

## CHAPTER I

### INTRODUCTION

This chapter presents the main content of this research, including the research background, research problems, the objective of the research, the significances of the research, rationale, hypothesis, and previous studies.

#### **A. Background of The Research**

The aim of this study is to examine a correlation between EFL students' vocabulary mastery and their English listening skills. The results on how much essential vocabulary mastery in listening ability will be provided by this study. It also shows how important students' vocabulary mastery is to their English listening skills as foreign learners.

There are two variables in this study that will be researched. The first is English vocabulary mastery. The second variable is the English listening skill of the students.

The first variable is vocabulary. Vocabulary is the most important thing to master in learning a language, as well as learning English. Vocabulary is a set of words in a language that belongs to someone. According to Basuki (2017:16) cited in Suprayitno and Turnip (2018), "vocabulary is words that exist in every language or subject as the small part which has the same characteristics as something much larger." It shows how significant is the role of vocabulary in learning a language, vocabulary is the smallest particle in learning a language, but how much someone's vocabulary is a measure of how good someone is in a language

The second variable is the students' listening skills. Browne (2002), cited in Suprayitno and Turnip (2018), says that listening is the process of building meaning from and responding to oral and nonverbal messages. In listening activities, someone directly receives information through hearing, then processes it into knowledge and automatically arises either verbal or non-verbal communication as a response.

In learning English, vocabulary as the most important part certainly has a close relationship with four English language skills, namely listening, speaking,

reading, and writing. By mastering vocabulary, the skills in learning languages will also be mastered well; one of them is listening skills. In connection with mastering vocabulary, a person can understand words or sentences that have been studied previously so that students can understand each vocabulary produced by the interlocutor through listening first to produce some words or sentences as a form of their response.

Both of them are an essential component and related to each other in learning English. In learning English, four skills influence this English vocabulary mastery, namely listening, speaking, reading, and writing. These skills also apply to the English learning process called listening and reading, known as receptive skill. Besides, writing and speaking are known as productivity skills. Many people believe that listening comprehension is a significant factor in the source of the acquisition of a language (Goh, 2000; Mendelsohn, 2008) inside Teng (2014). Many people can learn something for the first time through listening and even learning the language then they accept what they hear in their brain as information. It can be said that the skill that must be mastered first in learning English is listening, because listening is the first media for gain some information through hearing. 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.

Vocabulary mastery became a significant problem in most EFL learners. It also happened to students in second-grade at MA Tanwiriyah, Karang Tengah Cianjur. They commonly are lack vocabulary mastery. This phenomenon may possibly affect their skills in listening to some words or sentences, especially English sentences. The students even listen to the daily expression in English; they are still challenging to understand it. It is assumed that their vocabulary mastery influences their English listening skill. This problem attracts the researcher to find how significant correlation between students' vocabulary mastery and their English listening skills. The online investigation will also be used in this research using online media such as google form that the researcher will use to measure students' listening skills and vocabulary mastery.

According to Kelly (1991), the lack of vocabulary knowledge was the main obstacle to successful listening comprehension for EFL learners inside Stæhr (2009). It shows that mastering vocabulary is crucial, making it the main problem of failing listening comprehension for those who do not master in vocabulary. Wise (2007: 50) also stated that expressive vocabulary knowledge and listening comprehension skills were found to be independently related to word abilities inside Safida (2014).

There is various research regarding this correlation. First, a study by Atas (2018), namely "The Role of Receptive Vocabulary Knowledge in Advanced EFL Listening Comprehension." Second, Firdaus (2019) examined the relationship between students' vocabulary mastery and other skill that is writing skills. Third, research by Suprayitno and Turnip (2018) under the title "Correlation between Listening Ability and Vocabulary Mastery at STKIP PGRI Trenggalek. However, this research is different from previous research. While the previous research focuses on writing skills and the study has been researched abroad precisely in Turkey also the research has been done with students in universities, this research centered on vocabulary mastery of EFL students in senior high schools of Indonesia and their English listening skills. Due to the reasons, this study focuses on investigating the relationship between EFL students' vocabulary mastery and their English listening skills in MA Tanwiriyyah, Karang Tengah Cianjur.

## **B. Research Problems**

There are several research questions regarding the problem mentioned in the background:

1. What is EFL students' vocabulary mastery for the second-grade students of MA Tanwiriyyah?
2. What is EFL students' listening skills for the second-grade students of MA Tanwiriyyah?
3. How significant is the correlation between students' vocabulary mastery and their listening skills?

### **C. Objectives of The Research**

Regarding the research problem above, this study aims :

1. To find out students' vocabulary mastery for the second-grade of MA Tanwiriyyah
2. To reveal students' listening skills for the second-grade of MA Tanwiriyyah
3. To find out how significant is the correlation between students' vocabulary mastery and their listening skills.

### **D. Significances of The Research**

Theoretically, the objective of this research is to determine how substantial the relationship between students' vocabulary mastery and their listening skills is, and then to emphasize the importance of having a large vocabulary for successful listening comprehension.

Practically, this study is expected to provide some benefits in terms of assisting students in expanding their vocabulary for listening comprehension. Additionally, it can help all teachers consider students' vocabulary mastery to their listening skills and pay more attention to students' vocabulary mastery continuity, especially in listening comprehension.

### **E. Rationale**

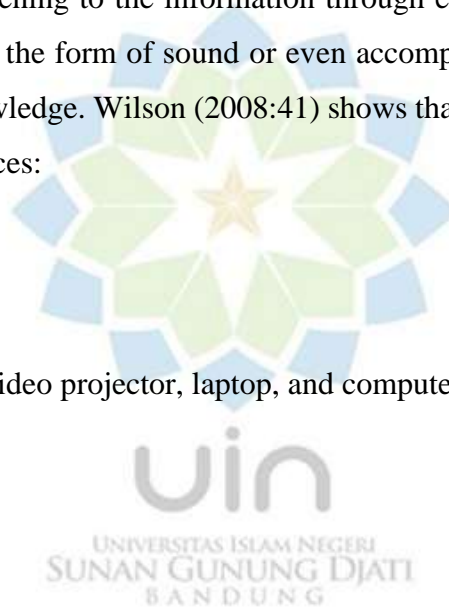
Hamam (1992) said that Vocabulary is the total number of words that make up language. From this definition, it can be seen that Vocabulary is a set of words that has its function or as a role to make a language.

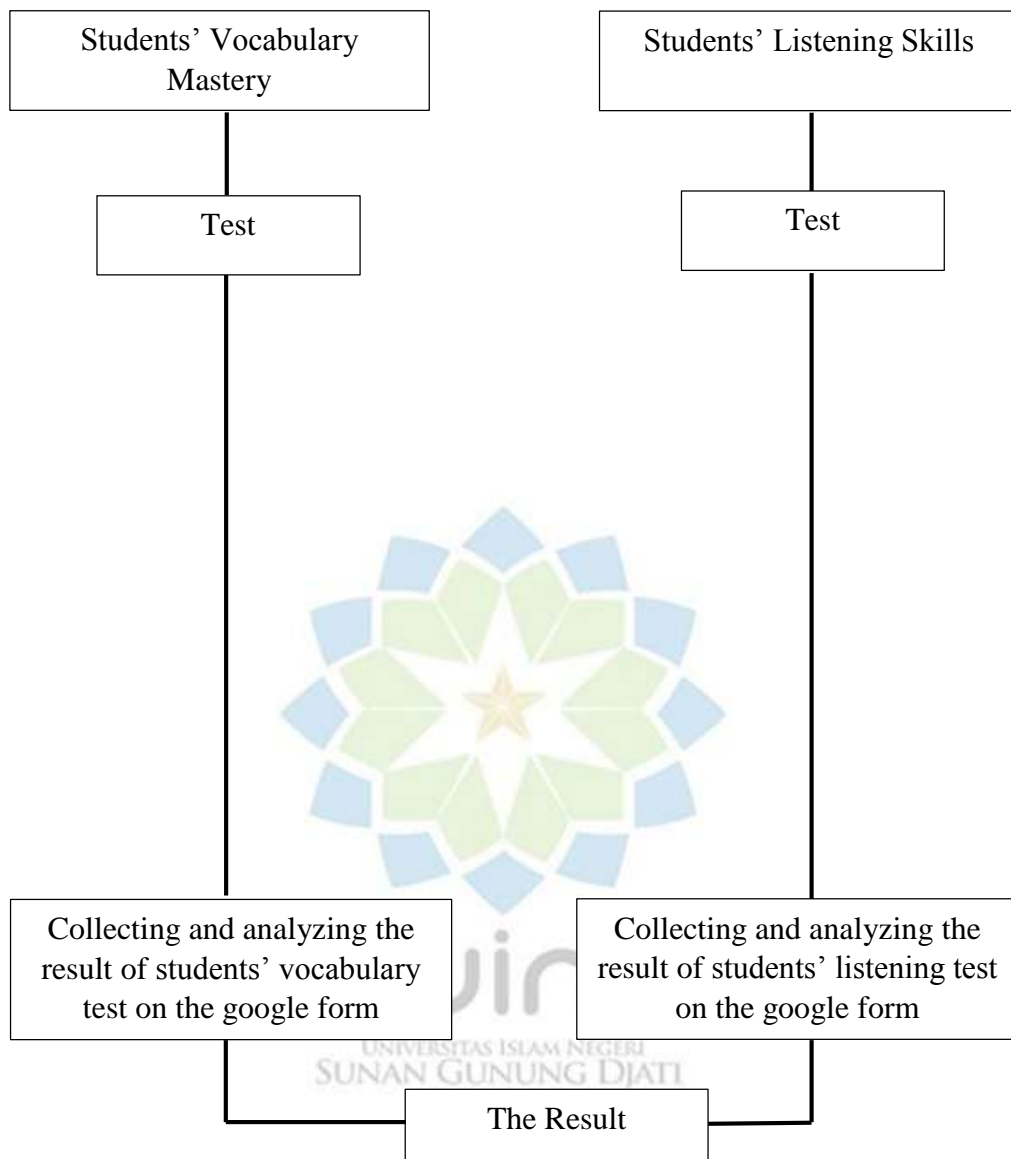
Vocabulary itself is the essential thing that must be learned in understanding a language because students will not be able to understand the English language learning without any vocabulary which mastered before, as Basuki (2018) inside Suprayitno and Turnip (2018) argues that vocabulary is essential, it is as the core of language complexities and as a starting point of those who are learning a new language. How actual students are in learning English vocabulary will be seen when they faced English learning. In learning English, if students do not master vocabulary, they will not be able to their ideas even they will not understand English learning. Understanding English vocabulary in learning English is often used to test

how far students understand English learning by looking at how many speeches they know and how much vocabulary they spend to re-explain in the learning that has been delivered.

Nation (2001) defined that listening is an activity to get information through ears. It means that ears play an important role in listening activities. Also, Ergin and Birol (2000) stated that listening is defined as a psychological process that begins with the awareness and attention to the sounds and images, continues with the recognition of sure auditory signs, and which ends with the recognition of these signs, Bulut & Karasakaloğlu (2017). However, listening activities in learning English are not just listening to the information through ears. Still, there must be accurate information in the form of sound or even accompanied by images, texts, or others, which is knowledge. Wilson (2008:41) shows that the source of listening consists of several sources:

1. Teacher talk
2. Student talk
3. Guess talk
4. Media such as video projector, laptop, and computer, sound system, etc.





*Figure 1. 1*

### **F. Hypothesis**

Creswell (2012) said that hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. There are two variables in this study: students' vocabulary mastery as variable 'X' and students' English listening skills as variable 'Y.'

The statistical hypotheses to be tested in this study are as follows:

1. The alternative hypothesis ( $H_a$ ): There is a sign between the students' vocabulary mastery to their English listening skills. It means accepted and there is a correlation between the two variables X ( students' vocabulary mastery) and Y (English listening skills).
2. Null hypothesis ( $H_0$ ): There is no significant difference between the students' vocabulary mastery and their listening skills. It means rejected there is no correlation between the two variables X ( students' vocabulary mastery) and Y (English listening skills).

### **G. Previous Studies**

There is various research regarding this correlation. First, a study by Atas (2018) who has examined The Role of Receptive Vocabulary Knowledge in Advanced EFL Listening Comprehension by finding significant results between the two variables with different word frequency levels, i.e., they claim that Vocabulary with a frequency of 5000-word levels is the one that has the strongest correlation with listening comprehension. He made 33 advanced EFL students at Turkey University as his participants in his research. In measuring vocabulary size, he used a vocabulary level test and a standardized listening test.

Second, Firdaus (2019) examined the relationship between students' vocabulary mastery and other skill that is writing skills. He researched MAN 3 Jombang and made the tenth-grade students' excellent program as his participants. He also revealed that his research showed a significant correlation between students' vocabulary knowledge and writing skills. The researcher indicates that mastering English vocabulary is very influential on students' writing ability. The instrument used to measure vocabulary mastery is a test that is a multiple-choice consistency of 20 questions related to vocabulary terms.

In contrast, in measuring students' writing abilities, the researcher uses students' writing products. In his research, the researchers recommend that another researcher examine English vocabulary skills with other English skills except writing, explicitly listening, speaking, and reading. For this reason, this research

will research the extent of the relationship between students' vocabulary mastery and their listening skills.

Third, Suprayitno and Turnip (2018) have examined several second and fourth-semester students at STKIP PGRI Trenggalek, Tulungagung, with a study titled Correlation between Listening Ability and Vocabulary Mastery at STKIP PGRI Trenggalek. The instrument used a test in the form of gap-filling tests for listening and multiple-choice tests for vocabulary tests. The result shows that the two variables correlate but are very low, with  $r_{xy} = 0.164$ . The detail is that  $t$  count lower than  $t$  table, so the correlation results are low but still show a relationship between the two variables.

However, this research is different from previous research. While the previous research focuses on writing skills, and the study has been researched abroad precisely in Turkey, the research has been done with students in universities. This research centered on vocabulary mastery of EFL students in Indonesia's senior high schools and their English listening skills. Due to the reasons, this study focuses on investigating the relationship between EFL students' vocabulary mastery and their English listening skills in MA Tanwiriyyah, Karang Tengah Cianjur.

