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 vocabulary the students can easily get the information and can enrich their knowledge by reading a lot of book. Finally, this research proved that the Glossing technique effective to improve student's vocabulary in reading comprehension.

Keywords : *Vocabulary, Glossing Technique, Reading Comprehension*

INTRODUCTION

Language is the most important aspect in the life of all human being (Panambunan E, Tulung G.J, & Maru M.G.2016:58).Language is an important part of human life. People need to communicate in doing daily activity and making an interaction to other people in their life. Learning the language can help students to know information, how to communicate, to express their ideas and feelings, also develop culture and art. Accoding to Hampp (2019:16) English teaching should be introduced to Indonesian children early on.. So, it is important to learn. Learning English, can help the students to improve their knowledge about everything in English. There are four language skills in learning language teaching, they are listening, speaking, reading, and writing. According to Tahrin A,Wowor D.J, &Liando N.V (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". Vocabulary is one of the core component of Language is a system of communication used by human in this life. Language is an important part of human life. People need to communicate in doing daily activity and making an interaction to other people in their life. Learning the language can help students to know information, how to communicate, to express their ideas and feelings, also develop culture and art (Maru, 2018).

English is an international language used by almost every people in the world to communicate and share with another. Communicating to know and understand about information, develop culture and technology, as we know English is one of foreign languages (Maru, 2014). So, it is

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143

important to learn. Learning English, can help the students to improve their knowledge about everything in English. There are four language skills in learning language teaching, they are listening, speaking, reading, and writing. Vocabulary is one of the core component of language proficiency and provides much of the basis for how well learners listen, speak, read, and write (Richards 2002:255). Vocabulary is very important in a language, when we learn a language like English ; we learn the words of language .

Vocabulary is a central of language and of critical importance of language. Without sufficient vocabulary, people cannot communicate effectively or express their ideas. It is almost impossible to learn a language without words; even communication between human beings is based on words. So that vocabulary is one of the important aspects in English teaching learning. It means that the students have to master vocabulary well in order to make them understand and produce those kinds of texts easily. 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 could not understand the meanings of words appearing in sentences or text. So, in this research, the writer use in teaching reading comprehension is "Glossing technique".

The study focused in the use of Glossing technique to improve students' mastery of vocabulary in reading comprehension of narrative text to the second grade students of SMP Anugrah Tondano. 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. In this way, more accurate information about The Use of Glossing in reading text can be obtained.

Vocabulary is one of the language components that can affect macro skills. Nunan (1999:101) stated that vocabulary is a list of target language words. Vocabulary is the total number of words in a language; all the words knows to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Homby,1995 : 1331). Talking about vocabulary, Lehr, Osborn, and Hiebert (in Kamil and Hiebert,2005: 2-3) defined vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More especially, they use it to "the kind of word that students must know to read increasingly demanding text with comprehension." From the definitions above, it can be concluded that vocabulary is the knowledge of words and words meaning. It is about the words in language used to express meaning. In teaching vocabulary, besides knowing the methods the teacher should know the material. There are many classifications made by expert in language area about the kind of vocabulary. According to Evelyn Hatch and Cheryl Brown, vocabulary can be divided into two kinds, they are:

Productive vocabulary is the words, which the students understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak and write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

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144

Receptive vocabulary is words that the learners recognize and understand when they occur in a context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learners hear or read but they do not use when they speak and write.

Besides productive vocabulary and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into: active vocabulary and passive vocabulary. Active vocabulary is all of the words that are produced by students during any lesson or event in later lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must known and be able to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills. Passive vocabulary is all of the words that heard or read by the students. It refers to as language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

Corson that is quoted by I.S.P nation called those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive)

vocabulary can be divided into two groups:

(1) Words which are only parley understood and are not well known enough to use actively.

(2) Words which are not needed in daily communication.

In addition, Nation (2001:11) stated that we can distinguish four kinds of vocabulary in the text: high-frequency words, academic words, technical and low-frequency words.

High-frequency words

There is a small groups of high frequency which very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

Academic words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

Technical words

The next contains some words that are very closed related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but no common in somewhere. As soon as we see them we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

Low - frequency words

This group includes words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. They consist of the techical words for other subject areas, proper nouns, words that almost got the

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145

high-frequency list nd words that we rarely meet in our use in the language.

Glossing is one way to help a learner comprehend reading materials. Glossing have various functions in helping to decoded the text by providing additional knowledge in specific content, skills, strategies, and definitions of difficult words. In the case of second language (L2) learning, *glossing* generally means information on important words via definitions or synonyms (Nation, 2001; Richgels and Mateja, 1984; Stewrat and Cross, 1991; Stewrat and Cross, 1993). The two most important reasons to use glossing are to assist reading comprehension and aid vocabulary learning. In general, four advantages result from glossing.

First, glossing can help readers understand new words more accurately by preventing incorrect guessing. Deriving meaning from context can be difficults and risky because of readers' lack of language or reading strategies (e.g., Bensoussan and Laufer, 1984; Hulstijn, 1992; Kruse, 1979; Nation, 2001; Stein, 1993). Second, glossing can minimize interruption while reading is in process. Since glossing provides definitions for low frequency words, L2 readers do not have to constantly look them up (Nation, 1990; Nation, 2001). Third, glossing may help readers build a bridge between prior knowledge or experience and new information in the text. In other words, interactions among glossing, reader, and text may promote comprehension and retention of the content of the text. Besides these points, glosses in key words can help readers recall their background knowledge and connect it to the text (Stewrat and Cross, 1993).

Fourth, glossing can make students less dependents on their teachers, allowing for greater autonomy. Since not all students have problems with the same words, they can look up just the words they did not know (Jacobs, 1994; Nation, 1990).

RESEARCH METHODOLOGY

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:

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

T1 : Pre-test

T2 : Post-test

X : Symbolize experimental of Treatment

The subject of this research was the second grade students of SMP Anugrah Tondano 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 were expected to choose a correct answer among four choices/options and match the words. The research procedure.

(1) Choose the class for research.

(2) Giving pre-test. After that, teacher analyzed the data taken from the result of the pre-test.

(3) 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.

(4) Analyze the data.

(5) Make conclusion

(6) Write a report

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

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Vol. 6, No. 1 June 2021
P.ISSN : 2548-7728 E.ISSN : 2599-0373

146

the glossing technique on vocabulary learning.

(Sudjana,1989)

$\bar{X}(\overline{Y})$: 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 :

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

(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

Multiple choice and matching words test was used. In the table that follows, pretest data

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.

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 3, 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.

Table 3. Computing of mean ($\bar{X}$) in pre-test

The results of computation of mean score of pre-test above that the mean score is 53..   This study was quantitative res

N	Score (X_1)
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

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

$= \frac{530}{10}$

$= 53$

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

Table 4. Computing of mean ($\bar{Y}$) in post-test

JELLT (Journal of English Language and Literature Teaching)
Vol. 6, No. 1 June 2021
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147

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:

$$n = 10$$
$$\bar{X} = \frac{\sum X}{n}$$
$$= \frac{740}{10}$$
$$= 74$$

The result of computation of mean score of post-test above that the mean score is 74.

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 scores.

Table 7. 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

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 the data analysis showed 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

Based on the statement before that vocabulary is an important part for students to learn English especially 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 concluded that glossing technique is effective in improving students' mastery of vocabulary in reading comprehension.

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 create the implementation of Glossing technique in order to improve students' mastery of vocabulary to make them understand of texts easily. For all researcher, 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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Vol. 6, No. 1 June 2021
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148

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Vol. 6, No. 1 June 2021
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149

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JELLT (Journal of English Language and Literature Teaching)
 Vol. 6, No. 1 June 2021
 P.ISSN : 2548-7728 E.ISSN : 2599-0373

150