

Chapter One

Introduction

This chapter discusses five points of the study. The first point explains the background of the study. Then, this chapter also talk about statement of the problem, the objectives of the study, the significance of the study, delimitation of study and definition of terms as will be elaborated in the following sections.

Background

One of the activities most often carried out during the teaching and learning activity is reading. Reading is usually defined as a process to know a new knowledge in the form of written text (Lonigan, Burgess, & Anthony, 2000). In education field, reading is really needed for the students to get the message or idea in any written text. Moreover, it is also useful for the students to add more knowledge and explore a certain field. Brown (2004) stated that reading may be argued as the most important skill for success in all educational contexts. It means that teaching and learning cannot be separated from reading activity that can add the students' knowledge.

The result from reading activity that teacher expects from the students is a reading comprehension. Snow (2002) stated that reading comprehension is a process of extracting and constructing the meaning simultaneously through interaction and involvement of written language (as cited in Kurniawan, 2013). It means that from

comprehension process, student can get in deep understanding of information by reading the written text.

As a result, from reading activity, reading comprehension has some factors that can affect students' reading comprehension performance. According to Gan, Humphreys, and Hamp-Lyons(2004), Yilmaz and Kahyalar(2017), Galakjani and Sabouri(2016) students have factors that can affect their reading comprehension performance, the factors are students' anxiety, students perception towards their personality, students' interest, students' grammatical knowledge and vocabulary(as cited in Taladngoen, Palawatwichai, Esteban, Phuphawan, 2020). Another study that was conducted by Sidek and Rahim (2015) found that vocabulary knowledge is really needed by the student to comprehend a text. It is proven that vocabulary is a factor that influences students' reading comprehension. It is in line with Jonathan and Yudhy (2013) who explained that to understand the context of the text students need to enhance their vocabulary knowledge. It is explained that vocabulary is an important tool that help students in reading comprehension.

Apart from being a factor that can affect student's reading comprehension, vocabulary can also affect students' speaking skill. There are a lot of speaking activities that students do; one of them is oral presentation. In oral presentation student are required to speak in front of a bunch of people. According to King (2002), giving an oral presentation needs all four English Language skills such as writing, listening, reading, and mostly speaking. In doing oral presentation, vocabulary is

really needed by students to deliver their message to their audience. Juhana (2012) explained that lack of the use of vocabulary is a factor that can affect students' oral presentations performance. From the explanation above, students' reading comprehension performance is likely to correlate to students' oral presentation performance as both are affected by vocabulary. As both variables are greatly influenced by vocabulary, the students' reading comprehension seems to correlate to the state of students' oral presentation performance as students' vocabulary knowledge may influence the comprehension of the reading and speaking skill particularly in oral presentation.

Statement of The Problem

Reading comprehension is important for students to gain a new knowledge. According to Crook (2013) reading comprehension can positively make students interest in reading book hence adds new knowledge from their previous knowledge. Moreover, oral presentation is really needed by student. Wilson and Brooks (2014) mentioned that with oral presentation student has an opportunity to pick the important information that they want to deliver to their audience, and they can also practice their English-speaking skill naturally.

The problem that researcher found in an English Language Education Department (ELED) in a private university in Yogyakarta was related to the reading comprehension. Based on the interview to the students of ELED in private university in Yogyakarta, researcher found that the student of ELED in private university in

Yogyakarta has low reading comprehension performance. This phenomenon happened because of the complexity of the material text that the teacher gives. The students also explained that they need a long time to understand the text. Most of the students said that there are so many unfamiliar words that make it difficult for them in understanding a text

Moreover, the problem also occurred in the way students perform speaking particularly in oral presentation. Based on the interview to the students of ELED in private university in Yogyakarta has low oral presentation performance. This phenomenon happened when student doing oral presentation in front of their teacher and classmates they tend to stand and just be quite for little while. This happened because of the students' less of confidence and vocabulary knowledge. The students tend to take a long time just to pick the right vocabulary to deliver the message to the audience.

Based on the phenomena, students have both problem in getting reading comprehension and perform oral presentation. Since these both activities are influenced by the quality of students' vocabulary knowledge, students' reading comprehension is likely to correlate with students' oral presentation performance. This is likely to be correlated because of a vocabulary as a similar factor that can affect students' reading comprehension performance and students' oral presentation performance. However, since reading comprehension is a result of reading activities which are included as receptive skills, it may have less correlation to the productive skills i.e oral presentation

as productive skills. In other word, students who can read well do not mean that they can also speak well. While oral presentation is a productive result which is close to listening as its receptive skill. According to study that was carried out by Kim (2015), there is a complex relation that happened between reading comprehension and oral language activity. Therefore, the researcher is interested in conducting this study to analyze the correlation between reading comprehension performance and oral presentation performance. From the explanation above, researcher is interested in investigating whether reading comprehension has correlation to students' oral presentation. It aims to find out the empirical truth through a quantitative study to uncover the correlation between the two variables.

Research Question

The researcher addresses three research questions for conducting this research.

The questions are:

1. How is the English Language Education Department students' reading comprehension performance?
2. How is the English Language Education Department students' oral presentation performance?
3. What is the correlation between the English Language Education Department students' reading comprehension and their oral presentation performance?

The Objectives of the Research

Based on the research questions above, there are three objectives in this research. First, the researcher wanted to find out students' reading comprehension performance. Second, the researcher wanted to find out students' oral presentation performance. Third, the researcher wanted to analyze the correlation between students' reading comprehension and students' oral presentation performance.

The Significance of the Research

The result of this research is expected to be beneficial for the students, teacher and other researchers. These beneficial as a follow:

For the students. The finding from this research can add more knowledge about reading comprehension and oral presentation for all the students especially at ELED of a private university in Yogyakarta. Therefore, the result of this research can be a consideration for the student to increase their performance in reading comprehension and oral presentation.

For the teacher. The finding from this research can add more knowledge in assessing students' reading comprehension and students' speaking by seeing their oral presentation performance. However, the result from this research can be a consideration to increase teachers' performance in teaching reading comprehension and oral presentation for the student.

For other researchers. The result will be a reference in conducting the same topic about the correlation between oral presentation and reading comprehension skill.

Delimitation of study

This study focuses on the correlation of students' ability in performing oral presentation level and their reading comprehension skill. In this case the researcher conducts the research at ELED in a private university in Yogyakarta. Moreover, the respondents of this study are students' batch 2017 of ELED in a private university in Yogyakarta who had been doing oral presentation in their class.

Outline of the Research

This research comprises five chapters. The first chapter presents the background of the problems, statement of the problem, the objectives of the research, the significance of the research, the limitation of study.

The second chapter discusses the literature review. It contains the explanation about reading comprehension and oral presentation. Review of related study and theoretical framework which includes hypothesis is following.

The third chapter portrays research methodology. It defines the type of the research design and population and sample. Data collection method and data analysis are explained afterward.

Chapter four show the findings and discussion of this research. This chapter included the analytical of students' reading comprehension performance and students'

oral presentation performance. This chapter also discusses the correlation between students' reading comprehension performance and their oral presentation performance.

Chapter five shows the conclusion and recommendation of this research. There are two parts in this chapter. The first part discusses about the summary of this research, and the second part reveal the recommendation based on the research significance.