

Chapter Two

Literature Review

This chapter provides the literature reviews related to the research regarding correlation between EED of UMY students' receptive vocabulary size level and their paraphrasing ability. The discussions in the literature review consist of the research variables which are vocabulary and paraphrase. The related research, the conceptual framework, and the hypothesis of research are also provided in the end of this chapter.

Vocabulary

This section provides a literature review of vocabulary. Definition of vocabulary, vocabulary size, and kind of vocabulary are discussed here. The definitions of vocabulary come from three sources. The vocabulary size sections discuss about the definition and the minimal words needed of undergraduate students. The kind of vocabulary discusses two kinds of vocabulary which are receptive vocabulary and productive vocabulary.

Definition of vocabulary. There are three definitions of vocabulary stated in this research. The first definition comes from Neuman and Dwyer (2009) who stated that vocabulary is defined as words that people have to know in order to communicate effectively. The vocabulary definition from Neuman and Dwyer (2009) refers to the words that people used in their daily life. The second definition comes from Suharni (2016) who stated that vocabulary is defined as collection of words known by people. The last definition comes from Blintz (2011) who stated that vocabulary is the collection of words that an individual

knows. From those definitions, it can be concluded that vocabulary is a list of words which is used in language learning which is necessary to be mastered by the learners.

Vocabulary size. When someone is measuring his knowledge in vocabulary, it means he is measuring his vocabulary size. It is because vocabulary size is a number of words which people already know (Schmitt, 2014). Jianbin, Yuedong, and Ying (2007) also stated that vocabulary size refers to the amount of vocabulary in a target language for L2 learners and the amount of words native speakers know. Eyckmans (2004) also mentions that vocabulary size is the number of words of which the learner knows at least some significant aspects of the meaning. Eyckmans (2004) added that vocabulary size developed in order to estimate how many words learners know in their L2. There are some reasons why it is needed to measure the vocabulary size, they are; vocabulary size as potent predictors of a variety of indices of linguistic ability, as a predictor of that person's general intelligence, as a predictor of reading comprehension, and as an important factor for obtaining fluency in speech.

From the explanation above, it can be said that vocabulary size is a number based on an individual's knowledge of words. There is no exact number of the minimal vocabulary size that learners should have, but there are three statements about the minimal number of second language learners' vocabulary size. The first statement is from Milton and Treffers-Daller's (2011) who stated that the mean of non-native speakers' vocabulary size of the first semester of undergraduates from three universities in England is 7,500 word families. The

second statements comes from Read (2000) who pointed out that ESL learners pursuing tertiary level education should acquire the university word level with a vocabulary of about 5,000 to 10,000 word families. The last statements comes from Even Harji, Balakrishnan, Bhar, and Letchumanan (2015) who stated that university students must have at least 10,000-11,000 word families to comprehend a university text. Those statements present a minimal number of word families that learners should have. Additionally, word families are defined as a word which belongs to families (Thornbury, 2002). It refers to words which have a basic word while when it is added some affixes or suffixes, then it will have a different meaning. The example of word families is word 'play'. The words families of 'play' are 'player', 'replay', 'playful' etc. After all, it can be concluded that vocabulary size is the amount of learners' words knowledge in language learning and there is no absolute standard of vocabulary size yet. Even there is no exact number of vocabulary size standard number, from the descriptions above it can be seen that minimal words families that undergraduate students needed is 5,000 words.

Kind of vocabulary. There are two kinds of vocabulary, namely productive vocabulary and receptive vocabulary. Alqahtani (2015) defines productive vocabulary as words that the learners correctly understand and constructively use in speaking and writing. Agustin (2016) and Nation (2000) are in line to define productive vocabulary as vocabulary which is understood and can carry the idea that learners produce language forms by speaking and writing to communicate in their daily life. Moreover, Utami (2016) stated that the words that

people produce in speaking or writing are called productive vocabulary. Setiawan (2010) also said that productive vocabulary is known as an active process because learners can produce vocabulary to express their feelings and ideas. In other words, productive vocabulary is vocabulary used to share someone's idea through speaking or writing.

The other name of receptive vocabulary is passive vocabulary. It is called so because the receptive vocabulary is a passive receiving process of vocabulary when learners listen to or read something (Setiawan, 2010). Moreover, Agustin (2016) added that receptive vocabulary is a passive process to memorize vocabularies which are rarely used in daily communication or conversation in English. Alqahtani (2015) defines receptive vocabulary as a word that the learners recognize and understand when they are used in a context but they cannot produce it correctly. Nation (2000) and Utami (2016) also stated that receptive vocabulary carries the idea that people receive language input from others through listening or reading and try to comprehend it. In the other words, receptive vocabulary is vocabulary that someone's get through listening and reading which sometimes may not be a productive vocabulary. Some of receptive vocabulary may not be a productive vocabulary, but all productive vocabulary absolutely comes from a receptive vocabulary.

Since the productive and receptive vocabulary is both important in language learning, students are demanded to master both of these types of vocabulary. The receptive vocabulary is needed in language learning to get any information through listening or reading while productive vocabulary is needed in

language learning to communicate with other people through speaking or writing. Sometimes, students' level of productive vocabulary size is different from their level of receptive vocabulary.

Paraphrase

In this section, the researcher discusses about paraphrase. The definition of paraphrase, the benefits of paraphrase, the strategies of paraphrase, the difficulties faced by students in paraphrase, and paraphrase in EED of UMY context are provided. The definition of paraphrase comes from two sources. In benefits of paraphrase, there are seven benefits comes from two sources. In strategies of paraphrase, there are two sources whose provides eight strategies that can use in paraphrase. The difficulties of paraphrase faced by students section provides some problems that faced by Indonesian students in doing paraphrase. The last section, which is paraphrase in EED of UMY context, provides information about paraphrase existence in EED of UMY.

Definition of paraphrase. Generally, paraphrase is defined as putting own words in someone's idea. It is in line with Kletzien's (2009) statement which said that paraphrasing means to take someone's content into a text using own words. Injai (2015) also stated that paraphrase is a method to express one information from the original text, but in a different way or a way of rewriting sentence into another form but still keeping the original meaning. Injai (2005) also defined paraphrasing as the way to deliver an idea, and then put those ideas into a text with own words. He explained that paraphrase is a process of rewriting, restating, rewording or even rephrasing of sentences that convey the meaning as

equal as in the original. Paraphrasing pushes the reader to make a connection between what he understands about the main knowledge and produce a sentence with his own words about what he understands. Kletzien (2009) mentioned that with paraphrase, students can monitor their understanding and can encourage them to access about what they already understand of the original topic. After all, the definition of paraphrase is taking someone's idea then rewrite it using own words without changing the meaning.

Benefits of paraphrase. Doing paraphrasing can give some benefits to the writer. Kletzien (2009) stated four benefits when doing paraphrase. First, paraphrase can help students in order to improve their own understanding and interpretation of any texts. In paraphrasing, students are demanded to understand the original text and then interpret the ideas with their own words, it can be said that by doing paraphrasing, students may increase their interpretation ability. Second, in academic classes, if students do the paraphrase, it indicates that those students may understand texts. In paraphrasing, students are demanded to understand the original text so that they are able to do paraphrase. Therefore, suggests that through paraphrasing practices, their understanding will increase too. Third, for learners, paraphrase may be as a proof for their mastery to their lecturer by submitting an acceptable paraphrase. It is because the general indication of students who master paraphrase is when they can explain something in different phrases from the original text. Fourth, paraphrase can help the students to accumulate more new vocabulary and also to know the rank of their vocabulary.

Since paraphrasing needs a vocabulary mastery as the basic, the easier someone do paraphrase, the higher vocabulary rank he has.

Paraphrasing also have many benefits in second language acquisition context. Injai (2015) stated three reasons how paraphrasing can be useful in this context. The first one is that paraphrase takes a role for reading note making and lecturing note taking which can enhance learner's comprehension. With paraphrasing practices, students are easier to interpret something, so it will help them while they have to make some summaries of the lesson. The second benefit is that paraphrasing can support the students in order to explain informations of charts, tables and diagrams. It will be easier for the teacher to see whether or not students cheat when they have to interpret some diagrams or table since each student has different way of writing. Then if there are some similar parts of students' writing, teacher will easily indicate that those students have done plagiarism. The last reason is for exam preparation, paraphrase is important for almost English Proficiency Test such as TOEFL, IELTS and even TOEIC tests. Paraphrase is useful in the English Proficiency Test since the simple technique to answer those test is finding the paraphrase of the questions.

Paraphrasing strategies. In order to improve paraphrasing ability, Kalchayanant (2009) suggested three major strategies in paraphrasing. The first strategy is using synonym words or phrases as substitutes for some words of the source passage. In using this strategy, the students should make sure that the replacing words represents the same meaning. This strategy also indicates that

vocabulary mastery, especially synonym word mastery, is important in order to do paraphrasing.

The second strategy is changing word forms by altering verbs to nouns, adjectives to verbs, adjectives to nouns and vice versa. This strategy leads the students to master the word families. This strategy could make students more creative in order to search for the word forms and then apply the new sentence with the different way. Students who master the vocabulary will be easier in using this strategy than students who do not master the vocabulary.

The last strategy is changing the structures of the sentence. This strategy demands the students to master grammar and vocabulary. The students should change the structure of the sentence without changing the main idea of the sentence. This strategy demands the students to make the simple sentence into complex sentence or vice versa, but both sentences should have the same meaning.

Furthermore, Tananuraksakul (2000) also mentioned five simple strategies in paraphrasing. Those five simple strategies are using synonyms, changing the parts of speech, changing the conjunctions, changing an active voice to a passive voice, and changing negative sentences to positive sentences. The conclusion of Tananuraksakul's five strategies is utilizing students' knowledge of vocabulary branches. After all, it can be concluded that the crucial things in order to use paraphrasing strategies from Kalchayanant (2009) or Tananuraksakul (2000) is students' vocabulary mastery.

Difficulties in doing paraphrase. Although there are many benefits that can be obtained through paraphrase, it cannot be denied that there are some difficulties that faced by students. Khairunnisa, Sutapa, and Surmiyati (2014) mentioned about two main difficulties faced by Indonesian students in paraphrasing. They stated that the common difficulties faced by students is in the word changing. They found that wording becomes a problem for students when they find any unfamiliar words. Finally when they found some unfamiliar words, they prefer to use that words, even a sentence, in their paraphrase writing without trying to change the words. They also faced a difficulty in finding the appropriate synonym to substitute the original text. It drives the students to take too much word of the original text into their paraphrase writing. The other difficulty mentioned by Khairunnisa et al (2014) is the students' lack of knowledge about good paraphrasing standard. They mentioned that most of students have wrong understanding of the criteria of a good paraphrasing. Students tend to consider that paraphrasing only about changing the words and not the original order. Even some students admitted that they have no idea of the good paraphrasing criteria.

Paraphrase in EED of UMY. Paraphrase is one of the ways to avoid plagiarism in writing, learn about paraphrase is needed for English Second Language Learners. English Education Department of Universitas Muhammadiyah Yogyakarta provide a course which teaches paraphrasing learning. The course name was Interpretive Reading and Argumentative Writing. This course is offered to students in the second semester. In this course, students learned the theory of paraphrasing and practiced to make a good paraphrase. The

definition of paraphrasing, criteria of good paraphrasing, and how to make a good paragraph are provided in the theory section of the course. After learning the theory, the students are asked to practice paraphrase several times in order to make them familiar and master the paraphrase.

Related Research

There are three studies which are related to this research. Although the focused topics are quite different, those studies may give evidences about the correlation between receptive vocabulary mastery and paraphrasing ability. The first research is from Kartika (2011) who conducted a study about The Influence of Vocabulary Mastery toward Students' Intention in Paraphrasing References in The Sixth Semester of English Department of Educational Faculty of STAIN Salatiga in The Academic Year of 2010 – 2011. The aims of this research are to find out the data of students' vocabulary mastery, the data of students' intention in paraphrasing references, and the correlation between students' vocabulary mastery and their intention in paraphrasing references. In order to collect the data, Kartika (2011) used documentation, questionnaire and interview. The result of this research is that there is a correlation between students' vocabulary mastery and their intention in paraphrasing references which is in a sufficient level. It means that the more vocabulary is mastered, the easier paraphrase sentences will be, and the more students want to do paraphrasing.

The second research is from Lee (2014) who did a research under the title Korean EFL University Students' English Vocabulary Size and Their Writing Proficiency. The purposes of this study are to measure the receptive and

productive vocabulary size of Korean university students and to examine their English writing ability in relation to their productive vocabulary size. The participants are ninety seven Korean EFL students at a university located in Seoul. Their vocabulary sizes were measured by the Receptive Vocabulary Size Test and the Productive Vocabulary Size Test. Lee also assessed students' essays using the ESL Composition Profile. The result of their research was the estimates of receptive and productive vocabulary sizes of the students were 7,906 and 5,436 word families respectively, and the overall ratio of the productive vocabulary size to the receptive vocabulary size was indicated that the students were able to use 68.76% of the vocabulary that they could comprehend. In addition, the result of a multivariate analysis of variance revealed that the students' productive vocabulary size had a significant effect on the four aspects of their writings: content, language use, vocabulary, and mechanics.

The third research is from Siskova (2016) who did a research under the title the relationship between receptive and productive vocabulary of Slavic EFL learners. In order to measure the receptive vocabulary, she used 14.000 words Vocabulary Size Test version from Nation and Beglar (2007). In order to measure the students' productive vocabulary knowledge, she asked the students to write a short story based on the picture. The result of Siskova's (2016) research is there is a relationship between students' receptive vocabulary towards their productive knowledge.

The idea of Kartika's (2011) research is the same as this research's idea which is to see the correlation between vocabulary mastery and the paraphrasing

ability. The differences are in the participants and the data collection method used. Then, Lee's (2014) research is almost the same as this research's focus which is the correlation between students' vocabulary size toward their writing capability. Moreover, this research and Lee's (2014) research are aimed to know the receptive vocabulary size level of the students. The contrast of those studies is Lee's (2014) research generalized the students' writing capability, while this research only focused on the students' paraphrasing ability only. Furthermore, comparing this research to Siskova's (2016) research, it is found that the similarity between both is research's aims are to know the relationship between receptive vocabulary towards productive skill of language. The difference is in the product of productive skill used. This research specifically focuses on students paraphrasing ability, on the other hand, Siskova's (2016) research uses a short story based on the picture.

Conceptual Framework

The literature above shows that vocabulary size level may relate to paraphrasing because the main point of the paraphrasing strategies mentioned by Kalchayanant (2009) and Tananuraksakul (2000) is changing the vocabulary used from the original text. The related studies above also give an indication that vocabulary size level, especially receptive vocabulary size level correlates with paraphrasing. The literature above also shows that vocabulary size is a crucial thing in language learning which is divided into two types, they are productive vocabulary which is needed to produce something and receptive vocabulary which

is needed to catch the information. Furthermore, paraphrasing is a part of language learning products.

This research tries to find out the correlation between students' receptive vocabulary size level and their paraphrasing ability. The receptive vocabulary size is chosen because it explicitly can be seen that productive vocabulary size is related to paraphrasing since in doing paraphrase, it produces some language products, the productive vocabulary size is needed. The researcher is curious about whether or not there is any correlation between receptive vocabulary size level and paraphrasing ability. Therefore, this research will be done in order to know the relationship between students' receptive vocabulary size and their paraphrasing ability. The idea is represented in a figure as follows:

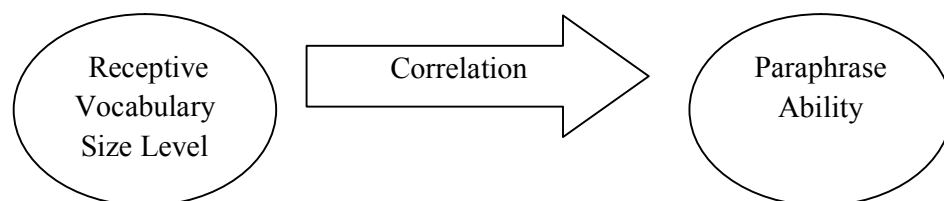


Figure 1: Conceptual Framework of Correlation between Students' Vocabulary Size Level and Their Paraphrase Ability

Hypothesis

From the conceptual framework above, the hypothesis of this research is;

H₁: There is a correlation between EED of UMY's student's receptive vocabulary size level and their paraphrasing ability.