

Chapter One

Introduction

This chapter discusses the introduction of the research. The first sub chapter is background of the research. It is followed by identification of the problem and limitation of the problem that are elaborated in order to make this research more specific. Research questions and purposes of the research are also provided to present the research's aims clearly. At last, significance of the research is revealed to whom the research will be beneficial.

Background of the Research

In learning other languages, the basic knowledge that learners must learn is vocabulary. It is in line with Kartika's (2011) statement that vocabulary is the most significant aspect in learning language generally. It is the gate of language learning. Alqahtani (2015) stated that limited vocabulary in a second language impedes the successful communication. It means that without vocabulary, people will not be able to have good communication because they cannot address their thoughts and even cannot understand what other people say. McCarten (2007) also mentions that vocabulary becomes the most important component in the success of learning a language because without mastering the vocabulary, the learners will not clearly understand the language they learn. They may misunderstand or even do not get the meaning at all about their language learning. Moreover, Sulfitri (2015) stated that vocabulary is one of the language aspects that should be learned when people are learning a language. Sulfitri also mentions that the foreign language learners will speak fluently and accurately, write easily,

or understand what they read if they have enough vocabulary and have a capability of using it accurately. Agustin (2016) said that vocabulary will affect students in the use of a language. These statements mention about the importance of vocabulary in language learning. Therefore, it is clearly stated that mastering vocabulary is a must in language learning.

In English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY), lecturers usually give paper assignments to their students. It enables the students to be familiar and able to master how to write essays because they do it a lot. In order to make a good essay, besides writing the topic sentence, the students should write supporting ideas of the topic. It drives the students to read and search for other same ideas about the topic which they choose. Unfortunately, students often take and copy sentences or ideas from others' writing without putting the sources. It turns out that it makes a new problem which is called plagiarism.

Plagiarism can be anticipated by using paraphrase. Paraphrasing is considered as an alternative way to avoid plagiarism (Injai, 2015). In doing paraphrasing, the writer should mention the name or source where the writer takes the ideas. There are some rules of paraphrasing in which if a writer does not obey it, he will be accused of doing plagiarism. Paraphrasing or rewriting someone else's text with our own words is acceptable only if it occurs minimally in the text and the original source is cited at the end of the paraphrased passage (Ober, Simon, & Elson, 2013). Today, there are so many students who unintentionally commit the plagiarism. It happens because of their uncertainty about rules of

citation, what constitutes in citation, or having limited reference skills and/or L2 resources. (Pecorari & Petric, 2014)

Since paraphrasing is a crucial thing to avoid plagiarism in writing, students are expected to master paraphrasing. In paraphrasing, the choice of diction is important because some words are not appropriate in some contexts. It demands the students to have vocabulary mastery. Manan, Azizan, and Nasir (2016) stated that English Second Language learners' vocabulary knowledge highly correlates to their general proficiency in English. Language proficiency is one of the products of language that is just the same as paraphrasing. More specific, Nizonkiza (2016) mentioned that there is a relationship between receptive vocabulary and productive knowledge. She explained that the larger the size of receptive vocabulary is, the larger the productive knowledge obtained. In learning vocabulary, the learners should get the receptive vocabulary words first and only after through learning process, they may use their productive skills. After all, the researcher is wondering whether or not there is a correlation between students' receptive vocabulary size level towards their paraphrasing ability. The researcher chooses receptive vocabulary because the researcher would like to make sure that the productive skills of students have correlation with the receptive knowledge they get.

Identification of the Problem

From the introduction above, there are three problems faced by students in paraphrasing. First, based on the researcher's experience, students tend to plagiarize if their paraphrasing does not meet the paraphrasing standard. The high

number of plagiarism can be seen from the inappropriate habit of copy paste in student's writing. It indicates that students are not familiar with the rules of paraphrasing.

Another problem is the students' writing problems. The example is their repetition of word choices. Based on the researcher's experience, students often write repeating the same words in their writing. Although actually there are many synonyms of the words that they can use, but they still keep using the same words. It may indicate their lack of vocabulary mastery, especially synonym mastery.

The last problem is that the vocabulary size level may give any relationship on students' paraphrasing ability. Based on the researcher's experience when helping the lecturer to check students' writing, in doing paraphrasing, the majority of students still use the same words as taken from the source of the text. They even do not try to rephrase it. It indicates that in making a good paraphrasing, the students should master vocabulary, especially vocabulary size.

Limitation of the Problem

This research focuses on the last problem based on the identification of the problems above, which is to investigate the correlation between students' vocabulary size level and their paraphrasing ability. In measuring students' vocabulary size, the researcher only measures the receptive vocabulary size through administering the test to students. Meanwhile, in order to measure students' paraphrasing ability, this research focuses on students' paraphrasing score only without testing the respondents. It is because the researcher does not

find any tool or software in order to check the students' paraphrasing skills. The researcher also limits the research only on the descriptive statistic of EED of UMY students' receptive vocabulary size level, descriptive statistic of EED of UMY students' paraphrasing ability level, and the correlation between EED of UMY students' receptive vocabulary size level and their paraphrasing score.

Research Questions

The researcher generates three research questions, they are:

1. How is the EED of UMY students' receptive vocabulary size level category?
2. How is the EED of UMY students' paraphrasing ability category?
3. What is the correlation between EED of UMY students' receptive vocabulary size level and their paraphrasing ability?

Purpose of the Research

Based on those research questions above, the purposes of the research are as follows:

1. To find out the receptive vocabulary size level of EED of UMY students.
2. To investigate the category of EED of UMY students' paraphrasing ability.
3. To examine the correlation between students' receptive vocabulary size level and their paraphrasing ability.

Significance of the Research

The researcher hopes that this research can give advantages to the students, lecturer, and next researchers.

EED of UMY students. This research can provide information about the average of students' receptive vocabulary size level and paraphrasing ability category of batch 2016, in which if the result shows that their receptive vocabulary and paraphrasing ability is still low, it can motivate them to increase their receptive vocabulary size and paraphrasing ability. Moreover, if the result shows that there is a correlation between vocabulary size level and paraphrasing score, the students know one way to increase their paraphrasing ability which can also increase their receptive vocabulary size level.

EED of UMY lecturers. This research can provide information about the average of batch 2016 of EED of UMY students' receptive vocabulary size level which can help the lecturers to anticipate which words they have to choose when making a vocabulary test or a receptive vocabulary test (reading test and listening test) for students.

The other researchers. This research can provide information about the average of EED students' receptive vocabulary size level of batch 2016 which can be used as data for other researchers related to the vocabulary size in EED of UMY.