CHAPTER I

INTRODUCTION

This chapter describes the general idea of the present study. The information covers the background of the study, the research questions, the purposes of the study, the scope of the study and the significance of the study. The clarification of the terms used and the outline for the organization of this thesis are also underlined in this chapter.

1.1 Background of the Study

Language is important to communicate with each other. By means of language, people express their ideas and feelings. Hornby (2000, p.752) further explained that language is system of communication in speech and writing, and it is used by people of particular country. In order to communicate among people from another country, people need global languages, and one of the languages that can be used is English (Crystal, 2003; Nga, 2008).

As a global language, English is used and learned by many people around the world. Therefore, it can be assumed that learning this language may give benefits. Nevertheless, learning a language is important, also in Indonesia.

Nowadays in Indonesia, English is a primary foreign language which is taught since 7th grade. It is actually important to learn English from early age. It has long been hypothesized that children learn a second language better than adults (Cameron, 2001, p.13). As proposed in critical period hypothesis, children are able to acquire a second language effectively before puberty (Krashen, 1975; Snow & Hoefnagel-Hohle, 1978; Scovel, 1999). Some experts in language acquisition also claimed that the sooner a child starts learning a second language the better they acquire that language (Scovel, 1999).Hence, it is assumed that students will acquire English better if they start learning it since in the early age.

In learning a language, vocabulary is considered as an important learning aspect. People cannot communicate well if they lack vocabulary to convey their ideas. This statement is in line with Wilkins (1972) who stated that "without

grammar very little can be conveyed, without vocabulary nothing can be conveyed" (as cited in Thornbury, 2002, p.12). Vocabulary is a total number of words that has rules which make up a language (Hornby, 2000). Vocabulary is involved in every language skills, so it is clear that vocabulary is the core component of language that must be mastered by language learners. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language (Kweldju, 2005). By comprehending vocabulary, students will be able to learn many things from many sources.

For young learners, vocabulary is considered as the salient issue in English teaching and learning process. Children's ability to comprehend their reading is developed along with their vocabulary. As their comprehending skills are developed, their abilities to learn new words from context are also developed (Rupley, Logan & Nichols cited in Hippner-Page, 2000, p. 9). Hence, it is necessary for young learners to acquire vocabularies in order to develop their reading.

Young learners can acquire new vocabulary from many learning sources. As explained by Prastowo (2011, p. 34), learning sources can be divided into 5 categories which are environments, electronic media (television, radio), people (teachers, parents), books, and events. It means that teacher is not the only source for learning vocabulary since students may learn vocabulary from many sources.

Children acquire new vocabulary by reading, hearing, or watching one of the learning sources, but they cannot directly understand the words' meaning. The researcher found that the children who are being exposed to the target language through some learning sources more frequently will acquire it better. For example, the children with educated parents that often use English words in their daily conversation will acquire the words better than the children that live in a family environment where the parents never or seldom use English words in their daily conversation. Hart & Risley (1995) stated that the children from advantaged homes knew five times more words than the children from the homes with the lowest incomes. The children from family that uses English more acquire the words twice than the children from family that seldom use English in daily life,

and the gap widens over time (cited by Knight, 2006). Unfortunately, students of one junior high school in Desa Sukaraja Baru, Palembang mostly come from family where English is never or rarely used in daily conversation.

Based on observation in the school mentioned above, unfamiliar vocabularies in a reading passage often demotivate them to read and learn. This problem happens probably because teachers employ an inappropriate teaching technique which makes students difficult to digest new vocabularies. In that school, vocabulary is taught conventionally where the teacher mentions the vocabulary and at the same time gives the meaning. Then, they are asked to memorize them, and over the time they will likely to forget those words. In solving this problem, it is necessary for teachers to apply techniques that can improve students' vocabulary.

Once in a while, teachers can put down their conventional way and try to find other activities to vary their teaching. As Harmer (1988, p. 58) explained that one of the most important roles of teachers is to provide various learning activities for students. The teachers should apply something interesting, so learning vocabulary will not burden the students. One of the ways to vary teaching and learning activities is by using glosses.

The term "gloss" refers to an explanation or a definition of words written onmargins in reading passages that helps learners readily work out the meanings of the words (Shiki, 2008). Gloss can be said as a vocabulary annotation aid which is provided in the reading text. Yanguas (2009) mentioned that there were three different types of glosses namely textual, pictorial, and textual + pictorial (picto-textual).

Studies about glosses had been conducted by researchers from time to time. Lomicka (1998) investigated the effects of multimedia reading software on reading comprehension. Specifically, Lomicka's study aimed to explore how multimedia annotations influence the level of reading comprehension. The experiment showed that computerized reading with full glossing led to a deeper understanding of the reading passage.Shalmani and Sabet (2010) did a similar study about the use of glosses in reading. Their study explored the effects of three

types of multimedia glosses on the reading comprehension of learners in an EFL context. The result of their study showed that the use of the picto-textual gloss as the most effective type of vocabulary annotation aiding in reading comprehension. The conclusion of both articles is glosses are very effective for learning English, especially in vocabulary learning.

Based on the theories and previous related studies above, it is indicated that the study of glosses, especially picto-textual glosses text, has not been done at the level of education for young learner in EFL context in Indonesia. So the writer wants to find out whether the implementation of picto-textual glosses in reading texts also effective in improving young learners' vocabulary mastery, and whether it influences their reading motivation or not. The writer applied picto-textual glosses in order to develop the students' vocabulary mastery and reading motivation. The writer used picto-textual glosses text as an media in teaching vocabularies. The writer provided the English lesson, especially vocabulary learning with interesting picture and text that hopefully helped the students in understanding the words easier.

1.2 The Research Questions

Based on the research backgrounds, the problem of this study is formulated in the following research questions:

(1) Is the implementation of picto-textual glosses text at a junior high school in Desa Sukaraja Baru, Palembang effective in improving students' vocabulary achievement?

(2) Does the implementation of picto-textual glosses text at a junior high school in Desa Sukaraja Baru, Palembang influence students' reading motivation?

1.3 The Purposes of the Study

Dealing with the problem of this study that formulated in the research questions, then, the purposes of the study were drawn up as possible answers to the research questions.

1. To find out the effectiveness of picto-textual glosses implementation in improving students' vocabulary.
2. To find out whether the picto-textual glosses implementation influence students' reading motivation.

1.4 The Scope of the Study

The use of glosses has been investigated in many studies focusing on several spectrums such as the use of multimedia and traditional (printed) glossing in reading (Chun & Plass, 1996; You, 2011; Shakroni, 2009). There are three types of glosses commonly used in reading and vocabulary teaching, namely pictorial, textual, and picto-textual glosses (Yanguas, 2009). Other previous related studies conducted studies of glosses in various types of glosses and used some kinds of material (multimedia or traditional glossing). This current study is focused only on the picto-textual glosses type, which was the combination of pictorial and textual gloss. This study is also limited only to the use of printed material in implementing the picto-textual glosses in the class because of the limited facilities and infrastructures in the school. The printed material also used in consideration to students' text exposure. Access to printed material has been shown to be an important factor influencing students' reading behavior by inducing students to read more (Krashen, 2004; McQuillan, 2006). It also found that exposure to print contributes to several aspects of both first and second language acquisition (Nagy, Herman & Anderson, 1983; Elley, 1991).

1.5 The Significance of the Study

Hopefully, the result of the study theoretically is not only to encourage the teachers of English at one junior high school in Desa Sukaraja Baru, Palembang in giving more interesting way in teaching vocabulary, but also to help the students at junior high school in Desa Sukaraja Baru, Palembang to understand the words given easier, so that pupils can master English vocabulary well.

This study may also practically facilitate the students in improving the vocabulary mastery and improving the students' interest in reading. The writer also hopes this study can be useful as reference for the next studies.

1.6 Terminology

There are four key terms used in this study; picto-textual glosses, vocabulary, reading motivation and young learner which will be briefly defined below.

1.6.1 Picto-textual Glosses

'Picto-textual glosses,' which is one kind of glosses provided in text(s). Nation (2002) defined gloss as 'a brief definition or synonym of unknown words provided in text in L1 or L2'. As the name stated, picto-textual glosses means the combination of pictorial and textual glosses that provided in the text(s) as a brief definition or synonym of the words to help readers understanding the words given.

1.6.2 Vocabulary

'Vocabulary' is the knowledge of words and word meanings (Diamond and Gutlohn, 2006). Vocabulary is also means as all the words that a person knows or uses (Oxford Advanced Learner's Dictionary of Current English, 2000)

1.6.3 Reading Motivation

Motivation is enthusiasm for doing something. Motivation also can be explained as the need or reason for doing something (Cambridge Advanced Learner's Dictionary, 2008). It means that reading motivation is enthusiasm or reason for reading.

1.6.4 Young Learners

'Young' is having lived or existed for only a short time and not old (Cambridge Advanced Learners' Dictionary, 2008, p. 1695), While, 'learner' is a

person who is still learning something (Cambridge Advanced Learners' Dictionary, 2008, p. 815).

This 'young learner' term covers a wide age range which can be anybody from the age of five to the age of fifteen (Rixon, 1999). For the purpose of this study, young learners are defined as children between the ages of about 12 years old to 13 years old that are in the first grade of junior high school.

1.7 Organization of the Study

This thesis is organized in five chapters. The first chapter gives a general description of the introduction to the topic of the research. It includes the research questions, the research objectives, and significance of the study. The second chapter describes literature review of the study that covering the theories and references for this study. The third chapter deals with the methodology used in conducting the research. It presents the research design, research setting, sample and population, and the procedure of data collection and analysis. The fourth chapter describes research finding and discussion. This chapter elaborates findings and interpretation which shows the data from the test, questionnaire, worksheets, observation, and interview. The last chapter presents the conclusion of the thesis and offers some suggestions for further research.