

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, there is no part of the world affairs know nothing about English. English is the most popular international language since it has been widely taught in all over the world. English becomes a language for science and technology. International affairs such as education, economics, sport, science, medicine, and security are mostly written in English.

Due to its roles, it is important to learn English in order to get more information and knowledge about science and technology in this globalization era. Students are demanded to speak English to be able to cross cultural communication around the world.

For Indonesia, English is a foreign language. In this position, it does not have social function as wide as a second language. This condition makes mostly Indonesian students facing great difficulties in learning and practicing English. To solve this problem, the Indonesian Ministry of Education added English as must learned subject and made it as one of National Examination subjects. Hopefully, students will be able to master English in both spoken and written.

In learning English, many aspects should be developed and mastered by the learners. One of them is vocabulary. Vocabulary is a vital aspect in language

because it appears in every skill of language such as listening, speaking, reading and writing.

People have difficulties in expressing their ideas when their vocabulary is limited, the acquisition of a large number of vocabularies can help the students read, speak, listen and also write English. Mastering vocabulary is the ability to get or to receive a lot of words. Mastering vocabulary will help us to avoid making mistakes in understanding. Furthermore, mastering vocabulary will help other aspects (four skills) in language especially in listening. Richard (2002, p.14) said that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” thus it can not be ignored vocabulary is an essential element which should be mastered by students in learning English language.

Besides vocabulary, there are also four skills that have to be mastered by the students when learning a new language. In learning English, there are four skills that should be developed and mastered by the learners. The skills are: listening, speaking, reading, and writing. For the first skill above, listening is more difficult than others. Schmitt (1997, p.25) says “many students find listening is the most difficult skill in English. Listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sound”. Listening also leads to understand facts and ideas. Listening skill is really needed by students in order that they can absorb anything that the teacher taught. By listening, students can get much information around them. Listening is the

first skill that the students do in learning language. When the students learn English, it is necessary for them to listen to everything that the teacher explains.

Allah the Almighty said in the Holy Qur'an: Al-Mulk 23:

قُلْ هُوَ الَّذِي أَنْشَأَكُمْ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ ۝

The verse explains that Allah creates human with hearing and then seeing sense. It means listening skills are important in human daily life. Listening, as one of the basic skills, is important part in learning English. It also has viewed as a primary vehicle for language acquisition process. People understand what the others say by listening to them. Listening process is success if the listeners catch the meaning from the speaker. However, this cannot be released without knowing any vocabularies.

Typically students of English from non-English speaking country have little listening English experiences. If the students have a very limited vocabulary , then vocabulary can be taught through English listening. According to Hugs (2003:179), vocabulary supports other language skills such as listening, speaking, reading, and writing, and it must be mastered when learning a foreign language. It means that listening is one of the skills in English language which can be influenced by the mastery of vocabulary. Additionally, expressive vocabulary knowledge and listening comprehension skills were found to be independently related to words identification abilities (wise, 2007:50). It explains that the vocabulary has a special relationship with listening.

The writer assumes that the more vocabulary students know, it will be better for their listening. According to the result of writer's pre-interview with some students of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru about their English subject problems, especially about their listening skill, the writer got information that they have problem in listening because they do not have enough vocabularies to catch the meaning. Some of them said if they have enough vocabularies, listening skill would be easy for them. Other students said if the students master vocabulary, they would listen easily and guess every word or sentence that they heard from the material.

In their level now, they are expected and hoped to be able to listen to National Examination test material. In fact, the students are not familiar with vocabularies in English National Examination test. With that reason, it is normal if most of them could not reach the standard score of National Examination. The students said that kinds of vocabularies in National Examination test are quite different from common listening test. While for common listening test, the students still get difficulties, and confused when they are listening to the test, and even more with the National Examination test.

In relation to this study, there are several piece of research that dealt with the writer's study. Research by Chuenjit (2011) entitled "*The Influence of Vocabulary Knowledge on the English Listening Comprehension of Thai Hospital Pharmacist*". The result shown positive correlation since it indicates the size of vocabulary knowledge was found to be significantly correlated with listening

comprehension and could predict half of the variance in the listening scores. Based on the previous study above, the writer compares her investigation with Chuenjit's. There are similarities and differences. The similarity deals with the subject that is the correlation between language skill, and the differences are in (1) the location of the research, (2) the objective, (3) the sample of the research, and (4) the analysis of the study in each research.

Based on the case above, the writer is really interested in finding out the correlation between students' vocabulary mastery and their listening ability of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017.

B. Statement of Problems

Based on the background above, there are some problems that will be investigated by the writer, including:

1. How is the students' vocabulary mastery of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017 ?
2. How is the listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017 ?

3. Is there any significant correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017 ?

C. Objectives of Study

Based on the formulation of problems, there are three purposes of this research:

1. To find out the students' vocabulary mastery of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017.
2. To find out the listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017.
3. To find out the correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017.

D. Assumption

The assumptions for the research are:

1. Each student has different ability in vocabulary mastery and listening skill
2. The students' vocabulary mastery influences their listening ability.

E. Hypothesis

It is necessary for the writer to formulate the hypotheses of the study as follows:

1. Alternative hypothesis (Ha): There is a significant correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017.
2. Null Hypothesis (Ho): there is no significant correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017.

F. Significance of Study

The results which are going to be achieved in this research are expected to:

1. Enrich the writer's knowledge and experience in this specific research
2. Give valuable contribution for all English teachers at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru to improve the teaching and learning of English
3. Provide information and considerations for future research.
4. Enrich literary source of IAIN Antasari library.

G. Definition of Key Terms

There are some terms are used in this research. In order to avoid misinterpretation of them, some terms are defined as follows:

1. Correlation is another measure of relationship between two variables (Sudijono, 2005). In this research especially to know the correlation between students' vocabulary mastery and their listening ability
2. Vocabulary Mastery is to gain complete knowledge of skill (Hornby. 1995), In this research especially to know how is the students' mastery in vocabulary.
3. Listening is a skill to grasp interpret correctly the intended message of a speaker or oral text (Joiner, 1990:82) in this research, the writer wants to know about the students' ability in listening.