THE EFFECT OF FRONTLOADING STRATEGY ON THE STUDENTS' READING COMPREHENSION

Isnaini[1], Putri Lidiana Permata Sari[2], Khairun Niswa[3]
[1,2]Pendidikan Bahasa Inggris, Universitas Asahan,
[3]Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sumatera Utara
email: isnainiacc@gmail.com

Abstract

The intention of this research was to find out the significant effect of frontloading strategy with the help of audio-visual media on the students' reading comprehension of report text at Grade XI of SMA Swasta Al Ma'shum Sidodadi in 2022/2023 Academic Year. This research was quantitative research. The population of this research were all class XI consisting of 3 classes. The sample in this research was students of XI MIA 1 as experimental group using frontloading strategy with the help of audio-visual media and XI MIA 2 as control group using conventional way taken by cluster random in sampling. The instrument of collecting data was test. Before treatment, the pre-test was given. The pre-test obtained with a mean of control group of 52,2 and the experimental group of 64,2. While after treatment was finished, the post-test obtained with a mean of control group of 60,7 and the experimental group of 81,6. The frontloading strategy was an effective way to improve students' reading comprehension. The result of the analysis obtained that $t_{score} > t_{table} = 5,66 > 0,2738$ then Ha was accepted thus it was obtained that using frontloading strategy has significant effect with the help of audio-visual media on reading comprehension.

Keywords: Effect, Frontloading Strategy, Report Text, Reading Comprehension

INTRODUCTION

Nowadays, English is an international language becoming the standard language used in communication among countries. It is undeniable that English has an important role in the life of global society. One of the foreign languages Indonesians should know is English. In English, four primary skills must be mastered. The four skills are listening, speaking, writing, and reading.

Reading is either four most important English skills taught when learning English. Reading is defined as the activity of accessing and acquiring more information and knowledge. This is supported by Clarke and Silberstein in (Windiati et al., 2019), who define that reading through reading provides students with many benefits, like a reader rich in experiences, insights, culture, and useful

Information through text reading. Reading instruction aims to help students understand or interpret information in written texts. Furthermore, reading is also necessary for the teaching process because the activity of four primary skills in the classroom is related to reading.

Reading is not just about the words in the text, but more profoundly, reading skills are the process of grasp the content of the text and grasp the author's goals. This is supported by Dalman (2013) in (Fatmasari & Fitriyah, 2018) said reading is the skill of processing the contents of the text to understand the messages contained in the text by using reading processing skills. Reading comprehension is the activity of grasping the message or meaning that the author is trying to convey. Reading comprehension allows students to gain more information and improve critical thinking in understanding texts. This research focuses on reading comprehension in report texts. Students should be able to understand the text and receive the message conveyed by the author.

Based on prior observation and interview that were conducted with the teacher at SMA Swasta Al Ma'shum Sidodadi, students had difficulty in reading comprehension. For example, they had difficulties to comprehend long report text. Difficulties related to vocabulary, not all students can master vocabulary well and many students cannot understand the content of the text well due to the lack of vocabulary. Since the students do not know the meaning of the new vocabulary in the text, the students were not familiar with the new vocabulary. Students do not understand the vocabulary in the text, do not know the author's words, and do not know the author's intention.

Besides being done by the teacher, observations were also made through students. Where it was found from the observations that Class XI Students of SMA Swasta Al Ma'shum Sidodadi having various problems in reading comprehension. For example, having difficulty understanding long English texts such as report texts because of a lack of vocabulary knowledge, having difficulty understanding the contents of texts or text messages, students having difficulty because there is no reflection at the beginning of learning to stimulate students' motivation, students cannot answer the types of questions synonyms for words contained in report text due to lack of vocabulary knowledge, students cannot determine the main idea or topic.

Students were expected that they can had good comprehension ability in reading. However, based on observations that have been made, there are different between what students expect to achieve and what students actually achieve in reading comprehension. One of the factors that made it not optimal in reading comprehension is students who lack vocabulary knowledge in reading. In fact, in many cases students do not comprehend the contents of the text due to there are vocabularies that students do not know the meaning in the text and can actually

Remain a students' reading comprehension. For this reason, it requires attention to be resolved. Thus, we need the suitable strategy to overcome student problems.

Frontloading is also known as pre-teaching which before reading the text uses a central vocabulary related to the text to be read (Downs, 2017). This strategy facilitates students in understanding the text so it is a solution for lack of vocabulary. This strategy was used at the start of the lesson before reading the text that the teacher was provided. This strategy's goal is to help students grasp vocabulary that is pertinent to the text so they can comprehend what they are reading. Referring to the fact above, this research would like to find out The Effect of Frontloading Strategy with the help of audio-visual media on the Students' Reading Comprehension at Grade XI of SMA Swasta Al Ma'shum Sidodadi.

METHOD

The research was scheduled in SMA Swasta Al Ma'shum Sidodadi. The sample in this research were XI MIA 1 and XI MIA 2. SMA Swasta Al Ma'shum Sidodadi was located on Jl. Batu Asah No. 02 Kec. Kisaran Barat, Asahan Regency, this research was taken place. The time was allocated in this research was January - February 2023. There was two classes used in this reseach. In this research class XI MIA 1 was 27 students as experimental group using frontloading strategy with the help of audio-visual media while class XI MIA 2 was 27 students as control group using conventional way. The report text material and the duration of teaching and learning time were equal for both classes in this research.

Type of the research in this research was quantitative method. Quantitative method is research that makes use of numerical data analysis or statistics, generally uses random in sampling techniques, research instruments as a data collection tool with the aim of testing hypotheses or temporary allegations (Sugiyono, 2019).

Table 1 Research Design

Groups	Pre-test	Treatment	Post-test
Experimental (XI MIA 1)	X_1	X	X_2
Control (XI MIA 2)	Y_1	Y	Y_2

Notes:
X1   : the experimental group pre-test
Y1   : pre-test of the control group
X2   : post-test of the experimental group
Y2   : post-test of the control group
X   : using frontloading strategy
Y   : using conventional way

The design of research was experimental research design. Definition of Sugiyono in (Herawati, 2019), experimental research is research method held seeks to establish cause-and-effect relationships between variables under controlled conditions. Pre-experimental design was used in this research, along with one-group pre- and post-test designs. In this research, there were a pair of variables, namely:

1. The first independent variable is the frontloading strategy as variable (X)
2. Secondly, comprehension is a dependent variable as variable (Y)

A test with 20 multiple-choice questions served as the research's test instrument. Before being distributed to students, the tests were tested for validity and reliability using SPSS version 26. The result was that all tests were valid and reliable. The tests consisted of two parts: a pre-test and a post-test, with same questions on each. Students obtained one point for answering correctly and zero points for answering incorrectly. Students got a pretest to gauge their starting level of capacity before being given a post test.

The learning results for student's scores can be determined using the formula below:

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

Source: (Rosnaeni et al., 2020)

For the degree of mastery obtained, that is:
S: students score
F: correct answer number
N: items number

Using Rosnaeni et al. (2020)'s ability category scale, the following is the reading comprehension ability category:

Table 2 Scoring the students' criteria and persentage

Score	Category
93 – 100	Excellent
84 – 92	Very Good
75 – 83	Good

66 – 74	Average
56 – 65	Poor
<55	Very Poor

The pre-determined hypothesis must be tested. Hypothesis testing was a technique for data analysis. And in this research used the t-test as a hypothesis test to see whether the hypothesis is accepted or rejected.

The data was obtained after the students were given the pre- and post-tests, and it was then analyzed to compare the mean scores of the experimental group's students with those of the control group's students before and after the treatment. This analysis was carried out to ascertain the impact of the frontloading strategy in the research. The t-test has the following formula:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{X2 + Y2}{N1 + N2 - 2}\right] + \left[\frac{1}{N1} + \frac{1}{N2}\right]}}$$

Notes:
N1 : subject of Experimental Group
N2 : subject of Control Group
Mx : mean of Experimental Group
My : mean of Control Group
X2 : standard deviation of Experimental Group
Y2 : standard deviation of Control Group

RESULT DAN DISCUSSION

Result

Pre-test is used to determine students' initial abilities before treatment in each group. With an experimental group of 27 students and a control g of 27 students. The analysis was done based on data collected by each instrument in each group. The results are as follows:

Table 3 The Differences Score Between Pre-test and Post-test of Control Group

No	NAME	X	Y	Y-X
1	RR	50	55	5
2	RP	45	85	20
3	FW	50	60	10

4	AT	40	85	30
5	SH	65	75	10
6	AP	60	70	10
7	PZA	55	75	20
8	DN	60	65	5
9	VPS	75	80	10
10	SR	50	60	15
11	PA	55	65	15
12	KR	45	65	20
13	SMD	50	65	15
14	SS	45	55	10
15	MS	55	60	10
16	AMS	40	45	10
17	DAA	50	65	15
18	RIS	45	50	10
19	MAFF	60	70	10
20	SPA	65	75	10
21	DSS	45	55	10
22	DAR	65	70	5
23	MH	50	70	20
24	DP	45	50	5
25	RS	40	45	10
26	MRF	55	60	5
27	TR	50	60	10
Total		$\sum X=$ **1.410**	$\sum Y=$ **1.735**	$\sum XY=$ **325**

According to the above data, students in the control class scored lower on the pre-test than on the post-test. The mean of student score was 52,2 on the pre-test, and after receiving conventional treatment, it ascended to 64,2 on the post-test, it only increased 12 %.

Table 4 The Differences Score Between Pre-test and Post-test of Experimental Group

No	NAME	X	Y	Y-X
1	AP	40	65	25
2	AOS	45	70	25
3	ANS	50	65	15
4	AF	55	70	15
5	AA	55	75	20
6	CR	60	85	25
7	CDL	70	100	30
8	DAPR	65	85	20
9	DAS	65	80	15
10	DYF	75	90	15
11	EFS	65	80	15
12	FF	70	85	15
13	FS	65	80	15
14	GF	65	80	15
15	IP	60	90	30
16	JT	50	75	25
17	MS	50	75	25
18	MA	70	85	15
19	MS	55	80	25
20	NA	65	85	20
21	PAF	75	100	25
22	SJW	60	80	20
23	TEP	60	85	25
24	TV	70	85	15
25	WR	70	90	20
26	ZA	60	80	20
27	TS	50	85	35

Total	$\sum X=$ **1.640**	$\sum Y=$ **2.205**	$\sum Y-X=$ **520**

According to the above data, students in the control class scored lower on the pre-test than on the post-test. The mean of student score was 60,7 on the pre-test, and after receiving frontloading strategy, it ascended to 81,6 on the post-test, and increased 20,9 %.

Table 5 Pre-test Experimental Group and Control Group Scores

	Group	**N**	**Mean**	**Interpretation**
	Experiment	27	60,7	Lower
Pre-test	Control	27	52,2	Lower

From the table above, it showed that experimental group obtained mean of student's score in pre-test was 60,7 and control group obtained mean of student's score in pre-test was 52,2. As a conclusion that pre-test on each group with students' reading comprehension was lower.

After giving the pre-test, different treatment was carried out with the experimental group using frontloading strategy with the help of audio visual media and control group using conventional way. Furthermore, by giving a post-test to the experimental group and the control group.

Table 4 Nilai Post-Test Experimental Group and Control Group Scores

	Group	**N**	**Mean**	**Interpretation**
	Experiment	27	81,6	High
Pre-test	Control	27	64,2	High

From the results of the post-test given to the experimental group and control group, it can be seen that the mean of experimental group was 81,6 and in the control group was 64,2 with the interpretation high. Furthermore, it showed that the difference in learning improvement between the experimental groups using the frontloading strategy with the help of audio visual media and the control group using the conventional way at Grade X of SMA Swasta Al Ma'shum Sidodadi in 2022/2023 Academic Year.

After analyzing data by using t-test formula, the calculation of the scores by using t-test for the degree of freedom (Df) 52 at level significance 0,05 where the $t_{table} = 0,2738$. The result of computing the t_{score} shown that t_{score} was higher than t_{table} or it can be seen that $t_{test} > t_{table}$ (0,05) with Df 52 or $5,66 > 0,2738$ (0,05) with Df 52. So, the result show $t_{score} > t_{table}$. It means that Ha is accepted, the frontloading strategy with the help of audio visual media improve students' ability in reading comprehension of report text.

Discussion

Based on table 4.1 and 4.2 above, so can be analyzed the differences score between pre-test and post-test in experimental and control group. The data was analyzed using the Arikunto mean formula, and the results showed that the control group increased only by 12% before and after teaching using the conventional method, passing the school's minimum standard for learning completion, which is 75. Furthermore, the results of the analysis showed that there was an increased 20,9% before teaching and after teaching using frontloading strategy in experimental group and passed the minimum learning completeness at school namely 75.

On the other hand, to clarify the data description completely, it can be seen in the histogram below:
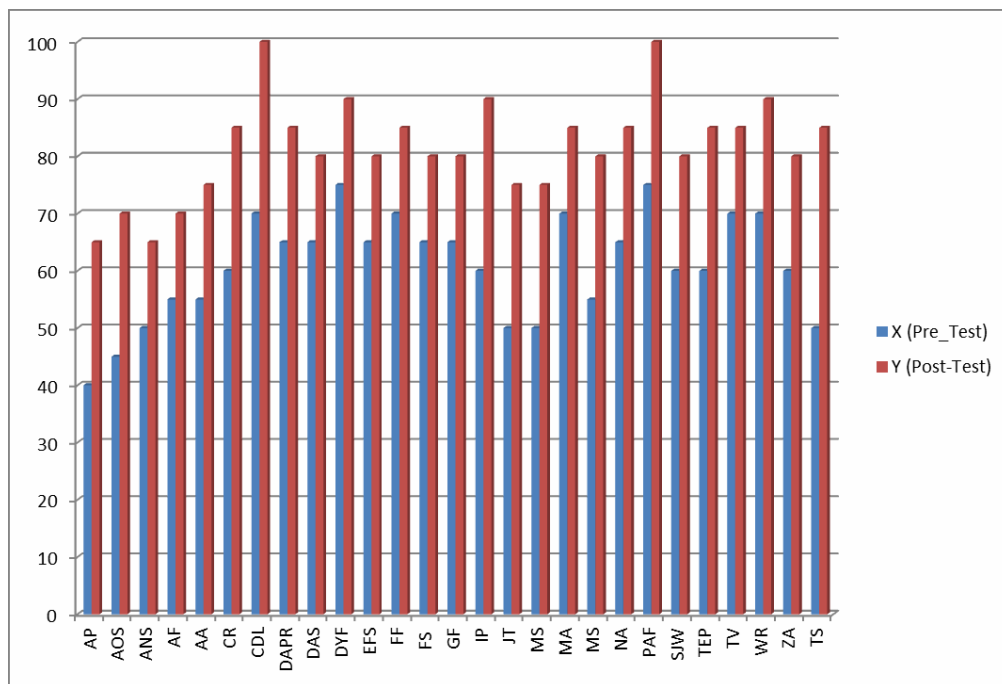

Figure 1: Histogram of students' Ability in Reading Comprehension Report Text after Using Frontloading Strategy

Based on the histogram above, it can be seen that the students' score that the student's scores in the post-test were higher than the student's scores in the pre-test. It means that the students reading comprehension of report text by using Frontloading Strategy is effective.
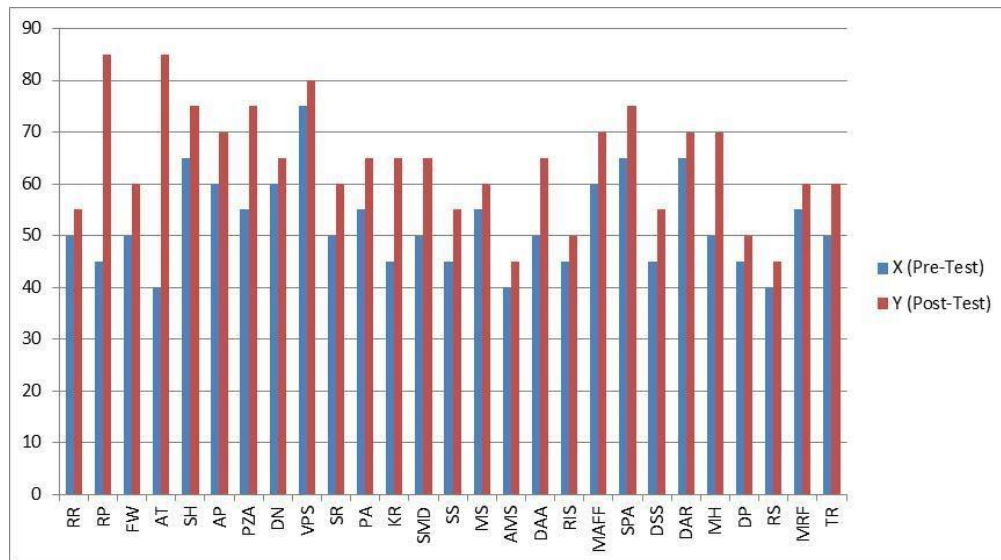
Figure 2: Histogram of students' Ability in Reading Comprehension Report Text after Using Conventional Way

Based on the histogram above, it can be seen that the student's scores in the post-test were higher than the student's scores in the pre-test. But there is no significant effect to the student's scores.

This research found that, in the experimental group, the percentage of improvement in student learning outcomes in reading comprehension ability in the report text was better or there was a significant effect on student scores compared to the percentage of student reading comprehension ability in the control group. In this case, the results of the study also showed that the mean pre-test and post-test in the experimental group, namely in the pre-test, got a mean value 60,7 and in the post-test get the mean value 81,6 While in the control group, the pre-test got a mean value of 52.2 and the post-test got a mean value of 64.2. In the reliability test for pre-test questions and post-test questions, All questions was valid because $r_{hitung} > r_{tabel}$ at the significance 0,05. Reliability Test on pre-test questions and post-test questions (because the questions are the same) that the value of Cronbach's Alpha was 0,717 with the interpretation High Reability, this means that the pre-test questions and post-test questions are valid and reliable.

On the T-Test obtained t_{test} or t_{score} (5,66) > t_{table} (0,2738) so Ho is rejected and Ha is accepted. So it can be concluded that there is a significant improvement of students' reading comprehension skills in the report text using frontloading strategy with the help of audio visual media. It has been proven that frontloading strategy with the help of audio visual media can improve students' reading comprehension skills. Students discuss and give good results in learning using frontloading strategy with the help of audio visual media.

CONCLUSION

Based on the research that was done on XI grade of SMA Swasta Al Ma'shum Sidodadi, the comparison of the reading comprehension ability of experimental group students is relatively better than the reading comprehension ability of control group students. It was proven by the mean value of the experimental group which uses frontloading strategy with the help of audio visual media, is higher than the control group that used conventional way. The mean post-test of the experimental group was 81.6 (High) while the control group was 64.2 (High). Next, the T-Test was carried out and the results were $t_{score} > t_{table}$ (5.66 > 0.2738). So the decision taken was Ha was accepted which states that there was a significant effect of students' reading comprehension ability on the report text using frontloading strategy with the help of audio visual media. The application of Frontloading Strategy in Reading Comprehension to experimental group and control group helped the students to comprehend the text and assist teacher to design teaching materials in teaching reading comprehension. After the research data was calculated, the score of experimental group was higher than control group and the majority students can read report text with good comprehension.

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