

Chapter Two

Literature Review

This chapter presents the theories which are related to the study. The literature review explains the definition of reading, reading comprehension level, vocabulary, vocabulary knowledge and also describes the correlation between reading comprehension level and vocabulary knowledge. This chapter consists of some points; review of the literature, conceptual frameworks, and hypotheses.

Reading

Reading is important in learning every course to comprehend the aimed of reading material. In every material reading, the writer has aim to writing every word and way of understanding and comprehending is reading. In this section, the researcher has some definition of reading based on some experts. So, the definitions have been described in the following paragraphs.

The definition of reading. In this part, the researcher describes some definitions of reading for this research. Reading is a process to build the meaning of writer purpose in the text (Hajhashemi, Akef and Anderson, 2012). Besides that, reading is also a method to comprehend the text. According to Harahap (2012), reading is the way to understand the written text because reading is complex activities depend on the perception and thought of readers. In the reading activity, the readers are expected to get new information and knowledge in the reading material. This is in

line with Susilo's study. Susilo (2015) said that reading is an activity for gaining some information to get new knowledge or recall knowledge for readers' needs. Then, reading can develop other language skills. According to Magdadi and Baniabdelrahman (2016), reading is the first and most basic skill for learners' need in learning to develop other language abilities. In conclusion, reading is a process to acquire information and knowledge and understand the meaning of the text.

Reading comprehension. Reading comprehension is the way to understand the information in the text. According to Susilo (2015), reading comprehension is a combination of activity that is done by readers to comprehend the information in reading material to readers' needs. Then, reading comprehension is important in the learning activity. Zimmerman (2009) said that reading comprehension is essential for reading because students must have the ability to understand reading material that already read before. Additionally, Woolley (2011) also stated that reading comprehension aims to understand knowledge deeper in learning words. Thus, reading comprehension is some activity to understand the information, basic skill to know the aim of reading material, and way of learning words. The definition of reading comprehension can researcher's conclusion based on the definitions before is readers more be understand with their reading tests that read in the text.

In the reading comprehension definitions above, the researcher also explains the reading comprehension level to know the level of students in reading comprehension. Another research shows the definition of reading comprehension

level. According to Bilbao, Donguilla, and Vasay (2016), comprehension in the basics of reading to know any meaning with four activities in levels of reading comprehension levels there are literal, inferential or interpretative, evaluative, and creative. Then, reading comprehension level based on Paz (2018) said reading comprehension level makes students more introduces texts that they read and understand the text. Thus, the reading comprehension based on two researchers can be concluded that reading comprehension level has four-level (there are literal, interpretative, critical, and application) depend on the readers' need and aims to understand reading the text.

The same studies on reading comprehension level have been conducted with some universities, and the results of some of these studies can be used as a comparison for this study. According to Sucahyo (2016), the mean score for TOEFL scores from students' English language faculty in Institute Agama Islam Negeri Samarinda was 397, the score is in elementary level. Similar to Sucahyo (2016), Hartanto and Inayati (2016) said the students TOEFL score had a range of 300-400 in 76,1% from students' that followed of research test. Then, the TOEFL score result was less than the passing grade score. The passing grade score is 500. The result of the TOEFL score for two studies was less than passing grade score for the passing grade score for English students in a university, which was 500. Thus, the score of previous research can be used by the researcher to compare to the result of this study.

Vocabulary

Vocabulary is the tool to deliver the meaning or aim in every context. In this section, the researcher gives some definitions of vocabulary and vocabulary knowledge that appropriate for research. Thus, the definition will be explained below.

Definition of the vocabulary. There are some definitions of vocabulary. The first vocabulary is a word that is used to communicate. According to Neuman and Dwyer (2009) as cited in Alqahtani (2015) vocabulary is a list of words that we must recognize to communicate. Second, vocabulary can be defined as a tool to convey information. Zerhouni and Nouri (2016) stated that vocabulary is a tool to recognize information in the form of words, structural phrases to organize some words, and linguistic knowledge of text language. Then, vocabulary knows the meaning. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and meaningfully depends on the context of the text. Thus, the definitions of vocabulary used to communicate for people, to convey information, and to get the knowledge that people need.

Vocabulary knowledge. Vocabulary knowledge has some definitions related to vocabulary. The definition of vocabulary knowledge based on Sedita (2005), vocabulary knowledge is a way to learn the word that must we know to access the background knowledge, explain our idea, way to communicate, and learn new knowledge. The vocabulary knowledge does not only helps to communicate, but vocabulary knowledge also shows the variate of knowledge. Those are explained by

Moghdam, Zainal, and Ghaderpour (2012). They said that vocabulary knowledge is the systematic procedure for some various type words' knowledge that has differential meanings if not match words and depends on the aspects of the word used in learning. Then, vocabulary knowledge has an impact to the differential of the typed word in variate aspect and contributed in differential knowledge and idea.

Based on the definition above, vocabulary knowledge has a different way to convey the words but the same purpose in learning a language. According to Alqahtani (2015), vocabulary knowledge is an important tool to learn the language for second language learners because having limited vocabulary makes misunderstanding for learning the language. Vocabulary knowledge has a role in comprehending language acquisition. Based on Nouri and Zerhouni (2016), the major component in the acquisition process and language acquisition research that important in language acquisition is vocabulary knowledge. According to Rouhi and Negari (2013) who said that vocabulary size test has been formed based on the vocabulary knowledge that tests from the item on knowledge. Thus, vocabulary knowledge use in attainment language acquisition, a language learning tool for students, and can measure vocabulary score based on the vocabulary size test.

The previous research showed the result of level vocabulary knowledge. Based on Moghdam, Zainal, and Ghardepour (2012), the result of the research showed vocabulary knowledge in the 2000-word and the 3000-word levels were correlated with the variable of reading comprehension. Then, according to Golkar and

Yamimi (2007), the number of these words put into practice by the learners was 5000 words level. The score of vocabulary from other researchers can be used as a comparison for the result of this research.

The correlation between reading comprehension level and vocabulary knowledge. In the beginning, the researcher has described reading, reading comprehension, vocabulary, and vocabulary knowledge. After describing reading, reading comprehension level, vocabulary and vocabulary knowledge, the researcher will illuminate the correlation between reading comprehension level and vocabulary knowledge. First, reading comprehension level and vocabulary knowledge is needed by students in learning the language. According to Farvadin and Koosha (2011), reading comprehension level relates to vocabulary knowledge in the learning process for students because the score of reading comprehension has the same level with score vocabulary knowledge. Further, reading comprehension and vocabulary knowledge have a similar purpose. Both of them aim to process text and understand the purpose of text. This is stated by Sidek and Rahim (2015). According to Sidek and Rahim (2015), vocabulary knowledge and reading comprehension is the thing to process the text and understand the purpose of the text. Additionally, students' needs can be gained from reading comprehension and vocabulary knowledge. Besides that, vocabulary acquisition can be measured by the depth of vocabulary knowledge (Nassaji, 2004). In line with Nassaji (2004), Nation (2012) also said that vocabulary knowledge test can measure reading receptive to learning. Furthermore, the

vocabulary tests can extend students' vocabulary knowledge by showing the vocabulary knowledge between 2000-3000 words that correlated with students' reading comprehension (Moghdam et. al, 2012). Thus, the ability to reading comprehension and vocabulary knowledge was students' need, the process to understand the text, and suitable for the measure of skill in learning.

Review of related studies

The researcher found some related studies that have already been done and become a basic idea for researching reading comprehension level and vocabulary knowledge. The researcher started the idea for this research not only from any issues in ELED of PUY but also from some other researches. Then the researcher has three studies based on the problem in reading, vocabulary knowledge, and the correlation between reading comprehension level and vocabulary knowledge. In conclusion, the researcher compared any idea from three previous kinds of research.

The first study discussed vocabulary knowledge based on linguistic study. Sidek and Rahim (2015) researched with the title *The Role of Vocabulary Knowledge in Reading Comprehension level: Cross-linguistic Study*. In this study, Sidek and Rahim (2015) focused on the students in using English for Foreign Language (EFL) because they needed some language for indicating knowledge from other language vocabularies. In this research, the researcher was found the role of vocabulary knowledge in the text from reading comprehension performance. The difference with this research is the research Sidek and Rahim (2015) need 10 participants who were

students of English as a Foreign Language (EFL) in Malaysian public high school and selected use random sampling. They use reading comprehension tests and vocabulary tests to find grade-level for participants. The test was administrated for individuals and gave appropriate time for duration every test. After the test, the researcher interviewed the participant and the question depends on the reading comprehension level and vocabulary context test for EFL and L1 texts. Then, the score result was compared. The findings of the vocabulary test and reading comprehension level are the test score L1 better then scores EFL. The result of this study showed vocabulary knowledge as one of important component and have a relation with reading comprehension in language use. Therefore, the researcher used this research because of the role of vocabulary knowledge in reading comprehension to cross-linguistic or English foreign language appropriated for researcher idea and setting.

Then, the second study researcher gets the idea conducted for Golkar and Yamimi (2007) with the research title is vocabulary, proficiency, and reading comprehension. In this research, Golkar and Yamimi (2007) have compared passive and active students for focusing on vocabulary, frequency levels, and reading comprehension. In this research, Golkar and Yamimi (2007) use three tests namely vocabulary level test, productive version of the vocabulary test, and a TOEFL test. In this current study, the researcher used two test vocabulary knowledge test and TOEFL test are focusing on reading comprehension test. Then, Golkar and Yamimi

(20107) conducted a test for a group 76 students Iranian undergraduate students that majoring in Engineering and English language and literature but, in the current study, the researcher spread the test to students of ELED of PUY. The result from the three tests was the test is already valid and reliable. In the Golkar and Yamimi (2007) study showed that the result is highly correlated for correlation between the learners' vocabulary knowledge, proficiency, and reading comprehension. The result of vocabulary for English majors is highly proficient level, non-majors is low level for proficiency, and the correlation between vocabulary knowledge and reading comprehension is high level. Thus, Golkar and Yamimi (2007) stated that vocabulary was a correlation in terms of proficiency and reading comprehension for students.

The last study is the relationship between vocabulary knowledge and reading comprehension among Moroccan English Foreign Language (EFL) learners which has conducted by Zerhouni and Nouri (2016). The research focused on the language aspect. This research described vocabulary knowledge and reading comprehension levels using tests for instruments. The result of the research pointed out the correlation between vocabulary knowledge and reading comprehension. The difference with the researcher, this research has explored the role of size and depth of vocabulary knowledge in the reading comprehension performance of Iranian EFL learners. The research has been the participant there are 50 EFL students Islamic Azad University of Kerman, Iran. The research used two-tailed Pearson correlation and multiple regression analyses to analyze three tests used namely VLA, WAT, and

RCT. Then results have been the size, depth of vocabulary knowledge and reading comprehension have been a positive correlation. The result showed a positive correlation between reading comprehension and vocabulary knowledge for Iranian EFL learners. Therefore, this research related to the researcher's study which supports the data of this research. In conclusion, three related studies an important role in this study to support the researcher's ideas and findings.

Conceptual framework

Based on the theories of the study about reading comprehension and vocabulary knowledge. The researcher describes a conceptual framework about the correlation between reading comprehension and vocabulary knowledge for students ELED of PUY.

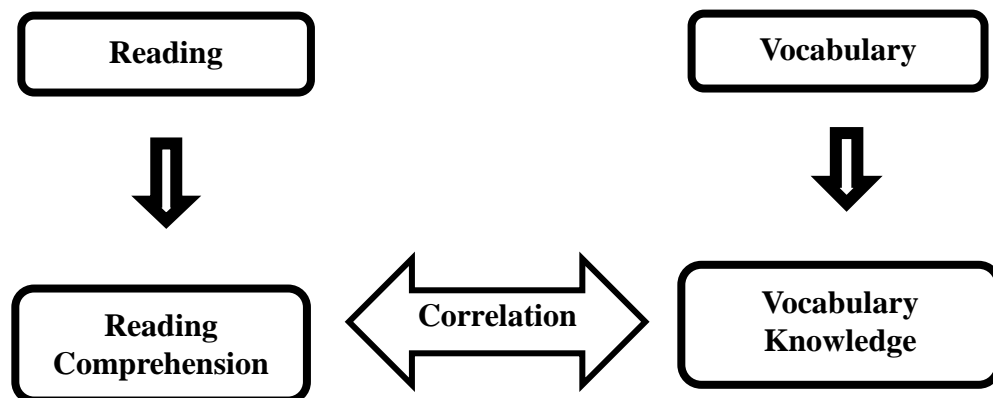


Table 2.1 The correlation between students' reading comprehension and students' vocabulary knowledge.

Reading is an important way of learning. By reading, students can understand more about reading any material and focus on the course. The other way of learning is listening. However, if the students listen and read the word, they can comprehend the material. Besides, reading activity is an activity that supports learning activity and improves students' effort courses. According to Sidek and Rahim (2015), vocabulary knowledge and reading comprehension are things to process the text and understand the purpose of the text. The reading comprehension level became one of the ways for students to understand and implement their ability to focus on the course or material in the learning.

Hypothesis

The hypothesis is the beginning idea to make the research question. The hypothesis of the research is:

H₁: there is a statistically significant positive correlation between students' reading comprehension level and students' vocabulary knowledge at ELED of PUY.