

**THE CORRELATION BETWEEN ENGLISH DEPARTMENT STUDENTS'
READING COMPREHENSION ON EXPOSITORY TEXTS AND THEIR
VOCABULARY KNOWLEDGE BASED ON ACADEMIC WORD LIST**

THESIS

ABDURRAKHMAN ASLAM

F022 17 1013



**ENGLISH LANGUAGE STUDIES
POSTGRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR
2021**

**THE CORRELATION BETWEEN ENGLISH DEPARTMENT STUDENTS'
READING COMPREHENSION ON EXPOSITORY TEXTS AND THEIR
VOCABULARY KNOWLEDGE BASED ON ACADEMIC WORD LIST**

THESIS

ABDURRAKHMAN ASLAM

F022 17 1013

**ENGLISH LANGUAGE STUDIES
POSTGRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR
2021**

THESIS

THE CORRELATION BETWEEN ENGLISH DEPARTMENT STUDENTS'
READING COMPREHENSION ON EXPOSITORY TEXTS AND THEIR
VOCABULARY KNOWLEDGE BASED ON ACADEMIC WORD LIST

Written and Submitted by

ABDURRAKHMAN ASLAM
Register Number: F022171013

Has been defended in front of the thesis examination committee

On August, 20th 2021

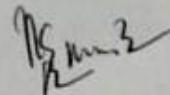
Approved by:

Head of
The Supervisory Committee



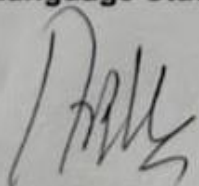
Dr. Abidin Pammu, M.A.

Member of
The Supervisory Committee



Dra. Nasmilah, M.Hum, Ph.D.

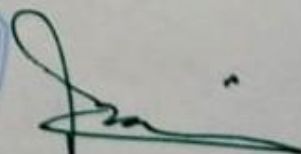
The Head of
English Language Studies Program



Dr. Harlinah Sahib, M.Hum.
NIP. 196211281987032001



The Dean of Faculty
of Cultural Sciences



Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010

A STATEMENT OF THESIS AUTHENTICITY

A STATEMENT OF THESIS AUTHENTICITY

The undersigned:

Name : Abdurrahman Aslam

Registered number : F022171013

Study Program : English Language Studies

Level of Education : Postgraduate (S2)

States truthfully that this thesis entitled:

**THE CORRELATION BETWEEN ENGLISH DEPARTMENT STUDENTS'
READING COMPREHENSION ON EXPOSITORY TEXTS AND THEIR
VOCABULARY KNOWLEDGE BASED ON ACADEMIC WORD LIST**

If it is proven that some part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, August 2021

The researcher



ABDURRAKHMAN ASLAM

ACKNOWLEDGEMENT

Praise to Allah, the Almighty, the Creature of the universe, for blessing, health, and mercy to accomplish this study. Peace and salutation for His Messenger Muhammad (Peace Be Upon Him), the chosen one who is The thesis entitled **"THE CORRELATION BETWEEN ENGLISH DEPARTMENT STUDENTS VOCABULARY KNOWLEDGE BASED ON ACADEMIC WORD LISTS (AWL) AND THEIR READING COMPREHENSION ON EXPOSITORY TEXTS"** is submitted as the final requirement in accomplishing master degree at English Language Studies, Hasanuddin University, Makassar.

In arranging this thesis, many people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express his gratitude and appreciation to all of them. First, the researcher's most profound appreciation goes to his beloved parents, **Rustan, S.Kom,** and **Dra. Sairah,** for the endless love, pray, and support. May God bless you all. Not to mention my sister and brothers, **Nur Fajri Anisa, Abdul Kadir Aslam, and Fathurrahman Aslam.** You guys are outstanding.

The researcher presents his sincere appreciation goes to **Dr. Akin Duli, MA. as the Dean of Cultural Science Faculty at Hasanuddin University, and Dr. Harlinah Sahib, M.Hum,** the head of **English Language Studies,** and all lecturers and staff in ELS Department.

Also, this thesis would not have been possible without the help, support, and patience of my advisors, **Dr. Abidin Pammu, M.A.** and **Dra. Nasmilah, M.Hum, PhD**, for their supervision, advice, and guidance from the early stage of this research and gave me extraordinary experiences throughout the past few months.

The researcher's most significant appreciation also goes to the examiners, **Prof. Dr. Noer Jihad Saleh, Prof. Dr. Fathu Rahman, M.Hum.** and **Dr. Harlinah Sahib, M.Hum.**, for their valuable comments, suggestions, and corrections during examinations as well as for the result's improvement.

For my beloved wife, **Nur Hilal A. Syahrir, S.Si, M.Si**, the one who always be my side. Big thanks for your assist for my thesis. And to my awesome daughters, Sophia Madaniyah and Zahiyah Madaniyah, hopefully, you can rejoice in your own dream. And for my family in law, Ir. A. Syahrir Badaruddin, M.Si and St. Takdirah, and all Syahrir's family. Thank you for your enormous support.

The writer also dedicated his special thanks to: **Board** and all member of **PERISAI KMFIB-UH** who had helped the writer in coordinating the respondents. Moreover, for all crew of CENTRIO INDONESIA, **Aman, Dewa, Wiwin, Melisa**, the writer hopes this company becomes more prominent and popular.

Finally, I would like to thank everybody who was essential to the successful realization of this thesis. This undergraduate thesis is far from perfect, but it is expected that it will be helpful not only for the researcher but also for the readers. For this reason, constructive, thoughtful suggestions and critics are welcomed.

ABSTRACT

Abdurrahman Aslam: The Correlation Between English Department Students' Reading Comprehension On Expository Texts And Their Vocabulary Knowledge Based On Academic Word List (Supervised by **Abidin Pammu and Nasmilah**)

University students are required to read widely, and to an enormous amount independently, on university courses and academic life. Research on foreign language learning reading has demonstrated that vocabulary size is a good predictor of reading competency (I. S. P. Nation, 2001), (D. Qian, 2002) and (Read, 2000). In this quantitative research, English Department students at Hasanuddin University were asked to take three reading tests and a test of Academic Word List. The AWL contains 570-word families that both students and teachers meet in a wide range of academic texts (Coxhead, 2000) and provides the foundation for a systematic approach to academic vocabulary development. A correlation test was established between the reading comprehension and vocabulary knowledge scores for measuring the relationship between vocabulary size and comprehension overall. Academic vocabulary (Academic Word List) has a significant positive correlation ($R=.708$, $n=82$, $p=0.000$) with overall reading comprehension. Results showed that reading comprehension and the Academic Word List show significant positive correlations in four batches of students' entry year.

Keyword: Reading Comprehension, Vocabulary, Academic Word List, Correlation

ABSTRAK

Abdurrahman Aslam: Korelasi antara pemahaman membaca mahasiswa Sastra Inggris terhadap teks akademik dengan pengetahuan mereka pada Daftar Kata Akademik. (Dibimbing oleh **Abidin Pammu** and Nasmilah)

Mahasiswa diharapkan untuk membaca secara luas, dan dalam jumlah yang sangat besar secara mandiri, di mata kuliah universitas dan kehidupan akademis. Penelitian tentang pembelajaran bahasa asing tentang membaca telah menunjukkan bahwa ukuran kosakata adalah prediktor yang baik untuk kinerja membaca (I. S. P. Nation, 2001), (D. Qian, 2002) dan (Read, 2000). Dalam penelitian kuantitatif ini, mahasiswa Jurusan Sastra Inggris Universitas Hasanuddin diminta untuk mengikuti tiga tes membaca dan sebuah tes Daftar Kata Akademik (Academic Word List). AWL berisi rumpun 570 kata yang ditemui oleh mahasiswa dan dosen dalam berbagai teks akademis (Coxhead, 2000) dan memberikan dasar untuk pendekatan sistematis untuk pengembangan kosa kata akademis. Sebuah tes korelasi ditentukan antara pemahaman bacaan dan skor pengetahuan kosakata untuk mengukur hubungan antara ukuran kosakata dan pemahaman secara keseluruhan. Kosakata akademik (Daftar Kata Akademik) memiliki korelasi positif yang signifikan ($R=0,708$, $n=82$, $p=0,000$) dengan pemahaman bacaan secara keseluruhan. Hasil penelitian menunjukkan bahwa pemahaman bacaan dan Daftar Kata Akademik menunjukkan korelasi positif yang signifikan diantara empat angkatan mahasiswa.

Kata kunci: Membaca, Kosakata, Daftar Kosakata Akademik, Korelasi

TABLE OF CONTENTS

ACKNOWLEDGEMENT	iii
APPROVAL SHEET	Error! Bookmark not defined.
A STATEMENT OF THESIS AUTHENTICITY	iv
ABSTRACT	viii
ABSTRAK.....	ix
LIST OF FIGURES	xii
LIST OF TABLES	xiii
CHAPTER I	1
INTRODUCTION	1
A. Background	1
B. Research Questions.....	7
C. Research Objectives	7
D. Significance of the Research.....	8
E. Scope of the Research.....	9
CHAPTER II	10
LITERATURE REVIEW	10
A. Related Studies	10
B. Theoretical Review	11
C. Conceptual Framework	18

CHAPTER III	21
RESEARCH METHODOLOGY	21
A. Research Design.....	21
B. Research Samples	22
C. Research Instruments	24
D. Data Collection Procedures.....	25
E. Data Analysis Techniques	25
CHAPTER IV	27
RESEARCH FINDING AND DISCUSSION	27
A. Research Findings	27
B. Discussion.....	44
CHAPTER V	48
CONCLUSSION AND SUGGESTION	48
A. CONCLUSION	48
B. SUGGESTIONS.....	49
BIBLIOGRAPHY.....	51
APPENDICES	57
Appendix 1: Academic Word List.....	58
Appendix 2: Test of Academic Word List.....	69
Appendix 3: Test of Academic Word List – Answer Key	72

LIST OF FIGURES

Figure 1. Conceptual framework.....	19
Figure 2. Research Design	22
<i>Figure 3. Respondents' Gender.....</i>	<i>27</i>
<i>Figure 4. Respondents' GPA distribution</i>	<i>29</i>
Figure 5. Histogram of Male CGPA.....	30
Figure 6. Histogram of Female CGPA	31
<i>Figure 7. Histogram of Percentage of Reading Score.....</i>	<i>32</i>
Figure 8. Histogram of Percentage of AWL	34
Figure 9. Boxplot of Percentage of Reading Score	35
Figure 10.Boxplot of Percentage of AWL.....	38
Figure 11. Scatterplot of Reading Score vs Percentage of AWL	43

LIST OF TABLES

Table 1. Student's population and samples size	23
Table 2. Descriptive statistics of GPA Cumulative	29
Table 3. Statistics descriptive of Reading score and percentage	33
Table 4. Statistics descriptive of AWL score and percentage	34
Table 5. Average Reading Score of each batch	36
Table 6. Average AWL Score of each batch	37
Table 7. Pearson Correlation Test	40
Table 8. AWL Answer Key	71

CHAPTER I

INTRODUCTION

A. Background

Reading is an all-important part of literacy and a key to the communication of information and thoughts. It is nearly unacceptable for people to get about their day-to-day functions in rural areas where the rate of literacy is high without being able to understand. In a world that is now frequently identified as a "global village," the essential importance of reading is not merely limited to reading in one's first language (L1) but also extends to reading in foreign languages. As reading and writing are the significant parts of one's first language of literacy, being skilled in a foreign language is part of being literate in that language communication as well.

The English skills should be mastered simultaneously by the students. Reading is one of the critical skills that should be gained by the students. Students who experience excellent reading ability can extract a great deal of information and knowledge from various texts and other citations to support their learning process. Reading also can assist students in increasing their language knowledge, such as the new vocabulary, phrases, and especially when they read books of all kinds.

Reading with understanding is an essential skill in modern society. Poor readers do not realize the importance of effective reading strategies,

and they lack the ability to monitor reading activities (Çubukçub, 2008). Reading skills in English as a foreign language can be recognized as the most necessary skill in Indonesia, especially for university students.

Reading skills are a powerful tool for obtaining a wide range of specific information, including science and technology. Therefore, reading is an essential requirement for an advanced society. Similarly, in education, reading has a very influential role in student competency. It can be proved that the higher the reading and understanding of the students, gain the more elevated the knowledge they had.

University students are required to read widely, and to an enormous amount independently, on university courses. The students will face extensive reading lists and have to reach decisions around which material to read and cut. This will depend mostly on students' purpose in reading. Therefore, it is urged for the students to extend their vocabulary knowledge.

As language learning is an active procedure, which requires the learners to continually gain a vocabulary of the objective words continually, mastering adequate words to build one's mental library of the lexicon is critical to allow the students in a given context to function well. Several studies both in first and second language (L1 & L2) have shown that one of the sensible predictors of reading ability and capability is vocabulary knowledge to obtain new details from texts (I. S. P. Nation, 2001), (D. Qian, 2002) and (Read, 2000).

Furthermore, vocabulary plays a cardinal part in the reading process and is critical to reading comprehension (Qian, 2005). A reader cannot read a text without knowing what most of the words mean. Students discover the meanings of most words indirectly through everyday experiences with oral and written speech. Other languages are learned through carefully planned instruction.

Vocabulary knowledge that has long been accepted is instrumental in reading comprehension (Alderson, 2000; Anderson & Freebody, 1981; Mezynski, 1983; Read, 2000), as cited by Qian (2002). In first-language and second-language (L1 & L2) research, several proposals have been reached regarding what is meant by knowing a word (Cronbach, 1942; Nation, 1990, 2001; Qian, 1998, 1999; Richards, 1976).

The relationship between reading and vocabulary knowledge has also been a growing area of study. It has been described as a relationship of "reciprocal causation" (Stanovich, cited in Harley, 1995), meaning that reading comprehension relies on prior vocabulary knowledge and that reading is a significant source of new vocabulary learning.

Most university students are expected to master academic vocabulary. It is important for students to have a rich knowledge of academic vocabulary because it will support them in their academic studies (Coxhead, 2012). In addition to that, academic vocabulary can help students acquire new learning strategies and skills (Marzano: 2015). Conversely, the lack of adequate academic vocabulary knowledge could

become the fundamental barrier to their comprehension of texts and lectures (Rasinski, Padak, Newton, & Newton, 2008).

Academic vocabulary, however, is quite difficult to learn for two reasons. First, in contrast to high-frequency vocabulary, as Bielmiller & Boote stated (in Sibold: 2011), academic vocabulary often receives inadequate teacher attention. This negligence of explicit academic vocabulary learning is due to the lack of minimum elementary or secondary education usage. Therefore, academic vocabulary is sidelined in favour of high-frequency vocabulary.

Second, in contrast to its high-frequency counterpart, academic vocabulary is often more specific or technical, even though it can be more abstract (Sibold: 2011). The terms being specific to a certain content area, such as computational science, mathematics, or literature, are directly connected to the content knowledge. Therefore, as Stahl and Fairbanks (in Sibold: 2011) have put, being equipped with such technical terms could help students improve their content textbook comprehension.

Considering the importance and the difficulties of academic vocabulary learning, it is then essential for students to have academic vocabulary learned through explicit instructions. Therefore, the instruction could include incorporating academic vocabulary courses into the curriculum and familiarization in the classroom as part of instruction, reading, discussion, and assignments (Sibold: 2011).

Academic vocabulary can be familiarized through word lists that have been widely used and studied, including the Academic Word List (AWL) and Academic Vocabulary List (AVL). Another academic word list has also been developed based on certain specialized fields' specific needs, such as natural science, astrophysics, or economy.

Among these lists, the Academic Word List (henceforth, AWL) is the most widely used. The AWL contains 570-word families that both students and teachers meet in a wide range of academic texts (Coxhead: 2000). The AWL, as suggested by Coxhead (2000), provides the foundation for a systematic approach to academic vocabulary development.

Coxhead (2000) stated that among the AWL's significances is its relatively high coverage of academic texts. Besides, the AWL serves the purpose of facilitating language courses. Whereas for students and curriculum designers, the AWL has the role of helping students in self-study and functions as a reference for curriculum designers in planning learning activities.

Speaking of the implementation, the English Department students do not experience explicit instruction in academic vocabulary. These results from the lack of specific vocabulary learning both in the English Department and MKU curricula. Thus, it is often difficult to know how vast academic vocabulary the students have. Without this being unknown by teachers, students could receive learning materials beyond their

comprehension capabilities, which could affect their academic performance.

According to estimates by ESL and EFL instructors, vocabulary is important to each of the four skill areas of English (I. S. P. Nation, 2001). It is a requirement for Indonesians to register for English as a compulsory subject. Indeed, the national curriculum considers English as one of the fundamental subjects. English as a foreign language in Indonesia starts at the primary level, with Indonesian students often continuing with high school and tertiary studies. Despite this, students in Indonesia consistently experience challenges in each of the four language skills across their formal education. Grammar, pronunciation, and vocabulary are also considered challenging areas for these students. Indonesian students suffer from a deficiency in sentence structures when referring to reading texts and vocabulary, which ultimately leads to a deficiency in the core areas that impact their level of reading comprehension. Reading comprehension is impacted by their inability to grasp the context of a passage, which leads to inadequate understanding. This is a major issue because, as numerous studies have consistently shown, Indonesian students experience a lack of vocabulary (Nurweni & Read, 1999; Susanto, 2017b).

Therefore, this study attempts to reveal the English Department students' academic vocabulary knowledge. In doing so, the researcher uses the Academic Word List as the basis for academic vocabulary

knowledge. Further, the researcher attempts to discover what correlation is found between students' pre-existing Academic Word List knowledge and their reading comprehension of academic discourses.

B. Research Questions

Based on the background, some questions emerged. These questions will be answered in this study and are as follows:

1. What is the profile of these students in terms of their Academic Word List (AWL)?
2. What is the correlation between the student's vocabulary mastery based on Academic Word List (AWL) and the reading comprehension based on the expository text?
3. How well do English Department students of UNHAS perform in English reading comprehension tests on expository text?

C. Research Objectives

Based on the research questions mentioned in the previous subchapter, this study has three objectives, which are to:

1. Determine the profile of English Department students of UNHAS in terms of their Academic Word List (AWL).
2. Examine what correlation is found between the student's vocabulary mastery based on Academic Word List (AWL) and the reading comprehension based on the expository text.

3. Identify how well English Department students of UNHAS perform in English reading comprehension tests on expository text.

D. Significance of the Research

The results of this study are expected to be practically and theoretically significant for lecturers and students at University and future researchers.

1. Practical Significance

The result of this study would help teachers to reevaluate their teaching approaches. The evaluation could provide students with Academic Word List or similar lists to help improve students' academic performance. Like curriculum designers, this study would help them consider the best curriculum design that could support students' vocabulary learning and acquisition, especially academic vocabulary. Students can improve their reading comprehension skills, especially to content materials related to their course, by mastering Academic Word List or similar lists.

2. Theoretical Significance

The result would also be beneficial for future researchers as a resource or reference, especially for researchers interested in conducting similar research on academic vocabulary and reading comprehension.

E. Scope of the Research

This study is under applied linguistics, specifically English Language Teaching. This study is an attempt to see the correlation between students' AWL knowledge and their reading comprehension. The nature of this research is non-experimental, which means that no particular treatment will be given to the students in the study.

CHAPTER II

LITERATURE REVIEW

This chapter presents related studies, theoretical review, conceptual framework, and research hypothesis. This chapter is essential, as it acts as the basis of knowledge for the researcher.

A. Related Studies

Several studies were conducted related to students' knowledge of the academic word list and its correlation to reading comprehension. At the heart of the content, literacy is knowledge and understanding of the words used in the subject to refer to its ideas, constructs, and processes. Students' vocabulary knowledge strongly correlates with their reading comprehension and overall reading success (Lehr, Osborn, & Hiebert, 2004).

In Indonesia, English is a mandatory subject in the curriculum for communication, which is backed up by research carried out by Putra (2014), which found that English is a subject in the Indonesian curriculum to facilitate communication. To communicate meaningfully, students need to master the four key language skills respectively. P. Nation & Newton (1997) pointed out that the ability to grasp a wide range of vocabulary is necessary for the effective use of a foreign language, although reading is a skill that is commonly acquired in classrooms; emphasized both in

formal and informal learning environments. Carrell (1989) and Grabe and Stoller (2002) found that vocabulary acquisition is one of the keys to effective second language learning (Nation, 2001).

There have been several studies on the Academic Word List and its relation to reading comprehension in major English students. It-ngam & Phoocharoensil (2019) only alluded to developing the science of the academic word list (SAWL) but did not discuss its relation to reading comprehension. The other (Alhojailan, 2019) wrote about the impact of the use of academic vocabulary on graduate students' achievements in their assessments, particularly in writing instead of reading comprehension.

Likewise, Furqon (2013), Ocampo, Mcneill, & Sawatsupaphon (2019), and Astan & Tamah (2015), whom each examined reading skill and comprehension, but with vocabulary mastery and vocabulary size. In line with Susanto (2017), who looked for a relationship of reading comprehension using the Vocabulary level test, Djuarsa (2017) investigated the relationship with vocabulary knowledge.

B. Theoretical Review

1. Reading Comprehension

Reading comprehension can be described as "the process of constructing meaning by coordinating a number of complex processes including word reading, word knowledge, and fluency." (Klingner &

Vaughn, 2007). It refers to the ability to interpret the words, understanding the meaning, and the relationships between ideas conveyed in a text.

The recognition and interpretation of the meaning(s) of a written word or symbol and groupings of words or symbols, according to MacNaughton & Williams (2004), is the definition of reading. Reading is the process of deriving meaning(s) from printed material. When we read a book, we look for groups of written words and images and then figure out what they imply from their context (s). On the other hand, reading is a neuronally and cognitively circuitous activity enriched as much by the unanticipated indirections resulting from a reader's deductions and ideas as it is by the direct communication to the eye from the text (Ferris, 2009). Aside from that, reading is inextricably linked to your journey of self-discovery and inquiry. You must take your time with this procedure, as you would with any other. Then, reading is beneficial for various additional reasons: exposure to English (given that pupils comprehend it more or less) is beneficial for language students in general (Wall & Wall, 2005).

Reading comprehension is not just reading aloud but also establishing and understanding the meaning of words, sentences, and paragraphs, and awareness of the relationships between them. Students who read loudly, but cannot comprehend the content of a passage, are simply deficient in understanding it.

Taking into account all the different components necessary to master reading, reading is a remarkable feat. Take a look at what it takes

to read even a simple story (Harmer, 1998) .As a result, reading plays a significant role in obtaining information from text. Humans think, learn, and transfer information on a daily basis. Reading is a great tool for improving the learning process. Therefore, the goal of the reading activity is to identify the meaning of the reading passages' words and phrases (McNamara, 2007).

Comprehension involves reading text, understanding its meaning, and integrating that information with what the reader already knows (Grabe, 2009). Reading comprehension requires a number of fundamental skills, among which are: understanding the meaning of words; understanding the meaning of a word in the context of discourse; following the organization of a passage and identifying antecedents and references; drawing inferences from a passage about its contents; identifying the main thought of a passage; and answering questions answered by others (discourse-semantics) (Davis, 1944).

The practice of deep reading can improve one's inferences and comprehension of texts (Wolf & Gottwald, 2016). These strategies include improving one's vocabulary, critical text analysis (intertextuality, actual events versus narrations of events, etc.), and improving one's vocabulary. Readers' skills and their ability to process information influence their ability to comprehend text. In cases where word recognition is difficult, students spend a lot of their processing power reading individual words, making it difficult to comprehend what they read.

As reading is commonly known as decoding written symbols (Schneider, Garner, Körkel, & Korkel, 1988), reading can be a transformative experience influencing the thinking and learning of readers. Through reading, unfamiliar words, concepts, and perspectives can be encountered that challenge and enhance pre-existing knowledge. Therefore, reading is fundamental to teaching and learning, and it is critical to consider the conditions in which the developing child is required to draw out and apply to mean derived from the text. (Clarke, Truelove, Hulme, & Snowling, 2013)

Comprehension depends not merely on the readers' characteristics, such as previous knowledge and working memory, but the processes of language, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires the effective use of strategic operations, such as metacognition and comprehension monitoring. As readers grow in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005). Therefore, reading comprehension is so complex and requires multiple cognitive skills and stored memory. The reader has to recognize not only the literal meaning but also the implied meaning.

2. Reading Comprehension Level

There are two levels of reading comprehension: shallow (low-level) and deep (high-level). As part of deep processing, semantic processing occurs when we encode a word's meaning and relate it to words with similar meanings. On the other hand, structure and phonemic recognition are involved in shallow processing. This involves first-order logic - the formation of sentences and words - and corresponding sounds. Wagner, Schatschneider, & Phythian-Sence, 2009 first proposed this theory in 1972.

Neuroimaging techniques such as functional magnetic resonance imaging (fMRI) can reveal comprehension levels.

In fMRI, neural pathways of activation are identified in the two conditions of narrative and sentence comprehension. Image analysis revealed that less brain activity was seen during sentence-level comprehension, suggesting that comprehension pathways are shared. However, during narrative level tests, the scans showed enhanced temporal activation. This suggests that the approach activates situational and spatial processing (Yarkoni, Speer, & Zacks, 2008).

Neuroimaging studies suggest reading activates three neural systems: an anterior temporal lobe with Broca's and Wernicke's area and a network active in orthography and phonology. Nonetheless, these neural networks are not discrete, so they also have other functions. Broca's area in executive functions is affected by reading comprehension and textual engagement when reading goals are varied (Sousa, 2010).

3. Vocabulary and vocabulary knowledge

Vocabulary is a set of words that people are familiar with within their language. A vocabulary, which is often developed with age, is an essential tool for communication and acquiring knowledge. Developing an extensive vocabulary is one of the greatest challenges in learning a foreign language.

Vocabulary refers to the words needed to communicate (Collins, 2004). Communication can take place with only knowledge of words and no application of syntax or grammatical structures. In the past, much emphasis on L2 learning was placed on the teaching of grammatical structures, and vocabulary teaching was de-emphasized.

In addition to comprehension, vocabulary is a critical component. Decoding or identifying and pronouncing words is obvious, but knowing what the words mean is equally essential when skimming a reading text. Those students who have a smaller vocabulary comprehend less of what they read than those with a larger vocabulary. Developing complex word groups and vocabularies with multiple meanings and concepts with figurative meanings for improving comprehension have been suggested as good practices. According to Biemiller (2005) , teachers should give students topic-related words and phrases before reading a book; he further clarifies giving synonyms of words and their meaning in context and familiarizing students with sentence structures in which these words are used commonly.

As a result of the intensive approach, Biemiller says students are given opportunities to expand their knowledge beyond the topic's discourse. Despite this, there is no evidence to suggest that this approach is the most effective. The analysis of words' morphemes - prefixes, suffixes, and roots - is also considered to improve vocabulary understanding, though it is no longer considered an effective strategy for improving comprehension.

As vocabulary knowledge plays a significant role in reading comprehension, language learners obtain most of their vocabulary through reading, particularly if they do not stay in a spoken language. L2 learners can lose their skills in writing and speaking but still be able to comprehend text with some degree of proficiency (Bernhardt, 1993).

The vocabulary was chosen as the dependent variable instead of other English skills because the former is the earliest step to learning a new language. Baker et al., in Moghadam, Zainal & Ghaderpour (2012:558) stated that learning a foreign language is fundamentally and immensely dependent on vocabulary knowledge. Therefore, through the vocabulary, learners could improve their English skills; speaking, listening, writing, and reading. Students with limited vocabulary have difficulties in effective communication, both in oral and written form.

4. Academic Word List (AWL)

The **Academic Word List (AWL)** was designed by Averil Coxhead at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand. The list comprises 570 semantic areas that were selected because they occur with high frequency in a vast range of academic textbooks.

The list does not contain words that are in the most frequent 2000 terms of English (the General Service List); thus, numerous of the words are particular to academic contexts. Still, a substantial part of the vocabulary contained within the AWL is of universal functions; it is simply not of high enough frequency to be included within the General Service List. Words such as area, glide slope, create, similar, and occur, for example, are in the sub-list one, yet these are words that one could expect to come across in daily life, in newspapers, or on TV.

The AWL was primarily made to be utilized by instructors (particularly teachers of English as a Second Language) as a part of a program preparing learners for tertiary-level study or used by students working alone to discover the words most needed to study at colleges and universities.

C. Conceptual Framework

The study focuses on the vocabulary test to prove whether there is a correlation between knowing the Academic Word List on English Department students' reading comprehension at Hasanuddin University, Makassar. Knowing the Academic Word List could be an essential part of

providing students with additional knowledge to comprehend the reading material.

Students will fill out a questionnaire and take two types of tests. There are two parts to this: one is a reading passage, and the other is students' knowledge based on Academic Word Lists. Students take the tests, respectively, to measure their reading comprehension skills and knowledge based on the Academic Word List. Further from the results of the two tests, it can be determined whether there is any correlation between the Academic Word List (AWL) knowledge and reading comprehension.

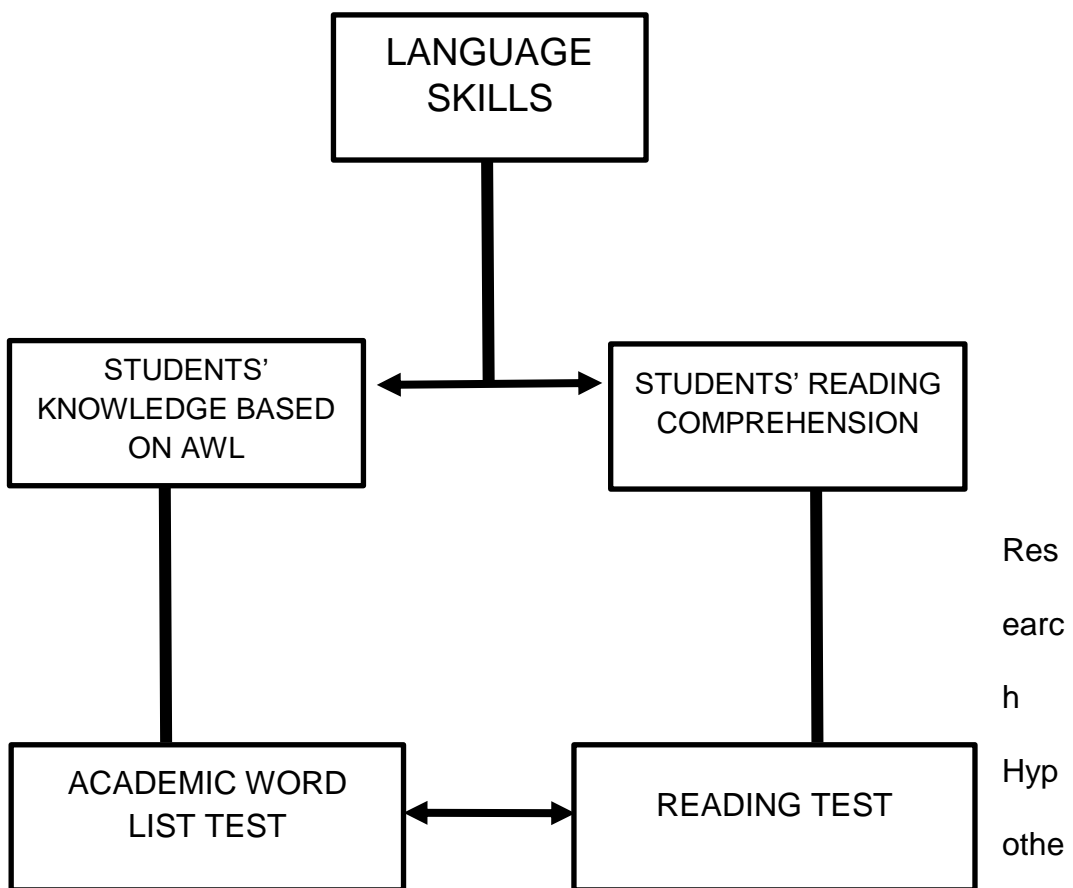


Figure 1. Conceptual framework

sis

Based on the review of related studies, theoretical review, and conceptual framework, the following hypotheses are formulated:

1. Null Hypothesis (H_0)

There is no correlation between students' AWL knowledge and reading comprehension.

2. Alternative Hypothesis (H_a)

There is a correlation between students' AWL knowledge and reading comprehension.