

Students' Vocabulary Mastery in Listening

Aminah Maulidah
(aminahnugraha@gmail.com)

English Department, Teacher Training and Education Faculty
Halu Oleo University, Kendari, Indonesia.

Listening is ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Linguistic knowledge in this case vocabulary mastery is a problem faced by foreign language learners in listening. When the learner does not have good vocabulary mastery then the learner will be difficult to catch the message being heard. Vocabulary mastery here relate with word formation such as prefixes, suffixes, and Greek suffixes. The objective of this research is to find out the relationship of vocabulary mastery in terms of word formation in listening skill. The researcher uses a quantitative research by using survey method. The technique of data analysis is the statistical technique of correlation and regression. The population in this research is English Department students of Teacher Training and Education Faculty of Halu Oleo University who programmed Listening I course. The samples used are 39 students who selected randomly. Instrument used by the researcher is objective test (multiple choices).

Key words: vocabulary mastery, listening

Menyimak adalah kemampuan untuk mengidentifikasi dan memahami ujaran yang disampaikan oleh lawan bicara.. Hal ini mencakup bagaimana pendengar memahami aksen atau pelafalan tata bahasa dan kosakatanya, dan menangkap makna dari penutur atau lawan bicara. Pengetahuan kebahasaan dalam hal ini penguasaan kosakata merupakan masalah yang dihadapi oleh pembelajar bahasa asing dalam menyimak. Ketika pembelajar tidak memiliki penguasaan kosakata yang banyak, maka pembelajar akan sulit untuk menangkap pesan yang didengarkan. Penguasaan kosakata dalam studi ini yaitu bentukan kata yang terdiri atas prefix, sufiks, dan Greek sufiks. Tujuan penelitian ini adalah untuk mengetahui hubungan penguasaan kosakata dalam hal ini bentukan kata dalam keterampilan menyimak. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode survey. Teknik analisis yang digunakan dalam penelitian ini adalah analisis korelasi dan analisis regresi. Populasi dalam penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Keguruan dan Ilmu Pendidikan Universitas Halu Oleo yang memprogramkan mata kuliah Listening I. Sampel penelitian ini sebanyak 39 mahasiswa yang dipilih secara acak. Instrumen yang digunakan oleh peneliti adalah tes objektif (pilihan ganda).

INTRODUCTION

Language has an important role in the human life system because language is used to communicate every day. Because almost every time people communicate, the more often the language is used. To support the ability to communicate, humans must have language skills, receptively (listening and reading) or productively (writing and speaking). Communication skill is manifested in

receiving, understanding, interpreting meaning or messages being heard or read, and conveying it in oral and written form. This is the goal of language learning. Language learning aims to encourage learners for having skills in listening, speaking, writing, and reading because it play important role in communication.

English is the first foreign language that is considered important for the purpose of accessing information, absorption and development of science, technology, cultural arts and fostering the relationship with others. According to the Ministry of National Education in Kepmendiknas No. 22 of 2006 states that English is a tool to communicate in oral and written form. Communication is understanding and disclosing information, thoughts, feelings, and developing science, technology, and culture using the language. The ability to communicate in the full sense is the ability to understand and how to produce oral and written text that conveyed into listening, speaking, reading, and writing. These four skills are used to respond or create discourse in social life.

English in a global context is social language between nations both in politics, social, economic, and culture. In globalization, where the world feels narrower, the frequency of relationships and levels of competition among nations increasingly high, information flow increasingly swift and easy accessible, then the role of English is increasingly felt. One of the tools to master the world is by mastering English. Given the importance of mastery of English and its strategic position, it is a necessity to teach English from elementary to university. Introduce English from elementary level aims to get students to know and master the language early.

Listening skill is ability to identify and understand what others are saying. Including the speaker's accent or pronunciation, grammar, vocabulary, and understand the meaning contained in it. In other words, in listening, the listener is emphasized to be able to describe sounds, understand the speaker's accent or pronunciation, the grammar and the speaker's vocabulary, and understand the meaning contained in a sentence. In addition, listening also requires high concentration, sincerity, and motivation to support the learning process. Therefore, it can be concluded that listening is an active receptive activity that requires the learner to mobilize all the linguistic skills possessed.

Seeing the importance of listening, it is very reasonable if listening should get its own portion. In reality, however, listening lessons tend to be overlooked or neglected. This is supported by Anderson's (1949) statement which states, "Listening has been called the 'neglected' or 'orphan' language art for almost 50 years". If associated with the fact that happened, the statement is nearly right because until now language learning is more focused on speaking, writing, and reading. A variety of teaching techniques are foster the learner to understand those skills, but in listening activities there is no special emphasis or attention from teachers or lecturers to encourage the learner about listening and its components. The way to learn how to listen English as a foreign language is different with how to listen English as the mother tongue or the official language used in everyday communication. The use of official language facilitates the learner in listening because the vocabulary that is heard is a vocabulary that is often heard so as to facilitate the learner understands the meaning and message conveyed by the speaker. It will be very different when

listening to English as a foreign language for learners. As we know, nowadays English has become a compulsory subject that is taught from basic to college. However, this does not ensure that the understanding and knowledge of learners of English is improved especially in listening because as a foreign language learner, listening skill is regarded as language skills that are difficult to learn. This is due to the fact that English is not often or even used in everyday conversations. This is because most learners are not accustomed to hearing English voices or vocabulary even though they may be familiar with the written word. This fact proves that linguistic knowledge in this case vocabulary mastery is one of problem faced by foreign language learners in listening. When the learner does not have vocabulary mastery, the learner will find it difficult to capture the message he or she is listening to. In addition, other problems that are often encountered in the listening process such as motivation, psychological state of learners, learning materials, and teaching methods applied by teachers also affect the process of understanding in listening.

Listening skills require linguistic and non linguistic knowledge to support the learning process. Linguistic knowledge or linguistic knowledge includes vocabulary, pronunciation, intonation, pressure, grammar, the meaning of language, morphology, and syntax, while non-linguistic knowledge includes the psychological learners, culture, and background of learners. In this case, the authors focus more on linguistic knowledge of learners, especially aspects of vocabulary mastery and sentence comprehension. Why are these two elements important in listening? Good vocabulary mastery makes it easy for learners to understand the messages, ideas, or ideas of speakers or speakers. If you want to answer questions in the activity or test listening well, then the mastery of vocabulary should be improved and continue to be studied because it cannot be denied that there are many English vocabulary that is less familiar in our ears.

Ideal listening is how the learner guess the meaning contained in the message being heard. Meanings consist of grammatical meanings and lexical meanings. Grammatical meanings relate to the context of sentences and lexical meanings relating to the meaning of every word. This encourages the learner to listen selectively and choose the appropriate message. Thus, the learner not only captures the meaning of every word, but also compiles the message through the meaning absorbed so that the communication objectives are met. Thus, in listening to learners not only recognize the structure of the language and vocabulary that he listened to, but must be able to absorb and select important and unimportant information. After going through the stage of meaning interpretation, it is necessary to re-test with careful consideration and then connected with the knowledge and experience that has been stored in the mind of the listening. Through this activity, a listener comes to an attitude of rejecting or receiving content of the simultaneous material. The careful accuracy of taking appropriate responses requires mastery of vocabulary The ideal listening lesson aims to enable the learner to be an effective listener who can predict what he or she will hear later based on ideas on pre listening activities, inferring useful to keep the learner in the context of the set, and monitoring) what information is important or not important to listen to, clarifying what is being listened to, responding to questions in the text based on the information being reviewed, evaluating by examining the extent to which or how well their understanding of the information understood .

This ideal listening condition is very different for students who programmed Listening I at second semester in English Department of Teacher Training and Education Faculty, Halu Oleo University. Based on observation, almost the majority of students are failing in answering the questions or even not reply at all points a particular problem during the learning process takes place. This, they argue, is due to a lack of vocabulary possession. The linguistic, social, and economic background of the students also determines the mastery of the vocabulary they have. They claim to rarely listen to the songs in English so that the vocabulary is owned only limited to be taught in school time only. The velocity factor of speaking from speakers whose notes are foreign speakers also adds to their difficulties in capturing the speaker's message so that it often lags in the middle of the listening process. In addition, most of the students of English study program come from the districts spread throughout Southeast Sulawesi where their social circumstances are less likely to be an introduction to English-language information. Economic condition of their parents as farmers does not allow them to obtain adequate learning facilities. The principle of parents whose children are important to school can be enough. To eat it is rather difficult, let alone have to provide additional costs to learn. Lack of learning motivation is also a problem they experience in the learning process. In the course of Listening I, the elements of vocabulary mastery are word formation (prefixes, suffix, and Greek suffix. The writer assumes that word formation can affect the understanding of the learner in capturing the message or information being listened to.

Based on the description above, the following identifiable issues are Do students who have good vocabulary mastery will be good in listening and is there a relationship between students' vocabulary mastery in their listening ability.

Based on the theoretical description and framework above, the research hypothesis proposed as follows that there is a positive relationship of students' vocabulary mastery in their listening ability.

There is one of research that relevance with this study, entitled Pengaruh Metode Pembelajaran dan Penguasaan Kosakata terhadap Keterampilan Menyimak Bahasa Inggris by Ria Lamhot Simbolon, who identified that vocabulary mastery has good effect toward students' listening skill. It shows on the data in terms of group of students with high vocabulary mastery having a good motivation to listen.

METHOD

This quantitative research uses survey method. The population in this research is English Department students of Teacher Training and Education Faculty of Halu Oleo University who programmed Listening I course. The samples used are 39 students who selected randomly. The data collected in this research is the data of vocabulary mastery and listening test. Data collection through several stages is to study the theory of each variable, determine the indicators of each variable, develop conceptual and operational definitions, compose the instrument grid for each variable, compile the items, and test the instrument and test the validity and reliability. These data were obtained by instruments in the form of tests prepared in the form of objective or multiple

choice tests. The instruments are first tested, analyzed, and revised so that they are suitable for use in research. Technique and data analysis used are correlation and regression.

FINDINGS AND DISCUSSION

Findings

The data of English listening skill was obtained from instrument test as much as 40 items with total score of 1084. Based on the calculation result, the average score of English score = 27.79, mode = 27.21, median = 28.8, and standard deviation = 3.51.

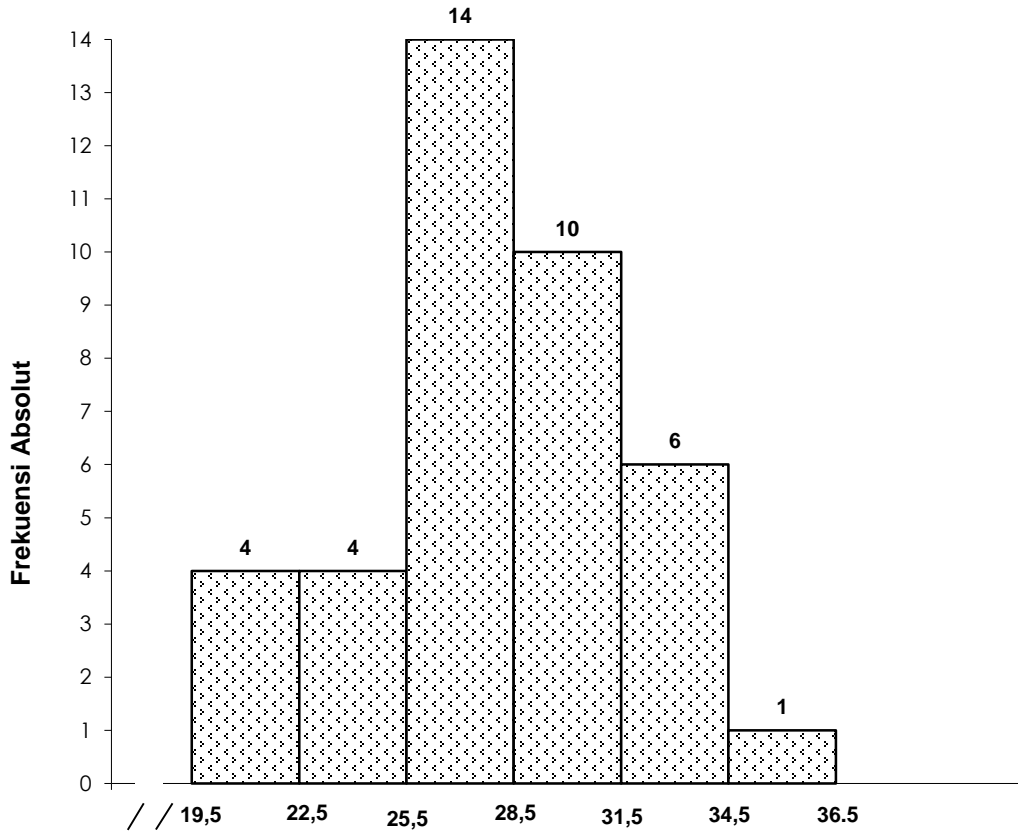
Empirically, the lowest score obtained by respondents is 20 and the highest score is 36. The lowest theoretical scores reached by respondents are 20 and the highest score is 36. The distribution of English skills skill list score is presented in the form of frequency distribution table as follows:

Table 1. Distribution frequency score listening skills English

N0.	Interval Class	Absolute Frequency	Cumulative frequency	Relative Frequency (%)
1.	20 - 22	4	0	10.26
2.	23 - 25	4	4	10.26
3.	26 - 28	14	8	35.90
4.	29 - 31	10	22	25.64
5.	32 - 34	6	32	15.38
6.	35 - 37	1	38	2.59
Total		39	39	100

Table 1 show that as many as 8 respondents or 20.52% are in the interval class below average, 14 respondents or 35.90% are in the average interval class score, and 17 respondents or 43.61 are in the above-average interval class. Distribution of group score data on English skills listening test is presented on the following histogram:

Figure 1. Histogram frequency distribution of listening skill score



Data of vocabulary mastery was obtained from instrument test as much as 50 items with total score of 1475. Based on the calculation, the average score of vocabulary variable = 37.82, mode = 40.51, median = 38.68, and standard deviation = 3.62. Empirically, the lowest score obtained by the respondent is 30 and the highest score is 45. The lowest theoretical scores reached by the respondent are 30 and the highest score is 45. The scattering of variable vocabulary mastery is presented in the form of frequency distribution table as follows:

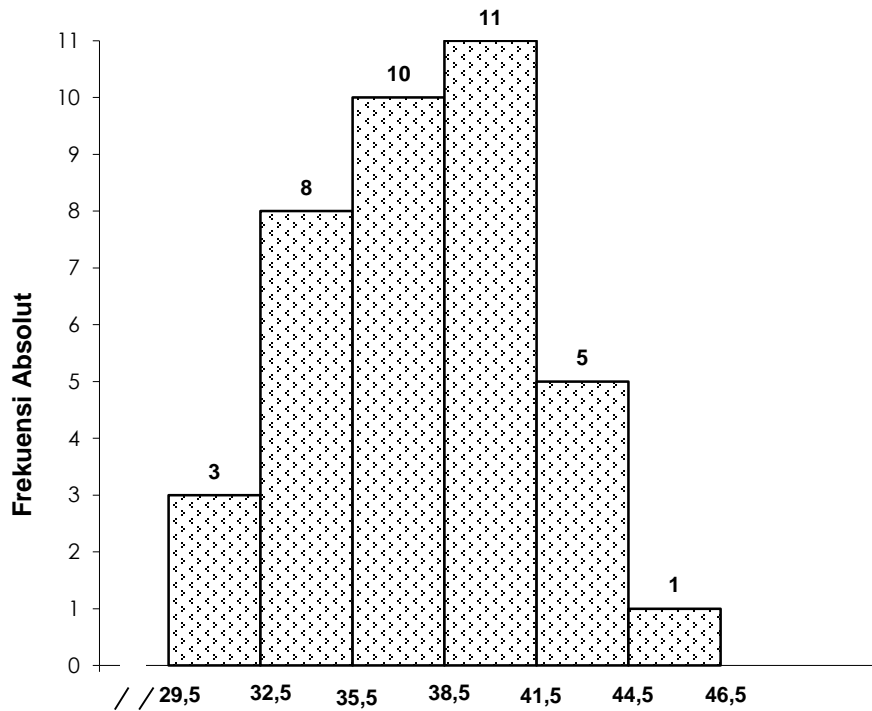
Table 2. Frequency distribution of vocabulary mastery score

No.	Interval Class	Absolute Frequency	Cumulative Frequency	Relative Frequency (%)
1.	30 – 32	3	0	7.70
2.	33 – 35	8	3	20.51
3.	36 – 38	10	11	25.64
4.	39 – 41	11	21	30.77
5.	42 – 44	5	33	12.82
6.	45 – 47	1	38	2.56
Total		39		100

Table 2 above shows that 21 respondents or 58.85% are in the interval class below average, 11 respondents or 30.77% are in the average interval class, and 6 respondents or 15.38% are in the interval class above the average.

Distribution of group score data on English skills listening test is presented on the following histogram:

Figure 2. Histogram frequency distribution of vocabulary mastery score



Discussion

Based on the results of hypothesis testing, the relationship between vocabulary mastery and listening has a significant relationship. It gives a clear picture that the variables of vocabulary has a major contribution to the listening skill of English especially on the specialized educational institutions. The transformation of the relationship between students' vocabulary mastery and their listening ability is described below.

First, the result of regression and correlation between vocabulary variable with English listening skill obtained by equation: $Y = 17,535 + 0,280 X_1$ with regression coefficient 0,280 with trust level $\alpha = 0,05$. This shows that vocabulary mastery can predict English listening skill.

Second, these variables are positively related to the contribution of 7.9%. Thus, the results of research can be stated there is a significant relationship between vocabulary mastery with skills listening English.

This means that the better the vocabulary, the better the listening skill of English. Conversely, the worse the vocabulary, the worse the listening skill of English. Based on the results of data analysis, it is concluded that by increasing the mastery of vocabulary, it can improve English listening skills.

CONCLUSIONS

The results of hypothesis testing showed that there is a positive relationship between vocabulary mastery and English Listening skills; vocabulary mastery contributes 7.9% to English Listening Skill. By looking at the contribution of vocabulary mastery to listening, there are some factors that influence the English listening skill, for example from instructional media, strategy, model, environment, campus culture, and so on.

The results of this study indicate that vocabulary mastery contributes positively to the students' listening skills. In other words, students' vocabulary mastery can be utilized to improve English listening skills. This is similar to the purpose of learning to listen is that the learner is able to understand the message conveyed by speakers or speakers. The learner determines the speaker's intent and then compiles the information that has been obtained to be recalled. This information is used as an aid in the listening process, especially in answering practice questions or listening tests. The process of language learning, especially listening can be categorized as one of the language skills that are easy-hard. Therefore, an academic or teacher needs to look for tricks to tell the learner does not feel that listening is difficult so the impression that listening is fun and easy. Increasing the mastery of English vocabulary can help the learning process listening because the more vocabulary possessed then the easier for learners in listening. Efforts to improve the skills of listening to English through vocabulary mastery are to hone the ability of pronunciation that can be improved through the points below.

Listening and imitating

Listening and imitating is much easier to do now because learning resources such as radio, television, CD and internet are very easy to come by and very good quality. Improving vocabulary mastery via radio, students are trained to listen to English-language radio broadcasts, then taking notes of frequent or rarely heard vocabulary so that words that often get closer to memory and are seldom heard are trained to familiarize students with ears, and match pronunciation according to which is written in the dictionary. Writing vocabulary with certain colors or writing it on colored paper then pasting it around the personal environment of students is believed to accelerate the process of mastery of vocabulary which of course affects the ability to listen to students.

Increase the mastery of vocabulary can also be through television. Currently, English-language television broadcasts are not hard to find because some national television stations have broadcast news about domestic and foreign events using English. This media can train students to enrich the vocabulary possessed. Watching an English news broadcast, then recording a less familiar vocabulary, searching for meaning and pronunciation in the dictionary, and writing it on colored papers, taped to places that are considered strategic to be easy to remember so as to help

students remember. In addition, students can also intensely watch English-language shows in the form of films. Whenever listening to a new vocabulary or an interesting sound, the learner can learn to imitate it in the whole sentence where the word is used. If they found vocabulary has not been heard, immediately record it and search for its meaning in the dictionary.

Current technological advances allow students to practice listening through the internet. Currently, many English language learning sites, especially to listen to one of which is www.esl-lab.com which can be accessed for free for English listening practice. On this site, the learning model is similar to the classroom learning process. The difference, this model can be used to practice individually because in this site we can know the value we get after following the listening exercises, answer keys, and script conversations so that students are not difficult to check back vocabulary where the unknown meaning so from the vocabulary the less familiar that the student can match the pronunciation and know the meaning.

Reading and reciting

Increasing the frequency of reading magazines, comics, articles, or journals is assessed to increase student vocabulary mastery. They can find many unfamiliar vocabulary, record it, and search for the meaning and form of pronunciation in the dictionary. To further strengthen the memory, students can write the vocabulary found on colored paper or write it in bright colors and paste it in places that are easy to see.

These ways can slowly and surely add to the vocabulary of the vocabulary. These ways of course can be successful with the support of the students themselves in the form of spirit, willpower, and motivation. Enhance the spirit, willpower, and motivation can be done by actively following the English gathering, both small and large scale. In addition, students can practice writing books with light and fun topics, Eliminate the embarrassment to ask questions, ask the experts both lecturers and caregivers of the international web either via email or chat, subscribe to a free listening service via email so hopefully these effort can improve vocabulary mastery and listening ability.

Practically, this research is expected to give a description about the process of teaching listening in English Department at Teacher Training and Education Faculty, Halu Oleo University, presenting information about the presence or absence of relationship between students' vocabulary mastery in their listening ability. so, it motivates lecturers to design and organize activity learning activities that can facilitate the students' listening skills, also it can be as suggestion and motivation consideration in organizing, developing, and apply good learning in teaching and learning process.

REFERENCES

- Brown, D. H. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Longman.
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Burton, S. H & J. A. Humphries. (1992). *Mastering English Language - Second Edition*. London: Macmillan.

- Clark, H. H., & Eve V. C. (1977). *Psychology and Language*. New York: Harcourt Brache Javanovich International Edition.
- Creswell, W. J. (2008). *Educational Research; Planning, Conducting, and Evaluation Quantitative and Qualitative Research- Third Edition*. New Jersey: Pearson Education Inc.
- Djiwandono, M. S. (2008). *Tes bahasa; Pegangan Bagi Pengajar Bahasa*. Jakarta: PT. Indeks.
- Green & Petty. (1969). *Developing Language Skill*. USA: Boston, Allyn, and Bacon, Inc.
- Hiebert H. E., & Michael L. K. (2005). *Teaching and Learning Vocabulary; Bringing Research to Practice*. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.
- Heaton, J. B. (1983). *Writing English Language Tests; New Edition (Longman Handbooks for Language Teachers)*. New York: Newbury House Publishers.
- LeTourneau S, M. (2001). *English Grammar*. Orlando, Florida: Harcourt College Publishers.
- Linn, R. L., & Gronlund, N. E. (1995). *Measurement and Assessment in Teaching*, 7th ed. Ohio: Macmillan Publishing Company.
- Morley, J. (1971). *Improving Aural Comprehension*. USA: The University of Michigan Press.
- Nation, I. S. P, & Newton. J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge, Taylor & Francis.
- Phillips, D. (2004). *Longman Introductory Course for the TOEFL Test*. New York: Pearson Education.
- Rao, Prasada, N.D.V. (2005). *High School English Grammar and Composition; Upgraded Format*. Ram Nagar, New Delhi: S. Chand & Company Ltd.
- Richard, et, al. (2007). *Teaching Foreign Languages*. Washington D.C: George Town University Press.
- Rost, M. (1990). *Listening in Language Learning*. New York: Longman Group Inc.
- Richard, J., et.al. (1985). *Longman Dictionary of Applied Linguistic*. England: Longman Group.
- Simbolon, R. L. (2010) *Pengaruh Metode Pembelajaran dan Penguasaan Kosakata terhadap Keterampilan Menyimak Bahasa Inggris*. Unpublished Thesis: Universitas Negeri Jakarta, Jakarta.
- Smith, F. (1982). *Understanding Reading Psycholinguistics Analysis of Reading and Learning*. New York: Holt Rienhart and Winston.
- Sujarweni, V. W. (2007). *Belajar Mudah SPSS untuk Penelitian; Skripsi, Tesis, Disertasi, & Umum*. Yogyakarta: Penerbit Global Media Informasi.
- Stageberg C. N., & Dallin D. O. (2000). *An Introductory English Grammar; Fifth Edition*. Boston: Thomson Wadsworth.
- Tarigan, H. G. (1985). *Prinsip-Prinsip Dasar Sintaksis*. Bandung: Penerbit Angkasa.
- Tompkins E. G., & Kenneth, T. (1995). *Language Arts: Content and Teaching Strategies*. New Jersey: Prentice-Hall Inc.
- Ur, P. (1991). *A Course in Language Teaching; Practice and Theory*. United Kingdom: Cambridge University Press.
- Valette, M. R. (1977). *Modern Language Testing*. New York: Harcourt Brace Javanovich Inc.
- Yagang, F. (1993). Vol: 31, No.2, January_March 1993, page 16; Listening: Problems and Solutions. Retrieved June 19 2009 from <http://exchanges.state.gov./forum/vols/vol31/no1/p16.htm>