective is a word composed of two or more words. Sometimes these words are hyphenated. Examples are landmark decision, black-and-blue mark, hometown hero.

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[10]Falguni, English Grammar Parts of Speech, (Chikhili, Gujarat, India), p. 4

d. Verb

There are several types of verbs namely the action verb, the linking verb, and the helping verb.

1) Action Verb

Action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.

2) Linking Ver

Linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb "to be" (is, are, was, were, been, being, am) and appear , become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.

3) Helping Verbs

Helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb. The most common helping verbs are am, is, are, was, were, be, been, being, has, had, have, do,does, did, may, might, must, can, could, shall, should, will, and would.

e. Adverb

Adverb is a word that modifies or qualifies a verb, an adjective, or another adverb. Many adverbs end in –ly.

Here are the following adverbs that do not end in-ly :

again	almost	alone	already	also
always	away	even	ever	here
just	later	never	not	now
nowhere	often	perhaps	quite	rather
seldom	so	sometimes	somewhat	somewhere
soon	then	there	today	too
very	yesterday	yet		

f. Preposition

aboard	about	above	across
after	against	along	among
around	as	at	before
behind	below	beneath	beside
besides	between	beyond	but
by	concerning	despite	down
during	except	for	from
in	inside	into	like
near	of	off	on
onto	opposite	out	outside
over	past	since	through
throughout	till	to	toward
under	underneath	until	up
upon	with	within	without

g. Conjunction

Conjunction connects words or group of word**.** Coordinating conjunction is asing le connecting word. These seven words consists of *for, and,nor, but, or, yet ,*and *so*.[11]

h. Article

Articles are short words that come before a noun.[12]Articles help determine whether a word refers to something of a specific type (with definite articles) or something of a general type (with indefinite articles). There are only three kinds of articles (the, an, or a) in the English language, so it is very easy to find in a sentence. Sentences are incomplete without articles. The words a, an, and referred to as articles or noun markers, it is basic and simple. A is use before words that start with a consonant sound (a joking man or a lucky lottery player) and an before words that start with a vowel sound (an hour's wait or an interesting story).

i. Interjection

Interjection is a word that expresses strong feeling or emotion, usually come sat the beginning of the sentence,often followed by an exclamation point (!)whenthe emotion is strong or a comma(,) when the emotion is mild. Include one interjection in sentence when the point is need to be emphasized. Over use of

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[11] Naely Muchtar, "NINE PARTS OF SPEECH IN TEACHING ENGLISH TO ELECTRICAL ENGINEERING STUDENTS", *Education and Language International Conference Proceedings Centerfor International Language Developmen tof Unissula,* (ELIC, 2017), p. 541-544

[12] Shannon Mitchell, etc*., Parts of Speech,* (Columbia: Britis Columbia, 2007), p. 21

interjection made the writing loses its power and effectiveness. The following table is list ofs ome common interjections:[13]

Aw	Bravo	Darn	Dear me
Eek	Eh	Gee	Golly
Goodness gracious	Gosh	Hallelujah	Hey
Horrors	Hurrah	Hurray	Mmm
Oh	Oh no	Oops	Ouch
Phew	Rats	Really	Ugh
Well	Whoa	Whoops	Wow
Yea	Yeh	Yes	Yippee

6. Vocabulary Assesment

Vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples:

a. Multiple-choice (Choose the correct answer)

The principal was <u>irate</u> when she heard what the students had done.

1) surprised

2) interested

3) proud

4) angry

b. Completion (Write in the missing word) At last the climbers reached the s of the mountain.

c. Translation (Give the L1 equivalent of the underlined word) They

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[13]NaelyMuchtar, "NINE PARTS OF, p. 541-547

worked at the <u>mill.</u>

    d. Matching (Match each word with its meaning).

These test items are easy to write and to score, and they make eficient use of testing time. Multiple-choice items in particular have been commonly used in standardised tests.[14]

B. The Concept of Frontloading Strategy

1. Definiton of Frontloading Strategy

Preszler states that Frontloading provides rich dialogue and experiences that allow students to develop vocabulary by accessing their prior knowledge before reading content. When students have the opportunity to use their prior knowledge, they exhibit an increase in vocabulary and content knowledge. In addition, students show their understanding as they interact with difficult content material.[15]

Moreover Down states that frontloading is pre teaching vocabulary and it isused in as an instructional strategy to facilitate student comprehension. Frontloading is one of strategies that he thinks are effective in maximizing the teacher's ability to improve student's achievement.[16]

Based on explanation above the researcher concludes that frontloading strategy is a strategy where increase vocabulary mastery by

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[14] John Read, *Assessing Vocabulary*, (New York : Cambridge University Press, 2000), p. 2

[15] June Preszler, et.al 2006. *Strategies to Build Student Vocabularies* . (Rapid City: Black Hills Special Services Cooperative (BHSSC), 2006), p. 8.

[16] Mandy L Downs, Effect of Fronloading Vocabulary for English as a Second Language Learners, (Minnesota: Saint Catherine University, 2017), p. 9.

usingprior knowledge before reading content. Thisstrategy will ask the students to use prior knowledge before the teacher explains in more about the content.

2. **The Ways of Frontloading Strategy**

There are a variety of ways to frontload information to maximize success for English language learners. The ways of frontloading strategy is explained as follow:

a. Realia

Realia Realia are objects from real life used to improve students' understanding of other cultures and real-life situations in classroom instruction. [17] In this way, the teacher brings the real object. Bringing in real objects helps language learners to build content knowledge and the English vocabulary to use in describing what they know.

b. Video

In this way, the teacher gives video about the content before reading the content. The purpose of giving a video is to help the students understand concepts from a text before they read. For example: when the students reads a text about the impact of littering, the teacher plays video about the impact of littering. Therefore, the students has a context before reading.

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[17]Nura Bawa, "Realia and Its Relevance in the 21 st Century Learning. Realia and Its Relevance in the 21 st Century Learning", *International Journal of Applied Research and Technology*, Vol. 9, No. 9, September 2020, p. 53.

c. Field Trip

In this way, the students can load vocabulary in advance by going a field trip before starting your study. The students can take photo, after that discuss and write about thestudent's experience when the students come back to the classroom. The information in the text will be much more meaningful when connected to reallife experiences.

d. Picture Observation Charts

In this way,the teachercollects a variety of pictures related to the text to be read. After that, the teacher postthe variety of pictures on chart paper around the classroom and students discuss the pictures with a partner. Students will begin thinking about the topic and the teacher has information to assess prior knowledge.

e. Text Bits

In this way, the teacher will use pictures from the text to be read. The teacher asksthe studentsto describe their picture and the teacher asks thestudents to predict what the picture may be about. Students can get vocabulary from picture and relate their prior knowledge on the topic.

f. KW….E Focus on Questions

In this way, the teacher uses the KWL format, but the teacher will change the K to "what I think I know", W to "what I wonder

andtheL for "what ELSE do you want to knowafter reading the text."

[18]

Based on explanation above the researcher will use picture and KW….E Focus on Questions. The researcher will ask the students to list the word based on the picture. For example, the picture of rabbit

The researcherask to the thestudentsto list the words related to the picture and the list the words can be written in the KWL format.

Table 2. The Example of KWL Format

No.	what I know	what I want to know			What I havelearned
	Word	Antonym	synonym	Part of speech	Meaning
1					
2					
3					

The table show the KWL format.[19]Next, The researcher will add to and revise the list of content words.

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[18]Jan McCall, Frontloading for ELL Learners: Building concepts and Vocabulary before Reading, Spotlight on Comprehension, 2005, p. 1–3.
Reading, Spotlight on Cnsion, 2005, pp. 1–3

3. **Steps of Frontloading Strategy**

There are three steps of frontloading strategy according to Preszler. The stepsis as follow:

a. The teacher introduce content and then asks the students to list the words that they have known related to content.

b. The students make a list of words which is related to the topic given by the teacher

c. The researcher will add to and revise the list of content words as you study the content.[20]

Based on explanation above, the researcherconcludes there are three steps in applying frontloadingstrategy. The steps can be explained as follow:

a. The teacher introduce content to the students. The researcher will ask the students to list the words that they have known related to material which is being taugh.

b. Then, the researcher will ask the students to make a list of words which is related to the topic given by the researcher.

c. The researcher will add to and revise the list of content words.

C. **Advantages and Disadvantages of Frontloading Strategy**

1. **Advantages of Frontloading Strategy**

There are some advantages of frontloading strategy. The advantages of frontloading strategy are:

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[19] Ogle, *A teaching model that develops active reading of expository text*, (IRA/NCTE, 2006), p. 1.

[20]June Preszler, et.al 2006. *Strategies to Build Student Vocabularies,* p. 8.

a. This strategy is simple.

b. This strategy is extremely helpful and effective to review the students' vocabulary.

c. This strategy can improve student's vocabulary. [21]

Based on explanation above, the researcher concludes that the advantages of frontloading strategy are first, this strategy is simple. This strategy is very easy because thisstrategy issimple and this strategy is easy to comprehend by student. Second, this strategy can review the student`s vocabulary mastery because in this strategy prior knowledge is needed. Finally, this strategy can improve student's vocabulary mastery.

2. Disadvantages of Frontloading Strategy

There are some disadvantages of frontloading strategy. The disadvantages of frontloading strategy are:

a. Thisstrategy isdifficult to the students who has not prior knowledge.

b. This strategy may be too time consuming for some students.

Based on explanation above, the researcher concludes that the disadvantages of frontloading strategy are first, this strategy is difficult to students who has not prior knowledge. This strategy needs prior knowledge. If the students does not has prior knowledge, this

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[21]Yulia Citra andFitrawati, "Using Front Loading Vocabulary in Improving Students' Reading Comprehension at Senior High School", Journal of English Language Teaching, (English Language Teaching Study Program of FBS Universitas Negeri Padang), p. 1.

strategy is not suitable for students. Second, This strategy may be too time consuming for some students because this strategy needs prior knowledge, may be too time consuming for some students who does not has prior knowledge.

D. Action Hypothesis

Based on the frame of theories and assumption above, the researcher's formulate the hypothesis that the use of frontloading strategy can increase student's vocabulary mastery at the eight graders of Junior High School 2 Metro.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operasional Definition of Variable

1. The Variable of Research

This research consist of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it.[1]

The independent variable of the research is frontloading strategy and the dependent variable this research is English vocabulary mastery. The independent variable of this research is using frontloading strategy. This strategy will be helping the students' English vocabulary mastery.

2. Operasional Variable

Ary et. al. Lucy state that an operational definition assumes meaning to a construct by specifying operations that researchers must perform to measure to manipulate to construct.[2]

a. Independent Variable

Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variable, which is the outcome.[3] Independent variable in this research is frontloading strategy (X). This strategy will apply at the

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[1]Alisson Mackeyand Susan Mgass, *Second Languages Research Methodology and Design*, (Mahwah New Jersey: Lawrence Erlbaum Associates Publisher, 2005), p.103.
[2]Donal Ary, et.al., *Introduction to Research in English Language Teaching, Eighth Edition,* (Canada: Nelson Education 2010), 36.
[3]Donald Ary, *Introduction to Research in Education*,(USA:Wadsworth,2010),p.37.

junior high school 2 Metro. The researcher will measure by observation, to observe this variable the researcher will use written assessment.

b. Dependent Variable (English Vocabulary Mastery)

The dependent variable is the variable that is affected or that become result because of the independent variable.[4] Dependent variable of this research is English vocabulary mastery (Y). The students can increase their English vocabulary mastery during in teaching and learning process by using frontloading strategy. To measure students' English vocabulary mastery the researcher will use written tests or written assessments by using 20 items of multiple choice.

B. Research Location

The research will conduct at the Junior High School 2 Metro which located at Jl, Ki Hajar Dewantara, IringMulyo, Kecamatan Metro timur. Kota metro. Total all of the studentseightgraders is 196 students. Since the study is a classroom research, the researcher will take one class as the sample. The researcher chooses the VIII G of Junior High School 2 Metro.

C. Subject and Object of Study

The subject of this research is the students of the eighth graders of the Junior High School 2 Metro. The data can be seen below:

Tabel 3
Data of the Subject of the Research

No	Class	Sex		Total
		Male	**Female**	
1	VIII. G	14	14	28 Students

Based on the table above, there are 14 male students and there are 14 female students at the eight graders. The total of the subject are 28 students.

The objectof the study is student's English vocabulary mastery. The type of this research is Classroom Action Research. The classroom action research will conduct in VIII.G which consists of 28 students. The researcher chooses VIII.G because the students hasthe lowest English ability than other class, especially in vocabulary mastery.

D. Action Plan

The researcher chooses one of the types of the research is classroom action research. The researcher will use the CAR to collect the data. Classroom Action Research (CAR) is a method for increasing and modifying the working system of a classroom in school.[5] It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

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[5] Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

Moreover, Ary, et. al. state that action research is about taking action based on research and researching the action taken.[6] Meanwhile Jean McNiff and Jack Whitehead maintance that action research is an enquiry by the self into the self, undertaken in company with others acting as research participants and critical learning partners. Action research involves learning in and through action and reflection.[7]

Based on explanation above, the researcher concludes that action research is practical research intended to increase classroom learning. This research is one of the teachers efforts in the form of various activities carried out to increase the quality of learning in the classroom.

In this classroom action research, there arefour steps in each which have relationship one another. The step are planning, acting, observing, and reflecting. This steps can be seen in the following design :
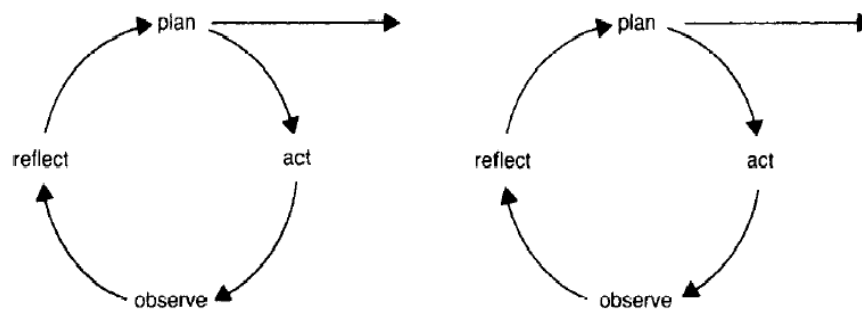
Jean Mcniff's Model[8]

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[6]Donald Ary, et al, *Introductions to Research in Education Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010), p.512

[7] Jean Mc Niff and Jack Whitehead. *Action Research: Principles and Practice*, (London:2002), p. 15.

[8]*Ibid.,* p.41

From the illustrate above, the explanation about four steps of action research produce are conducted in each cycle.

There are two cycle in the figure. In the first figure describes the steps of the research that is preparation of study and followed by planning, acting, observing and reflecting that is implemented in each cycle. If the first cycle cannot be achieved, so it will be continued in the next cycle that has same phase with the first cycle.

The researcher will use collaborative action research so that it needs to collaborator another participant which is English teacher to help the researcher in the research. In this classroom action research is conducted in two cycle, theyare following:

1. **Cycle 1**

   a. **Planning**

      Planning is the first steps in each activity. In this step, the researcher makes planning to the eight graders of junior high school 2 Metro. The planning is as follow:

      1) The researcher and collaborator (Miss Bainah, S.pd) will prepare the lesson plan.

      2) The researcher and collaborator(Miss Bainah, S.pd) will prepare the material and the media.

      3) The researcher and collaborator (Miss Bainah, S. pd) will prepare source learning.

4) The researcher and collaborator (Miss Bainah, S. pd)will use frontloading strategy to be applied in acting phase to increase students' vocabulary mastery.

5) The researcher and collaborator (Miss Bainah, S. pd) prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

6) The researcher and the collaborator (Miss Bainah, S. pd) will make the criteria of success.

b. Acting

Acting is conducted after planning. It is the second steps in the classroom action research. The activity will be conducted to the eightgraders of junior high school 2 Metro. The researcher will do acting as follow:

1. Pre Teaching Activities

a) The researcherwill greet the students.

b) The researcher, the collaborator(Miss Bainah, S. pd) and the students will pray together.

c) The researcherwill ask the student's condition.

d) The researcherwill check the student's attendance list.

e) The researcher will explain the purpose of study about learning vocabulary.

2. **While Teaching Process**

   a) The researche rwill apply the lesson plan.

   b) The researcher will explain about the material.

   c) The researcher will ask the students to make list the words that they have know related to the material.

   d) The researcher will add and revise the list of words about vocabulary of the material.

   e) The researcher will give evaluation.

3. **Post Teaching**

   a) The researcher will ask to the students to answer some questions related to the material.

   b) The researcher will give conclusion of the material.

   c) The researcher will give home work for the students.

   d) The researcher closes the meeting.

c. **Observing**

Observing is conducted after planning and acting. It is the third step in the classroom action research. The activity will be conducted to the eight graders of junior high school 2 Metro. The researcher will observe the process of teaching and learning in the classroom and the researcher will observe the student's activity in the classroom by using observation sheet

d. Reflecting

Reflecting is conducted after planning, acting, and observing. This activity is conducted to know the strength and weakness from action that researcher has conducted. In this phase, the researcher will analyze about the observation result and the researcher collect of data the result of the students' test. If there are still found the problems the researcher and collaborator (Miss-Bainah, S. pd) will conduct the next cycle and the researcher and collaborator (Miss Bainah, S. pd) will use the data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

2. Cycle 2

a. Planning

In this step have same plans as follow:

1) The researcher identify the problems and found the problems from the first cycle

2) The researcher and collaborator(Miss Bainah, S. pd) will prepare the lesson plan.

3) The researcher and collaborator (Miss Bainah, S. pd) will prepare the material and the media.

4) The researcher and collaborator (Miss Bainah, S. pd) will prepare source learning.

5) The researcher prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

b. Acting

The researcher will apply the action plan II In this phase, the researcher will conduct the exercise.

c) Observing

Observing is conducted after planning and acting. The activity will be conducted to the eight graders of Junior High School 2 Metro. In the cycle 2, the researcher will observe whether there had been an increase of the students' learning process.

d) Reflecting

In this step, the researcher and collaborator (Miss Bainah, S. pd) will comparethe score of pre-test and post-test. The researcher will review and reflect on students's activities whether there is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Technique

In this research, the researcher will use the data collection technique to collect data. The data collection technique are test, observation, and documentation. The data collection technique will be explained as follow:

1. **Test**

   The test is given to measure the students English vocabulary mastery. Test will be given to eight graders of Junior High School 2 Metro. There are two kinds of test that are pre test and post test.

   a) Pre test

   The researcher will give pre test to the students. Pre test will be conducted to know the ability of students vocabulary mastery before doing treatment. It is mean that the researcher will know the ability of students vocabulary before the researcher uses frontloading strategy.

   b) Post test

   Post test will be given to the students after researcher conduct the treatment. The post-test will be conducted to find out whether used this strategy can increase students' vocabulary mastery.

2. **Observation**

   Observation is one of some data collection technique. In this research, the researcher will observe the eighth grade of Junior High School 2 Metro. The researcher will observe about student's vocabulary mastery. Moreover, the researcher will observe about the process of teaching and learning in the classroom and the researcher will observe the student's activity in the classroom by using observation sheet.

3. **Field Note**

Field note is technique of data collection by making written records on whatever happens in the field. The field note are used to collect the data during in teaching and learning in every cycle which is not include in the observation sheet.

4. **Documentation**

Documentation is the technique which is used to get information from the written source or document.The researcher will use the technique to know about history of the school, the sum of the teacher, employers, students and organization structureat Junior High School 2 Metro.

F. **Research Instrument**

The research instrument is a toolthat is used by researcher to collect the research data. The data will be collected by using research instrument as follow:

1. **Item test**

Test will be used to measure students' vocabulary mastery which has a person or group.The kind of test is written test. The researcher will use written test. The test consist of 20 items of multiple choice. The materials which will be tested is about vocabulary. The researcher will use 20 items for pre-test and 20 items for post-test.

2. **Observation guidance**

In this research instrument, It will be conducted observation about the students learning activity and the teacher writing in the classroom. The researcher will use observation sheet to get the data.

3. **Documentation guidance**

The history of the school, the sum of the teacher, employers, students and organization structure at Junior High School 2 Metro.

G. **Data Analysis Technique**

Data analysis will be conducted by taking the average score of the pre test and post test. It is to know comparison score between pre test and post test. Therefore, the researcher will use formula to get the score between pre test and post test.

The formula that used as follows:

1. Average score

$$M_X = \frac{\sum X}{n}$$

Note   :

M_x = Average score

$\sum X$ = Total score of follow the test

n   = Number of cases.[9]

2. The percentage of the students who pass the minimum standard criteria

The formulas are :

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

[9]Donald Ary, *Introduction to Research in Education*,(USA:Wadsworth,2010),p.108.

$$N$$

Note :

    P = Class Percentage

    F = Frequency

    N=Number of students.[10]

Furthermore, the researcher will compare between pre test and post test. Then, the result is matched by Minimum Standard Criteria at the school at least 70. If the from cycle 1, there are some students are not successful so the researcher will conduct cycle 2. The minimum cycle in classroom action research is two cycle. So, if in cycle two all of students are successful. It is not continue to other cycle.

H. Indicator of Success

The indicator of students successful in English vocabulary mastery of using frontloading strategy can be seen in the criteria of students increasement in learning process as a result follows:. The research is called successful if 75% of students got standard minimum requirement score (SMR) of 70 and 75% of students active in learning activity.

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[10]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi, New Age International, 2006),p.278.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher in the eight graders of Junior High School 2 Metro in the academic year of 2021/2022.The result of the result, as follows:

1. The Description of Research Location

a. The History of Junior High School 2 Metro

The history of the establishment of Junior High School 2 Metro. Junior High School 2 Metro was established on August 25, 1977. This school is located on Street Ki Hajar Dewantara Iringmulyo East Metro. Since the Junior High School 2 Metro was established, this school has been led by the following principals.

Table 4

The Head Master of Junior High School 2 Metro

No.	Name	Period
1	Moehammad	1977-1983
2	DoedoenAbdoelah	1983-1984
3	Soewito	1984-1990
4	SugengHendroAtmojo	1990-1996

5	Drs. SyarifBarzan, S.H	1996-1998
6	Drs. Sutarjo	1998-1999
7	Drs. Tukiman. S	1999-2000
8	Dra. Indrawati	2001-2006
9	Drs. BambangIrawan	2006-2009
10	Drs. Suwarno	2009-2012
11	Suyitno,S.Pd	2012-2018
12	Martati, S.Pd., M.Pd	2018-Now

b. Learning Facilities

The condition of Learning Facilities at SMP N 2 Metro was under renovation. The data confirms that SMP N 2 Metro has learning facilities as follow:

Table 5

The Learning Facilities of Junior High School 2 Metro

No.	Facilities	Frequency
1.	Classrooms	24
2.	Principal's room	1
3.	Teacher's room	1
4.	Living room	1
5.	School health service room	1
6.	Library	1
7.	Ceremony yard	1

8.	Mosque	1
9.	Computer room	1
10.	Physical laboratorial	1
11.	Cooperation	1
12.	Administration room	1

2. Description of the Research Data

This research used classroom action research. The researcher will use the CAR to collect the data. Classroom Action Research (CAR) is a method for increasing and modifying the working system of a classroom in school.[38] The purpose of this research was to increase student's English vocabulary mastery at the eight graders of Junior High School 2 Metro. This research was conducted in two cycles. Every cycle consist planning, acting, observing and reflecting.The description of research data could be explain as follow:

a. Pre-Test

The researcher conducted pre-test to know the students' vocabulary mastery before giving treatment and it was used as the comparison score with post-test. The researcher conducted the pre-test on Monday, April4[th], 2022.The students were given questions about vocabulary mastery. After they finished the pre-test, the researcher asked the

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[38] Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261.

student to submit the answer sheets. The result of pre-test could be seen

on the table below:

Table 6

The Result Score of Student's English Vocabulary Mastery in Pre

Test

No	Name	Score	Category	No	Name	Score	Category
1	AKL	70	Complete	15	NH	45	Incomplete
2	AN	65	Incomplete	16	NMH	70	Complete
3	AP	60	Incomplete	17	OAP	75	Complete
4	BN	60	Incomplete	18	PN	45	Incomplete
5	CKR	50	Incomplete	19	PR	40	Incomplete
6	DF	45	Incomplete	20	PK	45	Incomplete
7	DPM	45	Incomplete	21	RA	50	Incomplete
8	DP	65	Incomplete	22	RS	75	Complete
9	GW	30	Incomplete	23	SN	50	Incomplete
10	IPL	40	Incomplete	24	SMD	50	Incomplete
11	LN	50	Incomplete	25	SM	70	Complete
12	LK	55	Incomplete	26	TMS	65	Incomplete
13	MAP	65	Incomplete	27	VA	60	Incomplete
14	NA	55	Incomplete	28	ZA	55	Complete
Total Score		1550		**Lowest Score**		30	
Average		55.36		**Complete**		5	
Highest Score		75		**Incomplete**		23	

Source: The result of Pre-test on Monday, April4th, 2022

Based on table above, it can be made in the chart bellow :

The Frequency of the Students' Score in Pre-Test

18%

82%

■ Complete   ■ Incomplete
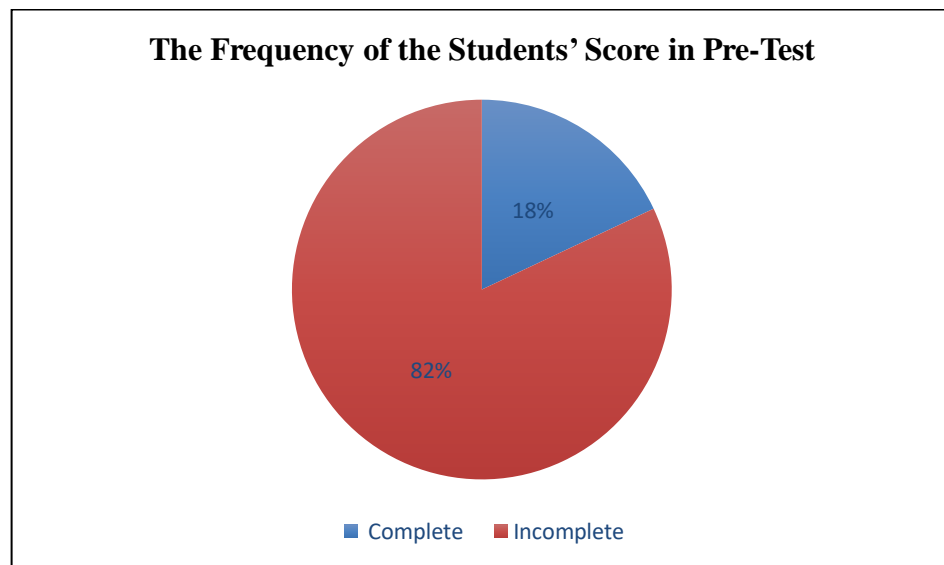
Figure V. **The Frequency of the Students' Score in Pre-Test**

The figure showed the frequency of the students' score in pre-test.The standard minimum for English lesson in Junior High School 2 Metro is least 70. Based on the figure, it could be seen that there were 5 students (18%) who complete the pre-test and 23 students (82%) who incomplete the pre-test. The lowest score in pre-test was 30 and the highest score was 75.

Based on explanation above, it could be inferred that the students still low in vocabulary mastery. Furthermore, this condition was appropriate with the background problem in the chapter I that the students needed strategy to increase their vocabulary mastery. The researcher chose frontloading strategy to increase students' vocabulary mastery.

b. Cycle 1

1) Planning

Based on the result of pre-test score, the researcher has found the problems after taking the students' pre-test score. Therefore, the researcher and Mrs. Bainah, S.Pd as the collaborator prepared several things related to the teaching and learning process. In the planning stage, the researcher and Mrs. Bainah, S.Pd as the collaborator prepared the lesson plan for the action based on the problems faced by students. The researcher and Mrs. Bainah, S.Pd as the collaborator selected the material and exercise into a lesson plan. The researcher planned the material about vocabulary to be given to the students. Moreover, the researcher prepared media, the instrument that would be used in post- test in the cycle 1, observation sheet of the student's activity, the students' work sheet and evaluation for the second meeting.

2) Action

Action is the second stages in classroom action research. The implementation of the action was conducted in 2 meetings. The first meeting was used to treatment and the second meeting was used to posttest. Here, the explanations of every meetings:

a) The First Meeting

The first meeting was treatment.The researcher conducted the treatment on Thursday,7th, April 2022. In this meeting, the

researcher as an English teacher and Mrs. Bainah, S.Pd as the collaborator. This meeting was opened by greeting, praying and checking the attendance list, motivating the students and asking about student's condition.

The teacher asked to the students about what they know about vocabulary. Then, after the students answer the question from the teacher. The researcher explained about the definition of vocabulary, part of speech of vocabulary. Moreover, the teacher gave picture with text and worksheet (KWL format) to the students. After that, the teacher gave explanation of the procedures of frontloading strategy. Moreover, the teacher asked the students to read the text andsee the picture. Next, the teacher asked the students to list the words related to the picture and text in the worksheet (KWL format). Then, the teacher asked the students to find out the synonym, antonym, part of speech of and meaning of the word. After that the researcher added to and revised the list of content words. Therefore, the teacher gave conclusion of the material. Next, the teacher gave homework for the students. Finally, the teacher closed the meeting.

b) The Second Meeting

The Second meeting was conducted on Monday, April 11st, 2022,this meeting used as the post-test I. This meeting was

opened by greeting, praying and checking the attendance list, motivating the students the students and asking about student's condition. The researcher asked about material had given in the last meeting. After that, the researcher gave post-test I to the students.

Then, the result of post test could be explained in table below:

Table 7
The Result Score of Student's English Vocabulary
Mastery In Post Test 1

No	Name	Score	Category	No	Name	Score	Category
1	AKL	80	Complete	15	NH	50	Incomplete
2	AN	65	Incomplete	16	NMH	70	Complete
3	AP	70	Complete	17	OAP	75	Complete
4	BN	60	Incomplete	18	PN	55	Incomplete
5	CKR	50	Incomplete	19	PR	55	Incomplete
6	DF	60	Incomplete	20	PK	45	Incomplete
7	DPM	55	Incomplete	21	RA	65	Incomplete
8	DP	75	Complete	22	RS	75	Complete
9	GW	50	Incomplete	23	SN	65	Incomplete
10	IPL	50	Incomplete	24	SMD	50	Incomplete
11	LN	50	Incomplete	25	SM	75	Complete
12	LK	60	Incomplete	26	TMS	70	Complete
13	MAP	70	Complete	27	VA	70	Complete
14	NA	55	Incomplete	28	ZA	80	Complete
Total Score		1750		**Lowest Score**		45	
Average		62.5		**Complete**		11	
Highest Score		80		**Incomplete**		17	

Source: The result of Post-test I on April 11st, 2022

Based on table above, it can be made in the chart bellow :

The Frequency of the Students' Score in Post-Test I

39%

61%

■ Complete ≥ 70   ■ Incomplete < 70
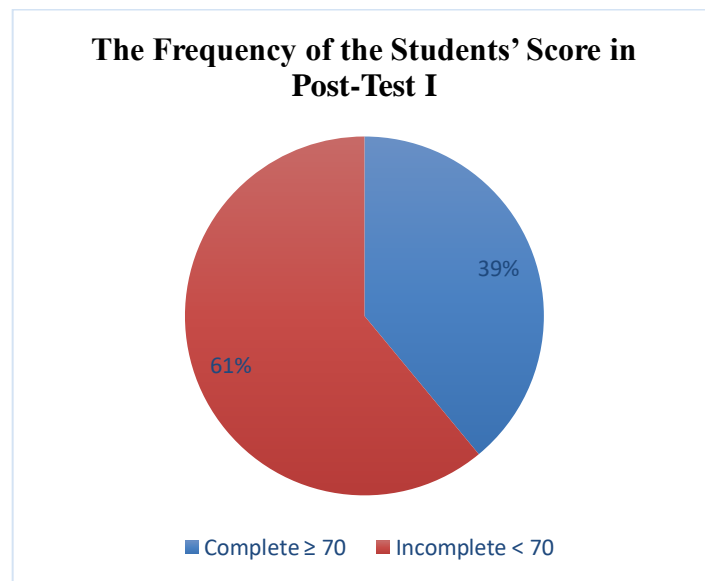
Figure VI. **The Frequency of the Students' Score in Post-Test I**

The figure above showed the frequency of the students' score in post test I.The standard minimum for English lesson in Junior High School 2 Metrois least 70.Based on the figure, it could be seen that there were 11 students (39%) who complete the pretest and 17 students (61%) who incomplete the post -test. The lowest score in pretest was 45 and the highest score was 80.

3) Observing

In the observation, the researcher and Mrs. Bainah, S.Pd asthe collaborator observed the students' activities. The researcher as a teacher gave materials about vocabulary by using frontloading strategy. In learning process, there were four measurement used and mentioned to know the students' activity. Every student who had active in learning process gave a thick in observation sheet.

Then, the students were not active in learning process, let the observation sheet empty.It could be seen on appendix. The indicators of the students' activities were:

a) The students gave an attention of the teacher's explanation

b) The students gave respond to the teacher.

c) The students were active in participating conversation based on frontloading strategy.

d) The students followed instruction from the teacher

The result of the students' learning activities could be seen, as follows:

Table 8. The Students Activity in Cycle I

No	Students activities	Frequency	Percentage
1	Giving an attention to the teacher's explanation	12	42.86 %
2	Giving respond to the teacher's explanation.	12	42.86 %
3	Active in participating conversation in learning process	11	39.28 %
4	Following the teacher's instruction	15	53.57 %
	Total Students	28	

The table showed that not all the students gave anattention and gave respond to the teacher. Moreover, that is not all the students were active in participating conversation based on frontloading strategy. Futhermore, some of the students was not follow instructions from the teacher.

There were 12 students (42.86%) who gave attention to the teacher'sexplanation, 12 students (42.86%) gave respond to the teacher, 11 students (39.28%) wasactive participating in learning process, and 15 students (53.57%) followed the teacher instruction about frontloading strategy.

4) Reflecting

In this stage, the researcher concluded that cycle 1 did not run well because most of the students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre test and post-test I. However, most of the students score had improved.From the result of observation in cycle I, there were some problems that found, as follows:

a) There were some students was not give an attention of the teacher's explanation

b) some students was not give respond to the teacher.

c) some students was not active in participating conversation based on frontloading strategy.

d) some students was not follow instruction from the teacher

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.

b) The teacher gave more detailed explanation and questions after explaining the materials to control the students.

c) The teacher guided the students who they were not active yet in teaching and learning process.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 9. The Students' score at PreTest and PostTest I

No	Name	Pre-Test Score	Post-Test I Score	Improving	Percentage Improving	Explanation
1	AKL	70	80	10	14.29	Improved
2	AN	65	65	-	-	Did notImprove
3	AP	60	70	10	16.67	Improved
4	BN	60	60	-	-	Did notImprove
5	CKR	50	50	-	-	Did notImprove
6	DF	45	60	15	33.33	Improved
7	DPM	45	55	10	22.22	Improved
8	DP	65	75	10	15.38	Improved
9	GW	30	50	20	66.67	Improved
10	IPL	40	50	10	25	Improved
11	LN	50	50	-	-	Did notImprove
12	LK	55	60	5	9.09	Improved
13	MAP	65	70	5	7.69	Improved
14	NA	55	55	-	-	Did notImprove
15	NH	45	50	5	11.11	Improved
16	NMH	70	70	-	-	Did notImprove
17	OAP	75	75	-	-	Did notImprove
18	PN	45	55	10	22.22	Improved
19	PR	40	55	15	37.50	Improved
20	PK	45	45	-	-	Did notImprove
21	RA	50	65	15	30	Improved
22	RS	75	75	-	-	Did notImprove
23	SN	50	65	15	30	Improved
24	SMD	50	50	-	-	Did notImprove
25	SM	70	75	5	7.14	Improved
26	TMS	65	70	5	7.69	Improved
27	VA	60	70	10	16.67	Improved
28	ZA	55	80	25	45.45	Improved
	Total Score	**1550**	**1750**			

	Average	56	62.5			

In this research, pretest and posttest I had done individually. It was aimed to know the students' vocabulary mastery before and after the treatment. From the result of pretest and posttest I, we knew that there was an increasing from the students' result score. It could be seen from the average in pretest 56 and posttest I 62.5. Although there was increasing of the students' achievement, cycle I was not successful yet because only 11 students (39%) who complete in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. **Cycle II**

1) Planning

In the planning of cycle 2, after the researcher and Mrs. Bainah, S.Pd as the collaborator discussed about some problems that found in cycle 1. The researcher and Mrs. Bainah, S.Pd as the collaborator prepared several things related to the teaching and learning process. In the planning stage, the researcher and the collaborator prepared the lesson plan, material and the method that would be used in teaching and learning process. The material include that the procedure of frontloading strategy and gave the students direction from the some mistake in cycle 1. Moreover the

researcher made an observation sheet that and also evaluation sheet to evaluate the student's activity after teaching and learning process.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, April 14th, 2022.This meeting   is opened by greeting, praying and checking the attendance list, motivating the students the students and asking about student's condition.The learning process in the cycle 2 was focused on the weakness of cycle 1.

The teacher asked about the material last week to the students. The researcher explained again about the definition of vocabulary, part of speech of vocabulary. Moreover, the teacher gave explanation of the procedures of frontloading strategy. The teacher gave picture and worksheet to the students. After that the teacher asked the students to list the words related to the picture and text and the list the words were written in the worksheet. Then, the teacher asked the students to find out the synonym, antonym, part of speech of and meaning of the word. After that the researcher added to and revised the list of content words. Then, the teacher conducted the same procedure with the others picture. Therefore, the teacher gave conclusion of the material. Next, the teacher gave

homework for the students. After that, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores.

b) The Second Meeting

This meeting was used to post-test II. After giving the treatment twice in cycle II, the researcher conducted post-test II onMonday, April 18th, 2022. The test was multiple choices. There were 20 questions. It was same type with the first cycle but different questions. After the students finished the test, they collected the answer sheet to the researcher. The result of posttest II could be seen on the table below:

Table 10. The Students' score at PostTest II

No	Name	Score	Category	No	Name	Score	Category
1	AKL	90	Complete	15	NH	75	Complete
2	AN	75	Complete	16	NMH	85	Complete
3	AP	80	Complete	17	OAP	85	Complete
4	BN	85	Complete	18	PN	75	Complete
5	CKR	70	Complete	19	PR	80	Complete
6	DF	85	Complete	20	PK	65	Incomplete
7	DPM	70	Complete	21	RA	75	Complete
8	DP	90	Complete	22	RS	75	Complete
9	GW	75	Complete	23	SN	80	Complete
10	IPL	80	Complete	24	SMD	70	Complete
11	LN	65	Incomplete	25	SM	85	Complete
12	LK	85	Complete	26	TMS	80	Complete
13	MAP	85	Complete	27	VA	65	Incomplete
14	NA	80	Complete	28	ZA	85	Complete
Total Score		2195		**Lowest Score**		65	
Average		78.39		**Complete**		25	
Highest Score		90		**Incomplete**		3	

Source: The result of Post-test II on April 18th, 2022

Based on table above, it can be made in the chart bellow :
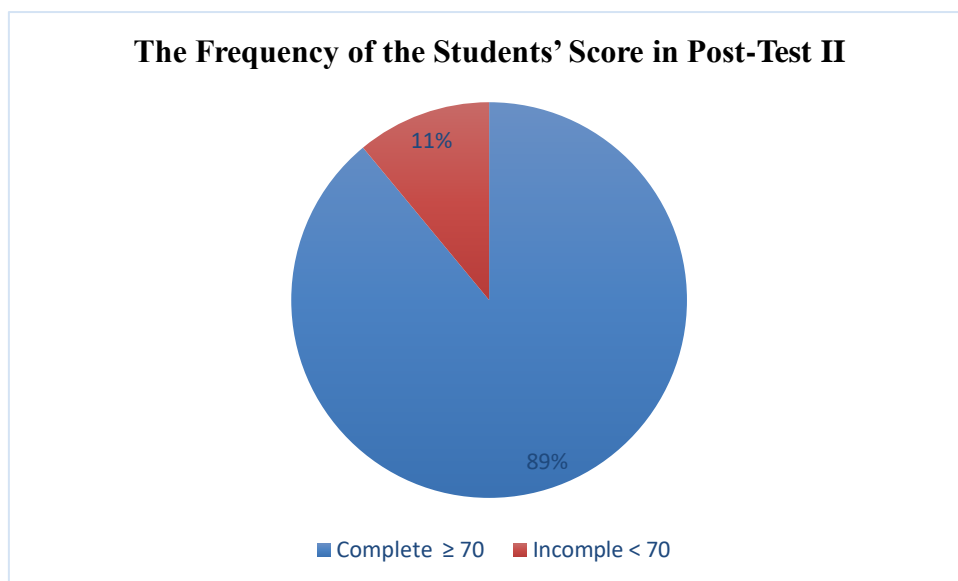
Figure VII. **The Frequency of the Students' Score in Post-Test II**

The figure above showed the frequency of the students' score in post test II.The standard minimum for English lesson in Junior High School 2 Metrois least 70.Based on the figure, it could be seen that there were 25 students (89%) who complete the post test II and 3students (11%) who incomplete the post -test II . The lowest score in posttest II was 65 and the highest score was 90.

3) Observing

In the observation, the researcher and the Mrs. Bainah, S.Pd as the collaborator observed the students' activities. The researcher as a teacher gave materials about vocabulary by using frontloading strategy. In learning process, there were four measurement used and mentioned to know the students' activity. Every student who had active in learning process gave a thick in observation sheet.

Then, the students were not active in learning process, let the observation sheet empty.

It could be seen on appendix. The indicators of the students' activities were:

a) The students gave an attention of the teacher's explanation.

b) The students gave respond to the teacher.

c) The students were active in participating conversation based on frontloading strategy.

d) The students followed instruction from the teacher

The result of the students' learning activities could be seen, as follows:

Table 11. The Students Activity in Cycle II

zNo	Students activities	Frequency	Percentage
1	Giving an attention to the teacher's explanation	23	82.14 %
2	Giving respond to the teacher's explanation.	24	85.71 %
3	Active in participating conversation in learning process	23	82.14%
4	Following the teacher's instruction	25	89.29%
	Total Students	28	

The table showed that not all the students gave an attention andgave respond to the teacher. Moreover, that isnot all the students were active in participating conversation based on

frontloading strategy. Futhermore, some of the students was not followinstructions from the teacher.

There were 23 students (82.14%) who gave attention to the teacher'sexplanation, 24 students (85.71%) gave respond to the teacher, 23 students (82.1%4) wasactive participating in learning process, and 25 students (89.29%) followed the teacher instruction about frontloading strategy.

From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle. The students score from pre-test I to post-test II could be seen on the table below:

Table 12. The Students' score at PostTest Iand PostTest II

No	Name	Post-Test 1	Post-Test 1I Score	Improving	Percentage Improving	Explanation
1	AKL	80	90	10	12.5	Improved
2	AN	65	75	10	15.38	Improved
3	AP	70	80	10	14.28	Improved
4	BN	60	85	25	41.67	Improved
5	CKR	50	70	20	40	Improved
6	DF	60	85	25	41.67	Improved
7	PM	55	70	15	27.27	Improved
8	DP	75	90	15	20	Improved
9	GW	50	75	25	50	Improved
10	IPL	50	80	30	60	Improved
11	LN	50	65	15	30	Improved
12	LK	60	85	25	41.67	Improved
13	MAP	70	85	15	21.43	Improved
14	NA	55	80	25	45.45	Improved
15	NH	55	75	20	36.36	Improved
16	NMH	70	85	15	21.43	Improved
17	OAP	75	85	10	13.33	Improved
18	PN	55	75	20	36.36	Improved
19	PR	55	80	25	45.45	Improved
20	PK	45	65	20	44.44	Improved
21	RA	65	75	10	15.38	Improved

22	RS	75	75	-	-	Did notImprove
23	SN	65	80	15	23.08	Improved
24	SMD	50	70	20	40	Improved
25	SM	75	85	10	13.33	Improved
26	TMS	70	80	10	14.28	Improved
27	VA	70	65	-5	-7.14	Did notImprove
28	ZA	80	85	5	6.25	Improved

Based on the result above, it could be inferred that frontloading strategycould increase the students' vocabulary mastery because there was increasing from average score in posttest I 62.68 became 78.39 in posttest II. In the cycle II, most of the students could increase their vocabulary mastery. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.

Table 13 . The Table of Students' Activities in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	Giving an attention to the teacher's explanation	12	42.86%	23	82.14 %
2	Giving respond to the teacher's explanation.	12	42.86%	24	85.71%
3	Active in participating conversation in learning process	11	39.28%	23	82.14%
4	Following the teacher's	15	53.57 %	25	89.29%

	instruction				
	Total Students	28			

Based on the result of the students activities in cycle I and cycle II was increase. Giving an attention of the teacher explanation from 42.86% became 82.14%, the students giving respond to the teacher's explanation42.86% became 85.71%, the students active in participating conversation in learning process39.28% became 82.14% and the students following the instruction 53.57 % became 89.29%.

4) Reflecting

Based on the result of the first meeting, it could be seen that most of the students was still low in vocabulary. In this meeting, most of the students got good score. It's mean that the teacher and the collaborator could increased the teaching and learning process.

Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would not be continued in the next cycle.

B. Discussion

1. Cycle I

In this research, the researcher gave the students pretest individually for the purpose to know the students' vocabulary mastery before giving a treatment. In the pre-test, there were only 5 students (18%) who completed the pre-test and 23 students (82%) who incompleted the pre-test.

Furthermore, in the pretest, the lowest score was 30 and the highest score was 75.

After conducted the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using frontloading strategy. Furthermore, the researcher gave the post test in the next meeting and the posttest was named posttest I.

After that by analyzing the result of posttest I, the researcher concluded that there were 11 students (39%) completed the post-test I. The lowest score was 45, the highest score was 80and the average score was 62.5. Based on the result of students' score in pretest and posttest I, there was an increasing from the students' result score. It could be seen from the average in pre-test 56 and post-test I 62.5. Although there was increasing of the students' achievement, cycle I was not successfully yet because only 11 students (39%) who completed in post-test I. It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. **Cycle II**

The researcher analyzedthe students' score in the post test of cycle I, the researcher had to conducted the next cycle because only 11 students (39%) completed the test and got score $\geq$ 70. In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of posttest II and concluded that there were 25 students (89%) completed the test because they got score $\geq$ 70. In this

posttest, the lowest score was 65, the highest score was 90, and the average score was 78.39.

Based on the result of the students' score from post-test II, it could be concluded that there were increasing scores. The increasing score could be seen on the average score. The average score in the posttest I and posttest II were 62.5 and 78.39 then the increasing score was 15.89. In the pre-test, posttest I, and posttest II, the total students who got score ≥ 70 were 3, 11 and 25 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. **Students' Score in Pretest, Posttest Cycle I, and Posttest Cycle II**

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pretest. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II:

Table 14
Students' Score of Pretest, Posttest Cycle I, and Posttest Cycle II

No	Name	Pre-test	PostTest I Score	PostTest II Score
1	AKL	70	80	90
2	AN	65	65	75
3	AP	60	70	80
4	BN	60	60	85
5	CKR	50	50	70
6	DF	45	60	85
7	DPM	45	55	70
8	DP	65	75	90
9	GW	30	50	75

10	IPL	40	50	80
11	LN	50	50	65
12	LK	55	60	85
13	MAP	65	70	85
14	NA	55	55	80
15	NH	45	55	75
16	NMH	70	70	85
17	OAP	75	75	85
18	PN	45	55	75
19	PR	40	55	80
20	PK	45	45	65
21	RA	50	65	75
22	RS	75	75	75
23	SN	50	65	80
24	SMD	50	50	70
25	SM	70	75	85
26	TMS	65	70	80
27	VA	60	70	65
28	ZA	55	80	85

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant increasing of the students' score. It could be seen from the average 56 to 62.5 became 78.39. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved. Frontloadingis one of strategies that he thinks are effective in maximizing the teacher's ability to improve student's achievement.[39]

The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:

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[39] Mandy L Downs, Effect of Fronloading Vocabulary for English as a Second Language Learners, (Minnesota: Saint Catherine University, 2017), p. 9.
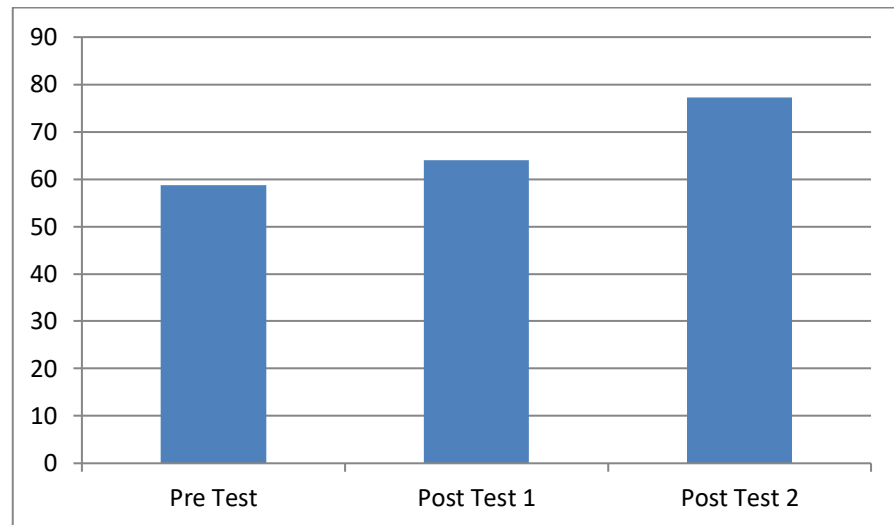
Figure VIII. **The Average of Pre-test, Post-test I and Post-test II**

Based on the graph above, it can be inferred that frontloading strategy increase the students'vocabulary mastery. It is supported by increasing score of the students from pretest to posttest I and from post-test I to posttest II.

4. **The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasing of it as follow:

Table 15
The Table of Students' Activities in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Giving an attention to the teacher's explanation	12	42.86%	23	82.14 %	39.28%

2	Giving respond to the teacher's explanation.	12	42.86%	24	85.71%	42.85%
3 B	Active in participating conversation in learning process	11	39.28%	23	82.14%	42.86%
4	Following the teacher's instruction	15	53.57 %	25	89.29%	35.72%

Based on the data had gotten, it can be explained as follow:

a. The students give an attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was increased. In cycle I was only 42.86% and in cycle II 82.14%, it increased 39.28%

b. The students Gave respond to the teacher's explanation.

The students who had donerespond the teacher's explanation. It could be seen on the cycle I and cycle II. For this activity was increased 42.85%, from cycle I 42.86% and cycle II 85.71%.

c. The students Active in participating conversation in learning process

The students who had understand of material by using frontloading strategy also increased. From cycle I 39.28% and cycle II 82.14%, so it increased42.86%.

d. The Students Following the teacher's instruction

The students who had done following the teacher's explanation. It could be seen on the cycle I 53.57% and cycle II 89.28%, it increased 35.72 %.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good increasing in learning activities when fronloding strategy was applied in learning process from cycle I up to cycle II.

5. **The Comparison of Pretest and Posttest**

Based on the explanation of cycle I and cycle II, it could be inferred that the use of frontloading strategy could increase the students'vocabulary mastery. There was progress average score from 56 to 62.5 and to 78.39.

Frontloading is one of strategies that he thinks are effective in maximizing the teacher's ability to improve student's achievement.[40] From the graph 3, we could be seen that there was an increasing on the average score and total of the students who complete the test from pretest, posttest I to posttest II. In the graphs above, the average score in the pretest was 56 and only 5 students or (18%) complete the test.

Moreover, in the post test I and II there was 11 students or (39%) complete the test with the average 62.5 and 25 students or

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[40] Mandy L Downs, Effect of Fronloading Vocabulary for English as a Second Language Learners, (Minnesota: Saint Catherine University, 2017), p. 9.

(89%) whocomplete the test with average 78.39. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (80% of students got score $\geq$ 70) was reached.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of frontloading strategy could increase the students' vocabulary mastery. Realia are objects from real life used to improve students' understanding of other cultures and real-life situations in classroom instruction. [41] There was a progress average score from pre-test was 56, post-test I was 62.5 and become 78,39 in post-test II. We could be seen that there was an increasing on the average score and total of the students who complete the test from pre-test, post-test I and post-test II.

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[41]Nura Bawa, "Realia and Its Relevance in the 21 st Century Learning. Realia and Its Relevance in the 21 st Century Learning", *International Journal of Applied Research and Technology*, Vol. 9, No. 9, September 2020, p. 53.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

According the previous discussion and the result of research, the researcher concludes as follows:

Based on the data of cycle I and cycle II, it could be inferred that the use of Frontloading Media could increase the students' vocabulary mastery. There was a progress average score from pre-test was 56, post-test I was 62,5 and become 78,39 in post-test II. We could be seen that there was an increasing on the average score and total of the students who complete the test from pre-test, post-test I and post-test II.

In this case, students of SMPN 2 Metro lack of vocabulary mastery. So, using media is needed for a teacher in order to be able to convey the material for the students especially in teaching vocabulary. It was the reason why the researcher chooseFrontloading as media to increase the students' vocabulary mastery because the media easy for implementing and it was one of interesting media which very closed to the students' learning activities.

Moreover, the researcher used Frontloading Strategyin order to increase the students'vocabulary mastery. In each treatment, the researcher tried to make the students more active in teaching and learning process. The researcher told the students about the topic. The researcher asked to the students to mention vocabulary about the topic and determined what the vocabulary would be learned. Then, the researcher requested the participation of students in

making frontloading. After that, the students added and modified frontloading based on the topic covered. In the last of learning process, the students asked to make a conclusion based on the topic. This activity was did until the end of the meeting. After did the the cycle I, and cycle II, It was clear that Frontloading Media could be used to increase the students' vocabulary mastery.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can understand the material that teacher given and increase their knowledge especially in vocabulary mastery.

2. It is suggested for the English teacher to use frontloading as an alternative media to increase the students' vocabulary mastery in the teaching and learning process.

3. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class students will more active after the teacher gives motivation students.

It is suggested for the headmaster in order to persuade and facilitate the teachers to use this media because it is effective in teaching the material for the teacher.

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APPENDICES

SILABUS

Kelas   : VIII

Alokasi Waktu   : 4 Jam Pelajaran/Minggu

Kompetensi Sikap Spiritual dan Sikap Sosial di capai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuandan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karaktersitik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Peterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
Siswa mampu: 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman,menghargai kinerja, memintadan mengungkapkan pendapat, serta menanggapinya,sesuai dengan konteks penggunaannya	Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan - Ungkapan a.l. *Excuseme, Is it clear?,Great, I think so.*, dsb. - Ucapan, tekanankata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Interaksi antarasiswa dan guru	Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secaralisan/ tulis dari berbagai situasi lain yang serupa - Membiasakan

4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat,dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar	di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat	menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasilbelajar
Siswa mampu: 3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksionallis an dan tulis yang melibatkan tindakan memberidan meminta informasi terkait suatu tindakan,sesuai dengan konteks penggunaannya. (Perhatikanunsu r kebahasaan *can, will*)	Fungsi sosial Menjelaskan,membanggakan , berjanji,mengajak,dan sebagainya. Struktur teks - Memulai - Menanggapi(di harapkan/di luar dugaan) Unsur kebahasaan - Ungkapan kemampuandan kemauanyang sesuai,dengan modal:*can*, *will*. - Nomina singulardan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan,tekanan kata,	- Menyimak, membaca, dan menirukan, guru membacakan beberapateks pendek berisi kemampuan dan kemauan,dengan ucapan dan tekanankata yang benar - Menanyakan hal-halyang tidak berbeda - Menentukan modal yang tepatuntuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan

4.2 menyusun teks interaksi transaksionallis an dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberidan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikanf ungsi.	intonasi,ejaan,tanda baca, dan tulisan tangan Topik Interaksi antara siswa di dalam dan di luar kelasyang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat KI	dan kemauan masing-masing untuk melakukan tindakan- tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikutitanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
Siswa mampu: 3.3 menerapkanf ungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksionallisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan,dan himbauan, sesuai dengan konteks penggunaannya (Perhatikanunsur kebahasaan*must, should*) 4.3 menyusun teks interaksi transaksionallisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan	Fungsi sosial Menyuruh, melarang,dan menghimbau. Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan - Ungkapan keharusan, larangan, himbauan dengan modal *must, (don't) have to..., should,* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan,tekanan kata, intonasi,ejaan,tanda baca, dan tulisan tangan Topik Interaksi antara siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat KI	- Menyimak,membaca, dan menirukan,guru membacakan beberapa percakapan, dengan ucapan dan tekanankata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang Tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanyajawab dengan teman tentang keharusan, larangan,himbauan melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek

memberi dan meminta informasi terkait keharusan, larangan,dan himbauan,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
Siswa mampu: 3.4 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonallisan dan tulis yang melibatkan tindakan mengajak, memintaijin, serta menanggapinya, sesuai dengan konteks penggunaannya 4.4 menyusun teks interaksi interpersonallisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, memintaijin, dan menanggapinyadeng an memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaanyang benar dan sesuaikonteks	Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. Struktur teks - Memulai - Menanggapi(diharapkan/di luar dugaan) Unsur Kebahasaan - Ungkapan a.l *let's...*, *can you ...*, *would you like...*, *may I*, *please*. - Nomina singulardan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan,tekanan kata, intonasi,ejaan,tanda baca, dan tulisan tangan Topik Interaksi antara guru dan peserta didk di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak,meminta ijin yang dapat menumbuhkanperilakuyang termuatdi KI	- Menyimak,menir ukan,dan memperagakan beberapa contoh percakapan,denga n ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secaralisan/ tulisdari berbagai situasi lain yang serupa - Bertanya jawab dengan teman tentang tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya - Membiasakanme nerapkan yang sedang dipelajaridalam interaksidengan guru dan temansecaraalami di dalam dan di

		luar kelas - Melakukanreflek sitentang proses dan hasilbelajar
Siswa mampu: 3.5 membandin gkanfungsi sosial,struktur teks, dan unsur kebahasaan beberapateks khusus dalambentuk greeting cards, dengan memberi dan memintainformasi terkaitdengan hari-hari spesial,sesuaideng an konteks penggunaannya 4.5 menyusun teks khusus dalambentuk greeting cards, sangatpendek dan sederhana,terkaith ari- hari spesialdengan memperhatikanfu ngsi sosial,struktur teks, dan unsur kebahasaan,secara benar dan sesuaikonteks	Fungsi sosial Menjagahubungan interpersonal dengan guru dan teman. Struktur Teks Teks *greetingcards* dapat mencakup - Identifikasi(nama peristiwa, hari istimewa)bersifatkhusus - Ungkapan khusus yang relevan - Gambar,hiasan,komposisi warna UnsurKebahasaan - Ungkapan a.l. *Congratulations.Well done. Good job.*, dll. -Ucapan,tekanankata, intonasi,ejaan,tanda baca, dan tulisantangan Topik Peristiwa,peringatanulang tahun, naik kelas,kejuaraan dsb.yang dapat menumbuhkan perilaku	Mencermatidan menemukan perbedaandan persamaan dari beberapa*greetingcards* untuk hari spesialtertentu - Mengidentifikasidan menyebutkanucapan selamat yang ada denganucapandan tekanankata yang benar - Mencermatidan menemukan perbedaandan persamaan dari beberapa*greetingcards* untuk event lain - Mengidentifikasiperb edaan dan persamaan,dan memberikanpenilaian nya - Membuat*greetingca rds* terkaithari istimewayang relevandengan siswa saat itu. - Melakukanrefleksite ntang proses dan hasilbelajarnya
3.6 menerapkanfungsi sosial, struktur teks, dan kebahasaanteks interaksi transaksionallisanda n tulisyang	Fungsi social Menyebutkan membuatinventaris,dan sebagainya. Struktur teks - Memulai	- Menyimakdan menirukan guru menanyakandan menyebutkankeberad aan orang, benda, binatangdi rumah,

melibatkan tindakanmemberidan memintainformasiterkait keberadaanorang, benda, binatang,sesuaidengan konteks penggunaannya. (Perhatikanunsur kebahasaan*thereis/are*) 4.6 menyusun teks interaksi transaksionallisandan tulissangatpendek dan sederhanayang melibatkantindakan memberidan meminta informasiterkait keberadaanorang, benda, binatang,dengan memperhatikanfungsi sosial,struktur teks, dan unsur kebahasaanyang benar dan sesuaikonteks	- Menanggapi(diharapkan/di luar dugaan) Unsur Kebahasaan - Ungkapan dengan *There is/are* - Katajumlahyang tidak tertentu:*little,few,some, many, much, a lot (of).* - Frasa kata depan: *in, on, under, in front of, below, above,* dan lain lain. - Ucapan,tekanankata, intonasi,ejaan,tanda baca, dan tulisantangan Topik Keberadaanorang, binatang, benda, di kelas,sekolah,rumah, dan sekitarnyayang dapat menumbuhkanperilakuyang termuatdi KI	sekolah,dan sekitarnya,dengan tata bahasa,ucapan dan tekanan kata yang benar - Mencermatibeberapateks pendek tentangsituasisuatu tempatdengan menyebutkan keberadaanorang, benda, binatangdan jumlahnya untuk kemudianmembaca dengan ucapan dan tekanan kata yang benar - Mengisikandengan ungkapan jumlahyang tepat pada kalimat-kalimat rumpang - Membuatteks pendek untuk mendeskripsikanrumah masing-masingdan sekitarnyadengan menyebutkankeberaan orang, benda, binatangdan jumlahnya,dengan ejaandan tanda baca yang benar - Mempresentasikandi kelompok lain dan bertanya jawabtentangisi teks
Siswa mampu: 3.7 menerapkanfungsi sosial, struktur teks, dan unsur kebahasaanteks interaksi transaksionallisandan tulisyang	Fungsi sosial Menjelaskan,mendeskripsikan Struktur teks - Memulai - Menanggapi(diharapkan/di luar dugaan) Unsur kebahasaan - Kalimatdeklaratifdan interogatifdalam*Simple*	- Menyimakdan menirukan guru membacakanteks-teks pendek dan sederhana tentangkejadianrutin yang merupakankebenaranumum yang sangatdikenalsiswa, dengan ucapan dan tekanan kata yang benar

melibatkan tindakanmemberidan memintainformasiterkait keadaan/tindakan/kegiata n/ kejadianyang dilakukan/terjadisecara rutin atau merupakan kebenaranumum, sesuai dengan konteks penggunaannya. (Perhatikanunsur kebahasaan*simple presenttense*) 4.7 menyusun teks interaksi transaksionallisandan tulissangatpendek dan sederhanayang melibatkantindakan memberidan meminta dilakukan/terjadisecara rutin atau merupakan kebenaranumum, dengan memperhatikanfungsi sosial,struktur teks dan unsur kebahasaanyang benar dan sesuaikonteks	*PresentTense*. - Adverbia:*always,often, sometimes,never,usually, every* - Nominasingulardan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan,tekanankata, intonasi,ejaan,tanda baca, dan tulisantangan Topik Kegiatan/kejadiansehari-hari dan kebenaran umum yang dapat menumbuhkanperilaku yang termuatdi KI	- Mengidentifikasiungkapan- ungkapan yang menunjukkan kejadianrutin dalamteks - Menanyakantentang kejadianrutin yang serupa dengan yang disebutkan dalamteks pada konteks lain - Bertanyajawabtentang kegiatanrutin yang biasa, sering, kadang-kadang, biasanya,tidak pernah merekalakukan sebagai anggota keluargadan remaja sekolahmenegah - Mengumpulkaninform asi tentanghal-halyang biasa sering, kadang-kadang, biasanyadilakukandi keluarganyauntuk membuat teks-tekspendek dan sederhana - Salingmenyimakdan bertanyajawabtentang teks masing-masingdengan teman-temannya - Melakukanrefleksiten tang proses dan hasil,
Siswa mampu: 3.8 menerapkanf ungsi sosial, struktur teks, dan unsur kebahasaanteks interaksi	Fungsi sosial Menjelaskan,mendeskripsikan Struktur teks - Memulai - Menanggapi(diharapkan/di luar dugaan) Unsur kebahasaan	Menyimakdan menirukan guru menyebutkantindakan, kegiatanyang sedang dilakukandi kelas,sekolah, dan rumah pada saat diucapkan,dengan ucapan dan tekanankata yang

transaksionallisanda n tulisyang melibatkan tindakanmemberida n memintainformasite rkait keadaan/tindakan/k egiata n/kejadianyang sedang dilakukan/berlangsu ng saatdiucapkan,sesua i dengan konteks penggunaannya. (Perhatikanunsur kebahasaan*present continuoustense*) 4.8 menyusun teks interaksi transaksionallisanda n tulissangatpendek dan sederhanayang melibatkantindakan memberidan meminta informasiterkait keadaan/tindakan/ke giata n/kejadianyang sedang dilakukan/	- Kalimatdeklaratifdan interogatifdalam*Present ContinuousTense* - Adverbia:*now* - Nominasingulardan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan,tekanankata, intonasi,ejaan,tanda baca, dan tulisantangan Topik Kegiatandan kejadianyang sedang berlangsungdi rumah, sekolahdan sekitarnyayang dapat menumbuhkanperilaku yang termuatdi KI	benar - Mengidentifikasiungka pan- ungkapan yang menunjukkan kejadianyang sedang terjadi - Bertanyajawabun tuk mengetahuitindak an, kegiatanyang sedang dilakukanoleh anggota keluargamereka - Menyebutkantindakan, kegiatanyang sedang dilakukanyang tampakpada tampilanvisual(a.l. gambar, video) - Membuatteks pendek berdasarkantampilanv isual lainnya
Siswa mampu: 3.9 menerapkanfungsi sosial, struktur teks, dan unsur kebahasaanteks interaksi transaksionallisanda n tulisyang melibatkan tindakanmemberidan memintainformasiter kait perbandinganjumlah	Fungsi sosial Mengidentifikasi,mengenalka n, memuji,mengkritik, mengagumi. Struktur teks - Memulai - Menanggapi(diharapkan/di luar dugaan) Unsur kebahasaan komparatifdan superlatif dengan: *as ... as, -er, -est, more ..., the most ...*	- Menyimakdan menirukan guru membacainteraksiy ang menggambarkan perbandinganjumla hdan sifatorang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawabpertanya an dengan menggunakan informasiyang

dan sifatorang, binatang, benda, sesuaidengan konteks comparison) 4.9 menyusun teks interaksi transaksionallisandan tulissangatpendek dan sederhanayang melibatkantindakan memberidan meminta informasiterkait perbandinganjumlah dan sifatorang, binatang, benda, dengan memperhatikanfungsi sosial,struktur teks, dan unsur kebahasaanyang benar dan sesuaikonteks	- Perbandinganjumlah:*more*, *fewer*, *less* - Nominasingulardan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan,tekanankata, intonasi,ejaan,tanda baca, dan tulisantangan Topik Perbandinganorang, benda, binatangdi kelas,sekolah, rumah, dan sekitarnyayang dapat menumbuhkan perilaku termuat KI	terdapat dalamteks, secaralisan. perbandinganjumlahdan sifatorang, benda, binatang yang tampakdalamdua gambar yang berbeda - Bertanyajawabuntuk membandingkanorang, benda, binatangyang mereka ketahuidi rumah, sekolah dan sekitarnya - Membuatbeberapateks
Siswa mampu: 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya. 4.10 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana	Fungsi sosial Menjagahubunganinterpersonaldengan guru,teman,danoranglain Struktur teks - Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan - Menyebutkan sifat orang, binatang, benda dan bagiannya, dan - Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Unsur kebahasaan - Penyebutan kata benda	Membacadan mencermati teks-tekspendek dan sederhanatentangorang, binatang, benda - Melengkapikalimatdengan jawabanberupa ungkapan- ungkapan yang diambilteks, dengan ejaandan tanda baca yang benar - Bertanyajawabtentang mendeskripsikan orang, binatang, benda - Salingmempresentasikan, menyimakdan bertanya jawabtentangteks masing-masingdengan teman-

	singular dengan *a* dan *the*, dan plural (*-s*).	temannya,secaralisan, dengan ucapan dan tekanan kata yang benar
	- Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.	- Melakukanrefleksit entang proses dan hasilbelajarnya
	- Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*	
	- Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*	
	- Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.	
	Topik Mendeskripsikan hewan, binatang, benda	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 2 Metro
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Topik   : Describing People, Animal, And Thing
Pertemuan ke   : 1
Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji 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. Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.	3.1.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang. 3.1.3 Mengidentifikasi struktur teks dan unsur kebahasaan dalam

	teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya 3.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan struktur konteks penggunaannya.,
4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.1.1 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

C. Tujuan Pembelajaran

Pesertadidikmampumembedakanfungsisosial,strukturteksdanunsur kebahasaan,serta mampu menangkapmakna tentangdescribing people, animal, and thing.

D. Materi Pembelajaran

1. Fungsi Sosial

   Menjagahubunganinterpersonaldengan guru,teman,danoranglain.

2. StrukturTeks

   a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

   b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan

   c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

3. UnsurKebahasaan

   a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).

   b. Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.

   c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

   d. Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red*

flower

e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

g. Ucapan, tekanan kata, intonasi

h. Ejaan dan tanda baca

i. Tulisan tangan

E. MetodePembelajaran

1. Pendekatan   :Scientific
2. ModelPembelajaran   :Discoverylearning
3. Metod   :Diskusi,Tanyajawab, danPresentasi

F. Media/alat/sumber

1. Media/alat   : Gambar orang/binatang/benda, spidol, worksheet.
2. Sumber Belajar   :BukuSiswaBahasa Inggris KelasVIII

G. Kegiatan Pembelajaran

1. **Pertemuan Pertama**

   a) Pendahuluan (10 menit)

   1) Guru menyiapkan peserta didik untuk mengikuti proses pembelajaransepertiberdoa, absensi,menyiapkanbuku pelajaran.

   2) Guru memotivasipeserta didik untuk menyukai pelajaran Bahasa Inggris.

   3) Guru mengajukanpertanyaan-pertanyaanyangterkaitdenganmateriyangakan dipelajari.

   4) Guru menjelaskantujuanpembelajaranataukompetensidasaryangakan dicapai; dan menyampaikan cakupan materi dan penjelasanuraiankegiatan sesuai silabus.

   b) Inti (60 menit)

   1) Guru menunjukkan gambar kepada siswa.

2) Siswa menyaksikan gambar yang diberikan oleh guru.

3) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam gambar yang telah disaksikan.

4) Dengan bimbingan guru, siswa diminta untuk menjelaskan gambar yang diberikan oleh guru.

5) Siswa diminta untuk menyebutkan kata-kata yang berkaitan dengan gambar.

6) Guru memberikan worksheet kepada siswa kemudian guru menjelaskan bagaimana cara mengisi worksheet yang diberikan oleh guru.

7) Dengan bimbingan guru, siswa diminta untuk mengisi worksheet berdasarkan kosa kata apa saja yang sudah mereka ketahui terkait gambar.

8) Dengan bimbingan guru, siswa diminta untuk mencari kosa kata baru yang berkaitan dengan kosa kata yang pertama yang masih berkaitan dengan describing people, animal and thing.

9) Guru meminta beberapa individu mempresentasikan worksheet yang telah diisi.

10) Guru menambah dan merevisi kosa kata yang telah didapat siswa.

c. Penutup (10 Menit)

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru memberikan tugas kepada siswa .

4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian Hasil Belajar

.   a. Teknik Penilaian   :Tes Tertulis
     b. Bentuk Instrumen   : Pilihan Ganda

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan soal pilihan ganda tentang kosa kata benda, tempat atau binatang.	20	1-20
	JUMLAH	20	

Skor: <u>Tugas 1</u>   x100 =
            2

Metro, April 2022

Guru Mata Pelajaran   Peneliti

<u>Bainah ,S.Pd</u>.   **<u>Danu Prasetya</u>**
NIP.197205271998021002   **NPM.1601070177**

Satuan Pendidikan   : SMPN 2 Metro
Kelas/Semester   : VIII/Genap
Mata Pelajaran   : Bahasa Inggris
Topik   : Describing People, Animal, And Thing
Pertemuan ke   : 2
Alokasi Waktu   : 2x45 Menit

A. Kompetensi Inti (KI)

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

KI 2:Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3:Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji 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. IndikatorPencapaianKompetensi

KompetensiDasar	Indikator
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.	3.1.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang.

	3.1.3 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya
	3.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan struktur konteks penggunaannya.,
4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.1.1 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana

C. Tujuan Pembelajaran

Pesertadidikmampumembedakanfungsisosial,strukturteksdanunsur kebahasaan,serta mampu menangkapmakna tentangdescribing people, animal, and thing.

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1. Fungsi Sosial

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   b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan

   c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

3. UnsurKebahasaan

   a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

   b. Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.

   c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

d. Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*

e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

g. Ucapan, tekanan kata, intonasi

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E. MetodePembelajaran

a. Pendekatan   :Scientific

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c. Metod   :Diskusi,Tanyajawab, danPresentasi

F. Media/alat/sumber

a. Media/alat   : Gambar orang/binatang/benda, spidol, worksheet.

b. Sumber Belajar   :BukuSiswaBahasa Inggris KelasVIII

G. Kegiatan Pembelajaran

1. Pertemuan Kedua

a) Pendahuluan (10 menit)

1) Guru menyiapkan peserta didik untuk mengikuti proses pembelajaransepertiberdoa, absensi,menyiapkanbuku pelajaran.

2) Guru memotivasipeserta didik untuk menyukai pelajaran Bahasa Inggris.

3) Guru mengajukanpertanyaan-pertanyaanyangterkaitdenganmateriyangakan dipelajari.

4) Guru menjelaskantujuanpembelajaranataukompetensidasaryangakan dicapai; dan menyampaikan cakupan materi dan penjelasanuraiankegiatan sesuai silabus.

b) Inti (60 menit)

1) Guru memberikan motivasi kepada siswa untuk memusatkan perhatian pada topik.

2) Guru memberikan gambar yang disertai teks

3) Guru meminta siswa untuk menuliskan kosa kata yang telah dibaca dari teks.

4) Guru memberikan worksheet kepada siswa.

5) Dengan bimbingan guru, siswa diminta untuk mengisi worksheet berdasarkan kosa kata apa saja yang sudah mereka ketahui setelah siswa membaca teks.

8) Dengan bimbingan guru, siswa diminta untuk mencari kosa kata baru yang berkaitan dengan kosa kata yang pertama yang masih berkaitan dengan describing people, animal and thing.

9) Guru meminta beberapa individu mempresentasikan worksheet yang telah diisi.

10) Guru menambah dan merevisi kosa kata yang telah didapat siswa.

11) Kemudian guru memberi gambar-gambar lain untuk meningkatkan kemampuan vocabulary siswa dengan Langkah pembelajaran yang sama,

c. Penutup (10 Menit)

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru memberikan tugas kepada siswa .

H. Penilaian Hasil Belajar

.   a. Teknik Penilaian   :Tes Tertulis

a. Bentuk Instrumen : Pilihan Ganda

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan soal pilihan ganda tentang kosa kata benda, tempat atau binatang.	20	1-20
	JUMLAH	20	

Skor: <u>**Tugas 1**</u>   **x100 =**
          2

Metro,   April 2022.

Guru Mata Pelajaran   Peneliti

<u>Bainah ,S.Pd</u>.   **<u>Danu Prasetya</u>**
NIP.197205271998021002   **NPM.1601070177**

TEST ITEM OF PRE-TEST

Subject   : English
Class   : VIII
Time   : 30 minutes

A. Choose either a,b,c, or d for the correct answer!

The following text is for questions number 1 to 5
Hi everyone, I am Julie. I have a best friend. His name is Bahri. We have been friends for eleven years now. We know each other like brother and sister. Bahri is a special boy. He is amazing just the way he is. He is tall and handsome. He has straight short hair. He has pointed nose, slanted eyes and his smile adorable as well. He loves jokes. He always cheer me up when I am down. He is very kind.We support and help each others. I am so grateful that he is my friend.

1. Bahri has .... hair.
    a. curly short
    b. straight long
    c. straight short
    d. curly blonde
2. **He** has straight short hair.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Noun
    c. Pronoun
    d. Adjective
3. He is tall and **handsome**.
    The meaning of the bold word is….
    a. Cantik
    b. Baik
    c. Ramah
    d. Ganteng
4. I am so **grateful** that he is my friend.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Pronoun
    c. Noun
    d. Adjective
5. I am so **grateful** that he is my friend.
    What is the synonym of the bold word is…….
    a. Thankful
    b. Naughty
    c. impolite
    d. lazy

The following text is for questions number 6 to 10

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much.

6. What is the the color of fur of rabbit?
   a. Black
   b. White
   c. Brown
   d. grey
7. His **fur** is white and has black spots
   What is the part of speech of the bold word is…….
   a. Verb
   b. Pronoun
   c. Noun
   d. Adjective
8. When I **release** my rabbit out of his cage.
   What is the meaning of the bold word is…….
   a. Melepas
   b. Mengikat
   c. Memberi makan
   d. Membiarkan
9. I'm **afraid** that he might running away.
   What is the antonym of the bold word is…….
   a. Brave
   b. Catch
   c. Kind
   d. Clever
10. He also has **cute** red big eyes!
    What is the synonym of the bold word is…….
    a. sweet
    b. fur
    c. bave
    d. catch

The following text is for questions number 11 to 15

My Dog

My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet. His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. Jiji is already as the part of our family

11. What is the the color of dog?
    a. Black
    b. White
    c. Brown
    d. grey
12. He has a **long** tail and big body.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Pronoun
    c. Noun
    d. Adjective
13. My dad **bought** me a dog on my birthday
    What is the meaning of the bold word is…….
    a. Memberi
    b. Membeli
    c. Menjual
    d. Membiarkan
14. His fur is really **soft.**
    What is the antonym of the bold word is…….
    a. small
    b. little
    c. hard
    d. skin
15. he likes to be **rubbed** on his belly
    What is the synonym of the bold word is…….
    a. polish
    b. think
    c. catch
    d. bring

The following text is for questions number 16 to 20

Elephant

Elephant is a herbivor animal and eat all almost all of the vegetations and fruits. They have almost hairless skin, wide ears, four legs,

and long trunk. Elephants is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via tha knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

16. their population remains **little** in their habitat.
    What is the synonym of the bold word is…….
    a. Small
    b. large
    c. smooth
    d. hard

17. Their population **began** to decline year by year.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Pronoun
    c. Noun
    d. Adjective

18. Their population **began** to decline year by year.
    What is the meaning of the bold word is…….
    a. dimulai
    b. diketahui
    c. ditambah
    d. dijadikan

19. Elephant is a herbivor animal and **eat** all….”
    What is the antonym of the bold word is…….
    a. play
    b. catch
    c. drink
    d. bought

20. they can **hear** sounds from a distance a…..”
    What is the synonym of the bold word is…….
    a. Listen
    b. catch
    c. fly
    d. ask

Subject   : English
Class   : VIII
Time   : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

Read the following text and answer question 1-6.
I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

4. "She has <u>long</u> and thick fur". The antonym of the underlined word is…
    a. Heavy
    b. Length
    c. Short
    d. Fragnant
5. I **keep** some dogs in my house.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Noun
    c. Pronoun
    d. Adjective
6. I **keep** some dogs in my house.
    The antonym of the underlined word is….
    a. Catch
    b. Abandon
    c. Give
    d. Love
7. They are **Casper**, Midas, Brownie and Dottie.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Noun
    c. Pronoun
    d. Adjective
8. I always **take care of**my dogs every day.
    Themeaning of the bold word is….
    a. Hati-hati
    b. Mengambil
    c. Mengajak
    d. Menjaga

9. She has <u>thin</u> fur and dots all over her body.
   The synonym of the underlined word is….
   a. High
   b. Long
   c. Slim
   d. Short

Read the following text and answer question 7-10

Giraffe

Giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

10. What is the meaning of "tallest"?
    a. Lebihtinggi
    b. Paling tinggi
    c. Lebihbesar
    d. Paling besar
11. "Its tail is <u>long</u> with thick hair..." The antonym of the underlined word is....
    a. beauty
    b. strong
    c. short
    d. thin
12. What is the meaning of "brown eyes"?
    a. Mata hitam
    b. Mata abu-abu
    c. Mata coklat
    d. Mata putih
13. What is the part of speech of "tall"?
    a. Verb
    b. Article
    c. Pronoun
    d. Adjective

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some

money. Rohmi sells food during our class break, while her brother sells newpapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

14. She is not only **kind** but also tough.
    The antonym of the bold word is…..
    a. slim
    b. big
    c. evil
    d. clever

15. she always looks **cheerful.**
    The antonym of the bold word is…..
    a. sad
    b. happy
    c. evil
    d. beautiful

16. What is the meaning of "quite girl"?
    a. Gadis yang pendiam
    b. Gadis yang ramah
    c. Gadis yang baikhati
    d. Gadis yang pemarah

17. "I always **admire** about her is that……"
    The synonym of the bold word is
    a. wavy
    b. straight
    c. adore
    d. like

18. "Rohmi<u>sells</u> food during our class break"
    The antonym of the underlined word is ....
    a. buy
    b. eat
    c. take
    d. bring

The following picture and text is for question number 16 to 20

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

19. What is the meaning of "funny"?
    a. Lucu
    b. Cantik
    c. Ramah
    d. Baik
20. He is funny and **smart**.
    The antonym of the bold word is…..
    a. Diligent
    b. Clever
    c. Stupid
    d. Wet
21. He **bought** it from a pet shop in this country.
    What is the meaning of the bold word is…….
    a. Membeli
    b. Membawa
    c. Mencari
    d. Mencari
22. Most people in the world have a **pet**.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Noun
    c. Pronoun
    d. Adjective
23. Its color is **brown.**
    What is the part of speech of the bold word is…….
    a. Verb
    b. Noun
    c. Pronoun
    d. Adjective

Subject   : English
Class   : VIII
Time   : 30 minutes

C. Choose either a,b,c, or d for the correct answer!

The following text is for question number 1 to 6

My name is Noval Ferdinand. I am Indonesian. I was born on April 21, 2009 in Surabaya. Now I am twelve years old. I study at SMP Putra Bangsa. I have tall and slim body. My hair is black, short and curly. I have pointed nose, slanted eyes and white skin. My face is oval with sharp chin.

24. I have pointed **nose**.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Pronoun
    c. Noun
    d. Adjective

25. My hair is black, **short** and curly
    The antonym of the bold word is…..
    a. long
    b. high
    c. Small
    d. Little

26. What is the meaning of "slanted eyes" in Indonesian ….
    a. Mata sipit
    b. Mata besar
    c. Mata kecil
    d. Mata yang bagus

27. The writer's hair is ....
    a. wavy
    b. straight
    c. curly
    d. bald

28. "My <u>complete</u> name is Noval Ferdinand."
    The synonym of the underlined word is ....
    a. short
    b. full
    c. discharge
    d. nick

29. "I <u>study</u> at SMP Putra Bangsa"
    The synonym of the underlined word is ....
    a. learn

b. full
c. remember
d. Sorrow

The following text is for questions number 7 to 11

I have a best friend. Her name is Mona. She is a very fat person. She eats everything in front of her. Her weight is 95 kilograms. She has round face with a very chubby cheeks. Her eyes are round and blue. She has short curly blonde hair. She is very funny. Her family and friends like her very much.

30. She is very **funny**.
    What is the synonym of the bold word is…….
    a. friendly
    b. amusing
    c. Eating
    d. goov
31. She is a very **fat** person.
    What is the antonym of the bold word is…….
    a. thin
    b. short
    c. long
    d. big
32. What is the meaning of short curly blonde hair?
    a. Rambutpendeklurusberwarnahitam
    b. Rambutpanjangkeritingberwarnapirang
    c. Rambutpendekkeritingberwarnapirang
    d. Rambutpendeklurusberwarnapirang
33. She **eats** everything in front of her.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Pronoun
    c. Noun
    d. Adjective
34. She has **short** curly blonde hair.
    What is the part of speech of the bold word is…….
    a. Verb
    b. Pronoun
    c. Noun
    d. Adjective
35. Look at this animal!

It has beautiful……
b. Fur
c. Feature
d. Hair
e. Body

The following picture and text is for questions number 13 to 16

My Cat

I have a pet cat. It's name is Winkie. It's white and grey in color. It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It loves me and shows it's love by licking me when I come back from school. It sleeps in a small basket near my bed. I love my pet very much and take care of it

36. What is the meaning of "pet" in Indonesian ….
    a. Binatang liar
    b. Binatangpeliharaan
    c. Binatangbuas
    d. Binatang yang lucu
37. It is very **soft** and furry.
    The antonym of the bold word is…..
    a. long
    b. Clever
    c. hard
    d. rough
38. It's name is **Winkie.**
    What is the part of speech of the bold word is…….
    a. Verb
    b. Pronoun
    c. Noun
    d. Adjective

39. "…..it's love by licking me when I come back from school"
    What is the meaning of "licking" in Indonesian ….
    a. Menjilati
    b. Memeluk
    c. Menghadang
    d. Melihat

The following picture and text is for questions number 17 to 20

My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is reallt sweet and friendly animal

40. "When I **cuddle it**, the fur feels soft."
    Thesynonym of the bold word is…..
    a. Hug
    b. Fight
    c. Get
    d. Lovely
41. It has got **thick** black fur.
    Themeaning of the bold word is….
    a. Tipis
    b. Tebal
    c. Panjang
    d. Lebar
42. It is small, **fluffy,** and cute.
    Thesynonym of the bold word is…..
    a. Little
    b. Smooth
    c. Beautiful
    d. High

43. It is small, **fluffy,** and cute
    What is the part of speech of the bold word is…….
    a. Verb   c. Noun
    b. Pronoun   d. Adjective

Nomor   : B-1184/In.28/D.1/TL.00/03/2022   Kepada Yth.,
Lampiran : -   KEPALA SMP N 2 METRO
Perihal : **IZIN RESEARCH**   di-

                                                Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1185/In.28/D.1/TL.01/03/2022, tanggal 31 Maret 2022 atas nama saudara:

Nama	:	**DANU PRASETYA**
NPM	:	1601070177
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "Increasing The Students Vocabulary Mastery By Using Frontloading Strategy At The Eight Graders Of Junior High School 2 Metro".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Maret 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

S U R A T   T U G A S
Nomor: B-1185/In.28/D.1/TL.01/03/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

|		
Nama	:	**DANU PRASETYA**
NPM	:	1601070177
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "Increasing The Students Vocabulary Mastery By Using Frontloading Strategy At The Eight Graders Of Junior High School 2 Metro".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 31 Maret 2022

Mengetahui,
Pejabat Setempat

Kepala UPTD SMP Negeri 2 Metro,
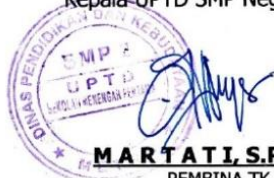
M A R T A T I, S.Pd, M.Pd
PEMBINA TK. I
NIP. 197003161995122002

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP. 19760222 200003 1 003

Nomor   : 075/1.12.3 / SMP. 02 / LL / 2022
Lampiran   : -
Perihal   : **Izin Research**

Kepada Yth.
Ketua Jurusan Tadris Bahasa Inggris IAIN METRO

Di

    Metro

Dengan Hormat,
Menindaklanjuti surat saudara, Nomor : B-1184/In.28/D.1/TL.00/03/2022, tanggal 31 Maret 2022, Hal : Izin Research, pada dasarnya kami tidak keberatan/mengizinkan mahasiswa Saudara yaitu :

No.	Nama	NPM	Prodi
1.	DANU PRASETYA	1601070177	Pendidikan Bahasa Inggris

Untuk melaksanakan Research/ Survey di sekolah kami.

Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 01 April 2022
Kepala UPTD SMP Negeri 2 Metro,

M A R T A T I, S.Pd, M.Pd
PEMBINA TK. I
NIP. 197003161995122002

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : **DANU PRASETYA**

NPM : 1601070177

Jurusan : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 30 Mei 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-173/In.28/S/U.1/OT.01/01/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	DANU PRASETYA
NPM	1601070177
Fakultas / Jurusan	Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070177

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Maret 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Danu Prasetya
NPM : 1601070177

Jurusan : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Friday, 13th May 2022	✓	chapter 4.	
2.	Friday 2022 20th May	✓	Revisi list of Figure, table. ~~datar~~ # Add pages.	
3.	Monday, 23th May 2022	✓	Acc Munaqosyah	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Linda Septiyana, M.Pd
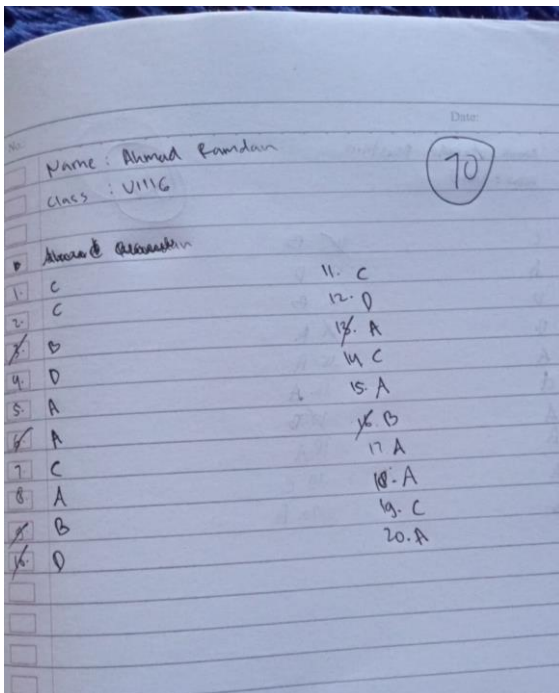NIDN. 2016099001

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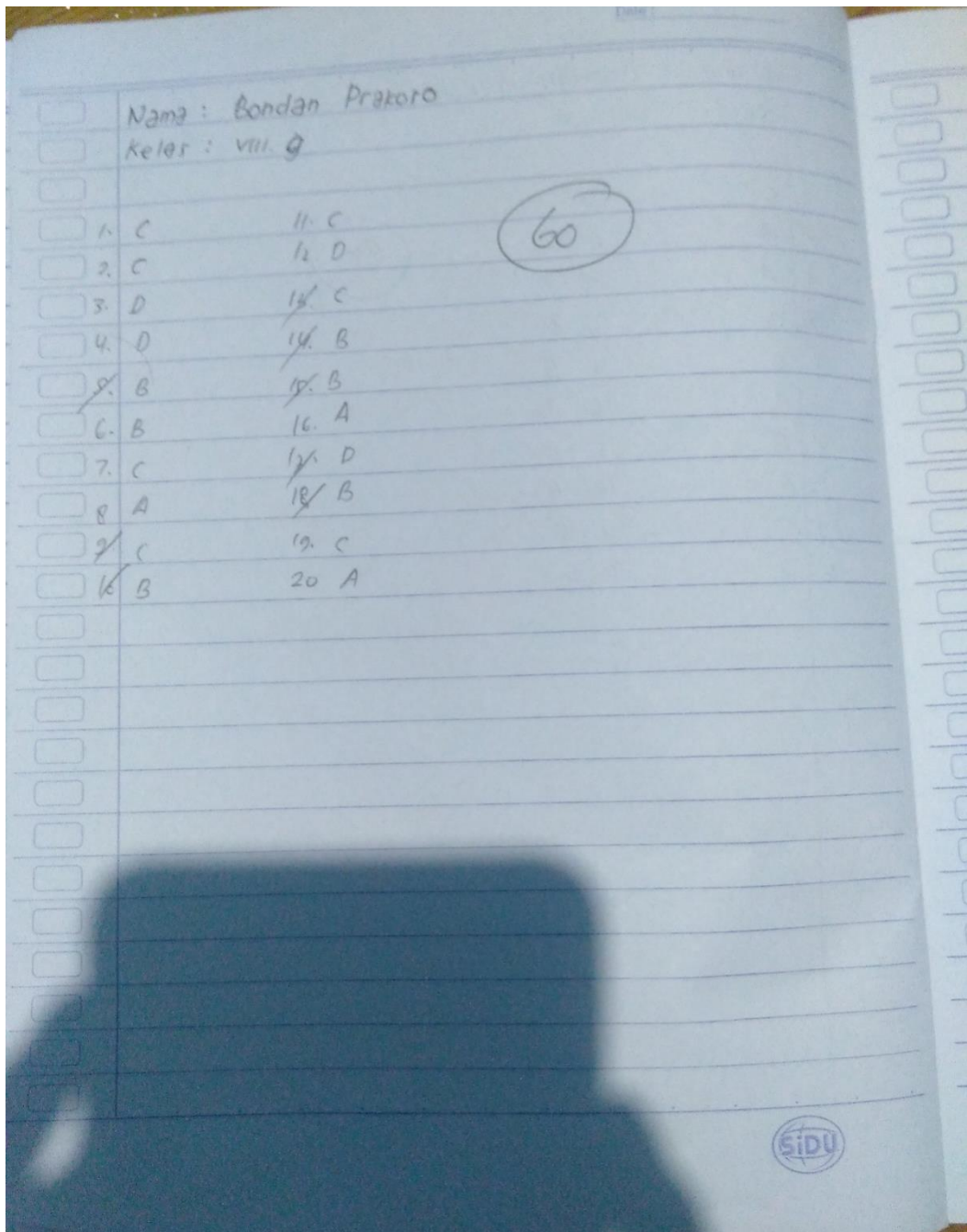

Picture 1 : The teaching and learning process in class

Picture 2 : The teaching and learning process in class

Picture 3 : The student of class VIII.G

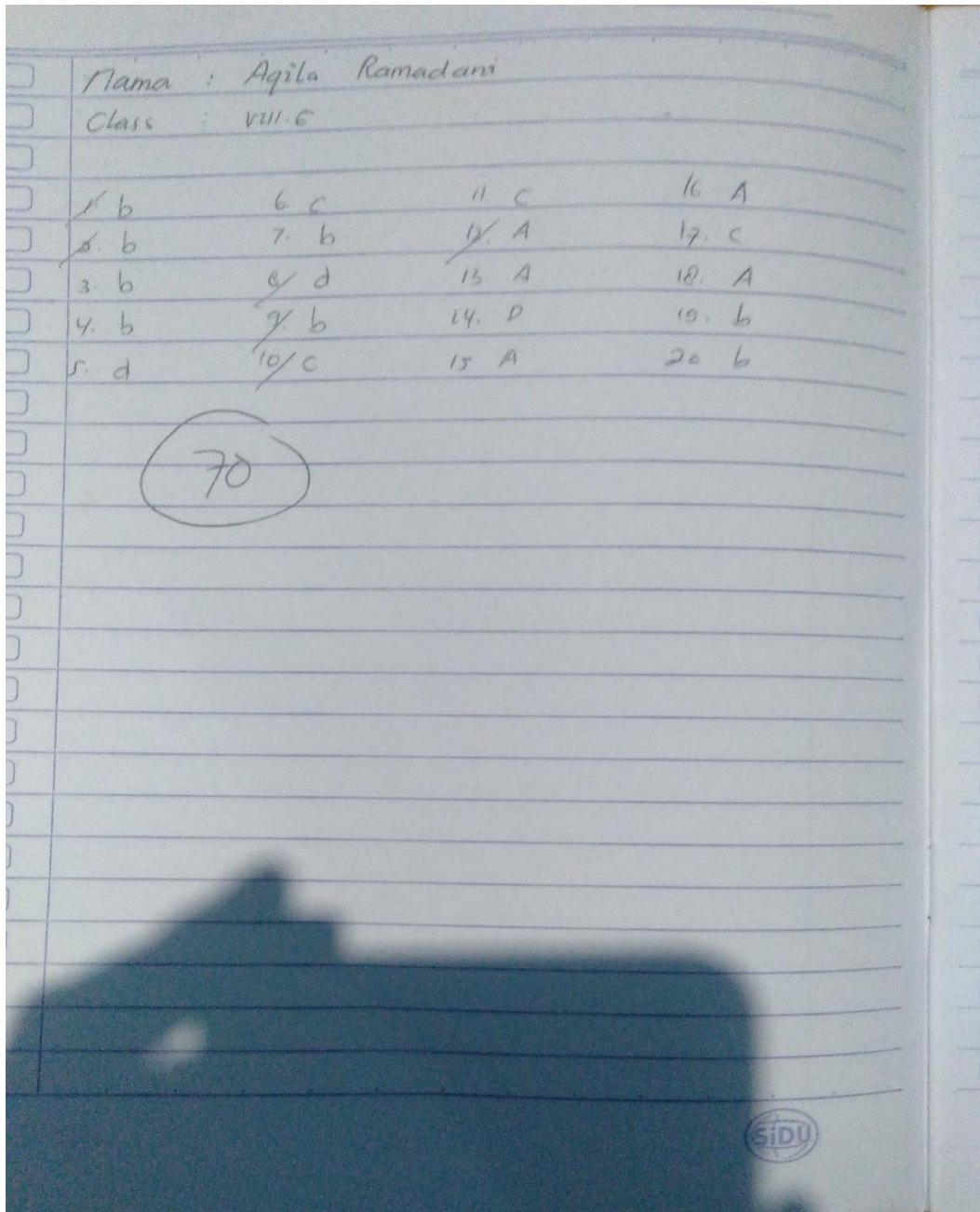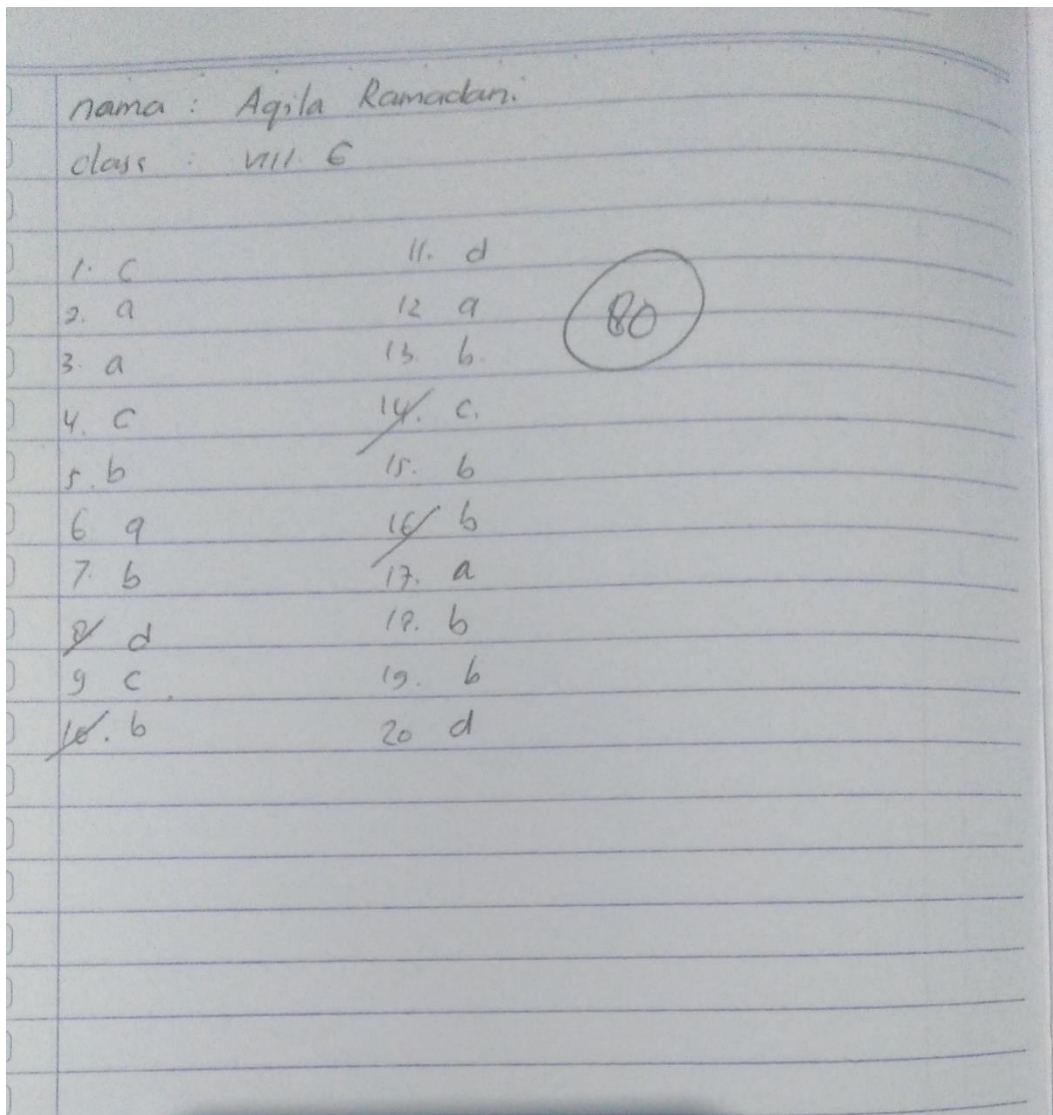
Picture 4 : The score of post test 1

Nama : Bondan Prakoro
Kelas : VIII. g

1.	C	11.	C
2.	C	12.	D
3.	D	13.	C
4.	D	14.	B
5.	B	15.	B
6.	B	16.	A
7.	C	17.	D
8.	A	18.	B
9.	C	19.	C
10.	B	20.	A

60

Picture 5: The score of post test 1

Name : Bondan Prakoro
Kelas : VIII g

1.	C	11.	B
2.	A	12.	B
3.	A	13.	C
4.	C	14.	D
5.	B	15.	B
6.	A	16.	A
7	B	17	A
8.	A	18	B
9	C	19	B
10	A	20	D

(85)

Picture 6 : The score of post test 2

Nama : Aqila Ramadani
Class : VIII-6

1. b   6. c   11 c   16 A
2. b   7. b   12. A   17. c
3. b   8. d   13 A   18. A
4. b   9. b   14. D   19. b
5. d   10. c   15 A   20 b

70

Picture 7 : The score of post test 1

nama : Aqila Ramadan.

class : VIII. 6

1. C
2. a
3. a
4. C
5. b
6. a
7. b
8. d
9. c
10. b

11. d
12. a
13. b
14. c
15. b
16. b
17. a
18. b
19. b
20. d

80

Picture 8 : The score of post test 2

CURRICULUM VITAE

Danu Prasetya was born in Jojog, Desember 19, 1997. Hr is the first daughter from the happy family couple Mr. Suhermanto and Mrs. Feni Ida Priyati.Hhe graduated from SDN 2 Jojog in 2005 until 2010. He decide to continue his study at SMPN 1 Batanghari Nuban in 2010 until 2013. After graduating in the junior high school, He studied in SMKN Muhammadiyah 2 Metro on 2013 until 2016.Since he has been very interested in English, as an result, he made IAIN Metro as her next step to study in academic year 2016/2017. Being a University of IAIN Metro, English Education Department.