

The Effectiveness of Frontloading Strategies to Improve Students' Reading Comprehension based on Gender

Ahmad Ad Dairaby

Lampung University, Indonesia

✉ email: addairaby9@gmail.com

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ABSTRACT

This research belongs to quantitative research and aims to find the effectiveness of the frontloading strategy to improve students' reading comprehension based on gender. The instrument given to the students was reading comprehension in the context of a narrative text. The research subject consisted of 25 students. This research only used experimental class for this research. As a result of this research, there was a significant improvement between pre-test and post-test scores. The result obtained from the sample T-test was found that the *p-value* (0,000) was lower than 0.05, and the *t-observed* (4,337) was higher than the *t-table* (2.059). While the result of differences in scores between females and a male based on post-test, the *p-value* (.240) was higher than 0.05, there were no significant differences in reading comprehension scores between females and males. So, this strategy makes students interested in teaching and learning reading comprehension. This technique also helps students to understand about material easily.

Keywords : *Reading Comprehension; Frontloading Strategy; Narrative Text; Gender*

INTRODUCTION

Language has an integral part in mortal life. Finocchio (1959) stated, as quoted by Brown, that language is a system of arbitrary, oral symbols that permit all people in a given culture to communicate or interact. It means that language is used for social or commerce, like for tutoring and literacy, getting to know each other and so on.

Reading has an important place in learning English. Reading is essential because it can help scholars gain information similar to general knowledge, subject of academy. Through reading, people can facilitate their learning, which is demanded to ensure particular continuing growth and acclimatize the change in the world. Harvey in Samsul Alam (2008) argues that the purpose of reading is to inform commodity or challenges our knowledge on some issues. In another word, reading can help students to broaden their experience of the world in which they live.

Reading skill is also critical because if we read material that we can not fully understand meaning lead us to misinformation. According to Harmer (2007), reading is helpful for language accession. Handed that students more or less know what they read, the further they read, the better they get at it. Because by reading a lot, we

generally continue to hone our brain ability. The fable is like a cutter which, if it's stoned comes with a sharp knife. However, the cutter come a blunt cutter, If we don't edge the cutter. Likewise with the capability of our brain. However, our brainpower gets used to working hard, If we keep reading.

Andrew (2008) stated that Reading is concerned with exploring a body of textbooks for information. Compelling reading isn't easy to master since it requires reading skills. Readers generally witness problems when they want to achieve a specific purpose of assignment. The issues are related to reading habits, reading strategies, reading interests, eyes' work, and encouragement. Optimal reading skills can not be acquired if the reader maintains poor reading habits. For illustration, interpreting the textbook word by word will surely make reading ineffective because it'll take another time to grasp the overall idea of the textbook. Proper reading ways are also demanded to hone reading skills, while the high rank of encouragement and interest play a significant part in initiating a possible reading exercise.

To overcome those difficulties, the teacher should put more effort into teaching reading comprehension. The teacher can use effective strategies in teaching reading comprehension. The use of effective strategies can assist the students in understanding the reading comprehension. Research reveals that effective strategies are needed to overcome reading comprehension concerns. Some strategies have been used in teaching reading comprehension effectively, and one of those strategies is frontloading. Frontloading strategy is one part of scaffolding types that is used to increase vocabulary. June (2006) stated that "frontloading provides rich dialogue and experiences that allow students to develop vocabulary by accessing their prior knowledge before reading content." Thus, when students can use their prior knowledge, they exhibit an increase in vocabulary and content knowledge. After that Kustaryo (1998) said that understanding the vocabulary become the important part in reading comprehension. In reading comprehension, some activities can be done. One of them is recognizing the writer's purpose. When students know the meaning of a writer's words, it is easy for them to see the writer's intent. On the other hand, it is difficult for students to know the writer's purpose when they do not know the meaning of the writer's words.

There are several studies conducted researches on the topic. First, Ita (2014) stated that teaching vocabulary using frontloading strategy is successful. Furthermore, Wahyu (2019) concluded that Frontloading Strategy benefits the students' vocabulary learning in understanding the English text activity.. In conclusion, using picture series give the students idea to speak since a picture is used to substitute the real things. However, previous studies researched frontloading strategies in aspects of vocabulary skills. Thus, this research is more specific than the aim is to see the student's improvement in reading comprehension after being taught frontloading strategies.

With all this in mind, the researcher put forward the following research question;

Is there any significant improvement of using frontloading strategies on students' reading comprehension ?

Is there any significant differences of reading comprehension score between male and female gender ?

A. REVIEW OF RELATED LITERATURE

1. Reading Comprehension

Pang (2003) stated that comprehension is an active process in constructing meaning and deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. It means that comprehension is a process activity to get meaning from text or knowledge from vocabulary that dynamic process.

Many of the reading comprehension strategies associated with the largest effect sizes for students with learning disabilities are those that teach students strategies that encourage them to monitor and reflect before, during, and after reading. Klingner (2007) said that these strategies ask students to (1) consider their background knowledge on the topic they are reading, (2) summarize critical ideas, and (3) self-question while they read. It means that reading comprehension is essential for students, and can give knowledge for students' ability from their comprehension.

Caldwell (2008) stated that comprehension is the ability to understand and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from moving words on the page to meaning in the mind, recognizing of individuals words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning and finally connecting these words into idea units. It means that comprehension is ability of someone to make a sense of the context based on what he or she reads or hears. It is the way in which someone interprets the text. Grabe (2004) stated that text comprehension requires both (a) language knowledge and (b) recognition of critical ideas and their relationships (through various comprehension strategies). It means comprehension is a process in the construction and meaning and the process of deriving meaning from connected text.

2. Front Loading Vocabulary

According to Downs (2017), Frontloading is a pre-teaching vocabulary used as a teaching strategy to help students understand material subject to be learned. Marzano also points out that Frontloading is intentionally exposing students to vocabulary, concepts, and skills they will later learn, either during the school day or in future program activities. In his Model, Marzano (2004) believes that teachers who set goals and check for understanding will be effective. Teachers should also give positive feedback on student progress. If students don't understand, a teacher should need go back and re-teach certain concepts. He also suggests that teachers help students

interact with new information by chunking smaller sections and checking for understanding, using media, making predictions, and responding in their English reading or writing text. Therefore, Frontloading is one of the strategies that he thinks are effective in maximizing the teacher's ability to improve students' achievement.

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

3. Varieties Ways of Front Loading Vocabulary

Frontloading Strategy is a strategy that is applied in learning through different methods or various ways. These traits are related to the characteristics of the effective strategy in teaching vocabulary stated by Marzano, where one of the characteristics is stating that vocabulary is given to students multiple ways. Jan (2005) said there are various ways to frontload information to maximize success for English language learners.

a. Realia

Bring the natural thing to help the teaching activity in the class. For example: when reading a text about the life cycles of fruits, bring the fruits, seeds, branches and buds and allow students to observe, touch and have oral language experiences before encountering the new vocabulary in the text.

b. Video

Provide rich visual imagery through video, with the sound on or off, to help students understand concepts from a text before they read. Establish a focus for viewing so students look for critical points. Pause often to clarify, or have students turn to a partner and discuss what they just saw. For example: when reading a text about extreme weather, view video clips of various forms of weather, so students have a context before reading.

c. Field Trip

The teacher can frontload critical concepts and vocabulary by going on a field trip before starting the study.

d. Picture Observation Charts

Collect a variety of picture that connects to the text to be read. Post those on chart paper around the classroom and have students move from poster to poster. Observing and discussing the pictures with a partner. Encourage students to write their questions, connection and observations on the signs. Students will begin thinking about the topic, and you will have information to assess prior knowledge and plan for instruction.

e. Text Bits

Using pictures from the text to be read or related graphics, pass one to each student and ask them to face one other person. Students describe their vision, predict what the book may be about and listen to the same from their partner. They then move to another student and repeat the process. When pictures have been shared, students write a quick prediction of the book's content based on the images. A whole class discussion follows. Text Bits can also occur with actual text from the book to be read. Select critical sentences or phrases from the text and write each on paper. Pass one to each student. Students move around the room reading their strip and listening to each partner. Again you may wish to have them write what they remember or predict the book's content to be read.

f. Modified KWL Format

According to Martinez (2009) KWL format is a process of brainstorming what students know about something, what they want to know about something and what they have learnt about it. According to Husna, Jufri, and Fitrawati (2012) KWL Format help teacher improve students' reading ability especially in activating background knowledge. All of those stages are put on a chart. Letter K stands for word Know, W stands for want to know, and L stands for what students have learned. It is an instructional reading strategy that is used to guide students to become better readers of different kinds of text and help the teachers to be more interactive in their teaching. According to Preszler (2004) in Modifying KWL format teacher provides students with a template to list the words. The first column is used to record the words that the students want to know, the second column is used to predict the meaning, and the third column is used to put what the students now think the words mean. In this research researcher used a modified KWL format to improve students reading comprehension.

4. Narrative Text

The Narrative text is type of text that tells about legend, fable, myth, and folktale to entertain readers. Based on Gerot and Wignell Narrative text amuses the reader with experience. A Narrative is an event that tells a crisis first and finds resolution in the last story. There are five structures in narrative text. They are orientation, evaluation, complication, resolution, and reorientation.

The orientation introduces the participants of the story and tells the setting of the story. The evaluation retells the previous condition. The evaluation is optional for the writer, you can write or not. The complication shows the problem arises. The resolution explains how the issues is solved. The re-orientation is optional part for writer.

METHOD

To answer the formulated research question, the researcher conducted a quantitative study in the form of pre experimental design. In this research, the researcher was used pre-test and post test in the experimental class. The design of research can be illustrated as follows:

T1 X T2

The research was started by collecting the data of students' reading comprehension before the treatment. It was collected by pre-test in the first meeting. The second meeting and the third meeting were the implementation of the treatment of using frontloading strategies. And the last meeting, there was a post-test to collect the data on the students' reading comprehension after the treatment.

PARTICIPANTS

In this research, population is the students of SMP N 3 Mulya Kencana, grade VIII academic year 2022/2023. There are six classes, VIII.A, VIII.B, VIII.C, VIII.D, VIII E, VIII F . The participant of this research will be VIII.B class . There were 25 students in VIII.B class. The data were homogeneous but by using cluster random sampling, the researcher choose VIII.B, because the students has various score. The researcher also found the students still got difficulty in reading comprehension.

INSTRUMENTS

In order to collect the data for this research, research instruments were needed. The instruments used in this research to collect the data were a pre-test and post-test. The tests considered of 25 questions of multiple choice about reading comprehension that focused on narrative text.

DATA ANALYSIS

To answer the research questions, the data was analyzed through the paired sample T-test. The data from pre-test and post-test were analyzed using SPSS 16.0 for windows. This was done to help the researcher for the purpose of interpretation.

FINDINGS AND DISCUSSION

The results of this research were analyzed on the formulated research questions.
Is there any significant improvement of using Frontloading strategy on students' reading comprehension ?

After administering students' reading comprehension pre-test and post-test, the data were compared to investigated whether there was a significant improvement in the students' reading comprehension. The result can be seen in Table 1

Table 1, Mean of pre-test and post-test of students' reading comprehension

Pre-Test	Post-Test	Difference Of Meaning
57,92	69,44	11,52

The **Table 1** shows that the mean of the pre test was 57,92 and the mean of the post-test was 69,44. The difference of mean was 11,52. Based on the result, there was improvement of students' reading comprehension after treatment by using frontloading strategy. The result must be completed, so the researcher also analyzed to find the *p* value and *t-observed* through the paired sample T-test.

Table 2, Paired sample test of students' reading comprehension

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 Pre-Test- Post-Test	-11.520	13.283	2.657	-17.003	-6.037	-4.337	24	.000

In **Table 2**, it can be seen that the *p* value (0,000) was lower than 0.05 and *t-observed* (4,337) was higher than *t-table* (2.059) at df. (24). It means that there was a significant difference between the students' reading comprehension pre-test and post-test scores. It can be concluded that there was improvement in the students' reading comprehension after being taught by using frontloading strategy.

Is there any significant differences of vocabulary score between male and female gender ?

Based on the second research question, the difference in the students' vocabulary mastery between male and female of post-test was calculated and compared through the paired sample T-test. The result can be seen in **Table 3**.

Table 3, Paired sample test of students' reading comprehension between male and female gender.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 Male - Female	-8.800	22.135	7.000	-24.634	7.034	-1.257	9	.240

Based on **Table 3**, it can be seen that the *p* value (.240) was higher than 0.05 and *t-observed* (1.257) was lower than *t-table* (2.262) at df. (9). It means that there was not a significant difference between the students' reading comprehension post-test scores of female and male. It can be concluded that there were not difference in the ability of female and male in improvement reading comprehension.

DISCUSSION

Considering the result obtained from sample T-test, it was found that the p value (0,000) was lower than 0.05 and t -observed (4,397) was higher than t -table (2.059). It can be inferred that there was improvement of students' reading comprehension after treatment by frontloading strategy. But, preceding to deep reflection on the enhancement of the students' reading comprehension, the researcher first has to reflect on how the strategy actually worked in the process of the accomplishment in the classroom. 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.

Because of the participation of students in activated vocabulary before reading, the having vocabulary of students can improve students reading comprehension by using front loading vocabulary. As Mousavian & Siahpoosh (2018) stated 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.. This finding was in line with a study of who found that frontloading strategy can improve the students' reaing comprehension . It makes students more prepared so they enjoy to study and easily to understand the materials.

CONCLUSION

The frontloading strategy can optimally enable the students to enhance their reading comprehension. The strategy gives the good effect in enhancing the reading comprehension. It also makes students intriguing in teaching and learning reading comprehension, this technique helps students to understand about material fluently. It can be seen from the result of the pre-test and post-test score, there was improvement of pre-test and post test score. While the result of differences score between female and male based on the post test, there weren't any significant differences of reading comprehension score, it means the gender differences don't cause on students' capability to learn reading comprehension. So this strategy was relatively effective and success in teaching reading comprehension.

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