

Chapter Two

Literature Review

These second chapters discuss the theories for literature review which included the definition of listening, vocabulary and the supported theories from two variables. there are related studies to compare the previous study with this research which was done by another researcher. Also, there is conceptual framework as the plot of this chapter. The hypothesis of research is also provided in the end of this chapter.

Definition of listening

Nation (2001) defined that listening is an activity to get information through ears. Furthermore, Nation (2009) said: “listening is the natural 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.” According to Nation (2009), listening was a passive process in which listener receive information that was sent by speaker traditionally. Based on two theories from Nation, it can take a conclusion that listening is an early stage of learning a language that gains information through hearing and natural process organ of hearing.

Another perception of listening is Vandergrift, & Goh (2012) who stated that listening is an essential skill; it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.

It can take a conclusion that students who are learning foreign language gain information through listening to do interactions. Ross (2002) categorized listening is the broad skill that used in learning the language and become a most critical skill that should be learnt in daily life. So, listening is a skill which should be learned by the students in daily life.

Listening is one of the macro skills that should be learned by students moreover foreign learners. Vandergrift (2002) said, “listening is a process of interpretation in which listener’s match what they hear with what they already know defined.” It means, that while listening students should do both activities in one section. Those are to know the word that they are already known and to define meaning for a new word to enrich their vocabulary. According to Thomlinson (1984), listening is the ability to identify and understand what others are saying. Vandergrift also stated that listening is a transparent process of the brain which is interpreted sound into information through understand vocabulary, grammatical structures, stress, and intonations. Moreover, Feyten (1991) stated that listening has a critical component in the process of the second language acquisition. It can be concluded that listening is an essential part of the language that should be learned for L2 learners.

Problems in listening skill

EFL learners tend to have severe problems in listening comprehension. English teaching and learning focus on specific language skills. Listening is first skills to teach. Hamouda (2013) stated that university-level pays more attention to

vocabulary, grammar, and reading. However, Graham (2006) stated that most learner's difficulties in listening are to reviews their low ability in the skill and the difficulties of listening text and task. It means that L2 students are known their weakness in learning listening. It depends on their ability in recognizing text and audio at one time to achieve effective listening. In according to comprehend, the learner must immediately process and segment an ongoing stream of sounds.

There are some factors that influenced listening skill. Goh (1999) stated that there were five factors which the students believed had influenced their listening comprehension. Here are the factors that affect listening skills; vocabulary, prior knowledge, speech rate, type of input, and speaker accent. Goh found that 80% of the students considered vocabulary an important factor in their listening comprehension. Some students specifically reported the effects that unfamiliar vocabulary items had on their comprehension. However, Goh research cannot be used as a reference for all of the students. Goh research result up to 80% positive because he took participant from the L1 students context. Then, the research took place on the junior high school of England. It is possible when the result of the research 80%. The result of the research can be different in each context like; participants, L1/L2 learners, and places. The score also can be affected by many obstacles too. Goh (1999) defined students' perceptions of their listening ability are often directly affected by how well they think they can understand content words in a text.

Factors affecting listening skill.

Listening is affected by many factors, a possible factor that commonly found that is vocabulary acquisition. Vidal (2003) defined that in listening to academic lectures in English, it can also be considered a source of vocabulary acquisition. Then, Vandergrift & Goh (2012) proposed that one of the cognitive factors that affecting listening skill is vocabulary knowledge or vocabulary mastery. Futhermore, Rost (2002) argued that vocabulary acquisition be a major goal of listening instruction, as there is a healthy relationship between effective listening and vocabulary accessibility. In principle, listening is facilitated by the size of an individual's mental lexicon and the listeners' facility in spoken word recognition. Then, the source of vocabulary means it is one of sources that consider in listening comprehension. After vocabulary acquisition so that students can enrich themselves of vocabulary knowledge before do listening comprehension. Similarly to Vidal's argument, Hamouda (2013) also stated that in understanding students' learning difficulties; teachers may enable help to students in developing listening effectively through strategies and improve their English listening abilities.

Vocabulary acquisition for EFL students is an average of several factors that affect listening. Cheng & Mathew (2016) stated that vocabulary knowledge is a strong correlate and predictor of L2 listening and reading. It means that L2 vocabulary acquisition has correlation for L2 listening in theory. In addition, Staehr (2009) stated that correlations between the listening test score and

measures of vocabulary size and depth of vocabulary knowledge demonstrated their relationship to listening to be .70 and .65 respectively.

There is a statement from an expert, Cheng (2016) also add a statement that knowledge of word definitions was measured by asking test takers to provide definitions of those words and to provide as much information as possible about each word. The final measure of vocabulary depth tapped a productive dimension of vocabulary knowledge. Cheng gains the theory issue of vocabulary “measuring L2 vocabulary knowledge is to acquire accurate information about the degree to which a learner’s current level of vocabulary knowledge supports fundamental language skills such as listening and reading.” In this case, to measure the vocabulary knowledge, there is a test to make sure the vocabulary knowledge enrichment.

Strategies in listening skill

There is challenge in learning listening to EFL students. In facing the obstacles, the students should have a strategy in learning listening. Teacher should provide strategy to the students. Goh (2000) proposed that train to involves finding out of the particular problem that faced by the learner in listening comprehension is the first step of the strategy learning. Based on Goh argument, learning strategy in listening can be based on problem that is encountered by the student. Goh suggests the problem of learning listening can occur from the level of perception, parsing, and utilization of the listening itself. There are two type of strategies that are useful for the students in listening. There are; first is

communication strategies—strategies to assist comprehension, for example making predictions before listening, listening selectively, knowing how to interrupt politely, and much more. Second is learning strategies—strategies for noticing language forms in the input in their free listening, for example negotiating (seeking clarification), listening for patterns, focused listening. Those two useful strategies can be a benefit for students in learning to listen.

In implementing good listening strategies, teachers should preselect short audio articles or lecture excerpts that are usually used in their classes. Then, describe for students what kind of thinking they can do before, during and after listening stated by Palmer (2014). According to Palmer (2014), there are nine strategies in learning listening, which divides into three categories, (before-listening strategies, during-listening strategies, and after listening strategies.) Here are instructions for six active listening strategies; connect on predict, talk new words, listen for answers, take notes, re-listen/find a fix respond, and extended summarizing.

The definition of vocabulary

Hammam (1992) argued that vocabulary is total number of words that make up of language. It can be concluded that vocabulary is known as a set of the word with its rules to make a language. Moreover, according to Richards and Schmidt (2002:580), vocabulary is a set of a lexeme, including single words, compound words, and idioms. Then, the definition of vocabulary can be concluded as a single item or chunks and phrases of few words which convey a

specific meaning. In addition, Qian (2002) defined about vocabulary is acquired to improve the word, so words acquired at the beginning of the learning process are likely to have much more depth than words more recently learned.

The importance of vocabulary

The first important thing that has to be learned when learning a language is vocabulary. The importance of vocabulary is that vocabulary is the central to English language teaching, because without vocabulary, students cannot express their ideas or understanding the lesson. The vocabulary in English teaching is necessary to make sure students understanding the lesson. Schmitt (2013) said “Learners carry around dictionaries, and not grammar books.” It can be concluded that teaching vocabulary is helpful for the students to understand and to be able to communicate with other in English effectively.

Learning vocabulary is essential to improve the students’ language competence of the macro skills like listening, speaking, reading and writing. The students who are learning a foreign language will be good at speaking, listening, reading, and writing if they can enrich their vocabulary knowledge. Furthermore, Thornburry (2004) said that without grammar, little idea of a statement can be conveyed, but, without vocabulary, no idea of a statement can be conveyed. It can be concluded that vocabulary take a major role in learning macro skills like listening, speaking, reading and writing for the learner because after they are learning vocabulary, automatically, they have the meaning of a word and understand the context.

The relationship between macro skill and vocabulary knowledge is connecting each other. According to Nation (2001), relationship between vocabulary knowledge and macro skills influence each other, macro skill and conversation happen is enabled by vocabulary knowledge. Moreover, macro skill is increasing vocabulary knowledge and vice versa. So, when students learning macro skills they also enhance their vocabulary knowledge.

Vocabulary and importances are demonstrated on daily in and out of the school. In a classroom context, students have realized that the acquisition of vocabulary is essential for strong second language use and important role in complete plays spoken or written text. Refers to Nation (2011), In English for foreign learner (EFL) context, vocabulary plays a major role in all language skills like listening, speaking, reading and writing. Then, Schmitt (2000) argued that lexical knowledge is a center of communicative and acquisition of a second language.”

Kinds of Vocabulary

There some kinds of vocabulary in English. Montgomery (2007) explained that there are four types of vocabulary, first is listening vocabulary, speaking vocabulary, vocabulary reading, and vocabulary writing. He also described that listening vocabulary is the word we hear and understand. Moreover, speaking vocabulary as the word we use when want to speak. Vocabulary reading is the word that we understand when reading a book. Writing vocabulary is the word that we use when we want to express our feelings in writing.

Neuman & Dwyer (2009) explained vocabulary is the things should take attention to reach communication effectively. Vocabulary was defined as "words that should be aware of effective communication; there is a word in speaking (specific vocabulary) and words in listening (receptive vocabulary). Neuman & Dwyer (2009) divided there are two kinds of vocabulary, active and passive. Active vocabulary is a word that is used by a person in an oral or written expression as they fully understand the meaning of the phrase. Active vocabulary can be simplified as the phrases which common and often be used by the people because they fully understand, while passive vocabulary is thing that understood, but do not use it. The example of active vocabulary is writing and speaking vocabulary. While the passive vocabulary is unfamiliar words that it can be judged based on the use, this passive vocabulary usually come up from a newspaper or another expression. The example of passive is reading and listening vocabulary.

However, Burger (2011) defined vocabulary into two; first is receptive vocabulary and second is productive vocabulary. Receptive vocabulary is a word that is understood by the students, and they can comprehend, even they cannot produce those words. Webb (2009) stated similar concept of receptive vocabulary as he defined receptive vocabulary as words that learners can recognize and understand what they used in context, but they cannot produce that vocabulary. According to Webb's definition, learners can recognize receptive vocabulary when they meet the vocabulary in reading text and listening but they cannot use it (vocabulary) in writing or speaking skill. Webb (2009) stated that productive

vocabulary is the words that is understood by the learners and they can pronounce it and use it as construction in doing speaking or writing. It involves that receptive vocabulary needs the ability to speak or write at the proper timing. Thus, productive vocabulary also can be said as the active process; learner can directly produce the words to express their feeling to others. Based on Webb, it can be concluded that productive vocabulary is known as the ability of the students to produce words. However, exactly which words a learner needs to know is a very personal matter. Learners, however, should continue to learn new words. both of active-passive vocabulary and receptive-productive vocabulary have similarity that both of them are kinds of vocabulary in terms of vocabulary used.

Word in language depends on the function of it in the communication. Hatch & Brown (1995) categorized classification of words of a language depends on their function of the word in communication. Words are classified based on content words and functional words. Content words are pointing to a thing, quality, state, or action, and which have lexical meaning. The thing that includes in content words are nouns, verbs, adjectives, and adverbs. The things include on operative (functional) words are a pronoun, preposition, conjunction, and a determiner. Based on the explanation before, we can take that function, and content word is included nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunction. At very least, estimates of vocabulary size must take into account productive and receptive knowledge.

Vocabulary mastery

Vocabulary is needed as the component of language which is used to perform listening, speaking, reading and writing. The use of words can be clarified into various ways but need to be considered, there are three things a teacher should be focused on, there are form, meaning, and use. Knowing a word does not simply mean knowing its meaning. Nation (2001) defined form of a word involves of spelling (written form), pronunciation of word (spoken form), and any part that makes this up such as suffix, prefix, and roots. So, a form of a word includes the shape of it, like spelling, and pronunciation. In the 'meaning' section, Nation (2001) explain that meaning is associated that come to mind when people think of a word or when to express something. Moreover, Nation (2001) stated that use of words involves the grammatical function of a word or phrases. Vocabulary mastery is the ability in use the form, meaning, and use of the word.

Based Nation's explanations, it can be concluded that vocabulary mastery is an individual ability in use word by the form, used, and meaning. It means that students who have the ability to use vocabulary, not from just of their meaning, can be said vocabulary mastery.

Vocabulary teaching and learning

In learning vocabulary, students may have many difficulties that affect their vocabulary knowledge. However, they might not have solution to those problems. So, teachers need to help students to learn vocabulary with any strategies that can enhance students vocabulary knowledge. Murcia (2001) defined that three strategies for learning vocabulary i.e meaning guess, mnemonic

device, and note taking. Meaning guess from the context is strategy to guess from the context of the text, the text is about what. Mnemonic devices, Its suggest the students to remember what they had heard before and they can classify the word meaning. Vocabulary notebooks is one strategy that taking a notebook to write a new word meaning vocabulary. Moreover, Stahl (2005) stated that students probably have to see a word more than once to remember it into long-term memories in their mind. Considering the benefit, teacher should encourage students to do notetaking to enrich their vocabulary knowledge because it is one of strategies in vocabulary development.

Vocabulary can be one of the aspects that should be taught by the teachers. Thornburry (2002) stated that teaching words is a crucial aspect of learning a language as languages are based on words. It implies that communication between human being relies on words. So, it is almost impossible to learn a language without words. So, words are important factor in learning language so that, teachers need to equip the students with good vocabulary to be able to acquire the language. Refers to Walters (2004) said “teaching a language to affect by vocabulary acquisition and has been approved by teacher and students.”

One of the most discussed parts in teaching English as a foreign language is vocabulary. When the teaching and learning process takes place, problems would appear to the teachers. The teacher should prepare the appropriate technique, that will be implemented to the students. A good teacher should prepare his/her up to date technique in teaching. Teachers need to be able to master the material and make the students interested and happy in the learning

process. The teachers have to know the characteristics of his/her learners. They moreover need to prepare proper techniques and suitable material to gain the target of language teaching.

Related Studies

The related study that has been done by three researchers about this field of study, i.e., vocabulary and listening and the relationship between them. There is some quotation that supports the study. In order to see the difference with this research so, then there are compare and contrast between those three studies with this research.

First study has done by an expert researcher of listening ability. Vidal (2003) stated that listening to academic lectures in English, it can also be considered a source of vocabulary acquisition. Vidal's research presents an empirical study of the acquisition of EFL vocabulary through academic listening. She said about the effect of lecture listening on vocabulary acquisition as well as the interaction effect between EFL proficiency and vocabulary acquisition were found to be significant. Then, the result of her research is predictability from word form and parts was found to be the best predictor of vocabulary gain, followed by, in this order, word type, type of elaboration, and finally frequency of occurrence. From the explanation, it can be discussed that the aim of this research is to find out the relationship between listening in academic with vocabulary acquisition. This study only focuses on the interaction between vocabulary acquisition and not vocabulary mastery.

Second study is from Cheng & Mathew (2016) They found that vocabulary knowledge is a strong correlate and predictor of L2 listening and reading. This study is to find out the correlation between vocabulary mastery with listening in students of China. The result of Cheng and Mathew said that vocabulary mastery have good relationship and connecting each-others. It proofs by the participants in second language L2 students in China do the test as well. They describe the relationship based on the students score of test vocabulary and listening. The result of this study might be different from this research because the context itself. Cheng study only focus on the Chinese people which in fact, they are second language learners.

The last study is from Rost (2002) argued that vocabulary acquisition is a major goal of listening instruction, as there is a healthy relationship between effective listening and vocabulary accessibility. Similar with Vidal's research, this study also finds out the correlation between vocabulary and listening skill. However, Ross only focusses on effective listening with vocabulary access. The result is good, so vocabulary access and effective listening has good relationship. The result just only focus on the students effective listening strategies, in compare with this research, the difference focus on the assessing of effective listening, not the listening skills itself.

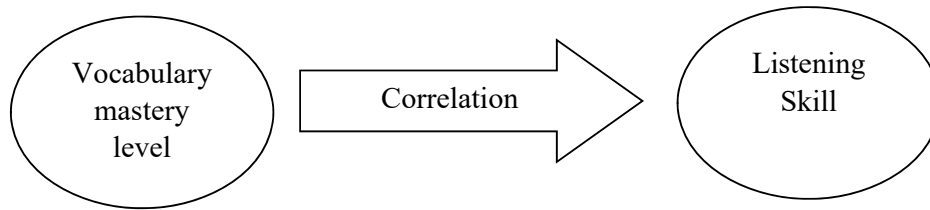
Conceptual Framework

Vocabulary is one of the important things in learning English language. There are several types of vocabulary, i.e. receptive vocabulary, productive vocabulary, passive and active vocabulary. These types will be acquiring by the students as well if students are vocabulary mastery. Vocabulary mastery also essential to students to acquire their ability in four-main skill like listening, speaking, reading, and writing. Those four-main skills need support of vocabulary especially, in listening.

In learning vocabulary, there are some strategies that can be used by students to acquire their vocabulary mastery. Teacher also can help the students enhance their skills by applying the strategies in the class. After vocabulary mastery, students will learn and vocabulary and its used by *form, meaning, and used*.

Listening is one of the main skill in learning language. Therefore, EFL students are familiar with listening when they learn English. There are some factors that influence their listening ability such as mishearing, and misunderstanding. In solve those factors, teacher had strategies to learn listening for the students. For example; note-taking, prediction, listen to new word, etc.

Based on the theories, we can conclude that vocabulary is possible factor that affect listening ability. Moreover, there is another possible factor that affect listening too like mishearing, and misunderstanding. There are some studies about relationship between vocabulary and listening.



Hypothesis

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

H0: There is a correlation between EED of UMY's students' vocabulary mastery level and students listening skill.