CHAPTER I
INTRODUCTION

This chapter covers background, statement of problem, the aims of the study, significance of research, clarification of terms and organization of the paper.

1.1 Background

Reading is one of the skills that is essential for students. Through reading, students would be successful in the school. It leads to students who have a good skill in reading would pass the examination besides, students who have less skill in reading would find the complexity in the examination. A good skill in reading would be reached if students had strong vocabulary. Therefore, a strong vocabulary is basic need for students to improve their reading skill and make them successful in the school. (http://esl.fis.edu/parents/advice/read.htm)

It is in line with Langan (2012) that students who have strong vocabulary will make students successful in the school. Furthermore, Langan (2012) affirms that there are three ways to strengthen the vocabulary. They are through regular reading, vocabulary word sheet and vocabulary study books. Highlighting regular reading, it proves that reading will enrich students' vocabulary.

In fact, most students have had a limited vocabulary. It is supported by Susanti (2002), an English teacher in SMUK V BPK Penabur Jakarta who found that the students avoided answering the questions based on the text which is known as reading comprehension because students' vocabulary was not enough based on her experience in the learning activity at her class. In further, she found the relationship between mastering vocabulary and reading comprehension. Her research previewed if a student highly mastered vocabulary, he/she would have good skill in reading. In

contrast, if a student mastered less vocabulary, he/she would find the complexity while reading.

Therefore, there should be a help for students in terms of vocabulary while reading to make reading easier for students. One of suggested helps is vocabulary glosses. Vocabulary glosses simply define as providing the definition of unknown words that are put on the side or bottom margins in the text (Lomicka, 1998; Nation, 1983). In other words, while reading, students would find the definition of words nearby from the text. It seems that vocabulary glosses could help students in developing their reading comprehension. Foroogh (2012) has proved in his research that glosses group was better than no gloss group in reading comprehension.

There are many kinds of vocabulary glosses in L1 or in L2. One of them is multiple-choice glosses (MCG). According to Hulstjin (1992), MCG is more effective than single gloss to decrease the wrong inferring when reading a text. MCG and reading comprehension are considered to have a relationship because if MCG is provided in the text, students should select the appropriate translation of the word based on the context when constructing the text. It is predicted by providing MCG in the text would affect to improve their reading comprehension.

Furthermore, vocabulary glosses could be defined in native language (*Bahasa Indonesia)* (L1) or in English (L2). According to Miyasako (2002), L1 was more appropriate for lower achieving students and L2 is good for higher achieving students based on her research in one of senior high school in Japan. In this research, multiple-choice glosses in *Bahasa Indonesia* (L1 MCG) were selected because students that were in this research were ninth graders at a junior high school by means their English skill was still developing.

MCG is often predicted that it will help students in reading comprehension. Lin and Huang (2008) compared between meaning-inferred gloss and meaning-given gloss. Lin and Huang (2008) confirmed if meaning-inferred gloss was better to facilitate learner's reading comprehension than meaning-given gloss. Meaning-

inferred gloss is same as MCG besides, meaning-given gloss is SG (single gloss). In other word, Lin & Huang (2008) found MCG was more helpful to improve learner's reading comprehension than SG. In contrast, Miyasako (2002) compared between three conditions that are SG, MCG and no gloss. Miyasako (2002) affirmed if there was no significance difference between SG and MCG (vocabulary glosses) and no gloss. As a result, MCG did not extremely facilitate learners in reading comprehension.

In conclusion, vocabulary is an important need for students to improve their reading comprehension. MCG is one of solutions to help students in terms of vocabulary while reading. However, the effect of MCG on reading comprehension is still not constant. Therefore, there should be another research to explore the effect of MCG on reading comprehension.

1.2 Statement of Problem

To fulfill the development of research in MCG on reading comprehension and to preview the effect of MCG on reading comprehension, this research was guided by two research questions, they are as follows:

1. What differences in students' reading comprehension are caused by L1 MCG?
2. What is the students' opinion on the L1 MCG in the text?

1.3 Aims of Study

The aim of this research is to find out the effect of providing the L1 MCG on the text and how it could affect students' comprehension. It is also followed by investigating students' opinion on L1 MCG while reading a text.

1.4 Significance of Research

The significance of this research is divided in two perspectives; theoretical significance and practical significance. From a theoretical significance, it would be analysed from two previous studies; Lin & Huang (2008) and Miyasako (2002) who focused on MCG on reading comprehension. There are two aspects which are emphasized. They are participants and the text. First, Lin and Huang investigated in a senior high school in Taiwan. The texts that were selected as their research instrument were *Traditional Education* and *Single Mother*. From the titles, they could be categorized as report texts or description texts. Second, Miyasako (2002) did her research for students at a senior high school in Japan. She selected a short story in her research.

In this research, the participants who contributed were ninth grade students in a junior high school in *Kabupaten Bandung,* Indonesia. The texts that were selected to be one of research instruments were narrative texts. Therefore, this research can contribute the development research of MCG on reading comprehension.

From a practical significance, as mentioned before students' vocabulary should be improved to help students in reading comprehension. MCG can be one of solutions to help students in comprehending the text. Through providing MCG to emphasize the words which have more than one definition on the text, it will help students to understand the text.

1.5 Clarification of Terms

- *Reading comprehension*: a holistic process of constructing meaning from writing text through the interaction. (Maria, 1990)
- *Multiple-choice glosses*: Multiple-choice glosses have multiple definition options—typically one correct definition of the word in question and three definitions of other words—and learners have to think about the meaning of the word and choose the best one that would fit the context where the word appears. (Yoshii, 2013)

- *Narrative text:* the text that covers the sequence of events which tells the story by using imaginative language and express emotion in fiction or nonfiction. (Sejnost & Thiese, 2010)

1.6 Organization of Paper

This research paper is previewed in five chapters. The first chapter is an introduction part which embraces background, statement of problem, the aims of the study, significance of research, clarification of terms and organization of the paper.

The second chapter is the literature review. This chapter covers multiple-choice glosses, reading comprehension, narrative text, MCG in narrative text and concluding remark.

The third chapter is methodology. It describes the description of research design, data collection, data analysis and concluding remark.

The fourth chapter describes findings and discussion of the first research question and findings and discussion of the second research question. In addition, it is completed by concluding remark.

The fifth research comprises conclusion and suggestions. Both present the interpretations of findings and discussions which are developed into conclusion and suggestions.