

## **CORRELATION BETWEEN LISTENING ABILITY AND VOCABULARY MASTERY AT STKIP PGRI TRENGGALEK**

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**ABSTRAK:** Tujuan dari penelitian ini adalah menemukan hubungan korelasi antara kemampuan menyimak dan penguasaan kosakata. Dalam penelitian ini responden berasal dari mahasiswa semester dua dan empat di STKIP PGRI TRENGGALEK pada tahun akademik 2017/2018. Jumlah dari sampel dalam penelitian sebanyak 31 orang dengan menggunakan teknik Purposive Sampling. Penelitian ini merupakan penelitian korelasi dan pendekatan kuantitatif. Data yang di peroleh dalam penelitian ini menggunakan dua tes yaitu tes dalam bentuk gap filing test untuk tes mendengarkan dan pilihan ganda untuk tes kosakata. Data penelitian ini dianalisis menggunakan rumus Person Product Moment dengan hasil analisis menunjukkan  $r_{xy} 0,164$ , dengan itu menunjukkan adanya korelasi tetapi sangat rendah karena peneliti melihat dari table Sugiyono. Jadi kesimpulan dari penelitian ini adalah ada korelasi yang sangat rendah antara kemampuan mendengarkan dan penguasaan kosakata di STKIP PGRI Trenggalek.

**Kata kunci:** Korelasi, Kemampuan Mendengarkan, Penguasaan Kosakata

**ABSTRACT:** The purpose of this research was to find a correlation between listening ability and vocabulary mastery. In this research, respondents came from second and fourth-semester students at STKIP PGRI TRENGGALEK in the 2017/2018 school year. The number of the sample was 31 people using purposive sampling technique. This research is a correlation design and quantitative approach. The data obtained in this research used two tests: gap filling tests for listening and multiple choice tests for vocabulary tests. This research data is calculated using the Person Product Moment formula with Microsoft excels application by manually. It showed that the two variables result is 0.164 it means, there is a correlation but very low. So the conclusion of this research there is a very low Correlation between listening ability and vocabulary mastery at STKIP PGRI Trenggalek.

**Key Words:** Correlation, Listening Ability, Vocabulary Mastery.

### **INTRODUCTION**

According to Rost (2007), Listening is a process that occurs after the sound stimulus touches the auditory layer in the brain. The first time the children get the ability to listen from their mother, meanwhile, listening does not automatically translate words into the message they convey. This is also a complex activity, how to know whether students listen well to the teacher's method or the story in front of the class and students record what the

teacher said in this way the teacher knows whether the student is listening well or not. Students can increase their listening ability in various way such listen to the radio, tape recorder, and record the questions in this way students will be familiar with what is heard. Listeners cannot control the words mentioned and those you ask to understand the meaning of the word. Listening cannot only learn to interact socially but can also be obtained and learned by you.

According to Chaplin (1997), "ability (ability, skill, dexterity, talent, ability) is the power to perform an action". Ability may be innate or a result of practice. From this understanding, it can be concluded that the ability (ability) is the ability or potential to master a skill that is innate or is the result of exercise or practice and used to do something that is realized through his actions.

Listening ability is one of the ability to speak or communicate from what he hears so automatically he will also be able to capture the intent of his interlocutor when he communicates Chaplin & Rost (2007:1997)

Researchers also discuss vocabulary. According to Wise (2007: 50) in Fathul's Qorib, "Expressive vocabulary knowledge and listening comprehension skill were found to be independently related to word abilities". It means students who have a lot or a little vocabulary, usually, if the teacher asks, students will spontaneously answer by expressing their opinions or sentences with the vocabulary they understand and they will understand independently in listening to their abilities in word identification.

According to Basuki (2017:16) "vocabulary is words that exist in every language or subject as the small part which has the same characteristics as something much larger". Meanwhile, vocabulary from someone can be defined as a set of understood words or words that someone might use to compose sentences. So, understanding vocabulary, in general, is considered as developing the ability of students in the language that has been mastered.

Further, Basuki, et.al (2018:123) argues that "vocabulary is very important; it is as the core of language complexities and as a starting point of those who are learning a new language". Accordingly, vocabulary mastery is one of the basic things that must be mastered by students in learning English. Therefore, it is expected that the application of methods and their use as English learning. It can also increase students' willingness and ability in English. To add vocabulary proposition students must memorize a lot because memorizing can accelerate mastery and add new vocabulary. This can improve the ability to speak English.

In this research, the researcher will explain the correlation between listening and vocabulary in English which can improve the English language skills that which include listening, reading, writing and speaking skills. The research problem is formulated as follow "Is there any significant Correlation between listening ability and vocabulary mastery at STKIP PGRI Trenggalek?."

The objective of the research is to find out whether or not there is a significant correlation between listening ability and vocabulary mastery at STKIP PGRI Trenggalek.

The result of this researcher expected to give a contribution to the teacher, the student, the researcher, and the other researcher. The first for the teacher will know students' listening ability and vocabulary mastery. So they can get and develop information according to the situation they face in the classroom. The second is for the students the results of this research is expected to broaden the student thinking process and be required to use the listening ability and vocabulary mastery, so the students can improve their English skills and mastery. The third is for the researcher which is expected to get good results in improving their ability in learning English especially listening and vocabulary. And the last is for the other researchers are this research as a reference. Especially, for other researchers who do the same kind of research.

Listening is very important in learning the language especially English. Obviously, this is very good to smoothen the mastery of students to foreign languages. But the listening process for students must be accompanied by the vocabulary of its purpose to multiply vocabulary mastery. Students who often apply the learning process acquired, and then immediately practiced in everyday life.

According to Wilson (2008:41), the source of listening consists of seven sources:

1. Teacher talk

The teacher speaks to practice in class. Sometimes students don't understand how to complete their assignments. Listening to the teacher is a form of flexible and easy input during learning because students find some difficulties in listening they can ask the benefit teacher from this source is the teacher resolves the problem of delays in listening and the teacher repeats the important points and tells a difficult vocabulary in the conversation student

2. Student talk

Students can speak in groups that will develop their speaking skills. This can develop their ability to listen and speak. When a student tells a story in front of another student class, of course listening to the story.

### 3. Guest talk

in English conversations with speakers who are proficient in English or Caucasians, students are more interested in live listening, which makes people interested in the first face and voice, which is fluent in English, then with native speakers, there is an opportunity for students to listen to foreign culture and students can learn.

### 4. Television, video, DVD, and radio.

There are interesting factors in observing students 'habits to develop students' natural listening using television, video, DVD and radio. Students will be interested in learning about listening activities because there are so many themes that can build their listening abilities. Radio can also spur students' development in listening like listening to the news by using radio students to focus more on listening.

### 5. Song

Songs can be fun, impressive and this can stimulate students another advantage is that songs are often familiar when teachers give students the chance to sing songs in front of the class.

There are four categories of vocabulary, namely: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary". Each type has a different purpose and, fortunately, the development of vocabulary in one type facilitates growth in another country:

1. Reading Vocabulary: The reading vocabulary that people learn is all the words that they can understand and understand many words while they are reading the text.
2. Writing Vocabulary: Words that we can take when we write to express ourselves. We usually find it easier to explain verbally, use facial expressions and intonation to help convey our ideas, then find the right words to communicate the same idea in writing.
3. Listening to Vocabulary: A person's listening vocabulary is all the words he can recognize and understand when listening to a conversation or when someone is communicating.
4. Speaking Vocabulary: A person's speaking vocabulary is all the words he uses in communication he will communicate with the vocabulary he understands.

From the descriptions above, it can be concluded that listening has a basic function in order to understand what information is conveyed by the speakers and reproduce the vocabulary. Listening is also very important to get information and remember it to know what the information itself means.

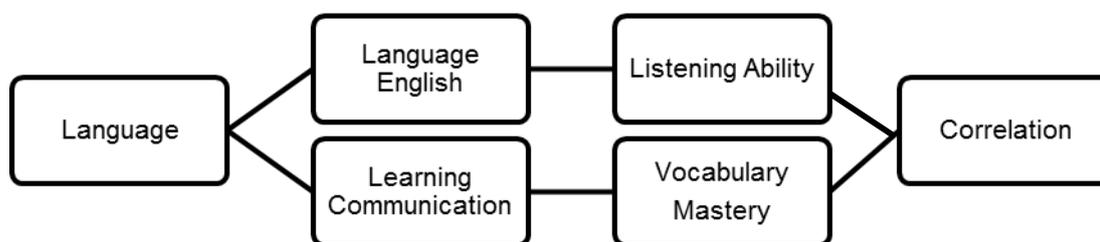
According to Browne (2002), Listening is the process of building meaning from and responding to oral and nonverbal messages. Listening is the abilities that can support or

increase student activity because it is accustomed to students listening to this goal to improve automatically to support listening skills and can understand in English.

Students improve listening habits. They also can automatically add vocabulary. Rahayu (1999: 6) states that "Vocabulary is one that refers to vocabulary on certain concepts possessed by a person or language in an environment". Based on the above explanation that students have good vocabulary mastery will have good performance in academic learning. Knowing the correlation in listening ability and mastery of vocabulary to measure students' abilities by giving listening tests and vocabularies through multiple choice tests and filling in the blanks.

The theoretical framework introduces and explains the theory that explains why the research problems studied exist. Look at the table below:

Figure 1. **Theoretical framework**



### RESEARCH METHOD

This research uses quantitative descriptive, According to Hopkins (2000:434). Quantitative is measuring the variables that are already available. The aim of the research is to discover the answer of a meaningful question using a scientific procedure. Ary (2010:639) says that Correlation is research that determines the extent of data collection and direction of equal relations between two or more. The researcher decides using correlation in this research because it is able to find out the objective data and can measure students' between listening ability and their vocabulary mastery. Therefore, this research is arranged to get a valid conclusion whether there is a significant correlation between the two variables. To investigate the correlation between variables, this research can be presented in table form below:

Table 1. **Variable of the Study**

No	Variable	Sub Variable	Indicator	Instrument Type
1	Listening (X)		1. Students are able to answer the test	1. Gap filling test
2	Vocabulary (Y)		1. Students are able to answer the test	1. Multiple choices

Ary (2010:37) says that "Variable is a construct or a characteristic that can take on different values or scores". Variables are divided into two, independent and dependent.

Creswell (2010:54) Independent is that which affects dependent while the dependent variable is influenced by independent variables.

The population in this research is 52 students from the English Department STKIP PGRI Trenggalek. 31 samples consist of two semesters in the English Department at STKIP PGRI Trenggalek. The researcher chooses second and fourth-semester students because this class has learned listening skills. The researcher finds out the sample that will be used in this research by using purposive sampling because both of these semesters have studied listening courses, therefore the researcher choose them.

In this research, there are two types of test used for data collection, the first is collecting data on listening ability and the second is collecting data on vocabulary mastery. The first is the listening test: the researcher uses a gap-filling test consisting of 20 items. If the students answer correctly, they will get a score (1) for each number. On the other hand, if students' answers are wrong, they will get a score (0). The total score of the correct answer is (100). Test assessment formula is: Score obtained X 5.

The second is the vocabulary test. Researcher uses multiple-choice tests consisting of 20 items. If the students choose the best answer, they will get a score (1) for each number. On the other hand, if students' answers are wrong, they will get a score (0). The total score of the correct answer is (100). Test assessment formula is: Score obtained X 5.

### Validity

Before the instrument is used in the sample class then it must be tested using the validity test. Instrument validity is external validity. It's done by collecting each score with the total score

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$r_{xy}$  =the coefficient of validity for each number

X =the sum of each score

Y =the sum of total score

$\sum xy$  = the score of variable x and y

Arikunto (2013:211)

### Reliability

Instrument reliability is measured by internal consistency testing using the KR-21 formula. The KR-21 formula is as follows:

$$r_i = \frac{k}{(k-1)} \left( 1 - \frac{M(k-M)}{K \cdot St^2} \right)$$

- $r_i$  = value reliability  
 $k$  = the number of questions or questions  
 $St^2$  = total variance

Sugiyono (2010:122)

### Data Analysis Method

This research will use the construction validity, namely the formula of the Pearson product moment correlation as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - \sum Y^2)}}$$

- $r_{xy}$  = the coefficient of validity for each number  
 $X$  = the sum of each score listening  
 $Y$  = the sum of total score vocabulary  
 $\sum_{xy}$  = the total score of variable x and y

Sugiyono (2010:122)

## RESEARCH FINDING AND DISCUSSION

### Research Finding

The researcher provides numbers and tables in this research. The subject or sample of this research is the second semester and fourth-semester students in STKIP PGRI Trenggalek consisting of 31 students. The researcher conducted a listening test (X) and a vocabulary test (Y). That is done to get the required data associated with two variables. After data collection that includes listening test score and score test vocabulary then researchers present it. Presentation of the following results data of the listening test:

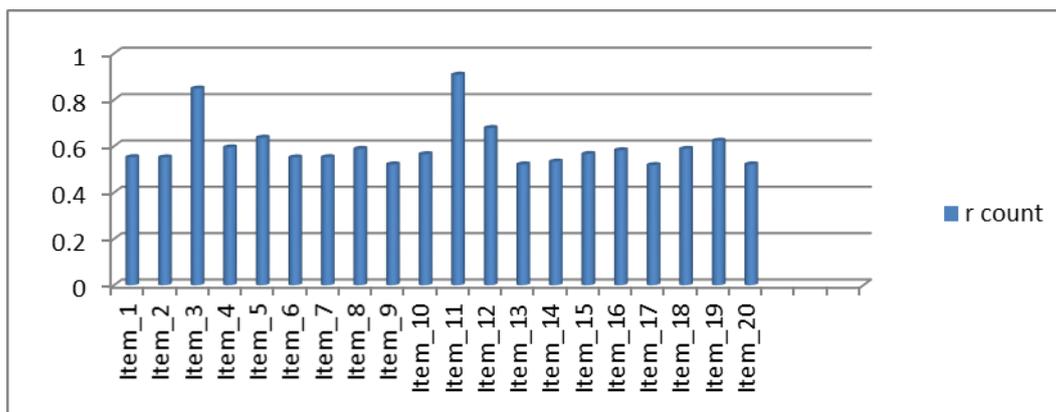
Data of listening test is done for students in the second semester and the fourth semester at STKIP PGRI Trenggalek consist of 31 respondents in this test there are 20 problems and result Listening test describes as follows from the respondents there is the highest score there 1 student score is 90 and who gets the lowest score there 1 student and get a score of 60. The results of this research indicate that the highest score of listening is 26 children and the lowest score is 5 children

Data of vocabulary test is done for students in the second semester and fourth semester at STKIP PGRI Trenggalek consist of 31 respondents there are 20 questions

and results Vocabulary test describes as follows from the respondents got the highest score of score 90 there are 5 students who got the highest score and there is 1 student got score of the 60 lowest scores. The highest vocabulary score is 28 children and the lowest score is 3 children.

How to find out the validity of the problem in this research is that  $r_{table} > r_{count}$  shows that the problem is valid while if  $r_{table} < r_{count}$  shows that the problem is invalid. Before the test, the sample will be tested first in the eight semesters, the questions to be tested are 50 valid questions, there are 20 questions using a valid external formula

Figure 2. The validity of Vocabulary Mastery

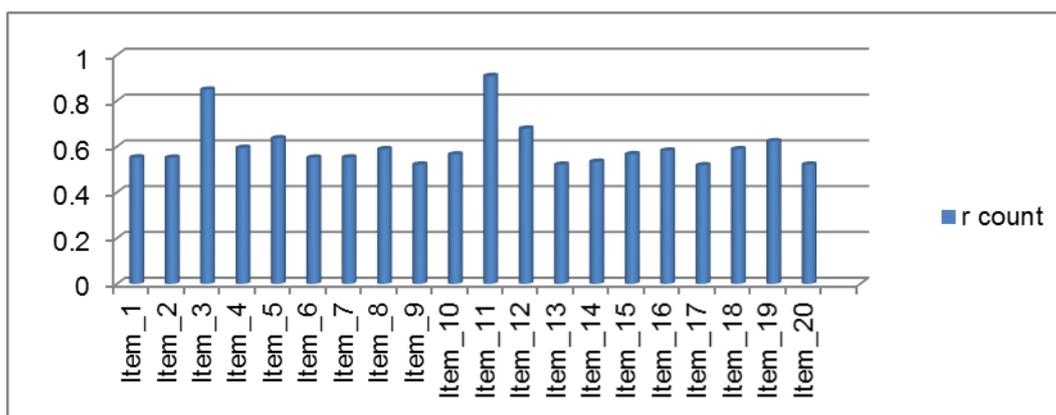


$r_{table} > r_{count}$ : Valid

$r_{table} < r_{count}$ : No Valid

This research uses the formula of external validity showing that N: 31 is significant 5% is 0.514 this shows that from this research the test used is valid

Figure 3. The validity of Vocabulary Mastery



$r_{table} > r_{count}$ : Valid

$r_{table} < r_{count}$ : No Valid

This research uses the formula of external validity showing that N: 31 is significant 5% is 0.514 this shows that from this research the test used is valid

From the reliability of listening, the instrument research gets score  $r_i = 0.887$ . If this score compares with product moment coefficient of 5% in total  $31 = 0.514$  this test is reliable and the category in the test neutral.

From the reliability of vocabulary, the instrument research gets score  $r_i=0.896$ . if this score compared with the coefficient of 5% in total  $31=0,514$  and the result this test is. With the results of reliability, listening to students with a score of 0.896 this amount states that the category in the test neutral.

The researcher wants to know the correlation between Listening Ability and Vocabulary Mastery at STKIP PGRI Trenggalek. It uses the formula of the person product moment After calculating it turns out the result shows rxy: 0.164 states that the correlation strongly reflects this low correlation stating that listening ability is not strong in relation to vocabulary mastery.

**Table 3. The indexes of Correlation**

Interval Coefficient	Category
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Neutral
0,60-0,799	Strong
0,80-1,00	Very Strong

## Discussion

The results of the correlation coefficient are calculated using Pearson formula of the moment product is  $r_{xy} = 0.164$ . t count is smaller than t table then the null hypothesis is accepted and the alternative hypothesis is rejected, this means the correlation between these two variables is very low this states that there is a correlation but is very low

Research from Wiwin Maria (2017: 10) Vocabulary influences important in the process of translating. This can be ascertained when someone has a good vocabulary mastery, then that person will translate easily. People who lack mastery at vocabulary mastery, the person will experience difficulties. The researcher uses moment products and the results of this research indicate that there is a not-so-significant correlation between vocabulary mastery and translating skills. Based on calculations, the researcher found that the coefficient is 0.014 while the critical zone, with a significant level of 5% for  $N = 30$ , is 0.361. Based on the results above, it means that the correlation between the two variables is a low correlation.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Based on the calculation, the researcher concludes that there is a very low correlation between listening ability and vocabulary mastery at STKIP PGRI Trenggalek.

## Suggestions

In this research, there are several suggestions for teachers, students, and other researchers. The first for lecturers will consider and choose which questions are suitable for students. The second is for students especially students from the English Language Education Program to make it easier for them to memorize vocabulary by listening to English-related questions. The third is for the researcher is expected to get good results in improving their ability in learning English especially learning listening and vocabulary. And the last is for the other researchers are this research as a reference. For other researchers who do the same kind research.

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