Using Front Loading Vocabulary in Improving Students' Reading Comprehension at Senior High School

Yulia Citra[1], Fitrawati[2]
English Department
Faculty of Languages and Arts
State University of Padang
email: Citrayulia972@gmail.com

Abstract

The purpose of this paper was to discuss how to applyFront Loading Vocabulary in helping students to improve reading comprehensionatSenior High School students. Front Loading Vocabulary isa strategy where students are introduced to the vocabulary related to the text or passage before going to comprehend the texts. In Front Loading Vocabularystudents were given time to explore vocabulary before reading the whole information related to the text. In this activity students discuss the vocabulary in group. Teacher provides students with a worksheet contain words that students going to discuss, synonim, antonym and part of speech of the words and at the end, students will find the meaning of that words. There were three major advantages of implementing Front Loading Vocabularyin reading comprehension: 1). Facilitate students to comprehend the texts, 2). Prepare students before going to reading, 3). Improving student's vocabulary.

Key words: Front Loading Vocabulary, Reading Comprehension

A. INTRODUCTION

In learning process, there are four skills that should be mastered by the students. There are reading, writing, listening, and speaking. All of skills are related each other. For example, someone who wants to master writing should master in reading. As a ways of getting information students tend to have mastery reading. It is proved that someone who wants to be successshould read more whether it is text books, newspapers, magazines, researches, reports and etc. For example someone who wants to be a good writer should acquire good reading ability because reading is a good modal to writing. Brown (2001:298) said that the ability in reading will be developed best in association with listening, speaking, and writing.

In general, students have learned to read a text since they were at elementary school, but when students facing the new texts or materials they will find some difficulties in comprehend it. It seems hard for students to comprehend even to

---

read the text. As we know, reading in mother language and foreign language are different in level of comprehension. Based on the writer's experience in teaching training practice at a school in Bukitinggi, there are some difficulties that students found in reading class activity especially in reading comprehension. The difficulties relate with vocabulary and student's background knowledge.

Although vocabulary is very important in reading, it does not mean that all of students, master vocabulary well. Based on the writer experience, many students cannot speak, listen, read and write well because of the limitation of vocabulary. For example when they are asked to introduce themselves or asked something for them, they cannot do it well because they do not know how to say it in English. Sometimes they use their mother tongue to tell or to describe something. In other time, when they are asked to read a text they cannot pronounce the word well.

The difficulties also occur because students did not know the meaning of vocabulary that contain in the text. They are unfamiliar with the new vocabulary on the text. When students did not understand the vocabulary it is hard for students to comprehend the text. As Kustaryo (1998:12) said that understanding the vocabulary become the important part in reading comprehension. In reading comprehension there are some activities that can be done. One of them is recognizing the writer's purpose. When students know the meaning of writer's words, it is easy for them to know the writer's purpose. On the other hand, it is difficult for students to know the writer's purpose when they did not know the meaning of writer's words.

The next factors that play major roles in comprehending the texts related with student's background knowledge. Many students cannot apply their prior knowledge. It is happened because their knowledge is not explored before reading texts. When students have the chance to explore their prior knowledge, they show an increase in understanding something. On the other hand, students bring up irrelevant information when trying to relate a text to their own life if they have no opportunity to explore their prior knowledge.

The problem in comprehending the texts has been mentioned in the previous studies. As a result a variety of strategy in teaching reading comprehension has been proposed. Fastila & Amir (2012), propose using Predict, Locate, Add, Note (PLAN) strategy in helping students to comprehend the texts especially report text. In addition, Tinarriyadi & Fitrawati (2013) sugests using Silent Sentences in teaching reading for students. They argues that Silent Sentences strategy help students to improve their ability in comprehending narrative text.

Eventhough there are varities number of strategy in helping students in comprehending, the problem cannot be solved if the students donot know the meaning of vocabulary in the texts. They are unfamiliar with the vocabulary that contain in the texts. To help students in making the text comprehensible, it is important that learners are given scaffolds before reading. In this case, the writer proposes Front Loading Vocabulary as a strategy that can be applied in helping students to comprehend the texts. Front Loading Vocabulary helps students to

build their background knowledge and gives students scaffold before reading texts or passage. As the writer stated in previous page, background knowledge is one of the important part in reading especially in comprehending the text. The more students can build their background knowledge, the more text can be comprehended by the students. Scaffolds before reading are also needed in comprehending the text. By using Front Loading Vocabulary, it means the teachers give students scaffolds before reading.

B. REVIEW OF RELATED LITERATURE

1. Reading Comprehension

Reading to comprehend the text generally is one of the important purposes of reading for students. Reading comprehension is the ability to read text, process it, and understand its meaning. According to Kustaryo(1998: 11)reading with comprehension is the ability to understand the text that has been read. It is an active; not only comprehension skill, student's experiences and prior knowledge also become important part in thinking process of reading comprehension.

Moreover, Maulizan (2015: 370) argues that in reading comprehension the students are expected to be able to elicit the main idea, understand what they read, get explicit and implicit information and take details from a simple text after they finish reading it. Thus, these important skills of reading comprehension need to be mastered by the students before they continue to the next level.

In addition, Brown (2000: 308) said in getting comprehension of reading there are several strategies that can be used, they are;identifing the purpose of reading, using grapheme rules and pattern to aid in bottom up decoding, using efficient silent reading techniques for relatively rapid comprehension, skimming the texts for the main ideas, scanning the texts for the specific information, using semantics mapping or clustering, guessing when you are not certain, analyzing the vocabulary, distinguishing between lateral and implied meaning, and capitalizing on discourse markers to process relationship. Some strategies are related bottom-up procedures, and others enhanced to top-down processes.

2. Teaching Reading Comprehension at Senior High School Students

In curriculum 2013, for reading competence, it is stated that in reading competence, the students are expected to understand the meaning of interpersonal and transactional written text, monologue text, and functional text in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, review in daily lives context and to access knowledge, invitation letter, advertisement, announcement, and so on. Thus, the students are expected not only to understand the materials in the class but also students are expected to relate to their daily life.

According to Hasanah, Syarif and Ratmanida (2017: 152) that in reading comprehension acquiring information and getting outcomes after reading activity probably occur for readers. In order to make students acquire the texts that the students will be read,teacher should provide an effective strategy or techniques.

To make reading activity much meaningful, teachers use different techniques that can be handled in to manage the task in effective way. According to Toprak and Almacioglu (2009) there are three phases in reading. They are pre-reading, whilst reading and post reading. Pre-reading activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata. Whilst-reading activities help students to develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Post-reading (after, follow up) exercises check students' comprehension and then lead them to a deeper analysis of the text. They are related each other and each of them has important role. They are all necessary parts of reading activity.

3. Front Loading Vocabulary

For some students, it is hard for them to comprehend the text that they have already been read because they have the limitation of vocabulary. It seems difficult for them to comprehend the text. Related to that situation, Front Loading Vocabulary strategy may be an effective way to teach them.

Marzano in Rockel (2010:13) states that in using an effective strategy in vocabulary, the strategy which is teached in different methods should has characteristics as follows :

1. The focused is not only in the definition of vocabulary but also in others aspect,

2. Both linguistic and non-linguistic representations are given,

3. Multiple ways to exposures of vocabulary are given for students,

4. In understanding the vocabulary, word parts and derivation are included in understanding definition of vocabulary,

5. In different content of vocabulary the specific instruction are given for students.

Downs (2016)says that Front Loading Vocabulary is pre-teaching vocabulary and it is used as an instructional strategy to facilitate students in comprehending the text. Itmeans that when the teacher using front loading strategy in teaching, the question related to the vocabulary may arise from the students.

According to Alber (2014: 2), Front Loading Vocabulary which is also known as pre-teach vocabulary, is a strategy where the learners are introduced the words in photos or others media , and in context to things they know and are interested in before they are going to learn more. According to Preszler (2006:8),Front Loading prepare students before going to read content materials, it provides rich dialogues and experiences that can help students to develop their vocabulary before they read the whole materials by assessing their prior knowledge. Students will show the increasing in understanding the materials when they have an opportunity to use and explore their prior. In addition, Front Loading Vocabulary makes students show their understanding as they interact with difficult content material.

Moreover, Martinez (2009: 1) argues that the process of learning will be more successful when the learners have already been exposed to the academic content

and skills before it is taught. It is in line with Front Loading Vocabulary. Students who have learned about vocabulary will easily to read or understand the new text that contains new vocabulary. By giving students instruction to explore vocabulary, it means that teachers help them to learn the meaning of new words and strengthen student's independent skills for building meaning from text.

Thus, it can be conclude that Front Loading Vocabulary is a strategy that provides the learner with the vocabulary which is related to the lesson. It is used to make the learner understand and comprehend the content or concepts. Front loading vocabulary prepares the learner before going to comprehend the texts or passages.

4. Varieties Ways of Front Loading Vocabulary

This section is dedicated to discuss the varieties ways that can be used in Front Loading Vocabulary. As McCall (2005: 1) stressed that there are variety of ways to Front Loading Vocabulary or information to maximize success for students:

a) Realia

Bringing in real object to the class helps students to build content knowledge and vocabulary to use in describing what they know. In addition real objects stimulate conversation, questions, and set strong purposes for reading. For example: when a teacher want to share the materials about life cycles of fruits, bringing the fruits, seeds, branches, and buds are the effective one. By allowing students to touch that things and having oral language experiences prior help students to know the new vocabulary.The new vocabulary is important for students in learning process.

b) Video

 Video which provide rich visual imagery and sound will help students understand concepts from the text before they read.

c) Field Trip

It is easier for students to do learning process when the information in a related text is connected with the real-life experiences. The process of learning will be much more meaningful.

d) Pictures Observation Charts

By giving varieties pictures related to the texts that will be read will help students to assess their prior knowledge. Students will begin thinking about the pictures then connect it with their prior knowledge.

e) Read Aloud and Shared Reading Connections to Students

According to Downs (2017: 5) Reading aloud has proven to be an effective vehicle for vocabulary acquisition.

f) Modified KWL Format

According Martinez (2009: 6) KWL format is a process of brainstorming what students knows about something that, what they want to know about something and what they have learn about something. According to Husna, Jufri, Fitrawati (2012) KWL Format help teacher to improve students' reading ability especially in activate background knowledge.

All of those stages are put in a chart. Letter K stands for word Know, W stands for want to know, L stands for what students have learn. It is an instructional reading strategy that is used to guide students become better readers of different kinds of text and help the teachers to be more interactive in their teaching.

According to Preszler (2004: 8) in Modifying KWL format teacher provides students with a template to list the words. The first column used to list the words that the students want to know, the second column used to predict the meaning, and the third column used to put what the students now think the words means.

Figure 1: ModifiedKWL Format Example

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

C. DISCUSSION

1. Teaching Preparation

A good preparation is needed to be prepared by a professional teacher before coming to the classroom. The teacher must make sure about everything that he/she needs before coming to the class. The materials based on the syllabus should be prepared by the teacher. The teacher should find the materials which is familiar and interested for the students. The teacher also need to consider time allocation due to make the teaching and learning process run effectively and efficiently. Thus, they need to make a lesson and prepare everything that will be used to support teaching and learning process in the classroom.

In addition, it is recommended for teacher to shows the materials by using computer in order to make the process of learning will be moreeffective and efficient. So that, computer and LCD projector should be provided in the classroom in order to help the process of learning run well. Teachers also

provided students with a paper that contain table of vocabulary list. That paper will be given for students as a media for students.

2. Teaching procedures

In this part, the teaching procedures are divided into 3 steps. They are pre-teaching, whilst teaching and post teaching.

a. Pre- teaching

In pre- teaching activity, teacher needs to recall the students' background knowledge in order to know the ability of students, also activate and stimulate the students' understanding. Before going to the main point of the lesson, the teacher needs to do these following activities:

a. Greeting
b. Praying
c. Checking students' attendance
d. Reviewing the previous lesson
e. Stating a new topic
f. Stating the objective of the lesson
g. Explaining the benefit of the lesson

b. Whilst- teaching

Whilst teaching activities are the main parts of teaching reading activity. The goal of teaching and learning process is expected to be achieved in this activity. Whilst-teaching containfivestages. They are; observing, questioning, experimenting, associating, and communicating. According to Preszler (2006: 8) there are several stages in teaching Front Loading Vocabulary. The stages are stated as follows:

1) Observing

In observation, the teacher provides the students a text entitled "Monas National Monument".In this stages teacher gives students a worksheet. The worksheet contains five columns. There are word, synonym, antonym, part of speech and meaning. In the worksheet teacher provides words that that will be discuss by students. And the students allowed adding other words that students want to know more about it.Teacher tells the students how to do Front Loading Vocabulary Strategy.

For example from the first table, there is word "center".

What is the synonym of the center ?

Students: (middle,core,central,base)

Teacher :Put the "middle,core,central,base" at column synonim.

Students put the that words at column synonym.

Table1. Example of students' answer in synonym

	Know	Want to know			Learn
No					

	Words	Synonym	Antonym	Part of Speech	Meaning
1	Center	Middle,Core,Central,Base			
2	Struggle				

Teacher: Now, what is the antonym of center?
Students : Separate,spread,outer.
Teacher : Put the word separate, spread, outer in column antonym what about part of speech? Is it a verb, noun or adjective?
Students : Noun.
Teacher: So, based on your knowledge the word leader means?
Students :"pusat"
Teacher :Put the word "pusat" in column meaning
Teacher : Now, sits in group make a group of four. Discuss the words in the worksheet with your friend. Asks your group opinion about the words. Do the same stages with your group.

2) Questioning

In this stages, teacher motivated students to asks question related to the text. The students may asks everythings that they do not understand about the text. The teacher answer the question by asking other's opinion. Then, based on the students' answer teacher explain the question to make it clear.

3) Communicating

In this stage, students sit in group to discuss the whole descriptive text.
The stages are states as follows:
1) Students read the whole information stated in text or passage.
2) Teacher check students' understanding about the whole text by asking students several questions.
   Teacher: "Now, I will check your understanding about the text. I have several questions for you. Answer this question directly and clearly." (See appendix 3)

Table1. Example of students' answer in synonym

	Know	Want to know	Learn

No	Words	Synonym	Antonym	Part of Speech	Meaning
1	Center	Middle,Core,Central,Base			
2	Struggle				

Teacher: now, what is the antonym of center ?

Students : separate,spread,outer

Teacher : put the word separate, spread, outer in column antonym what about part of speech? Is it a verb, noun or adjective?

Students :noun

Teacher:so, based on your knowledge the word leader means?

Students :"pusat"

Teacher : put the word "pusat" in column meaning

Teacher : Now, sits in group make a group of four. Discuss the words in the worksheet with your friend. Asks your group opinion about the words. Do the same stages with your group.

4) Associating

In this section students discuss the words that they had with group based on the stages that the teacher done. Students do the same stages untill the last word. The students are not allowed to used any deviced in finding the meaning.

5) Communicating

In this section, the students tell the class the result of their group discussion.

3) Teacher asks one of the member each groups to reports their work

4) Along with students,teacher discuss the group work.

5) The teacher revise the group work if there is a mistake from the group

6) After the group discuss the group works teacher asks students to read the whole text

7) Teacher asks students to tell their understanding about the whole text.

3. Post- teaching activity

Post teaching activity is the last activity. Teacher evaluates the students' comprehension about "descriptive text" by asking the students. Then, the students should answer directly. This activity is needed to know how far the students understand about the related topic. Then teacher concludes the lesson. To improve student's ability in reading comprehension, the teacher gives individual home work. Before closing the lesson, the teacher gives chance to the students to give feedback. Then, the teacher tells about the topic of the lesson for the next meeting so that the students have preparation in every step of teaching learning process.

The stages are stated as follows:

Teacher evaluate the lesson by asking students " Beni, please conclude our lesson today"

1) Teacher gives students homework
2) Teacher tells materials for the next meeting
3) Teacher close the lesson

3. Advantages of Implementing Front Loading Vocabulary in Reading Comprehension

1. Facilitate students to comprehend the text or passage

Many students are unmotivated to learn English, especially to read a text or passage because they do not understand the vocabulary that contain in a passage. As a ways of getting information students tend to able read the whole information that shared in magazines, books, articles or other sources. The content or vocabulary should be known by students. Front loading vocabulary helps students to activate their prior knowledge about a topic given and connect the known and the new vocabulary. When students can connect the vocabulary and activate their prior knowledge it is easy for them to comprehend the text or passage. It will make them have motivation to comprehend the text that they have already been read.

2. Prepare the students before going to reading

When students can prepare themselves before going to study, the process of learning will be effective and run well. Front loading vocabulary prepares students before going study.

Researchers, argues that frontloading helps students to solve this problem. As Wilhelm (2007) stressed front loading prepares students before going to learn more about something. It means that students have knowledge about the lesson first before they learn about something. The preparation of students will help them to get ready to face the material later.

According to Jahangard Et.al (2011) Front Loading Vocabulary helps students both to build the background knowledge that necessary in reading and show them how to access or activate such knowledge in the reading process. If the background knowledge of students already activated or accessed it is easy for students to develop in the learning process. The background knowledge plays the important rules in the success of learning.

3.   Improving student's vocabulary

Because of the participation of students in activated vocabulary before reading, the having vocabulary of students can improve by using front loading vocabulary. Students can easily remember the vocabulary that has been taught. The number of student's vocabulary will be improving with that process. As Mousavian & Siahpoosh (2018) states that vocabulary knowledge of students can be activated by using pre-teaching vocabulary because it has been determined to be associated with the access, instrumental, and knowledge impacts of vocabulary knowledge. The more students' knowledge about vocabulary, the more number of vocabularies may be got by students.

D. CONCLUSION AND SUGGESTIONS

1.   Conclusion

Among all advantages of front loading vocabulary, its purpose is to help and motivate student to comprehend the texts. As we know comprehend the texts is the major purpose of reading. From the previous chapter, the writer can conclude that front loading brings some advantages for students especially in reading comprehension. There are three major advantages of implementing front loading vocabulary for students in reading comprehension :1) facilitate students to comprehend the texts or passages, 2) prepare the students before going to reading, 3) improving student's vocabulary.

2.   Suggestion

In writing this paper, the writer expects the teacher gives more time for students to explore the new vocabulary and teacher not too ambitious in getting students comprehend the texts or passages.

The writer also suggest the next writer to do further study about the advantages of using front loading vocabulary in teaching reading comprehension or other English subjects.

BIBLIOGRAPHY

Alber, Rebecca. (2014). 6 Scaffolding Strategies to Use with Your Students. Retrieved from http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebeccaalber

Azizifar, A. Et. Al (2015). The Effect of Pre-reading Activities on the Reading Comprehension Performance of Ilami High School Students. *Procedia - Social and Behavioral Sciences*. No 92 (2015) 188 – 194

Fastilla & Amir, Z (2012). Using Predict Locate Add Note (Plan) Strategy in Teaching Reading Report Texts to Senior High School Students. *Journal*

of English Language Teaching, Vol. 1 No. 1. 201-209. Retrieved from http://ejournal.unp.ac.id/index.php/jelt/article/view/1019

Hasanah, I.,Syarif, H., Ratmanida (2017). Utilizing Mind Mapping As Assessment Tool For Reading Comprehension. *English Language Teaching And Research Volume I, No.1 September 2017.* 153-163.

Husna, Nurul., Jufri, Fitrawati. (2012). The Effect Of Using KWL Technique Toward Students' Reading Comprehension: An Experimental Research In Teaching Hortatory Exposition Text At SMAN 1 Batipuh.*Journal of English Language Teaching, ISSN: 2302-3198.* 58-64. Retrieved from http://ejournal.unp.ac.id/index.php/jelt/article/view/356

Jahangard, Ali, Et.al(2011). The Effect of Grammar vs. Vocabulary Pre-teaching on EFL Learners' Reading Comprehension: A Schema- Theoretic View of Reading. *Journal of English Language Teaching and Learning.* No,8 92-113

Kustaryo, S. (1998). *Reading techniques for college students.* Jakarta : LPTK

Maulizan, Z.A.,(2015). Teaching Reading Comprehension To Efl Junior High School Students. *English Education Journal (Eej), 6(3), 370-382, July 2015*

Preszler. J. Et. Al. (2006). *On Target : Strategies to Build Student Vocabularies.* Rapid City : Black Hills Special Services Cooperative. 8-9

Tinarriyadi, I., Fitrawati (2013). Using Silent Sentences in Teaching Reading a Narrative Text. *Journal of English Language Teaching, Vol 1. No 2* 371-377. Retrieved from http://ejournal.unp.ac.id/index.php/jelt/article/view/1973/1688

Wilhelm, J. (2007). *Frontloading: Preparing Students for Success Before Reading, Writing and Learning.* New york : Boise State University