

Chapter One

Introduction

This chapter describes the background of the research, the identification of the problem, the delimitation of the problem, and research questions. In this chapter, the researcher explains the background of the research and the reason for conducting this research at English Language Education Department of a Private University in Yogyakarta (ELED of PUY). Then, the researcher will explain the purpose of the research, the significance of the research, and the outline of this research.

Background of the study

Listening, writing, speaking, and reading are four important components in language learning. Mastering these components will help students to improve their language achievement. Johnson (2008) stated that by mastering listening, writing, speaking and reading, students' achievement will increase. The four components have benefited not only in achievement, but also in learning a language in the classroom. This is in line with Sadiku (2015) who stated that listening, writing, speaking, and reading activities have an important aim in learning a language; they contribute in supporting the way of learning, giving a chance for the people to create the idea, and exchanging the real information. The benefit gives knowledge, information, improve achievement, language need, create the idea for people, and give evidence for people skill.

Among those components, reading is an essential component. One of the important aspects of reading is reading comprehension level. Reading comprehension level is an activity to comprehend the content of reading until readers know the aim of the reading text. According to Susilo (2015), reading comprehension level explains the connection of process to find and

understand the information in the reading text. Based on Pikulski and Templeton (2004), reading has some benefits, namely getting knowledge and improving students' vocabulary. Thus, reading comprehension is the process of reading to get students' knowledge and is one of the elements of vocabulary learning.

Then, vocabulary is one of the tools to help students in learning processes. According to Rojanak and Vitayapark (2015), vocabulary is one of the important aspects of learning a foreign language such as the differential in listening, speaking, reading, writing, grammar, or pronunciation. Then Rojanak and Vitayapark (2013) said that vocabulary is significant because vocabulary is a tool for every person to convey information. Then Jonathan and Yudhy (2013) also said that learning vocabulary has the purpose to make students understand the language based on the context. The correlation between reading comprehension level and vocabulary knowledge is correlated as described by Sidek and Rahim (2015). Then, the previous research such as the one done by Sidek and Rahim (2015) in their research explains the role of vocabulary knowledge and in reading comprehension level: A cross-linguistic study. The result shows that reading comprehension level and vocabulary knowledge has relation. It is the same with the research was done by Zerhouni and Nouri (2016) revealing the correlation between reading comprehension and vocabulary knowledge among Moroccan English Foreign Language (EFL) correlate with result of research. Besides, by learning vocabulary, students are able to know the way to communicate in different contexts and to decrease the misinterpretation and misunderstanding in communication.

The research is based on the phenomenon in English Language Education of Department of Private University in Yogyakarta (ELED of PUY). The researcher found that students in ELED of PUY had some problems in comprehending text based on informal interviews that the

researcher did with students. Students of ELED of PUY said that they have some problems; one of the problems is that they found it difficult to remember new words they got from their reading. Also, some students have the problem with the reading comprehension level, which does not significantly change over time. Also, students face a problem if they find some new words and do not know the meaning of those new words. Based on the problem above, the researcher is interested to conduct the research entitled '*The correlation between students' reading comprehension level and students' vocabulary knowledge.*' This research aims to find out students' reading comprehension level, and students' vocabulary knowledge, and to find out the correlation between students' reading comprehension level and their vocabulary knowledge.

Identification of Problem

There were five problems identified among students of ELED of PUY related to students' reading comprehension level and students' vocabulary knowledge based on an informal interview with some students'. The first problem is the different comprehension for every student in understanding new texts. In mastering reading skills, students should be able to comprehend new texts. The second problem is that the students were confused to understand reading texts with some new words. Then, paraphrasing sentences are difficult for students. In paraphrasing sentences, students felt puzzled in translating and understanding the words. The next problem is that students' reading comprehension level does not significantly improve. Lastly, the different grammatical rules between Indonesian and English language make students misinterpretation in comprehending the reading texts.

Delimitation of the problem

Based on the background of the study and the identification of problems, this research focuses only on finding the students' reading comprehension level and students' vocabulary knowledge. In addition, the researcher also concerned about the correlation between students' reading comprehension and students' vocabulary knowledge.

Research Question

Based on the research problem, the research questions are:

1. How is the students' reading comprehension level at English Language Education Department of Private University in Yogyakarta?
2. How is the students' vocabulary knowledge at English Language Education of Department of Private University in Yogyakarta?
3. Is there any correlation between students' reading comprehension level and students' vocabulary knowledge at English Language Education Department of Private University in Yogyakarta?

The purpose of the Study

The purposes of this research are:

1. To find out the students' reading comprehension level at English Language Education Department of Private University in Yogyakarta.
2. To find out the students' vocabulary knowledge at English Language Education Department of Private University in Yogyakarta.

3. To find out the correlation between students' reading comprehension level and students' vocabulary knowledge at English Language Education Department of Private University in Yogyakarta.

Significance of the study

The researcher has hope for the research that gives advantages for students, lectures, and future researchers. Then, in the significance researcher explain about advantages if correlation or no correlation. Based on the research question, the significance of the research to students, lecturer, and future researcher are:

For students. The result of this research can be as consideration for students in learning about reading comprehension level and vocabulary knowledge. The result can show the students' reading comprehension level and students' vocabulary knowledge. Then, if the result of research has a positive correlation, students will focus on one variable to increase two variables. But, if the result of the research is a negative correlation, students can focus on students' reading comprehension levels to increase reading scores and focus on students' vocabulary knowledge to increase the score of vocabulary knowledge.

For the lecturers. The research can be used as consideration for lecturers in teaching reading and vocabulary. The result of the research can help lecturers in choosing material for reading comprehension level or vocabulary knowledge. The lecturers can focus on students' vocabulary ability or reading ability when the result has a positive correlation. Then, if the result has a negative correlation, lecturers can develop one of the right abilities based on students needed in reading comprehension and vocabulary knowledge.

For the future researcher. The purpose of this research will give references for future researchers about reading comprehension level or vocabulary knowledge or correlation between reading comprehension and vocabulary knowledge that was applied at ELED of PUY. The result of the study with different settings might be varied.

Outline of the research

This research proposal has five chapters. There are chapter one, chapter two, chapter three, chapter four and chapter five. First, chapter one explains the background of the study, the identification of the problem, the delimitation of the problem, the research question, the purpose, the significance of the study, and the outline of the study. Then chapter one, the researcher describes the problem of this research that makes the researcher interested in exploring this topic.

In chapter two, the researcher describes the literature review, conceptual framework, and hypothesis. Chapter two explains theories related to reading comprehension level, vocabulary knowledge, and the correlation between reading comprehension level and vocabulary knowledge. Then, in chapter two describes related theories that appropriate for research.

Further, chapter three explains the research methods; the research design used the quantitative method and using correlational design. Then, the setting of the research at ELED of PUY, the instrument population is the students batch 2016, the data collection procedure using test. And the last is the data analysis using SPSS 2.0. The purpose of chapter three is to determine the method in finding the result of the research.

Then in chapter four, the researcher explains the research findings and discussion. The findings and discussion explains the data about students' reading comprehension level, students' vocabulary knowledge, and the correlation between students' reading comprehension level and

students' vocabulary knowledge. The form of data in this research is the mean of the score, the normality test data, the linearity test data, and the correlational test data. Those data uncovered the correlation between students' reading comprehension level and students' vocabulary knowledge. Further, the researcher summarizes the research in chapter five. The researcher concludes the correlation between those two variables. Also, the researcher provides the recommendation of the research for the readers.