

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a very important means of communication in daily human life. Human being uses language as a tool or way to do communication with the other people to convey ideas, thoughts, needs, wants, etc. (Walker, 2007, p. 10). There are many languages to use for communication in the world. It is the important thing to learn the other language because to make same understanding when the people do communicate with each other's.

As a part of communication, English is one of the most wide-world languages that has been spoken by so many people in many countries. In Indonesia, English is taught by almost all schools as a foreign language for their students. English is taught from kindergarten (even just introduction some English vocabularies) to elementary school, junior high school, senior high school even up to university or collage (Barmawi, 2016, p. 2). This proves that youngster in Indonesia is introduced with English in a very young age.

In Indonesian students are demanded to be able to master English as one of the international languages. It becomes interesting to be discussed how the Indonesian students learn to master different language even though English is not their mother tongue. It has relation on the Holy Koran Ar-Rum verse 22:

وَمِنْ ءَايَاتِهِ ۚ خَلَقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتَلَفُ السِّنَتِكُمْ وَالْوَنِكُمْ ۚ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿١٠٠﴾

Based on the verse above, Allah explains that language is very important for human being. By learning a language, people can talk and understand each other. They can communicate with other group of people or nations in their lives. The most important thing that the researcher wants to show here is about language, because to recognize and know other people. All the people need language for communication. Language is very urgent and effective to get respond from other people when the people have business with others. But, to interact with people out from our community the people need to know other languages. So, it is necessary to know and learn other language besides mother tongue. Therefore, it is important to learn another language, in other to make the same understanding when the people communicate to each other but also to make easier when do interact with people out from our community.

In this globalization era, most people are able to use at least one language, and often people from a family with bilingual background learn two languages, apparently with ease. Many questions about what the factor that takes the biggest role in succeeding learning English as second or foreign language are discussed. Dörnyei (2006, p. 45) found out that in the last two decades, aptitude has been acknowledged as one of the most important factors and predictors of learners' ultimate success in Second Language Learning (SLL). Carroll & Sapon (1959) as cited in Lamia (2015, p. 4) stated that Language aptitude refers to the ability to

learn a foreign language. Language learners' aptitude relates to the concept of human abilities and concerns with the differences of second language or foreign language learners' cognitive (Dörnyei, 2005, p. 31). It has relation to the Holy Koran Al – Isra verse 84:

قُلْ كُلُّ يَعْمَلُ عَلَىٰ شَاكِلَتِهِ ۖ فَرَبُّكُمْ أَعْلَمُ بِمَنْ هُوَ أَهْدَىٰ سَبِيلًا ﴿٨٤﴾

Based on the verse above, Hamka in *Materi Tarbiyah* website explained that the word *syaakilah* that are in the verse means 'ability' or 'Talent'. He also explained that each human has character for each typical determined by Allah SWT. Based on it Allah has given an overview of the ability or talent of each humans is different. It is automatically the different ability or talent is also not the same of them for learning a new language. Therefore, in order to find out language learning success in second language or foreign language which relates the different learners' cognitive, there are several language aptitude tests which are used to measure one's ability in learning a new language(s).

Aptitude measures flourished mainly between the 1950s and 1960s. Consequently, two major tests emerged: the Modern Language Aptitude Test (MLAT) which was developed (Carrol and Sapon, 1959 as cited in Lamia, 2015, p. 4), the Pimsleur Language Aptitude Battery (PLAB) which was developed (Pimsleur, 1966 as cited in Lamia 2015, p. 4), and the other language aptitude test is the Cognitive Ability for Novelty in Acquisition of Language – Foreign Test (CANAL-FT) which was developed in 2000 by Grigorenko, Sternberg, and Ehrman, and many more (Sáfár and Kormos, 2006, p. 2). However, this study

focuses on the Modern Language Aptitude Test (MLAT) as the instrument to measure English language learners' aptitude.

Carroll and Sapon (1959) as cited in Lamia (2015, p. 4) divided the Modern Language Aptitude Test into five subtests; they are *Number Learning*, *Phonetic Script/Phonetic Sensitivity*, *Spelling Clues*, *Words in Sentences*, and *Paired Associates*. The explanation about the subtests will be discussed in *Chapter II*.

According to Carroll and Sapon the concept of language aptitude is as an umbrella term for "basic abilities that are essential to facilitate foreign language learning" (Carroll and Sapon, 1959 as cited in Machnicka, 2010, p. 29). Aptitude is also as one of the most important factors and predictors of students' ultimate success in learning English language (Machnicka, 2010, p. 29). Based on it, students also should be able to master the four language skills of English. They are speaking, listening, reading and writing. Learning English also should cover some language components. They are structure, vocabulary, spelling and pronunciation (Meizaliana, 2009 p. 4). As a part of language components, vocabulary has an important role in learning English. A learner of a foreign language or second language will speak fluently and correctly, write easily, and understand what the learner reads and hears if learner enough vocabulary and has the capability of using it correctly. It means without mastering vocabulary the students who learning English will be difficult to be master English well.

In this research, the researcher chose English department of the third semester of IAIN Antasari Banjarmasin for the subject of the research, because

the third semester students had taken vocabulary course while the students at the first semester. The students in the third semester also have different ability in learning English. Thus, the researcher want to know the learners' aptitude in learning English language and their vocabulary mastery of English. When they know their aptitude in learning English language, it will give advantage for them how to devolve their aptitude for learning English is be better, especially to enrich their vocabulary. The vocabulary mastery is also as the one of the key elements in learning English. So, mastering vocabulary will give influence to someone who learns new language.

From the reasons above, the researcher wants to conduct a correlation between English learners' aptitude and their vocabulary mastery entitled "THE CORRELATION BETWEEN ENGLISH LEARNERS' APTITUDE AND THEIR VOCABULARY MASTERY" by focusing in knowing the English learners' aptitude, the English learners' vocabulary mastery, and the correlation between English learners' aptitude and their vocabulary mastery of the third semester English department of IAIN Antasari Banjarmasin in academic year 2016/2017.

B. Statement of the problems

Based on the background above, the researcher will investigate these following questions:

1. How is the English leaners' aptitude?
2. How is the English learners' vocabulary mastery?

3. How is the correlation between English learners' aptitude and English learners' vocabulary mastery?

C. Objective of the Study

Based on the statement of problems, the purposes of this research are:

1. To know the English learners' aptitude.
2. To know the English learners' vocabulary mastery.
3. To know the correlation between English learners' aptitude and English learners' vocabulary mastery.

D. Hypothesis

- a. $H_a : p \neq 0$ there is a correlation between English learners' aptitude and their vocabulary mastery.
- b. $H_o : p = 0$ there is no correlation between English learners' aptitude and their vocabulary mastery.

E. Significance of Research

The result of this study is expected to give some positive outcome as follow:

1. For students

It can be useful for students to help them measure their aptitude and their vocabulary mastery. It can be used to motivate the students to improve their vocabulary mastery.

2. For lecturers

By doing this research, the researcher hopes that the result of the study will be useful to give contribution of developing English teaching and

learning vocabulary and also give contribute to the development of language aptitude in English studies.

3. For the researcher

By doing this research, the researcher will get some new experiences and knowledge about this study that will be useful for the future.

F. Definition of Key Term

1. Correlation

Based on *Oxford Learner's Pocket Dictionary* (2008, p. 98) correlation is derived from the word “correlate” meaning a connection between two things in which one thing changes as the other does. Creswell (2008, p.358) also defines correlation is an association between two or more variable, that is, where changes in one variable are reflected in changes in the other. So, the correlation in this research means the relationship between English learners’ aptitude and English learners’ vocabulary mastery of the third semester of English Department IAIN Antasari Banjarmasin

2. Learners’ Aptitude

Learners’ aptitude refers to the ability someone to learn a foreign language (Carroll & Sapon, 1959 cited in Lamia, 2015, p. 4). The other opinion, learners’ aptitude relates to the boarder concept of human abilities, or intelligence and covering a variety of cognitively – based learner differences (Dörnyei, 2006, p. 45). So, the learners’ aptitude in this research is the learner differences ability in learning language of the third semester English Department IAIN Antasari Banjarmasin.

3. Vocabulary Mastery

Taylor (1990) in Mukoroli (2011, p. 6) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. Moreover, “Mastery” means having great skill or knowledge (Oxford, 2008, p. 271). It means great knowledge about or understanding of a particular thing. So, vocabulary mastery in this research is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning based on the syllabus of vocabulary course in English Department IAIN Antasari Banjarmasin.

4. Third Semester Students

Third semester students are people who are studying at a college or university and take the third semester courses. In this research, the third semester students who are studying in English department and being as a sample for completing the research.

G. Organization of the Content

The research paper consists of five chapters. The organization runs as follow:

The first chapter is introduction that covers background of study, statement of problems, objectives of study, hyphothesis, definition of key terms, and organization of the contents.

The second chapter is theoretical framework on related field that covers definition of language aptitude, language aptitude, ability and intelligence, the history of language aptitude test, language aptitude measurements, carroll’s ideas

on language aptitude, vocabulary, the correlation between English learners' aptitude and vocabulary mastery, and previous studies.

The third chapter is research method that covers research design, research setting, population and sample, technique of data collection, and technique of data analysis.

The fourth chapter is focuses on research findings and discussions that will be presented.

The last chapter is the fifth chapter which is closure. It covers conclusions and suggestions for further research.