

THE CORRELATION BETWEEN VOCABULARY MASTERY OF THE SECOND YEAR STUDENTS OF MTS ISLAMIYAH BERINGIN SAKTI DHAMASRAYA AND THEIR LISTENING COMPREHENSION

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The type of this study was correlational study. The purpose of this study was to determine correlation between vocabulary mastery and listening comprehension. The population of this study was the second year students of MTs Islamiyah Beringin Sakti, Dharmasraya. The total number of population were 80 students. The members of sample in this research were 30 students. In selecting sample, the researcher used random sampling. The instruments used to get the data were vocabulary test and listening test. The researcher tried out the tests to the students out of sample. By using Alpha-Croanbach method using SPSS program for windows version 22 at .05 level of significance, the researcher found the reliability of vocabulary test was .903 and the reliability of the listening test was .899. It means the tests were reliable. The test was valid in terms of content validity. The result of the data analysis showed that the value r-calculated in this research was .642 with the level significant $\alpha.05$ and the degree of freedom (df) $n-2(28)$, the value of r- table was .361. It means that r- calculated (.642) was higher than r- table (28). Therefore, the relationship between two variables, students' vocabulary mastery and their listening comprehension was significant. Then, the alternative hypothesis that said there is a significant correlation between students' vocabulary and their listening comprehension of the second year students at MTs Islamiyah Beringin Sakti was accepted. It can be concluded that the students' ability in listening comprehension is related with vocabulary mastery. Dealing with the conclusion of this research, the researcher has suggestion for the English teachers. They should be able to help the students to build their vocabulary.

Keywords: Correlation, vocabulary mastery, listening comprehension

A. Introduction

English is very important in the world. It is an international language. Nowadays, the electronic material is also expressed in English, for example, how to

cook a cake or how to use a blender. In Indonesia, English is a compulsory subject that has to be taught at junior high school. In learning English the students should master four skills. They are listening,

speaking, reading and writing. In addition the students also should master some language components, such as grammar, vocabulary, and many others. Vocabulary is one of language components. It is an important one because to master the four language skills we should master vocabulary. Thornbury (2002:3), argues that if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little thing with grammar but you can say almost everything with words. It means that vocabulary is more important than other components.

Listening is one of the English skills that is very important to be mastered by students. It is important because when we are listening we can learn expression, pronunciation, stress and others. According to Rusmajadi (2010:136), there are some advantages of learning to listen; it can improve efficient communication, differentiate about voice and stress, lead someone to learn pronunciation, grammar, and the usage of vocabulary, expression and idiom.

In fact, based on informal interview that the researcher did towards English teacher and some students of MTs Islamiyah Beringin Sakti, the students got difficulties in listening. They could not

grasp or catch the ideas because they lack of vocabulary. According to Osada (2004), vocabulary is one of potential problem in learning to listen English. It means that if the listener have limited vocabulary she/he will get difficulties to understand what she/he listens.

Therefore, the researcher wants to prove whether there is correlation between vocabulary mastery of the second year students of MTs Islamiyah Beringin Sakti Dhamasraya and their listening comprehension.

Vocabulary mastery is the storage of word that the students have in their mind. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001). According to Pikulksi and Templeton (2004), vocabulary is defined as the sum of words used by, understood by, or at the command of a particular person or group. It means we “use” vocabulary to express ideas when we speak and write, while the vocabulary should be “understood” when we listen and read. It means that vocabulary is an important aspect that can support the possession of four language skills; listening, speaking, reading and writing.

Listening is one of language skills. It involves a sender, a message and a receiver. Listening comprehension is generally acknowledged that understanding aural text is an inferential process in which the listener actively constructs meaning through the employment of two major knowledge sources: linguistic and nonlinguistic. Linguistic skills refer to the cognitive processes, whereas nonlinguistic skills refer to the listeners' pragmatics knowledge. Like speaking, reading and writing, listening also has some processes; hearing, understanding, remembering, evaluating and responding (Tyagi, 2013).

In this research, the researcher limited her study to "the correlation between student's vocabulary mastery and their listening comprehension at the second year students of MTs Islamiyah Beringin Sakti Dharmasraya. In this case, this research focused on vocabulary about transportation, food and clothing. In listening skill this research focused on listening to the dialogue and monologue about transportation, food and clothing. All of these topic took from the material and syllabus that the students learn.

Relating to the limitation of the problem, the problem of this research was formulated into following question: "Is there a correlation between vocabulary mastery and their listening comprehension

of the second year students of MTs Islamiyah Beringin Sakti Dharmasraya?"

In line with formulation of the problem, the researcher derived the hypothesis of this study as follows:

Ho : There is no significant correlation between vocabulary mastery and listening comprehension of the second year students of MTs Islamiyah Beringin Sakti Dharmasraya

Ha : There is a significant correlation between vocabulary mastery and listening comprehension of the second year students of MTs Islamiyah Beringin Sakti Dharmasraya.

The main purpose of this research was to find out whether there is significant correlation between vocabulary mastery and listening comprehension of the second year students of MTs Islamiyah Beringin Sakti Dharmasraya.

B. Research Method

The type of this research was correlation in design. According to Gay (1987: 230), correlation research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables.

The population of this research was the second year students of MTs Islamiyah Beringin Sakti in academic year 2014/2015. The sample of this research was 30 students. It was chosen by random sampling technique. According to Gay (1987:114), random sampling is sampling technique in which individual is randomly selected. In choosing sample, the researcher wrote the name of each student on small pieces of paper, put them into a box, shake them, and took out 30 papers from the box and took 20 papers out of 50 students who were not selected as a sample became the sample for try out.

The instruments of this research were vocabulary test and listening test. The vocabulary test was used to measure vocabulary mastery of the students, the test was constructed in the form of multiple choice test. The test consists of 40 items with time allocation 45 minutes. The vocabulary mastery. The topics of vocabulary were transportation, food and clothing. The researcher chose these topic from the material and syllabus that the students have learn. While, the listening test was used to measure listening comprehension of the students. The kind of test was multiple choice. To answer the question the students chose the correct answer out of four alternatives A, B, C and D. The test consists of 3 dialogues and 3

monologues. The topics of the test were transportation, food, and clothing. They were adapted from English book and internet. The researcher chose these topic from the material and syllabus that the students have learn. The researcher used laptop and loud speaker to play the audio.

The researcher firstly did try out to know whether the students understood the direction and got enough time to do the test or not. The researcher prepared 40 items for each instrument. The result of the try out test was used to find out the reliability, the index of item difficulty, and item discrimination.

The characteristics of good instrument are valid and reliable. A test is valid if it measures what it is supposed to be measured (Gay 1987:128). Based on the result, the instruments were valid based on content validity. To measure the reliability of the test, the researcher used Alpha-Croanbach method by using SPSS program for windows version 22 at level of significance .05. The value of alpha is interpreted in the following Table (Triton:2005:248).

Table 1. Level of Reliability Based on Alpha Value

Alpha	Reliability
>.800-1.00	Very reliable
> .600-.800	Reliable
> .400-.600	Enough reliable
> .200-.400	Low reliable
.00-.200	Very low reliable

The result of *alpha* value of vocabulary test was .903 and the result of *alpha* value of listening test was .899. It means the tests were very reliable.

Item difficulty is the extent to which an item is easy or difficult for the proposed group of test-taker (Brown:2010:71). The researcher used the standard of item difficulties on $P = .20 - .80$ for vocabulary test and listening test.

Item discrimination is the extent to which an item differentiates between high and low ability test-takers (Brown:2010:71). The researcher used the standard of item discrimination on $D = .21 - 1.00$ for vocabulary and listening test.

After the researcher calculated the item difficulty and item discrimination, the researcher discarded 5 items of vocabulary test and 6 items of listening test. Moreover, based on the explanation above, the writer concluded 35 items for vocabulary real test and 34 items for listening test.

The instruments were used to collect data. There were two kinds of data on this research; students' score on vocabulary test and students' score on listening test. To analyzed the data the researcher used Pearson's coefficient by using SPSS program for windows version 22.

C. Findings and Discussions

Findings

The instrument used to collect data for two research variables were vocabulary test and listening test. There were 35 items of test of vocabulary mastery and 34 items of listening test. Based on the result of the data analysis, it was found that the lowest score for vocabulary mastery was 9 and the highest score was 24, while the lowest score for listening test was 13 and the highest score was 30.

To find out the coefficient correlation between vocabulary mastery and listening comprehension of the second year students of MTs Islamiyah Beringin Sakti, the researcher used Pearson product moment formula by using SPSS program for windows version 22. Based on the result of the data analysis, it was found the coefficient correlation between vocabulary mastery and listening comprehension was 0.642. It was categorized as strong

correlation. Besides, it was a significant correlation, because $r_{\text{calculated}}$ (0.642) more than r_{table} (0.361).

Accordingly, the coefficient determination (r^2) was 42.22 %. It could be claimed that 42 % of the variance in listening comprehension is caused by vocabulary mastery. Finally, H_0 was rejected and H_a was accepted. It was proved by the coefficient correlation (ρ) and significant.

Discussions

Based on the result of testing hypothesis, H_0 was rejected and H_a was accepted. The coefficient correlation between vocabulary mastery and listening comprehension was 0.642. It was categorized as having strong correlation and significant. In other words, an increased on vocabulary mastery is associated with an increase on listening comprehension.

Accordingly, the coefficient determination of this study was 42,22 %. It indicates vocabulary gives contribution as much as 42 % toward listening comprehension of the second year students of MTs Islamiyah Beringin Sakti Dharmasraya.

D. Conclusions and Suggestions

Based on finding as already discussed above, it can be concluded that:

1. There was a significant correlation between students' vocabulary mastery and their listening comprehension of the second year students at MTs Islamiyah Beringin Sakti with coefficient correlation ($r = 0.642$) on the level of significance .05 and the degree of freedom (df) $n-2$ (28).
2. The correlation between students' vocabulary mastery and their listening comprehension of the second year students at MTs Islamiyah Beringin Sakti was categorized as strong correlation. It means that, vocabulary gives strong effects in listening comprehension.
3. The coefficient determination between students' vocabulary mastery and their listening comprehension of the second year students at MTs Islamiyah Beringin Sakti was 42,22%. In other word, vocabulary gives 42 % contribution toward listening comprehension.

Based on the conclusions, the researcher proposed some suggestions as follows:

1. The students should improve their vocabulary mastery in order to make an improvement in listening comprehension.

2. The teachers are suggested to motivate students to increase vocabulary to improve their listening comprehension.

E. References

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