

“The Correlation between Vocabulary Mastery and Listening Skill of Students of English Language Education Department of UMY”

Abstract

Vocabulary plays a vital role in any primary skills of the English language for students like; listening, reading, speaking, and writing. Mastering the vocabulary means students know more the vocabulary not just only the meaning of the word, but the usage of it in a sentence. Besides, listening is the first things that commonly appears when learning any language. Listening skill is basic skill that must learned by students in learning English as foreign language in Indonesia. The goals of the research were to know that are (1) the vocabulary mastery level of EED of UMY students, (2) the category of EED of UMY students' listening skill, and (3) the correlation between students' vocabulary mastery and students listening ability. The data were collected from 70 students of EED of UMY batch 2016. This research used VLT test by Meara 1992 which the test was standardized. Total sample (N) was 70, the Pearson correlation value is 0.465, and the significance value is 0.000. Cohen et al (2011) stated that “coefficient statistics are statistically significantly correlated at the $\rho < 0.05$ levels” (p. 345). The finding above shows that significant value (ρ -value) of this research was 0.000 which is lower than 0.05. It means that there is a positive and significant correlation between students' vocabulary mastery and their listening skills. Based on Sugiono's (2011) criteria of correlation level 0.410 was on moderate level (0.40-0.599). There is a positive correlation between vocabulary mastery and listening skills. The correlation degree is moderate. The point is vocabulary increase, so there listening skills also increase.

Keywords: Vocabulary, Listening Skill, Vocabulary Mastery

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.

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.

The definition of vocabulary

Hamman (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.

First of all, this study is to find the correlation between two variables; vocabulary mastery and listening. Creswell (2013) stated nonexperimental form of quantitative research is the correlational design in which investigators use the correlational statistic to describe and measure the degree of association (relationship) between two or more variables or sets of the score. The explanation above is a part of quantitative research methods. Creswell (2013) stated that quantitative research is an approach for testing physical theories by examining the relationship between variables. Then, quantitative research method has many designs such as survey research and experimental research design. Creswell explain the correlational design as nonexperimental design. Correlation research is one of the kinds of nonexperimental quantitative design. The purpose of this investigation is to get information about the correlation between vocabulary mastery and listening skills of the students’ batch 2016 of English Language Department of UMY. Gravetter (2007) stated about descriptive correlational design “An explanatory correlational design explains or clarifies the degree of one or two variable association.” This forming method is appropriate as it set to look out the relation of vocabulary mastery and the listening skill of students English Language Department of UMY.

Research setting

This study conducted in English Language Department of Universitas Muhammadiyah Yogyakarta. The researcher chose English Language Department of Universitas Muhammadiyah Yogyakarta as research setting because this study aimed to look at the listening ability of students’ of 2016 batch and their vocabulary knowledge. Moreover, it tried to figure out whether there was a relationship or not between listening skill and vocabulary mastery. In this department, listening skill and vocabulary mastery are learned by the students from any batch and especially for the students who were

batch 2016 in second semester.

Population and sampling

The participants were fitted because they were on the second semester last year. Then, they are done with listening lecture. The population of this study was 70 students of English Language Department batch 2016. They were capable of doing a test, and the result becomes the input data of listening and vocabulary knowledge. The participants hopefully had the willingness to help in do the test and assessing themselves to discover the result of what they have learned in English especially in vocabulary knowledge and listening skill.

In deciding participants, researcher refers to expert, Sugiyono (2007) stated that total population sampling is a sampling collection data technique in which the number of the sample is equal to the number of population. The reason why the researcher chooses this sampling technique was that the total of the population consisted of less than 100 participants. Then, Sugiyono (2007) also mentioned that if the number of population is less than 100, all of the participants should be a sample of the research. Since the total of a participant in this research was 70 students, that means they (participants) are more than 50% of total amount of students in EED batch 2016. After that, those 70 students are total population sampling matches this research.

Research Instrument

This research according to Meara (1992), vocabulary learning test (VLT). Meara Test is suitable test to gain students understanding on mastery a word at least (the use, meaning of word) In searching for vocabulary mastery score. VLT test was chosen because the characteristic of this test is appropriate to assess student vocabulary acquisition and mastery. There are seven thousand words families in the seventy words that students need to answer the translation in Indonesia. Then a 70-item of the test is equivalent to 1 word in every 100. Thus, students who could only answer 50 or more,

their ability classified as an intermediate level. Schmitt (2008) stated that learners with a vocabulary closer to 5000 words would be usually classified as intermediate level. The corresponds to research participants who are in batch 2016.

Findings and Discussion

This chapter presents findings and the discussion of the research. The findings section provides results from the vocabulary mastery test and TOEFL-like test. The discussion section provides the answer to the research questions and the verification of this research hypothesis.

Findings

In this part, the researcher presents the findings of three research questions. The first research question is ‘How is the EED of UMY students’ vocabulary mastery category level?’. The second research question is ‘How is the EED of UMY students’ listening ability category?’. The third research question is ‘What is the correlation between EED of UMY’s students’ vocabulary mastery level and their listening ability?’.

The first research question of this study is “How is the EED of UMY students’ vocabulary mastery category level?”. The data were collected from 70 students of EED of UMY batch 2016. The data were obtained from students’ score in do VLT test by Meara 1992 test. Schmitt (2008) stated, “large vocabulary is necessary to function in English: 8000 – 9000 families for reading, and perhaps as many as 5000 – 7000 families for oral discourse” (p. 329).

Vocabulary Mastery Result

Vocabulary has many levels based on the classification by Schmidt (2008). Students who are in college there are mostly on intermediate levels. Students with a vocabulary closer to 5000 words families would usually be clasified as Intermediate level. The data presented that the minimum score of students was 2200 and their

maximum score was 6900. Student who has answer all test with correct/no mistaken gain score 69 (it represents 6.900-word families) Moreover, if there any mistake, the score followed by the total of correct answer. Based on Supranto's (2006) formula that was written in chapter three (see table 3), the researcher categorized students' vocabulary mastery level into three categories with interval 1500. There were weak, moderate and good categories.

Students' Vocabulary Mastery Category	Frequency	Percent
5.201 – 6.900 = Good	25	36%
3.701 – 5.200 = Moderate	40	58.5 %
2.200 – 3.700 = Poor	5	5.5%
Total	70	100%

Table 3: The Vocabulary Mastery Frequency

Based on the categories of students' vocabulary size level above, the result shows that there are only five students (5.5%) who have poor vocabulary score. Then, there were forty students (58.5%) who have moderate score and twenty-five students have good score of mastery vocabulary (36%). Schmidt (2008) stated that students who are intermediate the word-families should be on range 4000-5000 or better.

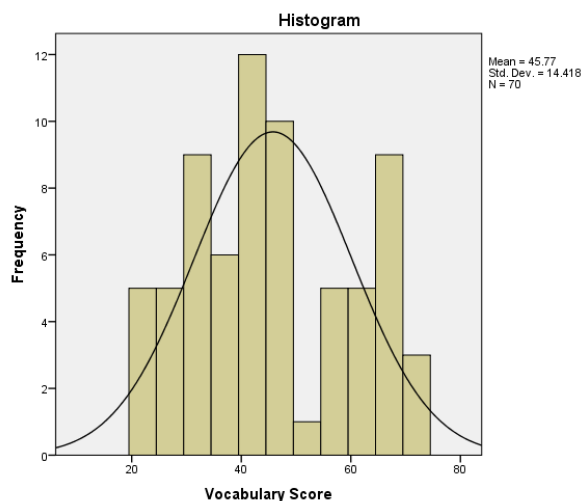


Figure 2: Vocabulary Mastery Frequency

The result shows that the mean value of students' vocabulary mastery is 4577-

word families. Then, the histogram also describes that most of EED of UMY batch 2016 students have a moderate score of vocabulary mastery. The conclusion of all data is student's vocabulary mastery at a moderate level.

Conclusion and Recommendation

This chapter provides the conclusion of the research and the recommendations of the research. The summary of this research is provided in the conclusion section. In the recommendation section, it stated the recommendation of the researcher for the EED of UMY students, EED of UMY lecturer, and the other researchers.

Conclusion

Based on the findings, then it can be concluded that EED of UMY students in batch 2016 vocabulary mastery level is in moderate category. Since the result of their test, they are close to moderate category. Mean 4577-word families, their score is lower than the minimum number of intermediate vocabulary mastery level suggested by Schmitt (2008) which is 5,000 words. Their listening ability, they are also moderate category close to good category since their mean was 4.67. The participants showed that their capability in listening is good enough.

In addition, the null hypothesis of this research was accepted. It means that there was a correlation between EED of UMY students' vocabulary mastery towards their listening ability. The result of correlation analysis showed that there was a positive, significant and moderate correlation between both variables. In other words, the higher the students' vocabulary mastery is, the better their listening ability becomes.

Recommendations

Based on the result about the correlation between students' vocabulary mastery towards their listening ability, this research provided some recommendations for EED of UMY students, EED of UMY lecturers and next researchers.

EED of UMY students. Since the result of students' vocabulary mastery are

moderate category, the students are suggested to increase their frequency of practice on reading and listening to the English material because those activities can help them get more vocabulary mastery. Since generally there is a correlation between vocabulary mastery and listening skill, so the higher level their vocabulary mastery is, the higher their product of language ability becomes. It can be concluded that if students learn and practice more in acquiring vocabulary, their (students) will get better in listening ability.

EED of UMY lecturers. Since the result of students' vocabulary mastery is moderate close to good, the lecturers are suggested to facilitate the students in order to improve their vocabulary mastery. The lecturer may help the students through providing the reading and listening materials which students can use as the sources of their vocabulary mastery. Seeing there are still some students in trouble listening, the lecturers are suggested to teach the students about strategies to handle listening through vocabulary enrichment. Then, the lecture asks to students to do more practice in four major skills (listening, speaking, reading and writing) to gain more new vocabulary.

The Other researchers. Since there is a correlation between vocabulary mastery and listening ability, the next researchers are suggested to investigate how deep the impact of those variables. Researchers are suggested to do regression based on this study to measure of the impact of vocabulary through listening skills.

The researcher only focused on the correlation between listening and vocabulary mastery. The result of the research showed that there was moderate correlation. In the implementation to the teachers to solve the listening problem which was mentioned before, the researcher recommends to find out more the strategies to solve the problem through another research.