

Chapter One

Introduction

This chapter consists of the background of the problem, identification of the problems, limitation of the problem, research question, the purpose of the research, significance of the research, and the outline of the research. This chapter explains why the researcher chooses this topic to be studied, the problem, purpose of this research, and the limitation of the research.

Background of the problem

Language stands for a symbol of interaction in communication. Communication can realize if students know the first skills in the language. For example, in English, there are four primary skills that need to be addressed. They are listening, speaking, reading, and writing. These skills also apply to the learning process of English called listening and reading as a receptive skill. Then, writing and speaking as productivity skill.

Listening is a receptive skill for students in an oral mode, and speaking is a productive skill of oral mode. People learn a new language from what they hear for the first time. Then, speaking activity produces information that is done by people to interact each other. Furthermore, reading is a receptive skill in writing mode. It is also important to gain new information on language learning. The next skill is writing. Writing is a productive skill after reading. Those skills can foster ability in summarizing the use of language. Also, there are three elements of

language that give an important role in supporting four main skills above, name pronunciation, vocabulary, and grammar (language structure).

Learning English is not a simple matter for EFL learners in Indonesia. It is hard enough to learn English for L2 or EFL students like students in Indonesia. In this context, students are coming from a varied background of schools, such as from high school and also vocational high school. Therefore, the students who are learning English in this department comes from different abilities in English. For example; different skills in listening, vocabulary size, and many others. Students who do not have a high language knowledge background gained from elementary to high school will feel overwhelmed with this. Then, if the students come from vocational high school, which is, in fact, their acquisition of English is less than the students who came from high school, they feel unconfident in learning process in the class. Based on the researchers' experience, learning English with less capability in English make students feel worried about attending a class.

The potential factors that affected students acquisition when students are learning and teaching English occur mostly in classrooms, rather than during daily communication. They also have difficulties in understanding the lesson. Their knowledge of English is also affected by their limited ability to listen, speak, read and write the language.

When learning a language, that four-main skill should be learned. Based on those four main skills, listening is the commonly used for gaining information through hearing. It can take a conclusion that listening is an activity to gain

information through ears. Nation (2009) stated that listening is the original pioneer to speaking; the early stages of language development in a person's mother tongue (and in the naturalistic acquisition of other languages) are dependent on listening. Nation (2009) also stated that listening is the early stages to develop acquisition of another language in natural development. The students can absorb every information through hearing something. Listening becomes the first and foremost to acquire in learning the language.

In learning English, students get many benefits through listening. Students can get much information through listening. Students can also learn from the audio linguistic way, and they can absorb the information from the teacher. The audio linguistic way is one of the students' styles of learning. It is a primary way to get information besides the visual, and kinesthetic way of learning.

This research is never conducted at English language department of UMY. From many references and previous thesis, the researcher does not find them yet. Therefore, the researcher considers this title has the research.

Identification and limitation of the problem

Listening skill is one of the four skills in English which students should learn. Furthermore, at English education department of Universitas Muhammadiyah Yogyakarta there some problems that were faced by students. It proved from preliminary interview conducted on students of English education department batch 2016. The result of the interviews showed problems that commonly appears; mishearing, misunderstanding, incomprehension of English

pronunciation expressed by native speakers at average speed through the listening material. Based on the problems above, the ability of language acquisition each person is different. Those problems might be caused by lack of vocabularies, accents, and any others.

The Limitation of the Problem

Some factors influencing listening skills, for example; vocabulary, spelling, pronunciation and much more. However, this research only focused on the correlation between vocabulary mastery and listening skill in the students of English education department batch 2016.

Research Question

Here are the research questions that found in this study:

1. How is the vocabulary mastery of students' batch 2016 in EED of UMY?
2. How is the listening skill ability of students' batch 2016 in EED of UMY?
3. Is there any correlation between vocabulary mastery and listening skill in first-year students of EED of UMY?

Purpose of the Research

Based on the following research questions above, the purpose of this investigation is:

1. To investigate the student's vocabulary mastery category in a year learning in English at English Education Department of UMY.
2. To find out the students ability in listening skill in the English Education Department of UMY.
3. To find out whether there is or not a correlation between vocabulary mastery and listening ability of first-year students of the English Education Department of UMY.

Significance of the research

This research has benefits which are useful for following parties:

For the teachers. This research result gave information of the strategies in teaching listening to students. Especially, teach to improve students' listening ability and vocabulary. It is hoped to let the teachers know better which strategies that could be implemented for the students in teaching English. This research is also helpful to offer the way to develop for the listening ability of the students.

For the students. To give information or input on how to improve the listening skills through vocabulary. Furthermore, students can improve their listening skill after mastering vocabulary knowledge of the meaning.

For researchers. The result from this study is useful to expand more about awareness and experience about listening skills and vocabulary mastery study for possible future research. Also, for other researchers. The outcome of this

study is expected to offer one of the references or the thought for the other researchers who want to survey the same field of study.

Outline of the research

In first chapter the researcher explained a few things about the background of the research. Then, the researcher identified the problems that underlie this topic. After that, the researcher found many common problems inside the topic. Although, the researcher only focused on the vocabulary mastery and listening skill problem. Next, the researcher explained the purpose and benefit of this research to the readers. In the second chapter, the researcher described the theories which is relevant to the topic. The third chapter consist of the methodology which used as reference. In the fourth chapter, the researcher described findings and discussions. The last chapter discussed about the conclusion, result of the research and give recommendation to the next researcher.