

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework, previous studies, conceptual framework, and hypotheses.

1.1 Literature Review

The literature review of this study discusses the concepts of vocabulary, reading comprehension in academic texts, and the relationship of vocabulary depth and reading comprehension in academic texts.

1.1.1 Vocabulary

The vocabulary of this study discusses the concepts of vocabulary, that is the definition of vocabulary, dimension of vocabulary, and roles of vocabulary depth.

1.1.1.1 The Definition of Vocabulary

According to Scrivener (1994) as cited Nafiah (2018), vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large words. Vocabulary can help the students to improve their skill in reading, writing, listening and speaking. Without vocabulary, the students cannot communicate well.

In addition, Allen (1983) as cited Hidayat (2016) stated that to master over language, the learners must learn thousands of words. It means that the learners should have many vocabularies to support their ability in mastering English.

Thornbury (2002) said that in learning English, there are three basic components that need to be taught, and they are pronunciation, grammar, and vocabulary. All of them have important roles that need to be taught, but vocabulary have a big contribution to support the successful students of learning English, because without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is very important thing in learning English. If the students have lack of vocabulary, they cannot express their ideas, and it is impossible to communicate effectively among people.

From the definition above, it can be concluded that in learning English vocabulary is very important so that it is easier for students to master the four skills in English, namely writing, reading, listening and speaking, vocabulary, might reasonably aim to acquire a working knowledge of a large words. Vocabulary can help the students to improve their skill in reading, writing, listening and speaking. Without vocabulary, the students cannot communicate well.

1.1.1.2 Dimension of Vocabulary

A number of researchers Meara et al. (1996) as cited Teng (2014) proposed that the two dimensions of vocabulary knowledge be known as ‘depth’ and ‘breadth’.

The depth of vocabulary knowledge is concerned with the level of understanding of the various aspects of a given word and the breadth of vocabulary knowledge is regarded as vocabulary size. The depth and breadth of vocabulary knowledge is a key to comprehending the material (Qian, 1998). Therefore, the importance of

vocabulary knowledge in achieving success in comprehending academic English material is receiving more attention.

1. Vocabulary Depth

Depth of vocabulary knowledge is considered to be the understanding level of various aspects of a given word. In other words, depth of vocabulary knowledge is the measure of how well a learner knows a word (Qian, 1999). Furthermore, Richards (1976) proposed that knowing a word means knowing its relative frequency and collocation, limitations on use, syntactic behavior, basic forms and derivations, association with other words, semantic value, and many different meanings associated with a given word.

Based on the definition above, vocabulary depth is a level of understanding word means knowing its relative frequency and collocation, limitations on use, syntactic behavior, basic forms and derivations.

2. Vocabulary Breadth

Sufficient vocabulary size is highly necessary in order to perform a second or foreign language (Nation, 2006). Then, the breadth of vocabulary knowledge is regarded as vocabulary size. Put simply, it is concerned with the number of words that a learner at a certain level knows (Nation, 2001).

Nation (2006) emphasized the importance of having sufficient vocabulary size in performing a second or foreign language and estimates that in order to perform the language effectively without using any comprehension tools, we need to have 6,000 to 7,000 word-family vocabulary for spoken texts and around 8,000 to 9,000 word-family vocabulary for written texts.

1.1.1.3 Roles of Vocabulary Depth

Read (2000) stated that depth of vocabulary knowledge refers to the quality of vocabulary knowledge, that is, how well one knows a word. According to Read depth of vocabulary knowledge focus on the idea that for useful higher-frequency words learners need to have more than a superficial understanding of the meaning representation as well as knowledge of the word's formal features, syntactic functioning, collocational possibilities, register and characteristics.

In addition, Qian (1999) stated that depth dimension of vocabulary should cover such components as pronunciation, spelling, meaning, register, frequency, and morphological, syntactic, and collocational properties.

Two main approaches are used to measure the depth of vocabulary. The approaches are developmental approach and dimensional approach. The developmental approach uses scales to describe the stages of acquisition of a word. The most used scale is Vocabulary Knowledge Scale which has 5 levels. Meanwhile, the dimensional approach describes the mastery level of the various component types of word knowledge. One of the tests to measure the depth of vocabulary is Word Associate Test (WAT).

Considered to be the level of comprehension of numerous components of a given word, vocabulary knowledge depth refers to the breadth of one's vocabulary. In other words, vocabulary depth is the measure of how well an individual knows a word (Qian, 1999).

In addition, Richards (1976) stated that knowing a word entail understanding its relative frequency and collocation, usage constraints, syntactic behavior, basic forms, and derivations, association with other words, semantic value, and the several meanings linked with a given term.

According to the preceding description, vocabulary depth is a level of word comprehension that involves knowing a word's relative frequency and collocation, usage constraints, syntactic behavior, basic forms, and derivations.

1.1.2 Reading Comprehension in Academic Texts

Academic reading is a reading type that is taught in tertiary study. It requires readers to be actively engaged and think more critically to read complex explanations in certain topics. According to Sengupta (2002), this type of reading is purposeful and critical in terms of specific major areas. Henceforth, academic reading is more challenging than other types of reading because it requires concentration and critical thinking to comprehend reading context. In this case, Chettri & Rout (2013) believe applying reading habits can help readers get familiar with reading critically, including academic reading activities. Therefore, readers especially EFL learners who apply reading habits will be easier to comprehend texts and mostly has good academic achievements (Balan et al., 2019; Cunningham & Stanovich, 1998; Huang et al., 2014). In this case, Balan et al. (2019) affirm EFL learners who manage their reading habits will have critical reasoning skills and basically achieve better academic results. It makes academic reading habits important for everyone, especially for EFL learners at university.

Reading is a fundamental activity that makes readers obtain new knowledge through reading sources. As regards, Florence et al. (2017) argue “Reading is the gateway to success in education.” (p.106). It means, the more students read, the more achievements that can be achieved. Since reading is determined as one of predictors of academic success, the habit of reading needs to be applied in everyday life because of its advantages to help readers achieve their goals (Mansor et al., 2013). The same goes to reading academic texts for EFL students which requires cognitive and metacognitive strategies to construct knowledge (Chou, 2012). Nambiar (2007) in his research explained academic reading especially in English involves understanding unfamiliar vocabularies, identifying main points, and associating their reading with background knowledge.

1.1.3 Relationship Between Vocabulary Depth and Reading Comprehension

It is generally accepted among lexical researchers Vocabulary knowledge plays an important role in reading comprehension. With a considerable amount of evidence, Vocabulary size is necessary for successful reading (Meara, 1996). However, there is a relative paucity of empirical research on the role Vocabulary depth in reading comprehension. Some recent research conducted to examine the effect of vocabulary depth on reading comprehension in monolingual and bilingual children (Nation & Snowling, 1998; Ouellette, 2006; Proctor et al., 2005; Tannenbaum et al., 2006; Vermeer, 2001). Most of these studies have found this depth Vocabulary knowledge contributes significantly to predicting reading comprehension. For example, Ouellette (2006) showed this also for vocabulary.

Size and reading ability were controlled, and lexical depth had a significant impact on predictions of her fourth-grade reading ability in her 60 student.

1.2 Previous Studies

There are some reviews of related research findings from the previous researcher included in this study.

According to Hasan & Shabdin (2017), in his study he conducted a thorough survey of the depth of vocabulary knowledge by lexicographers. It certainly holds an important place in language learning and teaching. To achieve this, adapted morphological and analytical relational tests, this study examined knowledge about English as a Foreign Language (EFL) learner's vocabulary depth and its relevance and prediction learner's academic reading success. The result is syntagmatic and paradigmatic as well as relationships representing depth of vocabulary test showed the most significant positive results relevance to academic reading comprehension and, more importantly, depth of vocabulary it proved to be the strongest clear predictor of academic reading performance. The word form for morphological knowledge did not lag significantly behind build-up. Relevance to reading comprehension and contribution to predicting academic reading comprehension. Of the results of the study suggested that students who acquired more vocabulary knowledge were represented morphological (derivative The relationship between knowledge (of words) and analysis (melony). Finally, the stream result studying also had a unique and important effect on scholars of depth of vocabulary knowledge reading comprehension.

Based on Abedi (2017), in his study he conducted a study to examine the role of lexical knowledge and reading her EFL learner's understanding of Iran. Participants in this study were 50 EFLs randomly selected learners from advanced learners of adobe laboratory in Ardabil, Iran. To collect the data, the learner took her two tests. One of them measured depth of vocabulary knowledge, the other was reading comprehension test in which you have to read different passages and answer them several times election question. The results of this study showed that there were strong positive results relationship between depth of vocabulary knowledge and reading comprehension. The implications of this research may be that teachers and learners need to consider their depth of vocabulary in teaching and learning.

Previous studies discussed the relationship and conceptualization on reading comprehension among EFL learners and it is part of reading comprehension in academic contexts. However, no one of the study focused on reading comprehension in academic texts at the university level. Thus, it serves as inspiration for reserachers to conduct research in that field.

1.3 Conceptual Framework

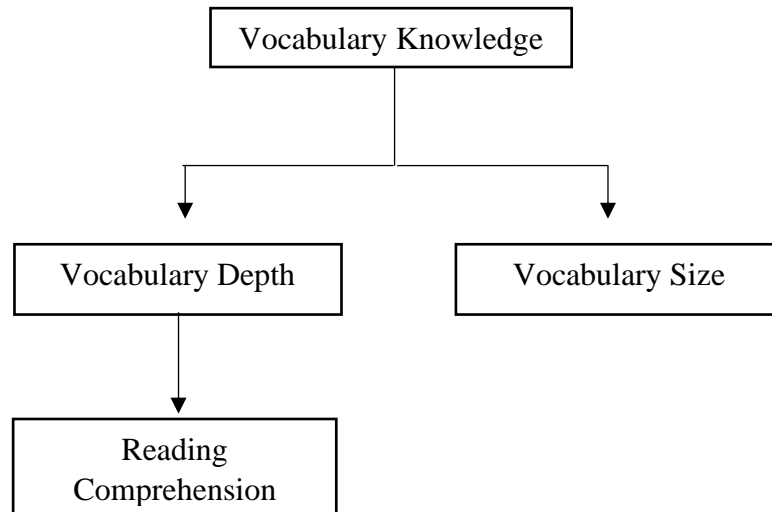


Figure 2.1 Conceptual Framework

1.4 Hypotheses

Based on the review of the literature and conceptual framework above, the hypotheses are formulated as shown:

Null Hypotheses (H_0) : There is no correlation between students' vocabulary depth and their reading comprehension in academic texts.

Alternative Hypotheses (H_1) : There is a correlation between students' vocabulary depth and their reading comprehension in academic texts.