IMPROVING STUDENTS' MASTERY OF VOCABULARY THROUGH THE USE OF GLOSSING TECHNIQUE

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Abstract : The aim of the research is to improve the students' vocabulary through the use of Glossing technique. The design of this research is quantitative research through pre-experimental design with pre-test and post-test design This study was conducted at SMP Anugrah Tondano. The subject of the research was the second grade students in academic year of 2019/2020. The writer used reading text of Narrative text .The result of the data analysis showed that there was an increase between the pre-test and post-test. It can be seen from 10 students showed that the mean score of pre-test was 53 and post-test was 74 score. Based on this finding from this study, it can be concluded that having more vocabulary significantly affects the comprehension of the students reading activity. Moreover by having many vocabularies the students can easily get the information and can enrich their knowledge by reading a lot of book. Finally, this research proved that theGlossing technique effective to improve student's vocabulary in reading comprehension.

Keywords: *Improving, Vocabulary, Glossing Technique, Reading Comprehension*

INTRODUCTION

Language is the most significant component of every human being's life. (Panambunan, Tulung & Maru, 2016) Language is an important part of human life. People require communicate in order to interact with other people in their lives and carry their daily activities. (Liando, 2012) says "Indonesia has adopted English as a tool of communication to establish relationship with other countries". Learning the language can help students to know information, how to communicate, to express their ideas and feelings, also develop culture and art. According to (Hampp, 2019) Indonesian children should be taught English from an early age. So, it is critical to study and learn (Taringan, 2008). Learning English, can help the students to improve their knowledge about everything in English. In learning language teaching, there are four language skills; speaking, reading, writing, and listening.

According to (Tahrin, Wowor, & Liando, 2018:2), "In practice, vocabulary is difficult for students to comprehend. They feel so hard to memorize that because the teacher still uses the old method for teaching it through only writing down on the white board and asked them to translate and memorize the words". (Mogea, 2019:9) states "English is an international language used all over the world, for education, technology, political, and commercial purpose."

Vocabulary is one of the Language component of communication used by human in this life. Language is an essential component of human life (Nunan, 1999). People require communicate in order to interact with other people in their lives and carry their daily activities. Learning the language can help students to know information, how to communicate, to express their ideas and feelings, also develop culture and art (Rosyidah, 2017).

English is a universal language that practically everyone in the world uses to communicate and share information with other. Communicating to know and understand about information, develop culture and technology, as we know English

is one of foreign languages (Stein, 1993). So, it is critical to study and learn. Learning English, can help the students to improve their knowledge about everything in English. In learning language teaching, there are four language skills; speaking, reading, writing, and listening.

Vocabulary is one of the most important aspects of language proficiency. which forms the foundation for how well learners speak, listen, write and read. (Richards & Renandya, 2002:255).When we study a language like English, we learn the words of the language, which is why vocabulary is so important.

Vocabulary is a crucial component of language. People can't communicate or express themselves properly if they lack of vocabulary. It's nearly hard to learn a language without words; even human communication is founded on them. As a result, one of the most crucial parts of English teaching and learning is vocabulary. It means that pupils must have a strong command of language in order to easily comprehend and generate such works.

Based on the writer's experience in teaching English at SMP Anugrah Tondano, she found that it was difficult for the students to understand the reading text because the lack of vocabularies so that they were bored to read the text. They were baffled by the meanings of the words that appeared in sentences or text. So, in this research, the writer use in teaching reading comprehension is "Glossing technique".

The study focuses on the application of Glossing technique to improve students' mastery of vocabulary of narrative text for the second grade students of SMP Anugrah Tondano in reading comprehension. Vocabulary tests using Adj, Verb, and Noun.

For student, this study is meaningful to be used for reading comprehension in English learning. For English teachers, this research is important as a technique for students comprehended reading text easily. For the future researchers, this study is also important may use it as the basic for conducting similar research using

better experimental designs and involve students, having similar characteristics as those involve in this study (Bowles, 2004). In this way, more accurate information about it is possible to gain the Use of Glossing in Text Reading.

The total quantity of all the words a person knows or uses in a specific subject, book, or other context; a list of terms with their definitions, especially one that comes with a textbook; words in a language. (Aliaga & Guderson, 2002) Vocabulary can be defined as the meaning of words or knowledge of words. It's about the words that are employed to convey meaning in a language.

Aside from knowing the technique, the teacher should also be familiar with the topic in order to prepare students for the learning process. Experts in the language field have created a number of classifications for the types of vocabulary. Vocabulary can be classified into two types, stated by (Bowles, 2004; Burns, 1997; Brown, 1994).

1) Productive vocabulary

The words that children comprehend, can pronounce correctly, and employ in constructions or learning experiences in speaking and writing are referred to as productive vocabulary. It entails the capability to write and talk at the suitable times, which is required for receptive vocabulary. Therefore learners will build the words they need to communicate their ideas to others, productive vocabulary can be handled as an active activity (Cameron, 2001).

2) Receptive vocabulary

When words appear in a context, learners identify and understand them, but they are unable to generate them appropriately. It is terminology that students identify when they see it in a book or when they read a script or text, but they do not applied it in their writing or speech, (Gretty, 2001) because the learner only absorbs ideas from others, the responsive the list of words, as we know is vocabulary, is referred to as a passive process. In language applications, responsive vocabulary is regarded as the fundamental vocabulary. Because many words are

recognized by learners when they hear or read them but are not used when they speak or write them, it is significantly larger than productive vocabulary.

In addition to receptive productive vocabulary, (Jo Ann Aebersold and Marry Lee, 1997) Field divided language into passive and active categories.

a) Active vocabulary

The words that are formed or learned by students while learning any topic or event are referred to as active vocabulary. The terms that students understand and use in speech or writing, on the other hand it means that students must know and grasp productive vocabulary in order to employ the target language, grammar; they must also understand the connotation meaning of words and be familiar with collocation. (Harmer, 2001) This kind is frequently employed in writing and public speaking.

b) Passive vocabulary

Students' passive vocabulary is made up of words which they understand but can't utilize yet. It is also known as receptive vocabulary and refers to language things that may be identified and comprehend in the context of listening or reading. Those vocabularies are referred to as motivated and unmotivated vocabulary by Corson, as quoted by I.S.P nation. Motivated (active) vocabulary is made up of all the words that we employ without hesitation in our daily lives (Hatch and Farhady, 1982). The unmotivated (passive) vocabulary, on the other hand, can be separated into two categories:

(1) Words that aren't clearly comprehend but are not yet able to applied.
(2) Words that aren't necessary in everyday conversation.

Furthermore, according to (Nation, 2001:11), there are four types of vocabulary in the text: high-frequency words, technical words, academic terms, and low-frequency words.

1. High-frequency words

There are a few high frequency groups that are particularly essential since they exist in a variety of circumstances and cover a considerable portion of the running words in spoken and written texts (Heibert and Kamil, 2005).

2. Academic words

The material is from an academic textbook and includes several vocabulary found in several types of academic texts, such as sustained, adjusted, phase and policy. These words typically make up about 9% of the running words in a manuscript (Johan and Ghani, 2010).

3. Technical words

The following comprises several words which are extremely tightly connected to the text's subject and theme. Lumber, rimy, beech, pod carp, regeneration, and indigenous were among the words used. These terms are quite prevalent in this issue area, but not everywhere (Jacobs, Dufon and Fong, 1994). That subject will be addressed as soon as we learn about and see them. This type of technical jargon usually accounts for roughly 5% of the total operating time words in a script or text.

4. Low - frequency words

Words like pioneering, zonal and everlasting, as well as aired and pastoral, are included in this group. In an academic text, they account more than 5% of the words. They include technical words for various proper nouns, subject areas, words on the verge of being added to the words that we infrequently meet in our daily interactions with the language are on the high-frequency list (Kruse, 1979).

Glossing is one technique for assisting a learner in comprehending reading information. Glossing serves a number of purposes in aiding text decoding, including offering additional topic knowledge, skills, methods, and definitions of difficult terms (Ko, 2005). Glossing refers to providing information on essential words through definitions or synonyms in the context of second language (L2)

learning. (Nation, 2001; Richgels and Mateja, 1984; Stewrat and Langan, 2012; Stewrat and Cross, 1993). Glossing is used for two main reasons: to aid vocabulary learning and to help reading comprehension. Glossing provides four benefits in general.

First, glosing can aid readers in better understanding new words by reducing inaccurate guessing. Because of the readers' illiteracy or inability to read, methods, determining meaning from context can be challenging and dangerous (e.g., McNamara & Danielle, 2007; Miller and Cohen, 1998; Kruse, 1979; Nation, 2001; Stein, 1993).

Second, while reading, glossing could help to decrease interruptions. L2 readers do not have to hunt up definitions for low frequency terms because glossing offers them (Nation, 1990; Muttahidah, 2011).

Third, Glossing can help readers in bridging the gap among existing knowledge and new information offered in the text or experience (Hiebert, & Kamil, 2005). In other way, interactions between glossing, the reader, and the text may help the reader understand and remember the text's meaning. Aside from these points, important word glosses can aid readers in recalling their prior information and connecting it to the script or text (Stewrat and Cross, 1993).

Fourth, glosing could help learners become less reliant on their teachers and give them more autonomy. Because not all pupils struggle with the same terms, they can rear only the ones they don't understand (Jacobs, 1994; Neuman & Dwyer, 2009: Gretty, 2001).

RESEARCH METHOD

This research used quantitative research through one group pretest-posttest design. (Aliaga and Gunderson, 2002) have described the quantitative research methods very well.

The design used is visually shown below:

T1 : Pre-test

T2 : Post-test

X : Symbolize experimental of Treatment

The subject of this research was the students of SMP Anugrah Tondano grade second, consisted of 10 students. The instrument of this research was test and the kind of test was multiple choice and matching words. Reading test consisting of 30 items to the students after reading the text. The test was given and They had to pick the correct answer from a list of four options/choices and match the words.

Procedures of Data Collection

The research procedure.

Choose the class for research., giving pre-test, After that, teacher analysed the data taken from the result of the pre-test, giving the treatment using glossing technique, then the teacher gave the post-test as the second test to find out if there is an improvement when treatment has been carried out.

Analyze the data.

Make conclusion

Write a report

The data was obtained quantitatively and analysed using descriptive statistics (Pangestu, 2003). For this purpose, frequency distribution, the mean, standard deviation and range of pretest-posttest scores was calculated to determine the glossing technique on vocabulary learning.

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

(Sudjana,1989)

$\bar{X}((Y))$: The mean

$\sum x$ ($\sum Y$) :The sum scores of subjects X/Y

n   :The Total number of subjects

Standard deviation, symbolized as s, was computed using this following:

$$\left(s = \sqrt{\frac{\left[\sum (x-\bar{x})\right]^2}{(n-1)}}\right)^{-}$$

(Hatch and Farhady,1982:54)

Where :

S : standard deviation

X : the value in data distribution

$\bar{X}$: the mean

N : number of subjects.

FINDINGS AND DISCUSSION

The writer employed quantitative research in this study. The design was true experimental design through one class pre-test and post-test which involved 10 students of second grade SMP Anugrah Tondano as the subject of the study. In collecting the data, the writer used reading text of narrative text. Multiple choice and matching words test was used, those can be seen in table 1.

Table 1. Frequency distribution of pre-test (X)

S	T	F	CP	CF	CP(%)
70	I	1	10	10	100
60	III	3	30	9	90
50	IIII	4	40	6	60
40	II	2	20	2	20

As shown in Table 2, of 10 subjects attending the pre-test . 1 student (10%) got score seventy, 3 students (30%) got score sixty, 4 students (40%) got score fifty, and 2(20%)

got a forty. The highest score is 70 and the lowest 40, the presentation of the data can be seen in table 2.

Table 2. Frequency Distribution of Post-Test (Y)

S	T	F	CP	CF	CP(%)
90	II	2	20	10	100
80	III	3	30	8	80
70	II	2	20	5	50
60	III	3	30	3	30

As Shown in Table 2, there are something different which is of 10 subjects, 2 student (20%) got a ninety, 3 students (30%) got a eighty,2 student (20%) got a seventy and one 3 students (30%)got sixty. The highest score is 90 and the lowest 60, those data present in table 3.

The results of computation of mean score of pre-test above that the mean score is 53.

Table 3. Computing of mean (X̄) in pre-test

N	Score (X1)
1	40
2	50
3	40
4	70
5	50
6	50
7	60
8	50
9	60
10	60
	530

The mean score of computation above:

n   = 10

$\bar{X}$ = $(\sum X)/n$

               = 530/10

               = 53

The results of computation of mean score of pre-test above that the mean score is 53. Next is to compute the mean score of post-test and can be seen in table 4.

Table 4. Computing of mean (Y⎺) in post-test

N	Score (X_1)
1	60
2	80
3	70
4	90
5	60
6	70
7	80
8	60
9	80
10	90
	740

The mean score of computation above:

n   = 10

$\bar{X}$ = $(\sum X)/n$

               = 740/10

               = 74

The result of computation of mean score of post-test above that the mean score is 74. Next is to analyse the mean score of pre-test and post-test, the appearing of this analysis is on table 5.

Table 5.The mean score of pre-test and post-test.

	Pre-test	Post-test
Mean score ($\bar{X}$)	53	74

Thus, standard deviation of pretest (Sx) is 9,48, whereas the posttest is 11,73. It means that the spread of pretest scores in the normal curve is wide from the mean than of the posttest score. Summary analysis of those score below on table 6.

Table 6. Summary of result statistical analysis

	HS	LS	Mean	SD	Range
T1	70	40	53	9,48	40-70
T2	90	60	74	11,73	60-90

4.3 Discussion

As described in table 7 showed students' mastery of vocabulary in reading comprehension in the post-test got better than of the pretest.

The result of data analysis shows in the previous chapter, it is clearly seen that from 10 students of pre-test obtained 70 as the higher scores achieved by one student while the lowest score 50 obtained by two students. After treatment two students acquired 90 scores. Table 6 showed that the mean score ($\bar{X}$) of pre-test (X) was 53 and the mean score ($\bar{X}$) of post-test (Y) was 74. In this study the data of the pre-test were compared to the data of the post-test therefore it should be said that the result of the post-test was better than the pre-test.

CONCLUSION AND SUGGESTION

Conclusion

Based on the statement before, vocabulary is an important part for students to learn English particularly in reading comprehension. Result of the data analysis mentioned in chapter V indicated that (a) in terms of frequency distribution of pretest and posttest scores, students' mastery of vocabulary in reading performance of the posttest is higher than the pretest;(b) similarly, the mean of the pretest is higher than of the pretest, and (c) the standard deviation of the posttest is bigger than the pretest. It can be inferred that glossing technique is effective in improving students' mastery of vocabulary in reading comprehension.

Suggestion

Based in the finding of this study, the writer found it necessary to put forward her suggestions to English teachers and researchers in reading in English. English teachers should apply the Glossing technique in reading comprehension. For all researchers, this research is suggested to be a reference or supporting studies for you to research in another purpose that always in line with vocabulary, glossing technique and reading comprehension.

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