

The Correlation between Students' Reading Comprehension Level and Students' Vocabulary
Knowledge

A Skripsi

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Approval Page

The Correlation between English Education Department Students' Vocabulary Size Level and Their Paraphrasing Ability

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Abstract

The research has purpose to identify the students reading comprehension, students vocabulary knowledge and find the correlation between students reading habit and students vocabulary knowledge. This research setting was with English Language Education Department (ELED) of Private University in Yogyakarta (PUY). Researcher used quantitative method and correlational design in collecting the data of this research. In this research, researcher need students' of ELED of PUY batch 2016. The total population was 94 students. Based on table Bartlett, Kortlik, and Higgins (2001) that research sample need minimal 73 students and researcher get 80 students for sample in this research. Then, the research used instrument namely vocabulary test to find out the grade for vocabulary knowledge. Student's' reading comprehension level was measured using TOEFL test. The research sample was students in English Language Education Department of Private University in Yogyakarta, batch 2016. All of data have been calculated used SPSS 20 to find out the result of the research.

The research found out that the ELED of PUY students' batch 2016 had low intermediate in reading comprehension level. It was supported by the students reading mean value of 438. The research also found out that the vocabulary knowledge of ELED of PUY batch 2016 was in intermediate category because the mean value of vocabulary knowledge was 6865. The last result showed that the correlation between students' reading comprehension level and vocabulary knowledge is in moderate category of correlation. It means that the correlation was positive but not significant with the correlation value was 0.545.

Keywords: Reading, Reading comprehension, Reading comprehension level, Vocabulary, Vocabulary knowledge, Correlation between reading comprehension level and vocabulary knowledge

Background of study

The learning namely 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. 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. In this research, researcher also describe about vocabulary because the 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. Thus in this study, researcher interest with reading comprehension level and vocabulary knowledge because the two component have benefits in learning process.

Then, the study 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.

The benefits of this research give to students, lecturers, and future researchers. The benefits for the students can improve their activity in reading to get vocabulary. Then, if the students more interest in vocabulary they can get reading comprehension to. In this study, researcher have recommended for students to more reading many material of reading. Then, the benefit for lecturer they can add the reading exercise for students to improve the reading comprehension level and vocabulary knowledge. The lectures can add the reading activity in their class. Lastly, the benefit for future researcher can compare the data in this research and other research. The data in this research can become the addition of data for the future researchers. Thus, the study have purpose in learning activity in class.

Methodology

The study use quantitative research. The reasons to use quantitative research were based on three reasons. This research had been based on a problem from trend or phenomenon, the form of data for this research was score, and this research explains correlation between two variables or trends. According to Cresswell (2012), the quantitative method described research from problem depends on trends and explanations of the relationship between variables. Then, Cresswell (2012) said the quantitative research have requirement there was the data became a major role in providing the ideas of the research problem and the form of data was score. Then, the research used correlational design for research design because this research aims to find out

if there was a correlation between two variables in the research. Based on Cresswell (2012), the correlational research design was a statistical test to make certain about two variables for data to know consistently. This reason was appropriate for correlation design applied in this research. The researcher chose students of ELED of PUY batch 2016 because students ELED of PUY batch 2016 had been reading materials using English language for their learning in ELED of PUY and had finished all classes in ELED of PUY. These reasons made based on students' of ELED of PUY was in line with the research setting to investigate students' reading comprehension level and students' vocabulary knowledge.

The researcher focused on students batch 2016 because students already fulfill the reasons for the population in this research. The total students in batch 2016 are 94 students who were divided into 3 classes. The researcher needs a minimum 73 students for research. The minimum number was based on the table that fixed from table Bartlett, Kortlik, and Higgins (2001) with the contents of table are the table sample size, confidence level, and confidence intervals for random samples. The table has aims to know total minimum for sample in research the correlational between students' reading comprehension level and students' vocabulary knowledge. The researcher had taken the number 73 with method focus on 100 for population and takes confidence level 90% and confidence interval 5%, so the minimum number was 73 students for the sample. After spreading the number for sample, researcher found out 80 students that appropriate for sample in this research. The aims of sampling make the researcher analyzing the participants in a population who had a similar condition based on the researcher's needs. Therefore, the random sampling was appropriate for this research because the sampling had the same treatment in terms of choosing its sampling in ELED of PUY batch 2016.

The research instrument was the students' reading comprehension test and the students' vocabulary knowledge test. The students' reading comprehension level score was based on the test that was done for the test in class International Language Teaching that the test did for every year specifically for TOEFL test. The reading comprehension level score was taken from one of TOEFL tests. To answer the research question number two, vocabulary test from Nation (2012) was used; the vocabulary knowledge test was already valid and it was same with vocabulary test that is already reliable and validity because in the research before (Nation, 2012) already to test reliability and validity with the score of validity is 0.96. The data collection technique used in this research was spread by the researcher by distributing the test by sharing the google form that contains test about vocabulary knowledge to ELED students of PUY batch 2016. The researcher spread the google form uniform resource locator (URL) in a group of class and contact person for every student in ELED of PUY batch 2016. The last step, all of the result based on SPSS20 would be describe adjust for result in SPSS20. For all step, researcher has been getting the last result to know the correlation between students' reading comprehension level and students' vocabulary knowledge.

Finding and discussion

In finding and discussion have students reading comprehension level, vocabulary knowledge, and the correlation between students' reading comprehension level and students' vocabulary knowledge. Then researcher explain every point. The point are:

Students' reading comprehension level

In this study, researcher get the total mean score of reading comprehension is 438, which means that the reading comprehension of the ELED of PUY students' batch 2016 is in the low intermediate level. The reading comprehension level means score in ELED of PUY is 43,8 that

give evidence that the number is lower than passing grade students if the score decreased for the requirement pass graduate. The minimal score for students in ELED of PUY to requirement is 500 for TOEFL score, so this is same with Hartono and Inayati (2016) who said, a minimal score for students in university is 500 for TOEFL score. Thus the reading comprehension level in ELED of PUY can researcher get from data that calculated based on students test. The result have intermediate level for students, the score have been not requirement for students university score but not in low level.

Students' vocabulary knowledge

Then in the study, the total mean score of vocabulary knowledge is 6865; it means that based on Nation (2012), students' vocabulary knowledge for university students was in mid frequency level (3000-9000 words). In conclusion, vocabulary knowledge for ELED of PUY result score is 6865.00 and in mid-frequency. The level of mid frequency of the score of vocabulary is 3000-9000 word family lists, meaning that in learning procedure readers can read deliberately in teaching and learning activity (Nation, 2012). The score in the result give evidence if the students in ELED of PUY have mid-frequency level and fulfill for Students University for vocabulary knowledge level.

The correlation between students' reading comprehension level and students' vocabulary knowledge

The result of the correlation between students' reading comprehension level and students vocabulary knowledge have been get based on data that give for students of ELED of PUY. The result of research can be classified in moderate correlation because the score of correlation is 0.545, the score between score 0.35 until 0.65, that it means the score is useful for limited prediction in correlation. In conclusion, the correlation between students' reading comprehension

level and students' vocabulary knowledge score is 0.545. Then the researcher can conclude r score or Pearson correlation in analysis is a positive correlation between two variables. In the correlational design, researcher gets moderate correlation which is limited correlation but limited score. Then, the result of correlation is positive correlation which means that the score of reading comprehension level increases and score of vocabulary also increases. Finally, the result of correlation research in hypothesis is positive because researcher has hypothesis that the students reading comprehension level and students vocabulary knowledge have correlation. In line with the conclusion, the students' reading comprehension level and students' vocabulary knowledge is in the positive correlation and in moderate correlation. Thus, the result of research is a moderate correlation and in positive correlation to show the correlation between students' reading comprehension and students' vocabulary knowledge.

Conclusion

In conclusion researcher get the positive correlation. The total mean score of reading comprehension is 438, which means that the reading comprehension of the ELED of PUY students' batch 2016 is in the low intermediate level. Then in the study, the total mean score of vocabulary knowledge is 6865. It means that based on Nation (2012), students' vocabulary knowledge for university students was in mid frequency level. The result of research can be classified in moderate correlation because the score of correlation is 0.545. The researcher can get the conclusion the research for students, lecturers, and future researchers. The first result of research gives knowledge if reading comprehension and vocabulary knowledge correlate. They can add activity that related to reading comprehension level and vocabulary knowledge because students can get more knowledge and information. Then, the students must reading many material of reading. The second lecturers can add the reading exercise for students to improve the

reading comprehension level and vocabulary knowledge. The lectures can focus on students' vocabulary ability and reading ability because the result has a positive correlation. The last is result for future researcher. Based on the study with different settings might be varied. Then, the future researcher can compare the data in this research and other research. The data in this research can become the addition of data for the future researchers. In the conclusion, the result of research is positive correlation and researcher can recommend many activity in reading can help students many information, knowledge, and experience.

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