ENHANCHING VOCABULARY MASTERY BY USING GLOSSARIES AND LANGUAGE FEEDBACK IN TRANSLATIONAL WRITING AT THE TWELFTH GRADE OF MAN PALOPO

IAIN PALOPO

A THESIS PROPOSAL

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Finally, theresearcher dedicates this thesis may Allah swt, bless us.

Amin.

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The Researcher

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TABLE OF CONTENT

LIST OF TABLE

ABSTRACT

AnniAsriani, 2016.**Enhancing Vocabulary Mastery by Using Glossaries and Language Feedback in Translational Writing at the Twelfth Grade of MANPalopo.**Thesis English Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies (IAIN) Palopo.

Supervised by **(1) Dr. Hilal Mahmud, M.M (2) Wisran, S.S., M.Pd**

Key words:Vocabulary Mastery, Glossaries, Language Feedback, Translational Writing

This thesis focused on enhances vocabulary mastery by using glossaries and language feedback in translational writing at the Twelfth Grade of MAN Palopo. The problem statement of this research namely "does the use of glossaries and language feedback enhance vocabulary mastery in translational writing at the Twelfth Grade of MAN Palopo?"

In this research, the writer used pre-experimental research which took only one experimental group without control group. It intended to find the effect of glossaries and language feedback in translational writing. Design in this research is one group pre-test post-test design. This research involved one class of student with pre-test, treatment and post-test design. The population in this research was all of the twelfth grade students of MAN Palopo, consisted of 45 students. The researcher used purposive sampling technique and selected the class IPA2 as sample, the number of sample were 15 students.

The result of this research showed that there were significant improvements on students skill after conducting the treatments the use glossaries and language feedback. Where the score of t_0 (t_{count}) = 10.629 was higher than the score of t_t (t_{table}) = 2.093. It means that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. In the other words, glossaries and language feedback was effective in thedeveloping students writing skill by using glossaries and language feedback at sixth semester of IAIN Palopo.

CHAPTER I

INTRODUCTION

A. Background

As we know in the, there are many languages. One of them is English language. This language is the most important one in the world. It is not only as an international communication means but also to access the science and technology.

In English learning, we must mastery four skills. They are speaking, listening, reading, and writing. So, if we want to use them, we have to master vocabularies and how to arrange them into a good sentence because vocabulary is the basic unit of language.

Vocabulary mastery is one of dominant factor in language learning. Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, and write. The real problem to study vocabulary is many students are lazy to study and memories of vocabulary because it is have different in way of writing, pronoun, and meaning.

When the teacher introduces new vocabulary, there are always some difficulties that the students may meet in the class. The overcome this problem, the teacher can start to teach by use glossaries and also can response any question of the students to introduces new vocabulary. So, the students know how to improve, develop and produce writing something.[1]

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[1]Mas'ud, *Upgrading Students' Vocabulary Through Weekly Vocabulary Program in STAIN Palopo* (Palopo: STAIN Palopo, 2008) p.1

A glossary, also known as a vocabulary, or clevis, is an alphabetical list of terms in a particular domain of knowledge with the definitions for those terms. Traditionally, a glossary appears at the end of a book and includes terms within that book that are either newly introduced, uncommon, or specialized. While glossaries' are most commonly associated with non-fiction books, in some cases, fiction novels may come with a glossary for unfamiliar terms.

Certainly the use of glossaries is needed as additional aid to enhance them in doing their works. The use of bilingual glossaries is also significant in the retention of previously unknown vocabularies. It was proved by study conducted by Bruton. He stated that some learners who were asked about items they had looked up when composing composition were unable to even recognize these items into two weeks.[2] Therefore, the researcher interest study the significance of bilingual glossaries look up in language learning beside language feedback as well.

The way teacher give feedback on writing will depend on kind of writing task the students have undertaken and the effect teacher wish to create. When student do workbook exercises based on controlled testing activities, teacher will mark their effort right or wrong, possibly penciling in the correct answer for them to study. However, when the teacher give feedback more creative or communicative writing (whether letters, reports, stories or poem), teacher will approach the task with circumspection and clearly demonstrate our interest in the content of the students'

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[2]Bruton, Anthony. *Vocabulary LearningFrom Dictionary Referencing and Language Feedback in EFL Translational Writing.* Language Teaching Research.

work. Moreover, talking about writing it necessary to determine possible types of writing that student might ultimately be expected to produce. However, many teacher thinks that their nature of intervention that mostly influence students' results.

And there are some attention to language in which teacher were highly curious how effective their effort in terms of time spent and students learning outcomes, since corrective feedback is very time consuming for teacher and student. A lot will depend on whether teacher intervening in the content of the students' are composing various written drafts before producing a final version or whether teacher making a finished product. During the writing process teacher will be responding rather than correcting.[3]

Translational writing is the process whereby written text is transferred from one language into the written form of another. The professional translator reflects the meaning of the source text accurately in the translated text. This means that information, ideas, opinions and cultural aspects are reflected in the translated text. Many translators translate between two languages but some handle more than two. Many translate only into their strongest language, which is usually the language that they grew up speaking.

It is certainly different from writing pure composition without any guide from its source language as it occurs in translation tasks. However, it might be as difficult as writing more than as art work. Here, the research utilizes the translational task as the technique in teaching vocabulary. In fact, it is not a new thing in which translation

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[3]Harmer, Jeremy. *The Practice of English Language Teaching*. America. Pearson.2004

mostly selected by English teacher as a technique in teaching vocabulary as it has been offered from many commercial books since many times ago.

Therefore this research try to combine many language skills which are automatically will be improving simultaneously. However, the researchers focus on improving vocabulary through the practice of other language skill such as writing and translation. Writing aspect only touch a little aspect in this case as it is only use as visual and real forms of translation which produce by them. In fact, translation become the major skill that will be apply concerning with vocabularies mastery and support by glossaries and language feedback by the teacher.

Then, the researcher conducts the research under the topic **"EnhancingVocabulary Mastery by Using Glossaries and Language Feedback in Translational Writing at the Twelfth Grade of MAN Palopo".**

B. Problem Statement

Based on the background before, the researcher formulates the research question as follow:

Does the use of glossaries and language feedback enhance vocabulary mastery in translation writing at the Twelfth Grade of MAN Palopo?

C. Objective of Research

Based on the research that set above, the writer state the specific objective of the research as follow:

"To find out whether the use of glossaries and language feedback can enhance students' vocabulary mastery in translational writing English or not at the Twelfth Grade of Palopo".

D. The Significances of Research

The significance of this research is expected to be useful information to the learners of English as foreign language at general who want to develop learners' writing competency in learning English. Especially, the result of this research is useful:

1. Academically, to help teacher researcher to find out the alternative way of teaching vocabulary and to produce the relevant and valid knowledge for their class to improve their teaching.

2. Practically, it can be use as a model to improve the students vocabulary mastery, so that they writing in English.

3. For students, it can improve their motivation and vocabulary mastery in translational writing.

4. For teachers who teach vocabulary mastery by using glossaries and language feedback in translational writing.

E. Definition of Term

Based on the title, the research gives definition as follow:

1. Vocabulary mastery is a core component of language proficiency and provides much of the basic for how well learners speak, listen, and write.

2. Glossaries also are known as vocabularies, or clevis, is an alphabetical list of terms in a particular domain of knowledge with the definitions for those terms.

3. Feedback is what tells us whether we are on the path leading to our intended destination or have deviated. It is what tells us whether we have achieved our mark or not.

4. Translational writing is the process where by written text is transferred from one language into the written form of another. The professional translator reflects the meaning of the source text accurately in the translated text.In translational writing, we can use glossary and language feedback to facilitating translate a text.

F. Scope of Research

The scope of the research is restricting to the teaching vocabulary through glossary and language feedback in translational writing at the twelfth grade of MAN Palopo. This research is restricting application descriptive text to find out the students' ability and factors influencing them in translating it into Indonesian. It emphasize of noun and verb because the researcher consider about the students level of language.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The research is going to describe the related research that has been conduct for the research as follows:

1. Adrian Lewistianto in his thesis entitled "The Use of Glossary to Teach Vocabulary for The Second Year Students of SMAN 3 TambakromoPati in the Academic Year of 2013/2014. The purpose of this research is to describe whether or not there is a significant difference of the English vocabulary mastery of the seventh grade between students of SMAN 3 TambakromoPati in the academic year 2013/2014 taught by using and without using glossary.

2. JumhariaDjamereng in her research entitled "The Effect of Dictionary Referencing and Language Feedback in Translational Writing in Vocabulary Mastery at the First Semester of STAIN Palopo. The research was experimental research which intended to find out the student improvement in vocabulary mastery after giving treatment to student in learning vocabulary. In this research a group of respondents who had been entered intermediate level were given L1 (Indonesian) to FL (English) written translation tasks with bilingual dictionary support.

3. NazifahHamidun, ShafiqHizwariMdHashim, and NurFarhinaa in their research entitle "Enhancing Students' Motivation by Providing Feedback on Writing: The Case of International Students from Thailand". This paper mainly investigates on providing feedback to the students' writing in giving fresh impetus and motivation to produce better writing. It was found that the feedback provided to the students' writing gave a significant impact and increased the students' level of motivation in writing. Consequently, the findings revealed that the students showed the great enthusiasm and motivation to write in English even though some of them were lack of vocabulary and proficiency in English language. The participants responded well to the direct feedback that was constructive and formative given by the instructors (researcher) throughout the camp. The meaningful feedback provided encouraged and motivated them to write and produce good writing.

Those researchers above are the same with this research in the case focusing on teaching vocabulary mastery but the writer uses different technique. The writer does a research by using glossaries and language feedback in improving vocabulary mastery at the twelfth grade of MAN Palopo.

B. The Concept of Vocabulary Mastery

1. Definition of Vocabulary Mastery

Mastery is a great skill or knowledge (dictionary of American English, 2000:252); mastery is eminent skill or through knowledge. In order to understand the

language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

Vocabulary is a list of words and often phrase, usually arranged alphabetically and defined or translated; a lexicon or glossary. Vocabulary is the stock of words used by people or particular uses or person, or a list of collection of the word of a language, book, author and branch of science or the like, in alphabetical order and defined. On other hand, vocabulary is powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual word.

Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.[4]

2. Indicator of Vocabulary Mastery

In teaching learning process, both teacher and student' will proud if teaching learning process runs well. Teacher can be said success in teaching language

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[4]SyarifuddinAchmad.*Developing English Vocabulary Mastery Through Meaningful Learning Approach* /Learning Journal of Linguistic. Online:URL:http//dx.doi.org/10.5296/ijl.v5i5.445 2013. Accessed on October 2016

if the students' can master for skill in language, they are listening, reading, speaking and writing, of course vocabulary mastery become a basic aspect to support that skills. These are some indicators of vocabulary mastery suitable with the school curriculum that is KTSP (Kurikulum Tingkat SatuanPendidikan). They are:

a. Students can identify, understand, grasp and remember the meaning of word in the text.

b. Students can pronounce the words correctly.

c. Students can use and write the words correctly, so they can write a composition well.

d. Students have high score in the vocabulary test.

3. Some Technique for Teaching Vocabulary

Harmer provides some strategies in teaching vocabulary; they are regalia, picture, mime, action and gesture, contrast, enumeration, explanation, and translation

a. Regalia

In this approach, the teacher brings things (object) into the classroom and introduces them to the student. The student in this task, learn to recognize the word by seeing the reality. Words like "pen, postcards, rules, and ball, etc.

b. Pictures

Teaching vocabulary through pictures is familiarly focuses on the objects or things, which cannot be taken into the classroom, such as: car, plane, train, house, mountain, etc.

c. Mime, Action, and Gesture

It is often impossible to explain the meaning of words and grammar either through the use of regalia or in picture. Action, in particular, is probably better explained by mime. Concept like running or smoking is easy to present in this way.

d. Contract

In this approach, the teacher shows the students a word and asks them to find out the contrast of such word. For example, the meaning *empty* by contrasting it with *fillet.*

e. Enumeration

This approach requires the teacher to introduce words by enumerating them with their general and specific meanings. Word with a general meaning, for instance, "vegetable", the teacher introduces this word and ask the students to find out some specific words related to vegetables, such as, "potatoes, cabbages, carrots," etc.

f. Explanation

In this approach, the teacher introduces word by explaining or describing the objects and asks the students to guess what the object is.

g. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In this first place it is not always easy to translate words and in the second place, even where translation is possible

it may make it a bit too easy for students by discouraging them from interacting with the words.[5]

4. Glossaries

1. Concept of Glossaries

Teachers are encouraged to use the glossaries as reference in preparing lessons. They should be of special value in classrooms where the teachers do not speak the targeted languages. It is important to point out that the translators of the state examinations should also use the glossaries when available to prepare the translations of the subject area tests.

Widening ones vocabulary goes hand in hand with mastering the glossary. This signifies that students can increase their vocabulary and at the same time enhance their understanding by referring to the glossary thus improving their writing skill. In general, these showed the importance of glossary in language learning process as well as serving the means to improve students' writing skill. This is very essential to ensure that the students understand the content of the material.

2. The Use of Glossaries

Why should we encourage students to use glossaries? Glossaries develop learner autonomy. They are a handy resource for researching meaning. If students know how to use them effectively, there are hundreds of hours of self-guided study to

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[5]AstianaSilama, *Improving Student's Vocabulary in Translating Reading Text at The Eight Year Students of SMP 8 Palopo.* (Palopo: 2004) p.10

be had with a good glossary. The best way to complement a glossary investment is strong study skills.

Some teachers are opposed to bilingual glossaries on principle. They believe that learners should think in English as much as possible and believe that learners should have a bilingual glossary on hand as a supportive tool but that training should focus on monolingual glossaries work. This is because sometimes a quick translation works best, as in the case of many concrete nouns, but it is a good idea to foster thinking and explanation in English. Bilingual glossaries can also enable students to express something they want to say when they don't know the correct words in the target language.

Here are some ideas on how learners to be better at using glossaries:

a. Before beginning, it is very important not to assume that learners, especially at low levels, know how to use a glossary. Here is a basic task that introduces them to the layout.

b. Layout activity this activity raises awareness of glossary layout and parts of speech.

c. Present learners with a table of words relating to a text you've read in class

d. Give a brief explanation of the difference between the three parts of speech shown in the table.

e. Learners then use their glossaries to complete the table.

This activity makes learning fun and integrates dictionary work with the main aims of the lesson.

a. Write down a list of eight words that the class will need for the lesson ahead and their definitions. Jumble them up and give them out to the class.

b. In groups of four, learners have to look up two words each in their glossaries and match them to the definitions on the handout.

c. They then run to the front to check their answers with the teacher. •The first group to have a complete set of correct definitions is the winner.

3. Advantages of Using Glossary

Glossary can serve a lot of purposes especially in providing the definition of words. The result also showed that the students' achievement in answering comprehension questions has increased when using the glossary. The use of glossary does not only improve students' proficiency in second language but also helps to increase the command of their mother language. The glossary can also improveself-learningactivity and would also motivate the students to read more materials according to their interest.

4. The Impact to Use Glossary in Vocabulary Learning

The effect of vocabulary learning while writing, some teachers suggest students should look up the meanings of unknown words when they have difficulties in understanding them, where as other teachers prefer them to work out the meanings from the given context. Looking up the unknown vocabulary items in glossaries seems to be a more straightforward way to remove barriers in the writing process. However, compared with exploring the word meaning from context, it seems that using a glossary and putting the meaning into the writing passage involves relatively

less active participation of the learner. There are suggestions, that contextual guessing working in co-operation with glossary use provides the best effect in vocabulary development.

Communicative language instruction may improve the efficiency of students glossary use without focusing on the issue directly. While teachers following grammar translation methods often encourage learners to use a glossary to decode the text, students in communicative language classes are encouraged to focus on understanding the main points and the information needed to complete tasks rather than trying to understand each word and sentence. Moreover, communicative instruction also includes practice inferring meaning from context, which may lead learners to become less dependent on their glossary.

As the focus of vocabulary acquisition has been switched from intentional learning to incidental learning in recent years, students' learning behavior in using different vocabulary learning strategies has become one of the most interesting study areas to language researchers. Namely, contextual guessing and glossary use are strategies that have been compared so as to find out their different impacts on students' word growth. Some researchers suggested that the combination of these two methods work best on students' vocabulary development.[6]

5. Language Feedback

1. Concept of Language Feedback

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[6]SibylleRatz, *Vocabulary Learning With The Module Glossary Tools : A Case Study /Journal in Perspective in Applied Academic Practice*.2016. Accessed on October 2016

There are some considerations that may guide teachers when feedback is selected as a way in learning vocabulary. Evans et.al.said that the need for feedback that is manageable is the need for feedback that is meaningful. Meaningful feedback is a complicated construct that we define in three ways. First, feedback is meaningful if the learning cycle is completed. In other words, students must do much more than merely look over the errors that the teacher has marked and then file or throw the paper away, as they often do. They must understand why the feedback is being given and how they are to use the feedback.

Second, meaningful feedback is both cognitively and linguistically manageable. Because students must be able to process the feedback, instruction must provide explicit instruction and ensure that their feedback is not beyond a student's linguistic level of achievement. Expecting a student to meaningfully correct a grammatical error before being introduced to that structure is wishful thinking at best.

Finally, meaningful will cognitively engage students in the correction process. If meaningful feedback allows students to make positive changes, then the feedback should help students understand why and how something needed to change in their writing. For this to happen, students need to invest in the learning process by reasoning through their errors. As Wiggins noted, it is not teaching that causes learning, rather it is attempts by the learner to learn, to make meaning, to internalize.

It is obviously assumed that no matter some argued that feedback is ineffective, but at least it will make students realize and identify their common errors they usually produced. Therefore feedback needs to be constant and it is also

manageable feedback over an extended period of time. Students that receive constant feedback over time are likely to have a greater ability to develop habits of self-analysis and self-correction. Additionally, constant feedback will help learners to recognize their most common mistakes and then see an improvement as this methodology is applied.[7]

2. Feedback in Language Learning

A critical element to effective language learning, in fact to any learning, is feedback. Without feedback, we just could not learn. We would not know the results of our actions and hence would not know if any adjustment was needed. Feedbackis what tells us whether we are on the path leading to our intended destination or have deviated. It is what tells us whether we have achieved our mark or not.

We need to recognize feedback in all areas of learning languages, form the sounds we make to the sentences we form, to the meanings we intend to utter, to the writing that we do and so on. It is too easy to overlook the importance of feedback and concentrate on learning more and more. I have seen language learners accumulate enormous amounts of knowledge about language and a variety of language skills but they don't seem to be able to put it all together. One reason for that is that they have not been using the feedback they get to effectively and appropriately modify what they do, say or learn.

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[7]Evans, Norman W.et.al. *Contextualizing CorrectiveVocabularyFeedback in SecondLanguageWritingPedagogy*.Journal of English Teaching Research.Sage. 2010

Feedback is one of the essential facets in inspiring the students' motivation in language learning specifically in writing. Ellis indicated that in both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy. Enhancing the students' motivation in writing is not an easy task for the instructors as they need to know the best way on how to tackle the students' interest especially for the foreign language class.[8]

3. Kinds of Feedback

There are 2 kinds of feedback:

a. The kind that we perceive through our senses and perception.

b. The kind we are given by others, such as our teachers, peers or even, these days, computer programs.

4. The Impact of Teaching Providing Immediate Feedback

Students became more motivated and active in class. Through classroom observation, it is noticed that five respondents had little motivation to write or complete the exercise given. During the first lesson, the task was purposely designed to elicit the response on the students' background in information. Nevertheless, it seemed that the students did not perform well in writing in spite of the task was easy. Hence, direct feedback was used to the students for the next lesson in order to boost up their motivation. In the next class, students were provided feedback and comments

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[8]WahangaWhakapari Oka, *Assessment Feedback to Promote Students Learning.* Online:www.waikato.ac.nz/tdu. Accessed on October 2016

specifically on the content to the respondents' writing. One of the ways in giving feedback is by providing an example for them to expand the ideas that they had in their mind and it was so interesting to see that they could relate their experiences with the topic related.

In addition, it is interesting to note that the focused students whom received the immediate feedback on content made short-term improvement in writing. It is really effective to the students as they can obtain the ample amount of language input from the instructor's feedback.

5. The Effect of Formative Feedback on Vocabulary Use

The impact of formative feedback visualizations embedded within knowledge building practices to students' productive written vocabulary. Student work was analyzed on two levels. First, vocabulary use was assessed by calculating behavioral and lexical attributes. Content analysis was used to evaluate depth of understanding, as demonstrated in student online discourse. Second, the distribution of vocabulary use throughout the community was explored through network structure analysis of discourse on the level of students and words.

Results show that formative feedback that is productively integrated into authentic inquiry practices can facilitate vocabulary growth, use of new words in students' writing, and advances in community knowledge. On the whole, students in the experimental class used more domain specific vocabulary more often and exhibited greater scientific and complexity of ideas than students in the benchmark class. Within the experimental class, students who received formative feedback

related to both vocabulary use as well as feedback regarding the various ways they were contributing to group dialogue, used more sophisticated words than students who only received feedback regarding vocabulary, but did not show greater knowledge advancement.

This suggests that the vocabulary use for students receiving both kinds of feedback extended more widely beyond their theorizing work and into different contribution types, such as asking questions or reporting facts. It also suggests that engaging students in rich reflective discussion around formative feedback has a positive effect on students' knowledge advancement. Based on these findings, one possible recommendation for primary grade teachers is to encourage group reflection consistently throughout a knowledge building study, since meta discourse sessions proved fruitful even for students. Another recommendation is that teachers take advantage of group discussion periods to integrate feedback visuals for students to collaboratively explore.

Further research that explores students' verbal dialogue in addition to the content of their online contributions is needed to more fully explore and assess primary aged student literacy levels and capacities for expanding vocabulary knowledge. Also, to better understand the impact of formative feedback on developing students' capacities in literacy concurrent with knowledge building, future research will focus on refining feedback designs and examining a wider range of literacy and knowledge distribution indicators.

6. Translational Writing

1. Definition of Translational Writing

Translational writing is certainly different from writing pure composition without any guide from its source language as it occurs in translation tasks. However, it might be as difficult as writing new composition as it needs a sense of language, creatively and assumption that translational is more than as art work. Here, the research utilizes the translational tasks as the technique in teaching vocabulary. In fact, it is not a new thing in which translation mostly selected by English teachers as a technique in teaching vocabulary as it has been offered from many commercial books since many times ago.

It is acceptably said that it will be more effective when students learn vocabulary through composing written text even in the form of translational tasks.It will even more retentive and store in the long term memory if students recall the word meaning by writing directly. However, it could be more difficult for learners in doing translation than simply memorizing new words and its meanings. Translation can test not only translating ability but it also show language competence in writing, lexical and morphology knowledge, grammar. Brown stated some ways of presenting the meaning of new items, such as: concise definition from glossaries, detail description, example (hyponyms), illustration of picture or object, demonstration like action and mime, context in a story or sentence in which item occurs, synonym, antonym, translation and associated idea, collocations.

2. Kinds of Translation

   a. Harfiah versus Idiomatic

Every take has form and mean. So that translator divide two kinds the first based on form and the other on mean. Translation base on mean try to follow source language form, and we call literal translation. Translation base on mean try to convey mean of source language text with target language and this translation call idiomatic translation.

b. Characteristic Grammatical Translation

Word class is characteristic every language that is mean every language have divide itself lexicon. Example: nominal, verbal, adjective. Every language has different class and subclass. So that, translator not always source language nominal with target language nominal.

c. Characteristic Lexical Translation

Every language has manner idiomatic to open meaning through lexical element (word, phrase) every language have much idiom, secondary meaning and figurative meaning.[9]

3. Types of Translation

a. Literal Translation

In literal translation, translate word for word of the source language. They translate word in their original sequence into the receptor language. This type, there are no obligatory alterations of order, contraction, or part of speech. The result of this type is scarily intelligible.

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[9]http:www.copying.org/dialogue/translation.htm, Friday, Oct 2016

b. Modified Literal Translation

No read literal translations exist. Many translators change word structure, but the meaning of the word do not change, in order that the result of translation can be received in receptor language. This called modified literal translation.

c. Idiomatic Translation

This best type those three types of translation, because the readers do not realize that it is a translation. It seems that is written in target language.

A good translator should use this type. Idiomatic translation that used natural form of source language both in grammatical structure and word choices.

4. Criteria of a Good Translation

After knowing the definition of translation and the matters are related with translation, these researches explain the criteria of good translation to make the researcher easy to analyze the result of translation, particularly to know the students' achievement. F. Finlay in Syahrir explains two criteria's of good translation that:

a. The translation should present an accurate account of the content of the original, omitting nothing and likewise adding nothing.

b. The translation must have all the case of an original competition..

Besides that, according to George Compbell of Aberdeen in Syahrir, the criteria of good translation under three principles:

a. To give a just representation of the sense of the original.

b. To convey into translators' version, as must as possible, in a consistency with the genius of the language which they write, the author's spirit and manner.

c. To take care what the translators' version, at least so far the quality of an original performance as to appear naturally in easy.[10]

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[10]Choliludin, *The Technique of Making Idiomatic Translation*, p.30-31

CHAPTER III

METHOD OF RESEARCH

A. Research Method

The research used pre-experimental research which took only one experimental group without control group. It intended to find the effect of glossaries and language feedback in translational writing in vocabulary mastery. However, it would not intend to say that all participants were involved in intermediate level, because some of them were still in elementary level. Nevertheless, the actual level was no further importance, since the research attempts to study group gains between the initial writing task and the same task as post-test.

The participants of the research are English students at MANPalopo. They were the 12[th]IPA students who were studying Vocabulary and Translation at the grade. There were 15 students who were chosen as participants and place in the prominence class through placement test.

B. Research Design

Design in this research is one group pre-test post-test design. This research involved one class of students with pre-test, treatment and post-test design. This design of research can be describe as follows.[11]

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[11]SuharmisiArikunto, *ProcedurPenelitian*, (Jakarta, PT.Rineka Cipta,2002) p.77

Pre-test	Independent variable Treatment	Post-test
O_1	X	O_2

Notes :

O_1 : Pre-Test

X : Treatment

O_2 : Post-Test

C. Identification of the Variable

This research involved two variables, such as dependent variable and independent variable. They could be described as follows:

a. Dependent variable is students' vocabulary mastery in translational writing.

b. Independent variable is the implementation of glossaries and language feedback.

D. Population and Sample

1. Population

The population in this research would take from all of the class IPA students of MAN Palopo in 2016/2017 academic year. They were consisting of 3 classes and the total numbers of population were 45 students.

2. Sample

The sample of the research, the researcher used purposive sampling technique from one class. It means that, the researcher took 15 students in the class IPA2. The research intended to helped students increased their knowledge especially their vocabulary mastery in translating task.

E. Instrument of Research

The instruments in this research which were used to collect data were pre-test, post-test. The pre-test to measure the students' vocabulary mastery in translation before do the treatment. Post-test pretended to analyzed the students' achievement of vocabulary after giving treatment was intend as monitoring and administer to know mastery vocabulary enhancing by using glossaries and language feedback.

F. Procedure of Collecting Data

The procedure of collecting the data in this research, the researcher used some steps below:

1. Giving Pre-test

Pre-test give before the treatment:

   a. The researcher came in the class and explains the purpose of the research to the students.

b. The researcher give pre-test, it aimed to know student's vocabulary before treatment. The students were given 45 minutes to do the test.

c. The researcher modify into two kinds of vocabulary test such as translating words of English into Indonesian using dictionary.

2. Giving treatment

The writer gave treatment to the sample about vocabulary by using glossaries and language feedback. The writer used the following steps:

a. The first meeting, the researcher gave explains about glossaries and language feedback to the students. The tittle of the text is "*The Advantages and Disadvantages of Having Facebook Account*"then they translate it into Indonesia by using glossary and language feedback.

b. The second meeting, theresearcher gave other text to the students. The tittle of the text is "*Should Children Have a Facebook Account?*"thenthey translate it into Indonesia by using glossary and language feedback.

c. The third meeting, the researcher gave other text to the students. The tittle of the text is "*For students using Facebook, there is a false sense of privacy*"then they translate it into Indonesia by using glossary and language feedback.

d. The fourth meeting, the researcher gave other text to the students. The tittle of the text is "*The meaning of the word "friend" is changing for students and this change puts them at risk in several ways*"then theytranslate it into Indonesia by using glossary and language feedback.

e. The fifth meeting, the researcher gave other text to the students.The tittle of text is "*The use of Facebook in our communities*"then they translate it into Indonesia by using glossary and language feedback.

f. The sixth meeting, the researcher gave other text to the students.The tittle of text is "*Pros and Cons of Facebook*"then they translate it into Indonesia with using glossary and language feedback.

Step in enhancing vocabulary mastery by using glossaries and language feedback in translational writing:

❖ Students were divided into 5 groups consist of 3 students.

❖ Each group is given a text to translate into Indonesian words by using glossaries and language feedback.

❖ Each group present their work and the other groups give correction and suggestion.

❖ Teacher given feedback on the use of glossaries and language feedback.

❖ The students are asked to rewrite their translation by using glossaries and language feedback.

3. Giving Post-test

After giving treatment, the writer giving test as post-test to know the student enhancing in mastering vocabulary by using glossaries and language feedback. The

result from post test would give information about the students' improvement mastering vocabulary by using glossaries and language feedback in translational writing.

Criteria of Translation

The Details of Ability	Score	Grade	Criteria
Content	40-35	Very Good	Exceedingly understand, very complete and spelt out
	34-21	Good	Understand, complete and spelt out.
	20-11	Fairly	Understand limitedly, fairly complete and spelt out
	10-1	Poor	Not understand the content, not connect, not enough to be evaluated
Vocabulary	20-18	Very Good	Very wide, the used is effective, diction is exactly right
	17-14	Good	Wide, effective, diction is right.
	13-10	Fairly	Limited, fairly effective, diction is fairly exact.
	9-7	Poor	Like a translation, not mastery vocabularies, not enough to be evaluated.
Language	25-22	Very Good	Very mastery the grammar, very little mistake.
	21-18	Good	The used and arrangement sentence is simple
	17-11	Fairly	Difficult in arrangement sentence, mistake is grammar that blurring the meaning
	10-5	Poor	Not mastery the used and arrangement of sentences, not communicative, not enough to be evaluated

	5	Very Good	Very mastery the rule in writing word.
Writing	4	Good	Mastery the rule in writing word with a little mistake.
	3	Fairly	Fairly mastery the rule in writing word

			with many mistakes.
	2	Poor	Not mastery the rule in writing word, the writing is difficult to read, not enough to be evaluated

G. The Technique of Data Analysis

After collecting the data by conducting the pre-test, treatment, and post-test which involved some instrument, the researcher analyzed in percentage by using the formula as follow:

1. Scoring the students vocabulary in translational writing test answer

   $$\text{Score} = \frac{student's\ correct\ answer}{total\ number} \text{ x } 10$$

   Score or test is classified into criteria as follow:

   a. 81 – 100 is classify as very good

   b. 61 – 80 is classify as good

   c. 41 – 60 is classify as fairly

   d. 21 – 40 is classify as poor

2. Classifying the students' score by using percentage as cited below:

   $$P = \frac{F}{N} \text{ x } 100$$

   In which:

   P = Percentage

   F = The cumulative frequency of subjects

   N = Total number of subject

3. In determining the mean score, standard deviation, test f significance and standard significance. The writer calculated it by using SPSS 21 and used table distribution to choose the score of t_{count} (t_0).

A. Hypothesis Acceptability

In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the writer used the criteria of hypothesis acceptability, which is:

If: $t_0 \geq t_t$ = Reject null hypothesis

If: $t_0 < t_t$ = Received null hypothesis.[12]

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[12]M. Subana, et.al.,*StatistikPendidikan*. (Cet. 1; Bandung: CV PustakaSetia, 2000), p. 172

CHAPTER IV

FINDING AND DISCUSSION

A. *Finding*

This chapter deals with presentation of the data analysis as the discussion on the result of the data analysis. It has been state in the previous chapters,it was used instrument in this research to collect the data pre-test and post-test. The research wants to present the result based on the collected data from the students' translation test.

1. The analysis of the students' score in pre-test and post-test

a) Pre-test

In this section, the researcher shows the complete score of students' ability in pretest, the mean score and standard deviation of the studentspre-test and the percentage of students' score in pretest. The researcher would present them in the tables and calculating the score by using SPSS 21. It tabulated by following table:

Table 4.1

The Test Result of Pre-Test

No	Respondents	Content	Vocabulary	Language	Writing	Students' score
1	R1	24	16	20	3	63
2	R2	18	15	20	3	56
3	R3	20	15	10	2	47
4	R4	18	17	10	2	47

5	R5	20	15	15	3	53
6	R6	15	17	15	2	49
7	R7	21	16	20	3	60
8	R8	20	10	10	3	43
9	R9	10	15	20	3	48
10	R10	15	13	18	3	49
11	R11	20	15	16	2	53
12	R12	14	17	20	3	54
13	R13	18	15	20	3	56
14	R14	24	16	20	3	63
15	R15	20	15	10	2	47
Score	788					

To find out the mean score of students' vocabulary masrtery in translational writing in pre-test, the writer calculated it by using SPSS 21. The result can be presented into the table descriptive statistic as follows:

Table 4.2

The Mean Score of Students' Pretest

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	15	43	63	788	52.53	6.151
Valid N (listwise)	15					

Table 4.2 shows that the highest score of students was 63 and the lowest score of students was 43. Besides, it also indicates that the mean score of students' vocabulary mastery in translational writing in pre-test was 52,53 and the standard deviation error was 6.151.

In other side, the writer also had written the students scoring classification of the frequency and percentage of the result students' score in pre-test can be seen in the table below:

Table 4.3

Classification of the Score Students' Vocabulary in Translational Writing in Pre-Test

Classification	Score	Frequency	Percentage
Very Good	81-100	-	0%
Good	61-80	3	30%
Fairly	41-60	12	70%
Poor	21-40	-	0%
		15	100%

Based on the table 4.3, it shows that before the students given the treatment through glossaries and language feedback, there were not students got "very good" classifications. There were 3 students (30%) from 3 students who obtained "good" classification, 12 students (70%) obtained "fairly" classification. Based on the data above, it can be seen that the students who got very fairly were more than the students who got good score. It can be concluded that the students vocabulary in translational writing were still low.

b.) Post-test

In this section, the writer shows the complete score of the students'
vocabulary mastery in translational writing in post test. The writer would present
them in the tables and calculate the score by using SPSS 21. It tabulated by following
table:

Table 4.4

The Test Result of Post-Test

No	Respondents	Content	Vocabulary	Grammar	Writing	Students' score
1	R1	30	20	23	4	77
2	R2	25	19	21	4	69
3	R3	25	20	20	4	69
4	R4	20	19	18	3	58
5	R5	24	18	20	4	66
6	R6	23	20	18	4	65
7	R7	25	19	21	4	69
8	R8	24	18	20	4	66
9	R9	23	20	21	4	68
10	R10	20	19	18	3	60
11	R11	25	19	21	4	69
12	R12	19	18	21	3	61
13	R13	20	20	21	4	65
14	R14	30	23	24	4	81
15	R15	25	23	20	4	72
Score	1015					

For looking the mean score of students' ability, the researcher calculated it by using SPSS 21.The result can be presented in to the table descriptive statistic as follows:

Table 4.5

The Mean Score of Students' Post-test

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest	15	58	81	1015	67.67	6.020
Valid N (listwise)	15					

Table 4.5 shows that the highest score of the students was 81 and the lowest score of the students was58. Besides, it also indicates that the mean score of students' vocabulary mastery in translational writing in post-test was 67.67 and the standard deviation error was 6.020.

In other side, the writer also had written the students' scoring classification of the frequency and percentage of the result students' score in post-test can be seen in the table below:

Table 4.6

Classification of the Score Students' Vocabulary in Translational Writing in Post-Test

Classification	Score	Frequency	Percentage
Very Good	81-100	1	10%
Good	61-80	12	70%
Fairly	41-60	2	20%
Poor	21-40	-	0%
		15	100%

Table 4.6 shows the students' score classification in post-test. The data describe that in post-test there was 1 student (10%) classified as "very good", 12 students (70%) achieved "good" classification, 2 students (20%) achieved "fairly" classification. It means that the students' vocabulary in translational writing was improved after treatment.

2. Analysis the Hypothesis of Acceptability

To know whether the pre-test and post-test are significantly different and also to know the acceptability, the writer used t-test and calculated by using SPSS 21. The result can be seen below:

Table 4.7

The Mean Score and Standard Deviation of Pretest and Posttest

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	15	43	63	788	52.53	6.151
Posttest	15	58	81	1015	67.67	6.020
Valid N (listwise)	15					

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{count} analysis and calculated it by using SPSS 21. The results could be shown in the table of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables:

Table 4.8

The Paired Sample Statistic of Pretest and Posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.53	15	6.151	1.588
	Posttest	67.67	15	6.020	1.554

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	.590	.021

The table paired samples statistics of pre-test and post-test indicates that value of standard deviation in pre-test was 6.151 and6.020 in post-test. Besides, the standard deviation error in pre-test was 1.588 and in post-test was 1.554. The table above also shows that mean score in pre-test was 52.53 and in post-test was 67.67. It could be concluded that students' score increase from 52.53 to 67.67.

The table paired samples correlations of pre-testpresent that correlation of the students' ability before and after treatment was 0.5. It means that there was a significant correlation of students' ability in teaching vocabulary mastery in translational writing before and after treatment.

Table 4.9
The paired samples of pre-test and post-test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest – Posttest	-15.133	5.514	1.424	-18.187	-12.080	10.629	14	.000

From the table samples test 4.9, the writer got the data that t_0 (t_{count}) = 10.629 and df (degree of freedom) = 14. According to the gay the value of t_t=2.093. It was the standard of signification 0.05 with degree of freedom (df) = 14. Based on the result, the writer concluded that t_0 (t_{count}) was higher than t_t(t_{table}), t_0 >t_t.

$$10,629 > 2,093$$

Related to the result that (t_0 >t_t) the t_{count} was greater than t_{table}, it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that there was significant difference vocabulary mastery in translational writing before and after using glossaries and language feedback. Therefore, the writer believed that glossaries and language feedback was effective in teaching vocabulary in translational writing at the twelfth year students of MAN Palopo.

B. Discussions

Based on the result above shows that writing translates by using glossaries and language feedback can improve students' vocabulary. It can be seen on the table before and after treatment (different result between pre-test and post-test).

The table 4.3 (classification of students score in pre-test), shows that there were 3 students (30%) got "good" classification and 12 students (70%) got "fairly" classification. This is because the students did not have enough vocabulary, for examples the students wrong in translate vocabulary from English to Indonesian.

Sample test	Student answer	Right answer
The advantage for example: we can communicate with people in the world easily.	Contohkentungannya, kitabisakomunikasidengan orang-orang denganmenggunakan kata yang mudah.	Contohkeuntungannya: kitamudahberkomunikasidengan orang-orang di dunia.

From table above, we can see the student answer in translate text still not good because they translate word by word and not communicate with the sentence. One of problem from the students is lack of vocabulary. Student must be always given test to memorize vocabulary until they can translate well.

After do the treatment (six meeting) on table 4.6 (classification of students score in post-test), shows that there was 1 student (10%) got "very poor" classification, there were 12 students (70%) got "good" classification and there were 2 students (20%) got "fairly" classification. Based on the result in post-test, the

researcher concluded that the students' vocabulary increased and writing translate using glossary and language feedback is effective to improve students' vocabulary.

It means that after doing the treatment during sixth meeting, the students vocabulary improved through glossaries and language feedback at the Twelfth Grade students of MAN Palopo. It can be seen through the mean of result students in pre-test (before doing treatment) and in post-test (after doing treatment) is difference. The result of student test, it showed that t_{count} (t_o) with the value (10.629) was higher than t_{table} (t_t) with the value (2.093) with degree of freedom (df) = 14 on the level significance difference between the result of pre-test and post-test.

Table 4.10

Table of the t-test of the student

Variable	$t_{count}(t_0)$	$t_{table}(t_t)$
$X_1 - X_2$	10.629	2.093

Table 4.10 shows that the value of t_0 was higher than t_t, it can be interpreted that the research hypothesis was confirmed.

In this part, the writer discuss the result of the data analysis in accordance with the scope of this research. Thus, the discussion is intended to find out; vocabulary mastery by using glossaries and language feedback in translational writing at the twelfth grade of MAN Palopo.

CHAPTER V

CONCLUSION AND SUGGESTION

Thischapter presents about conclusions and some suggestions related to the findings and the discussion of the research.

A. Conclusion

Based on the result of the research, the researcher found that the use of glossaries and language feedback can enhance vocabulary mastery in translational writing at the Twelfth Grade of MAN Palopo. Where the score of t_0 (t_{count}) = 10.629 was higher than the score of t_t(t_{table}) = 2.093. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In the other words, glossaries and language feedback was effective in the developing student vocabulary mastery in translational writing skill by using glossaries and language feedback at MAN Palopo.

B. Suggestion

Considering the conclusion above, the researcher presented some suggestions as follows:

1.) It suggested to the teacher who wants to teach English may use glossaries and language feedback, since this method has been proved to improve students' vocabulary.

2.) By using glossaries and language feedback, the students may find the learning process become more interesting and they find it is easily to memorize the vocabulary.

3.) It is also suggested to other researcher who wants to conduct a researcher dealing with translation to consider glossaries and language feedback. Since the research about glossaries and language feedback is still very few. So, this research still open to be more explored by other researcher.

4. The English teacher of the twelve grade students in MAN Palopo should always give the motivation to their students that English is very important to be known and find out the way how to make the students' interested in learning English.