

**THE CORRELATION BETWEEN STUDENTS LISTENING ABILITY AND
STUDENTS VOCABULARY MASTERY**

THESIS



BY

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FACULTY OF TEACHER TRAINING AND EDUCATION**

DEPARTMENT OF LANGUAGE EDUCATION

STUDY PROGRAM OF ENGLISH EDUCATION

2021 M / 1442 H

**THE CORRELATION BETWEEN STUDENTS LISTENING ABILITY AND
STUDENTS VOCABULARY MASTERY**

THESIS

*Presented to the English Education Study Program of State Islamic Institute Palangka
Raya in Partial Fulfilmen of the Requirments for the
Degree of Sarjana Pendidikan*



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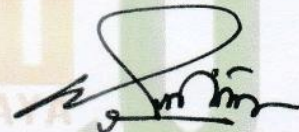
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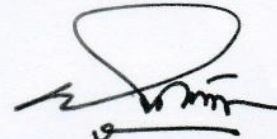
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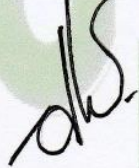
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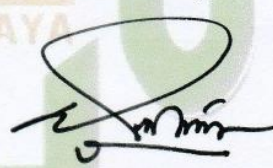
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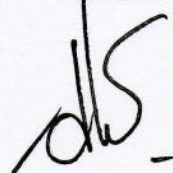
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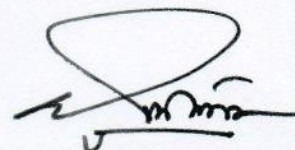
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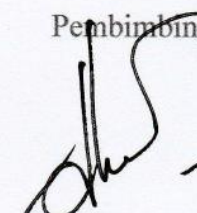
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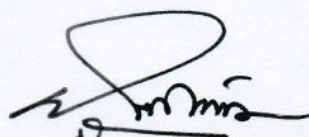
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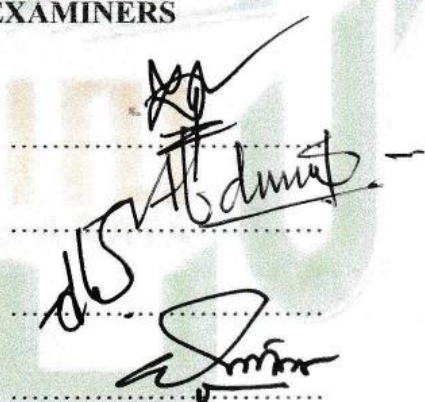
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MOTTO

*Allah will raise those who have believed among you and those
who were given knowledge by degrees.*

~Al-Mujadila 11~

It's Evolving, Just Backwards.

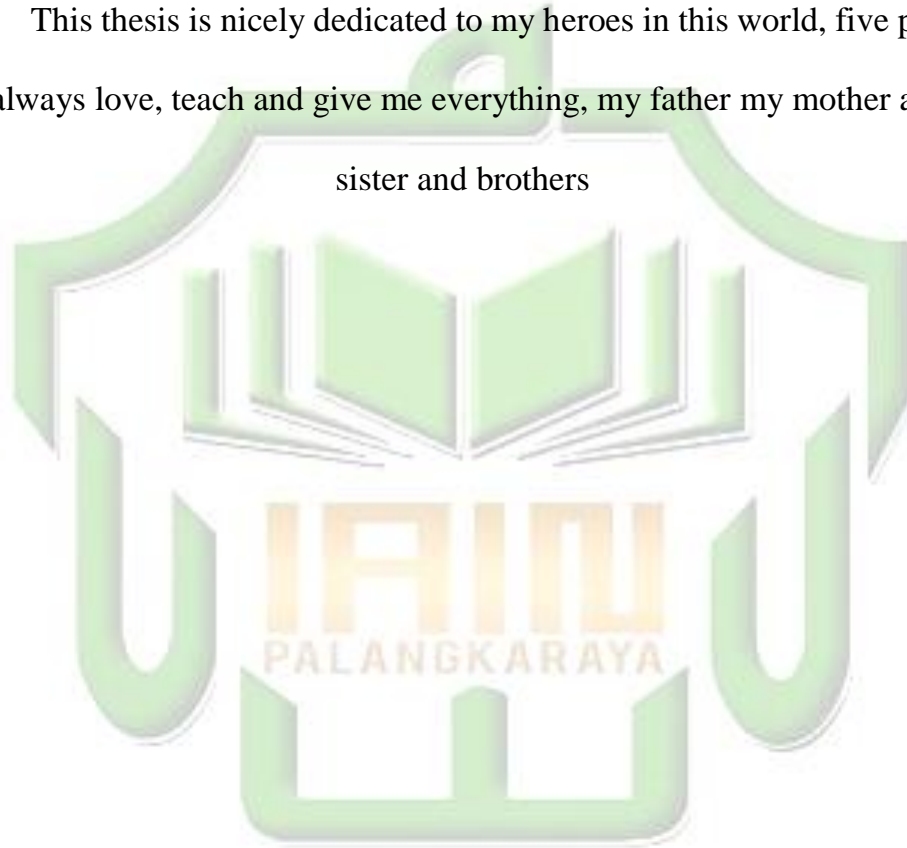
~PewDiePie~

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DEDICATION

~ ~ ~

This thesis is nicely dedicated to my heroes in this world, five people who always love, teach and give me everything, my father my mother and my sister and brothers



DECLARATION OF AUTHENTICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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ABSTRACT

Saputra, V. Y., 2021. *The Correlation Between Students Vocabulary Mastery and Students Listening ability at English Department IAIN Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (1) Aris Sugianto, M.Pd, (II) Akhmad Ali Mirza, M.Pd.

Keywords: Correlation, Listening, Vocavulary

The purpose of this study to investigate the relationship between Listening ability and Students Vocabulary Mastery. Student Listening Ability variable X, and Students Vocabulary Mastery variable Y. This study focused on determining the relationship between student Listening ability and Students Vocabulary Mastery. 5th-semester student of English Department of IAIN Palangka Raya.

This research method is quantitative, and correlation is the design of this study. The research sample the 5th-semester students of the English Department at IAIN Palangka Raya, which consisted of 30 students who the writer drew using the cluster random sampling technique. Writers used two types of instruments to collect data from two variables. The instruments used were Listening Ability test and Vocabulary Mastery test.

The first instrument is Listening Ability Test by TOEIC Practice Test which contains 50 items with multiple choice answers. This test is used to measure the level of student Listening Ability score. The second instrument is the Vocabulary Mastery Test by Batia Laufer & Paul Nation which contain 70 items with fill in the blank answer. This test is used to measure the level of students Vocabulary Mastery score. In analyzing the data, the writer connected (correlated) the results of the Listening test and the Vocabulary test results using Pearson Product Moment Correlation.

According to the result of this research, it showed there a positive correlation between students' Listening Ability and Vocabulary Mastery. The correlation coefficient obtained 0.955 and the interpretation is there is a strong correlation between (X) variable and (Y) variable (0.90 – 1.00). Moreover, the alternative hypothesis (Ha) accepted and the null hypothesis (Ho) rejected. Students' Listening Ability gives a contribution to students Vocabulary Mastery of the fifth-semester students of English Education Study Program at IAIN Palangka Raya.

ABSTRAK

Saputra, V. Y., 2021. *Hubungan Penguasaan Kosakata Mahasiswa dengan Kemampuan Listening Mahasiswa Jurusan Bahasa Inggris IAIN Palangka Raya*. Tesis yang tidak diterbitkan. Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Aris Sugianto, M.Pd, (II) Akhmad Ali Mirza, M.Pd.

Kata kunci: Korelasi, Mendengarkan, Kosakata

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kemampuan Mendengarkan dan Penguasaan Kosakata Siswa. Kemampuan Mendengarkan Siswa adalah variabel X, dan Penguasaan Kosakata Siswa adalah variabel Y. Penelitian ini difokuskan untuk mengetahui hubungan antara kemampuan Mendengarkan siswa dengan Penguasaan Kosakata Siswa. Mahasiswa semester 5 Jurusan Bahasa Inggris IAIN Palangka Raya.

Metode penelitian ini adalah kuantitatif, dan korelasi adalah desain penelitian ini. Sampel penelitian ini adalah mahasiswa semester 5 Jurusan Bahasa Inggris IAIN Palangka Raya yang berjumlah 30 mahasiswa yang peneliti gambarkan dengan teknik cluster random sampling. Peneliti menggunakan dua jenis instrumen untuk mengumpulkan data dari dua variabel. Instrumen yang digunakan adalah tes Kemampuan Mendengarkan dan tes Penguasaan Kosakata.

Instrumen pertama adalah Tes Kemampuan Mendengarkan dengan Tes Praktek TOEIC yang berisi 50 butir soal dengan jawaban pilihan ganda. Tes ini digunakan untuk mengukur tingkat skor Kemampuan Mendengarkan siswa. Instrumen kedua adalah Tes Penguasaan Kosakata oleh Batia Laufer & Paul Nation yang berisi 70 butir soal dengan isian jawaban yang kosong. Tes ini digunakan untuk mengukur tingkat skor Penguasaan Kosakata siswa. Dalam menganalisis data, peneliti menghubungkan (menghubungkan) hasil tes Listening dan hasil tes Vocabulary dengan menggunakan Pearson Product Moment Correlation.

Berdasarkan hasil penelitian menunjukkan ada hubungan positif antara Kemampuan Mendengarkan dan Penguasaan Kosakata siswa. Koefisien korelasi yang diperoleh adalah 0,955 dan interpretasinya adalah terdapat hubungan yang kuat antara variabel (X) dan variabel (Y) (0,90 – 1,00). Selain itu, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak.

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Since the first coming to this college, learning and studying until finishing the study, it cannot apart from many people around that has given the supports. That is why the writer would like to express genuine gratitude to:

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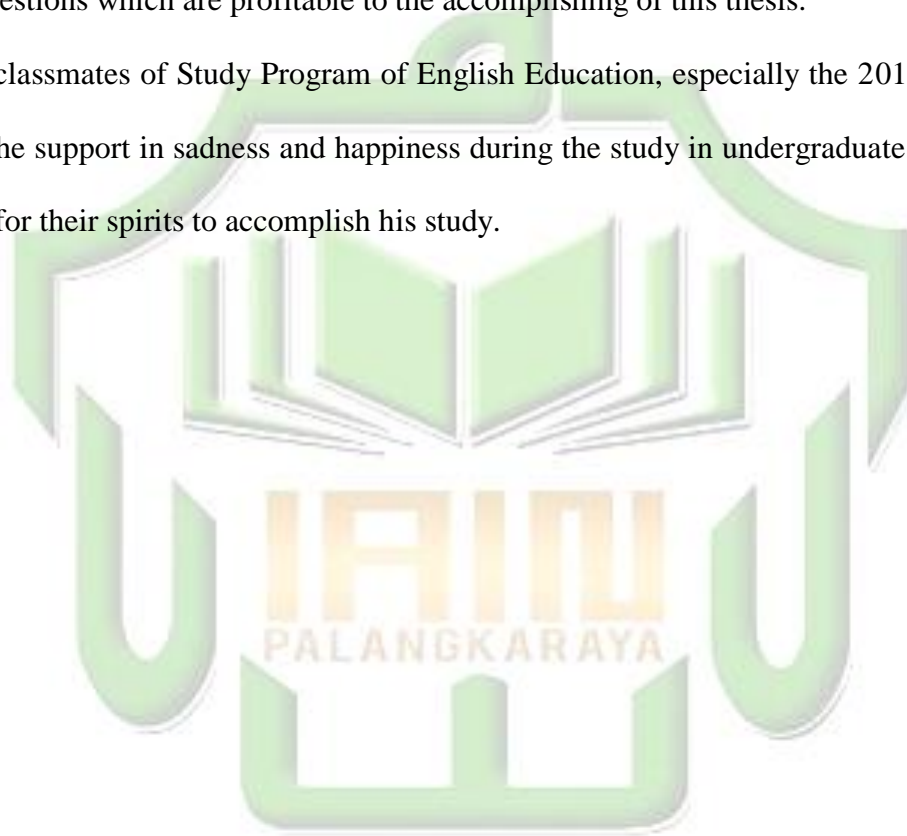
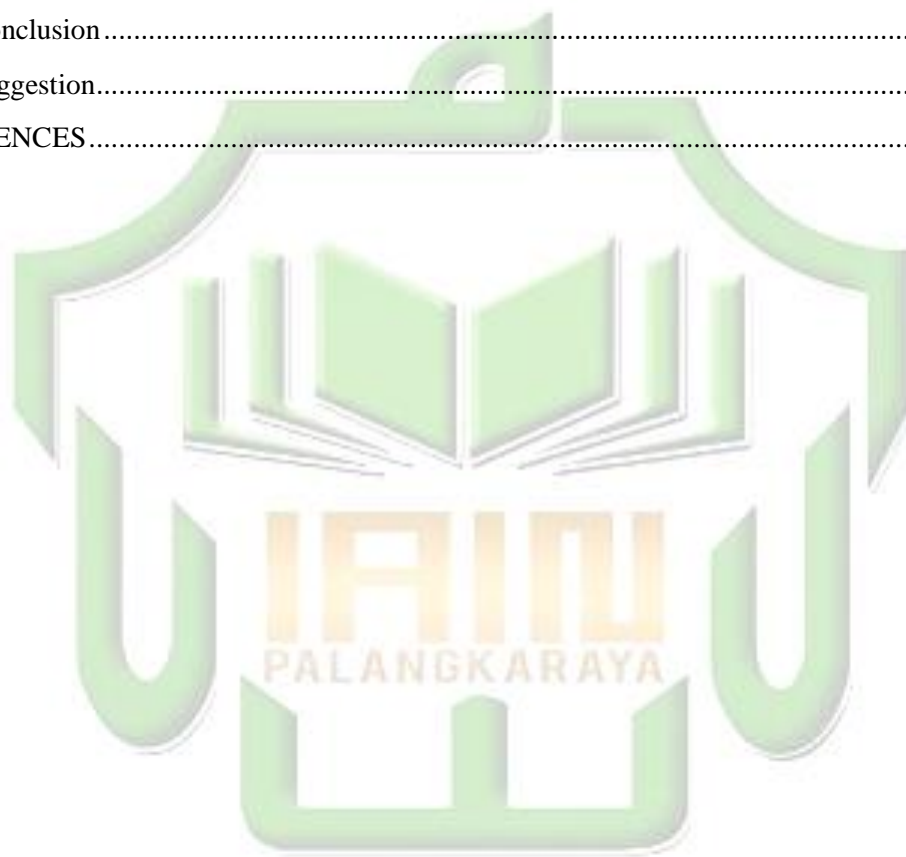


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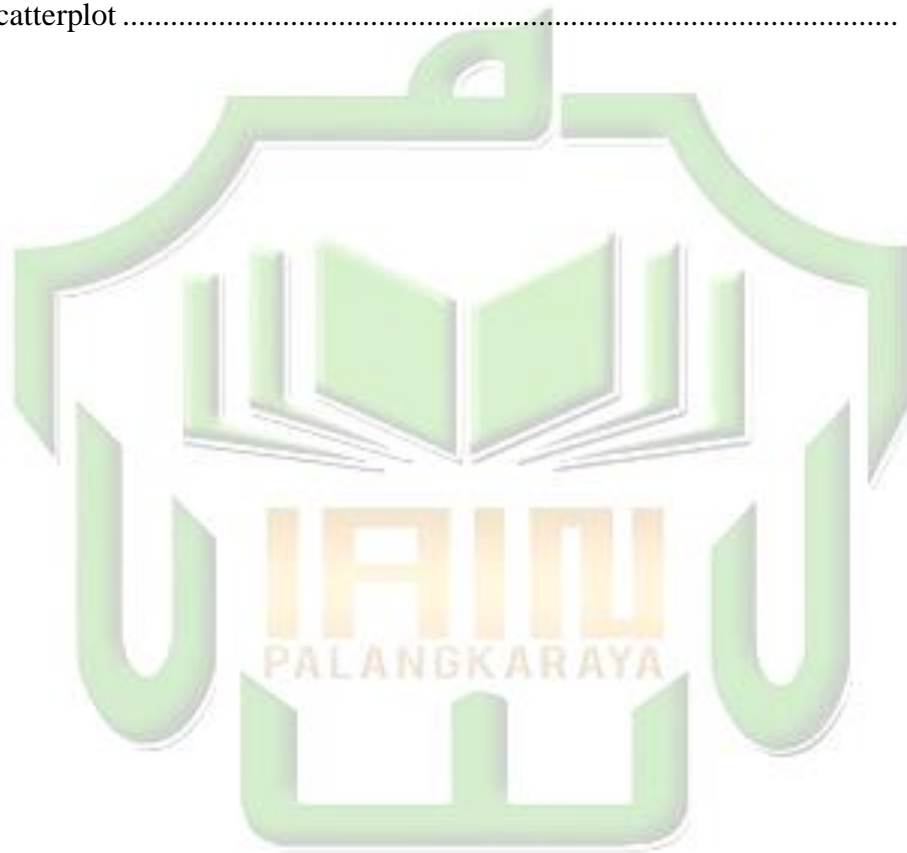


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19. Curriculum Vitae

LIST OF ABBREVIATIONS

IAIN	: Institut Agama Islam Negeri
H _a	: Alternative Hypothesis
H _o	: Null Hypothesis
SPSS	: Statistical Package For The Social Sciences



CHAPTER I

INTRODUCTION

This chapter discusses: (a) Background of the Study, (b) Research Problem, (c) objective of the study, (d) Hypothesis of the Study, (e) Assumption, (f) Scope and Limitation, (g) Significance of the Study, (h) Definition of Key Terms.

A. Background of the Study

Language learning involves mastering a large number of words. As globalization develops, English becomes increasingly important for general communication purposes, such as cultural exchange or international trade.

Second language learners often have difficulty understanding academic lectures because of the speed of presentation, unknown vocabulary, or other blocking factors.

Language development involves four fundamental and interactive abilities: listening, speaking, reading and writing. The attempt has widely been made to teach four macro skills in second and foreign language for more than 60 years. Berninger and Winn (2006) emphasize that external and internal environment interacts with functional systems to extent, which the nature-nurture interaction at birth evolves over the course of time. The question is how much and how long the basic skill of listening gains attention in second and foreign language learning while listening is recognized to play a significant role in primary and secondary language acquisition.

Listening is an essential part of English as a foreign language. It seems like the other skills such as writing, reading, and speaking. Learning listening help us to improve speaking skill considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing people cannot acquire language because listening provides language input. As Rost in Hien (2015) stated listening as foreign language learning is paramount important since it provides the language input. As an input skill, listening plays a crucial role in students' language development.

Breakdown of information is a complex process, and listening Ability requires the introduction and decomposition of words that are faster and more efficient than reading, and it is influenced Variables of which one is vocabulary (Renandya & Farrell, 2011, p. 52 ; Wang & Renandya, 2012, p. 79)

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Listening Ability is separated into four components, according to Chastain (1988). The ability to discern between all sounds, intonation patterns, and voice attributes in the second language and the same sounds in the home language is the first. The second is comprehending the entirety of a speaker's statement. The ability to retain that message in one's auditory memory until it can be comprehended is the third. Teachers should be aware that they hear as much language as possible in order to help students strengthen their auditory memory. This means that the majority of the class time should be spent practising the language. The presentation pace and material difficulty level must be tailored to the learners.

Vocabulary learning is an essential part of the process of learning languages. Growth in vocabulary is closely related to performance at school. In the early years of grade school, estimates of the rate at which children's vocabulary grows differ considerably, but most estimates range from 2,000 to 3,600 words per year (Graves, 1986; Nagy & Anderson, 1984). Exactly how children accomplish this seemingly formidable feat is a matter of ongoing debate. There are mostly three ways in which children's school experiences may contribute to growth in their vocabularies. One way is through direct instruction in individual word meanings. Direct instruction involves using key-word or mnemonic methods, synonym drills, and classifying, defining, and sentence production tasks (Stahl & Fairbanks, 1986). A second way is through incidental learning from verbal contexts, the contexts in which words that encountered contribute to children's understanding, or at least partial understanding,

of word meanings. A third way is through some combination of direct instruction in word meanings and learning from context

Based on the above experience, the writer has researched listening skills and vocabulary; It is done to determine whether the degree of student listening capacity that has a lot of vocabulary in it is related or not.

B. Research Problem

The problem of this study is there any correlation between students listening ability and students vocabulary Mastery

C. The objective of the study

The objective of this research is to identify the correlation between students listening ability and students vocabulary Mastery

D. The hypothesis of the study

By paying attention to the problem above, the writer formulates the hypothesis as follows:

Ha: There is a correlation between students listening ability and students vocabulary Mastery

Ho: There is no correlation between the student listening ability and student vocabulary Mastery

E. Assumption

The writer assumes that there is any correlation between student Listening ability and student vocabulary Mastery, the reason is because the student already pass the previous listening class and also vocabulary class.

F. Scope and Limitation

This study belonged to a correlation study (non-experimental), which used a quantitative method. It focus on The Correlation between student listening ability and student vocabulary Mastery. This study being conducted under the IAIN Palangka Raya English Education Study Program. The sample of this research being taken from the five semesters of the English Education Research Program Students who already passed first-semester vocabulary class

G. Significance of the Study

The benefits expected by the writer of this study as follows:

1. Theoretically:

The result of this study is to confirm the theories that there is a correlation between students listening ability and student's vocabulary Mastery.

2. Practically:

The result of this study not only to increase increase the variety of learning materials for students and make learning more enjoyable but also to help other writer in their research.

H. Definition of Key Terms

There are several definitions of the key terms in this research. There are correlations, listening ability, and vocabulary Mastery.

1. Correlation

Correlation means a connection between two things where one thing changes as the other. In other words, the correlation aims to determine the extent and direction of the association between two or more variables (Ary et al., 2010, p. 639) Correlational research is a type of non-experimental research method in which a writer measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable.

a. Types of correlational research

Mainly three types of correlational research have been identified:

1. **Positive correlation:** A positive relationship between two variables is when an increase in one variable leads to a rise in the other variable. A decrease in one variable will see a reduction in the other variable. For example, the amount of money a person has might positively correlate with the number of cars the person owns.
2. **Negative correlation:** A negative correlation is quite literally the opposite of a positive relationship. If there is an increase in one variable, the second variable will show a decrease and vice versa.
3. **No correlation:** In this third type, there is no correlation between the two variables. A change in one variable may not necessarily see a difference in the other variable. For example, being a millionaire and happiness is not correlated. An increase in money doesn't lead to happiness.

2. Listening Ability

Listening Ability is considered an essential input into language learning (Goh, 2000, p. 55 and Mendelsohn, 2008, p. 57). It is a complex process of interpreting information and listening Ability involves word recognition and decoding more quickly and efficiently than reading, and it is influenced by many factors, one of which is vocabulary knowledge listening ability is the core component in second language proficiency, and it also describes the acceptance that if listening is not examined, the teacher did not teach it. Listening is one of the receptive abilities and as such it incriminates students in capturing and understanding the input of English (Arono, 2014).

3. Vocabulary Mastery

Vocabulary knowledge is defined as the Mastery of a learner's vocabulary — that is, the number of words the learner knows for at least some meaning. Meara (1996, p. 35) argued that vocabulary Mastery is the essential aspect of a learner's lexical capacity and stressed that learners with large vocabulary are more skilled users of the company language than lesser-vocabulary learners.

The first major change distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive); even within those opposing categories, there is often no clear distinction. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. These words may range from well-known to barely

known. A person's receptive vocabulary is usually the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which they are exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words, but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is also possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.

Productive vocabulary, therefore, generally refers to words that can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word that has been used correctly or accurately reflects the intended message; but it does reflect a minimal amount of productive knowledge.

CHAPTER II

REVIEW OF RELATED STUDY

This chapter discusses : (a) Related Studies, (b) Listening Ability, (c) Type of Listening Ability, (d) Vocabulary Knowledge, (e) Type of Vocabulary

A. Related Studies

In the first research by Jiati et al. (2013), the research carried out at SMA Negeri 1 Palu. The group is comprised of 202 students from class XI. The study is randomly obtained from 20 applicants. The method is a measure of listening, Grammar, and non-questionnaire testing. This research aimed to assess the relationship between students' willingness to listen to English songs and their knowledge of vocabulary. This study concludes that the connection between students' willingness to listen to English songs and their knowledge of vocabulary is not essential. Additionally, the two factors have a positive correlation because the measured value is positive.

The Second research by Saadillah & Nazariah (2017) discusses the relationship between vocabulary mastery and listening to eleventh-grade students at the Qardhan Hasana Banjarbaru Integrated Islamic High School. In this study, problems that must be answered are: (1) how is the students' vocabulary mastery? (2) What is the ability of students in listening skills? 3) Is there a significant relationship between students' vocabulary mastery and their listening abilities? The subject of this research is the XI grade students of Integrated Islamic High School Qardhan Hasana

Banjarbaru. There are 75 students in eleventh grade. The research data were collected through written tests and documentary films. As a result of this research, there is a significant conflict between students' vocabulary mastery and listening skills. The direction of the debate is a lively and sufficient category.

The third Study by Stæhr (2008) presents an empirical study investigating the relationship between vocabulary Mastery and listening, reading, and writing skills in English as a foreign language (EFL). Participants were 88 EFL students from lower secondary education whose language skills were assessed as part of Denmark's national school-leaving exam. The receptive side of students' vocabulary is significantly related to their reading and writing abilities and wholly related to their listening ability. However, vocabulary Mastery can still explain a large and significant portion of the variance in listening scores. These results thus emphasize the importance of vocabulary measures for language proficiency. Also, it found that most students did not know 2000 most frequent words in English, but if they did, they would also do enough in the listening, reading, and writing tests. Therefore, this finding shows that the 2000 vocabulary level is a valuable learning goal for low-level EFL students.

The fourth Study by Aprila K. D. (2019) this research aimed to find out the correlation between students' From the result, it found out that the mean of the scores of listening to English songs habit is 112.17. The mean of the scores of the students' vocabulary mastery test is 74.3. From the result of correlation calculation by SPSS 20, it can be seen that the value of correlation is 0.506, which is interpreted

as a positive correlation at a moderate level. The relative contribution of student's" habit of listening to English songs (X) to students" vocabulary mastery (Y) 25.6036%. The habit of listening to English songs habit and their vocabulary mastery.

The fifth Study by Stæhr (2009) presents an empirical study investigating the role of vocabulary knowledge in listening Ability with 115 advanced Danish students English as a foreign language (EFL). Dimensions of depth and breadth of vocabulary knowledge (measured by Vocabulary Level Test and Word Association Test) were found correlated significantly with listening Ability (measured with a hearing test from the Cambridge expertise certification at Cambridge English). They can predict half of the variance in listening scores.

The sixth Study by Ahmadi (2016) If students wish to learn to talk, they must first learn to comprehend the spoken language that they hear. If learners wish to connect with native speakers, they must first learn to comprehend the essential point of what native speakers are saying in real-life settings. As a result, listening is very important, and both teachers and students should pay close attention to it.

According to Kurita (2012), learners may find it challenging to master the talent of listening Ability, which necessitates teachers changing their listening exercises to more effective ones. Learners who improve their listening Ability skills are more likely to succeed in language learning and have more comprehensible material. Because learners' confidence in their ability to understand what they're hearing can be boosted,

B. Listening Ability

One's ability to listen and understand the spoken language of multiple utterances (i.e., listening Ability) is one of the component skills required in reading and writing. Listening Ability is defined as one's ability to understand the spoken language at the discourse level—including conversations, stories (i.e., narratives), and informative oral texts.

According to Tarigan (2008, p. 31), listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation to obtain information, capturing the content or message, and understand the meaning of the communication submitted by the speaker of the speech or spoken language.

Howatt and Yagang (2010), listening is the ability to identify and understand what others are saying. It involves "14 understanding a speaker's" accent or pronunciation, his Grammar, and his vocabulary, and grasping his meaning. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate and the broader socio-cultural context of the utterance defines listening. Listening is a complex, active interpretation process in which listeners match what they hear with what they already know.

Russel and Hasyuni (2006, p. 8) suggest listening skills listen with awareness, compassion, and gratitude. Listening to activity then needs to integrate skill Words includes Grammar, mastery of the language, writing, speaking, and reading. Listening to Ability is a complicated task because it is dependent on

language knowledge, such as vocabulary or Grammar, and non-linguistic facts, such as world knowledge (Buck, 2001; Vandergrift & Baker, 2015).

The primary channel for learning a language is listening Ability. Furthermore, of the four dominant macro-skills (listening, speaking, reading, and writing), it is also tricky and inaccessible because of second and foreign language learners' tacit mechanism. Speaking, the secondary skill goes on listening cognitively. Aural/oral competencies precede images, such as reading and writing, Forming the linguistic learning circle. However, given the critical interaction with other language skills, the applied linguistics treats listening Ability lightly. Half of our daily conversation and three-quarters of interaction in the classroom are virtually devoted to listening. Examining the relationship between listening skills and other languages. On the other hand, listeners, unlike readers, need to comprehend spoken

Worden (1970, p. 30) states, most of us spend about 45 percent of our time listening. To be effective communicators, we must be effective listeners. We remember only half of what we hear immediately after listening. We can learn by listening. It gives us time to think, and it can solve problems, it can help us make better decisions and give us self-confidence, it can help persuade others. With the conscious practice of good listening habits, the time we spend listening can be productive and creative. That "s means the listening habits are formed from the time we spend listening.

Language. Therefore, listeners must attend to additional factors that complicate the Ability process, making it more cognitively demanding than reading (Buck, 2001; Vandergrift & Goh, 2012).

Based on the definition above, it can conclude that listening is a hearing activity to understand utterances. So, listening is part of life's activity to get the meaning of what has been said.

C. The importance of Listening

Many studies in language learning have indicated that listening Ability plays an important role in the learning process. In spite of its importance, listening has been ignored in second language learning, research, and teaching. The purpose of the present article is to define the terms listening and listening Ability, review the components of listening, explain teachers' role in listening Ability, and present the general principles of listening Ability.

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016). Rost (2009) told that listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication (as cited in Pourhosein Gilakjani & Sabouri, 2016). Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for

thoughts, feelings, and intentions and this needs active involvement, effort, and practice.

D. Type of Listening

In Tarigan (2008, p. 37), the purpose of listening is to obtain information, capture the content, and understand the meaning of communication to be delivered by the speaker of the speech. This is a common goal. In addition to general-purpose, there is various special-purpose which led to diverse listening, there are:

a. Extensive Listening

Extensive listening is type listening activities on more common matters and more freely against an utterance, no need under direct guidance. According to Douglas (2000, P. 257), extensive listening may require the student to invoke other interactive skills (e.g., note-taking and discussion) for full Ability. Basic usability: Extensive listening is capturing or recalling materials known or unknown in a new environment in a new way. One goal is the extensive listening restates old material in a new way. Extensive listening gives students the opportunity and freedom to hear and listen to the vocabulary and structures that are unfamiliar or new to them contained in the flow of speech within the reach and capacity to handle it.

b. Intensive Listening

In contrast, intensive listening directed to an activity that is much more supervised controlled to a particular something. In intensive listening, the students are asked to listen to a passage to collect and organize the information. Often, it is not easy for students to understand on first hearing. This is because the aim "s is to give a challenge, allow them to develop a listening skill or knowledge of the language through the efforts they make guided by exercises or activities related to the passage. For instance, students listen to the teacher "s explanation.

According to Douglas (2000, p. 255), the intensive purpose is to focus components (phonemes, words, intonation, discourse markers, etc. In Tarigan (2008, p. 46), types that belong to intensive listening are critical listening, listening concentrative, creative listening, listening explorative, listening interrogative, and selective listening.

1. Appreciative Listening

For example, where the listener gains pleasure/satisfaction by listening to a specific type of music. Particular inspirational speakers or entertainers may also include useful sources. These are personal preferences that could have been influenced by our perceptions and aspirations.

2. Critical Listening

The listener may attempt to weigh up whether the speaker is credible, whether the message is logical and whether the speaker duped or manipulated them.

3. Discriminative Listening

The listener can detect and distinguish inferences or feelings by adjusting the speaker's voice tone, using pause, etc. In this way, some people are compassionate, while others are less able to pick up such subtle signs. Where the listener can recognize and identify a specific engine fault, a familiar laugh from a crowded theatre, or in a noisy playground, the cry of their child. Hearing impairment can affect that ability.

4. Empathic Listening

The listener wants to listen instead of talk. The non-verbal behavior indicates that what is being said is being attended to by the listener. The emphasis is on respecting the emotions of the speaker and being respectful and compassionate. The following exercise and combined exercises are intended to demonstrate the advantages of empathic listening and highlight various obstructions that may keep us from being successful listeners.

E. Importance of Vocabulary

Vocabulary is a set of familiar words within a person 's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge.

Vocabulary is essential in acquiring second and foreign languages because learners can not understand others or express their feelings without adequate and sufficient knowledge. Vocabulary knowledge is an essential tool to learn all language skills; it also leads to the Ability of both written and spoken texts.

Whereas the clear connection between vocabulary Mastery and reading is widespread Recorded by empirical studies, there has been less research into the role of vocabulary in Listen. Kelly (1991) believed vocabulary knowledge is the key impediment to Successful listening understanding for EFL learners, but that claim is not entirely based on empirical findings, which appear to be sparse and equivocal

Vocabulary learning involves learning new words and understanding their meanings and applicability to different contexts and circumstances. In other words, the language's Ability and development depend on the simultaneous and complicated process of extracting and constructing utterances by using appropriate lexical combinations, at the appropriate time and in the appropriate manner.

Milton, Wade, and Hopkins (coming), who find a much clearer image, Examined the relationship between two indicators of receptive vocabulary scale, the X Lex (Meara and Milton 2003) and A-Lex (Milton and Hopkins 2005) With 29 learners in the EFL. The study produced small, significant Spearman correlations Between the scale of the vocabulary (X Lex) and its Ability and) and the reading and listening components of IELTS (0.54 and 0.52, respectively). The knowledge of vocabulary is essential in learning languages. Not only does it contribute to the

Ability and production of the language, but it also works as a good indicator of the performance and acquisition of any language skill.

In Hornby (2010, p. 172), Vocabulary is all the words that a person knows or uses. It is also a list of words with their meaning, especially in a book for learning a foreign language.

Vocabulary is one of the language aspects which should be learned. Learning vocabulary is essential because we can speak, write, and listen nicely; we have to know vocabulary first. The larger the students master vocabulary, the better they perform their language. By having a too limited vocabulary, the students found difficulties in mastering listening and other skills. Vocabulary mastery means the students can understand and use vocabulary. Vocabulary mastery itself deals with words and meanings. The students are not only hoping to know the words but also their meaning. The teacher has to select what words are suitable to be taught to students to learn more efficiently.

Haycraft (1997, p. 44) distinguishes the kinds of vocabulary into two parts.

They are:

- 1. Active vocabulary:** Students can understand, pronounce correctly, and use constructively in speaking and writing. Harmer (1991:159) adds that active vocabulary refers to vocabulary that students have been taught or learned and which they are expected to use. Active vocabulary is productive learning referring to speaking and writing.

2. Passive vocabulary: words that the students recognize and understand when they occur in context, but the learner cannot produce correctly. Harmer (1991:159) also add that passive vocabulary refers to words which the students recognized when they meet them, but they were probably not able to produce

Nation's (2006) analysis of the Wellington Corpus of Spoken English revealed that learners would need a vocabulary Mastery of 6000–7000-word families to reach a text coverage of 98%. Based on findings from reading, this degree of coverage is assumed to lead to adequate Ability. These figures are, to some extent, supported by an analysis of the spoken CAN CODE corpus conducted by Adolphs and Schmitt (2003). Hence, some empirically supported indications of a reasonably healthy relationship between learners' receptive vocabulary and listening Ability. Furthermore, evidence suggests that learners need between 6000 and 7000-word families to cope with authentic spoken discourse

F. Type of Vocabulary

Vocabulary (from the Latin for "name," also called wordstock, lexicon, and lexis) refers to all the words in a language that are understood by a particular person or group of people. There are two main types of vocabulary: active and passive. An active vocabulary consists of the words we understand and use in everyday speaking and writing. Passive vocabulary is made up of words that we may recognize but don't generally use in the course of normal communication, There are 4 types of vocabulary:

1. Listening Vocabulary:

We are hearing and reading the words. The fetuses detected sounds beginning in the womb as early as 16 weeks. Throughout fact, babies are learning during their waking hours-and this way, and we continue to learn new words in our lives. By the time we reach adulthood, nearly 50,000 words are recognized and understood by most. (Stahl, 1999; Tompkins, 2005) Kids who are entirely deaf not become exposed to a language of listening. Instead, they were be introduced to a "visual" listening language, whether they have signing models at home or school. The sum of modeled terms is much less than the related listening vocabulary for a hearing child.

2. Speaking Vocabulary:

The words that we use when we are talking. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their discussions and instructions. This number is much lower than our vocabulary of listening due most possibly to ease of use.

3. Reading Vocabulary:

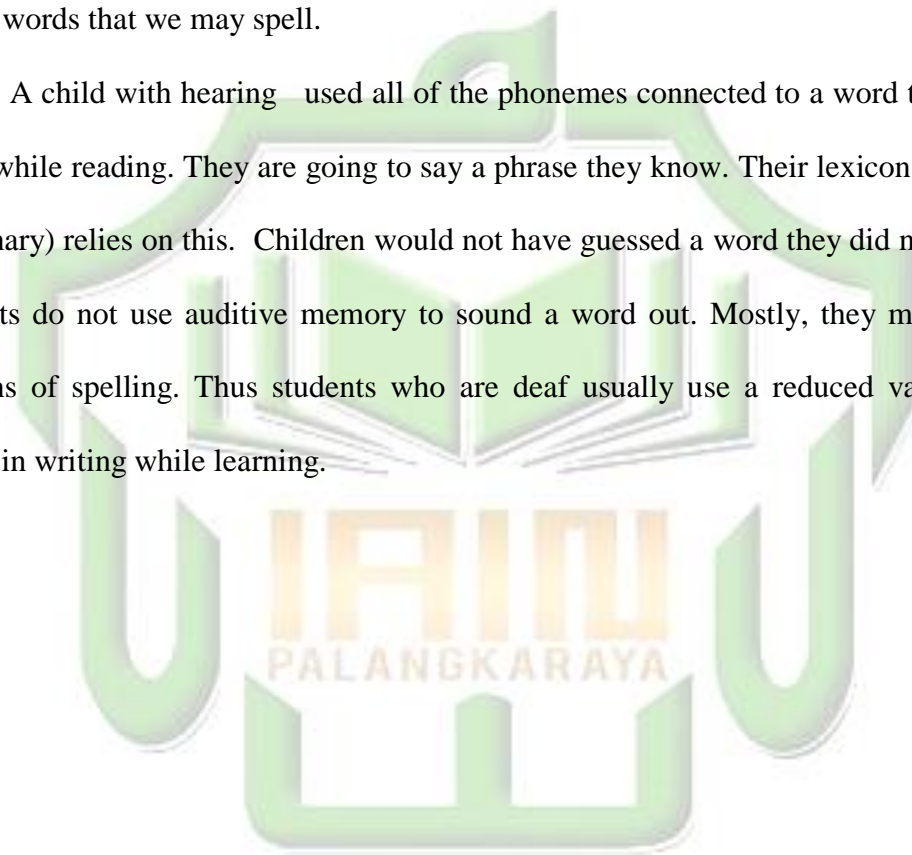
As we read the text, the words we understand. We can read and understand many words that we do not use in our vocabulary of speaking.

This is the second most comprehensive vocabulary IF you are a reader. You cannot "grow" your vocabulary if you are not a reader.

4. Writing Vocabulary:

The terms we can retrieve for expressing ourselves when we write. Generally speaking, we find it easier to describe ourselves orally, using facial expression and intonation to help bring our thoughts across, than finding just the right words in writing to articulate the same ideas. Our vocabulary of writing is strongly influenced by the words that we may spell.

A child with hearing used all of the phonemes connected to a word to sound it out while reading. They are going to say a phrase they know. Their lexicon (mental dictionary) relies on this. Children would not have guessed a word they did not. Deaf students do not use auditive memory to sound a word out. Mostly, they memorize patterns of spelling. Thus students who are deaf usually use a reduced variety of words in writing while learning.



CHAPTER III

RESEARCH METHOD

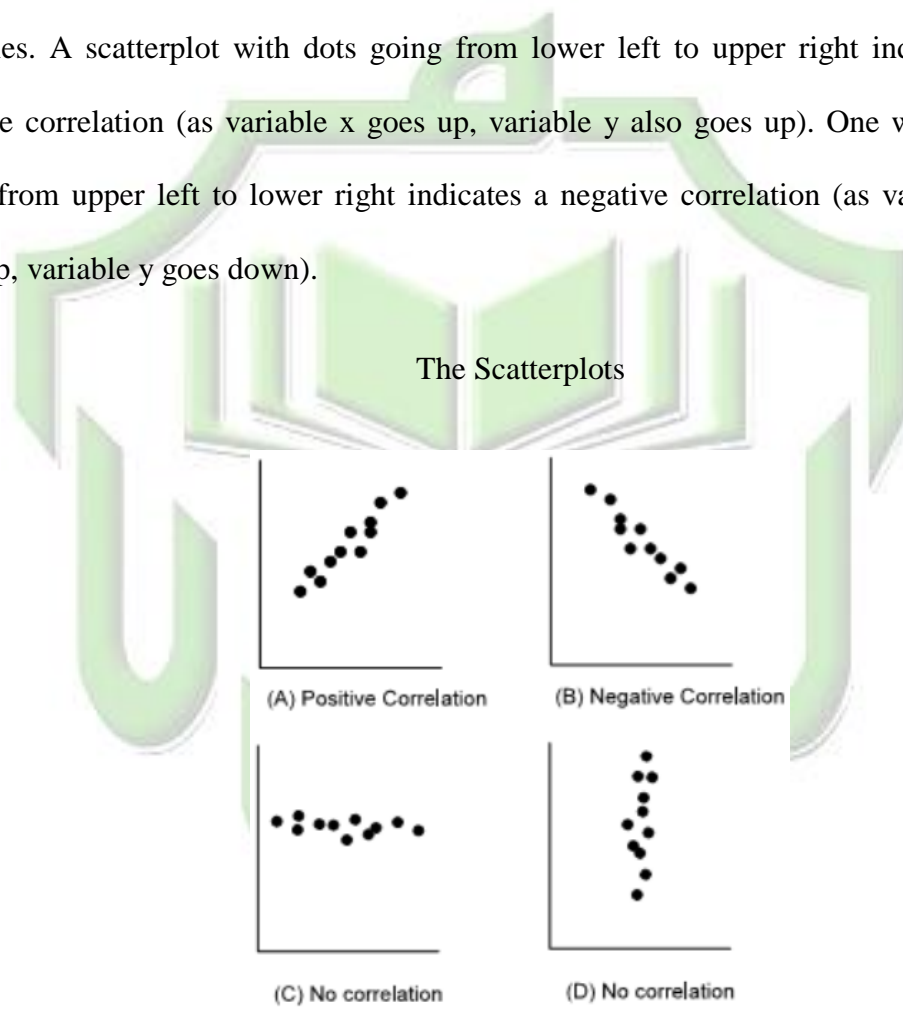
This chapter discussed (a) Research Design, (b) Population and Sample, (c) Research Instrument, (d) Instrument Try-Out, (e) Instrument Validity, (f) Data Collection Procedure, (g) Data Analysis Procedure.

1. Research Design

In this research, the writer analyzed the correlation between students' Vocabulary Mastery and students listening ability. So, to identify the relationship between the two, the writer used quantitative research. Creswell (2014, p. 34) stated that Quantitative research is an approach to test the objective theory by examining the relationships between variables. These variables can be measured generally on instruments, so numbered data can be analyzed using statistical procedures. Furthermore, the design that the writer used in this research is correlational. According to Creswell (2012, p. 21) state, the correlational design uses correlation statistics by writers to describe and measure the level of relationship between two or more variables or sets of scores. In this research, the writer is concerned about two variables: students' Vocabulary Mastery in understanding the meaning of the word and their Listening ability to understand spoken Languages such as stories and conversations. To find the result of learning English as a foreign language

Ary et.al (2010, p. 132) stated that a scatter plot illustrates the direction of the relationship between the variables. A scatter plot with dots going from lower left to upper right indicates a positive correlation. One with dots going from upper left to lower right indicates a negative correlation.

A scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicates a positive correlation (as variable x goes up, variable y also goes up). One with dots going from upper left to lower right indicates a negative correlation (as variable x goes up, variable y goes down).



2. Population and Sample

It is better to know what research's purpose before performing the study. The study is a way of observing or investigating and aims to find the answer to problems or the process of discovery (Sukardi, 2003: 3).

1. Population

A population is a research focus group that wants to generalize the findings (Gay 1992, p. 125). The cycle from part to whole is an integral feature of inferential statistics. The small group that the writer observes is called the sample, and the larger group is called the population about generalization. A population is characterized as being all members of a well-identified class of individuals, events, or objects. (Ary, 2010, p. 148) Also, all populations are subject to measurable study. In this research, all fifth-semester students from the English Education Study Program of IAIN Palangka Raya, which consisted of 109 students, were divided into three classes A B and C.

Table 3. 1

The population of Study.

Class	Number of Students
A	36
B	35
C	35
Total	109

2. Sample

Martono (2011, p. 75) states that the sampling technique is a process or way of evaluating sample Mastery and sample Mastery. The sample determination method is a limitation that often occurs in science. Based on Sukardi (2013, p. 57-58), It is strongly recommended that samples be chosen by chance in quantitative research. There are four styles of collecting techniques: 1) Random Sampling, 2) Stratification Techniques, 3) Cluster Techniques, 4) Systematic Sampling).

In this research, the sampling technique used by writers is the cluster technique; this technique is done by selecting samples based on the cluster rather than the individual. writer divide a population into smaller groups known as clusters. They then randomly select among these clusters to form a sample.

Shortly, a sample is a part of the population that observed. In this research, The fifth-semester students in TBI class A of the English Department of IAIN Palangka Raya in the academic year 2020/2021 as the sample. This class consists of 36 students.

3. Research Instrument

Ary (2010, p. 98) states, the instrument is the writers' common term for a measuring tool (survey, test, questionnaire, etc.). The instrument is the system, and instrumentation is the course of action (the development process, testing, and use of the system) to define the device and instrumentation better. In this research, the writer

must use a tool to assist in gathering research data. As per (Arikunto 2010, p. 192).

The instrument is used in this research is defined into two kinds:

1. Listening Test

The test may be described as a systematic observational procedure of Somebody's behavior and describe it using a digital device or Pattern of Classification Social research to support Professor to measure student achievement, know students Progress, inspire and direct learning for students, and assess Chain of training, whether it is good.

In this research, the writer used a listening test to collect the data. The writer adopted a listening test from the "TOEIC Practice Test." This test uses a multiple-choice system and is divided into four parts, Photograph, Response, short conversation, and inference question

Table 3.2
Description of listening Test items

Items of the test	Description of the test
10	Photograph
30	Response to Question
30	Short Conversation
30	Inference Question

2. Vocabulary Mastery Test

A research tool is a tool used to collect the data and explore a measuring element. The research tool refers to any system used to gather the data (Arikunto, 2010, p. 262).

In this research, the writer used a vocabulary test to measure student vocabulary mastery. The test adopted from Batia Laufer & Paul Nation (1999). In this research, the writer given questions at a different level. This research to obtain information on the students" Vocabulary Mastery. According to Donald Ary et al. (2010: 201), a test a set of stimuli presented to an individual to elicit responses based on which a numeral score can be assigned. The test used to know the students" vocabulary Mastery.

In this research, the writer adopted the Vocabulary Levels test by Batia Laufer & Paul Nation, the test consist of 70 items and divide into 4 Levels

Table 3.3
Description of Vocabulary Mastery test

Item of the test	Description of the test
18	2K Level
18	3K Level
18	5K Level
26	University Word List

Source: A vocabulary-Mastery test of controlled productive ability, Language Testing 1999

4. Instrument Validity and Reliability

a. Instrument Validity

Validity is an essential consideration in developing and evaluating measuring instruments. Historically, validity defined as the extent to which an instrument measured what it claimed to measure (Ary, 2010, p. 225). A test is said to be valid when it can measure what is intended to be measured. To measure whether the test has good validity, the writer analyzed the listening and vocabulary test from content validity and construct validity.

b. Content Validity

This sort of validity relies on careful analysis of language being evaluated and the particular course's goal. The present test is designed to contain a representative sample course; the relation between the test and the course's purpose is always evident.

To measure the validity of the test used in this study, writers used the product-moment formulation by Pearson. The writer correlated each item's score with the total score. The total score is the sum of all items.

This research's instruments are listening test and Vocabulary test given to students from the result of sampling to join the try out to know the validity and reliability. It is especially crucial for achievement tests. It is also a concern for other

measuring instruments, such as personality and attitude measures (Ary, 2010, p. 228). Content validity refers to the degree to which the sample of items, tasks, or questions on a test representative of the content domain's defined universe.

c. Instrument Reliability

Reliability is consistent and dependable. Ary (2002, p. 250) states that reliability is concerned with such random errors of measurement on the consistency of scores. Furthermore, (Latief, 2014, p. 213). Reliability refers to the consistency of the score resulting from the assessment. The reliability of measuring instruments is the degree of consistency with which it measures whatever it is measuring. In other words, reliability refers to the consistency of the test score. Reliability is a necessary characteristic of any good test. To be valid, a test must be first be reliable as a measuring instrument.

The writer used KR-21 to find out the reliability of the listening and vocabulary tests. The scores for KR-21 range from 0 to 1, where 0 is no reliability, and 1 is perfect reliability. The closer the score is to 1, the more reliable the test. Just what constitutes an "acceptable" KR-21 score depends on the type of test. In general, a score of above .5 is usually considered reasonable.

The writer used the KR-21 formula below to find out the reliability :

$$KR21 = \left(\frac{K}{K-1} \right) \left(1 - \frac{\bar{X}(K - \bar{X})}{K(\sigma^2)} \right)$$

Where K = # of items

σ^2 = variance of scores

$$\sigma^2 = \frac{\Sigma X^2 - (\Sigma X)^2/N}{N}$$

where:

n = sample Mastery for the test,

Var = variance for the test,

p = proportion of people passing the item,

q = proportion of people failing the item.

Σ = sum up (add up). In other words, multiple Each question is p by q, and then add them all up. If you have ten items, you were multiply p*q ten times, then you added those ten items up to get a total.

5. Data Collection Procedure

The data collection method is a systematic and standard procedure used to collect data that is needed. In this research, the writer uses to collect data through:

1. The researcher chooses the place of research.
2. The researcher asked permission to conduct research.
3. The researcher distributed the Listening test to students to be answered via Quizziz.

4. The researcher checked the students' score
5. The researcher also tested the students' Vocabulary Mastery by held Vocabulary tests via Quizziz.
6. The researcher analyzing, Interpreting, and Concluding the Data,

6. Data Analysis Procedure

Bodgan (in Sugiyono, 2009, p. 334), data analysis is systematically searching and arranging the interview transcripts, interview record, and other materials that the writer accumulates to increase understanding and enable the writer to present what the writer has discovered to others.

The data Analysis Procedure use in this study are:

1. Calculating the Listening Ability score the writer used the online site from the Quizziz.com.
2. Calculating the score of the student's vocabulary mastery test, the writer used the online site form Quizziz.com.
3. Finding out the correlation coefficients the writer used two tests, also to find the correlation coefficient between Listening ability and vocabulary mastery. to find out the correlation coefficient the writer using Microsoft Excel calculation and used SPSS 20 program.

Before conducting a hypothesis test, several tests were being performed, such as normality, homogeneity, and linearity test.

a. Normality Test.

Normality tests are statistical processes used to determine if a sample or any data group fits a standard average distributor. It be used to know the normality of the data that be analyzed whether both groups have a normal distribution or not. The application that writers used to test normality is SPSS 16 using Kolmogorov Smirnov. If the significance value (Sig.) is more significant than 0.05, the research data are normally distributed. conversely, if the significance value (Sig.) is less than 0.05, the research data does not contribute normally

b. Linearity test

The linearity test aims to determine whether two variables have a linear relationship or not significant.

4. Testing Hypotheses.

In the correlation technique, the variables compared to know whether the correlation is very significant or only happens by chance. The correlation "r" product moment be used to test the hypotheses of the study. To find the correlation between students' listening ability and students' vocabulary mastery, the writer use the product moment correlation formula developed by Karl Pearson to measure the correlation between two variables.

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

Notes:

R_{xy} = index number correlation “r” product moment

N = Number of Participants

X = Students’ Listening ability score

Y = Students’ Vocabulary mastery scores

$\sum X$ = The Sum Scores Listening ability Scale

$\sum Y$ = The Sum Scores of Vocabulary mastery

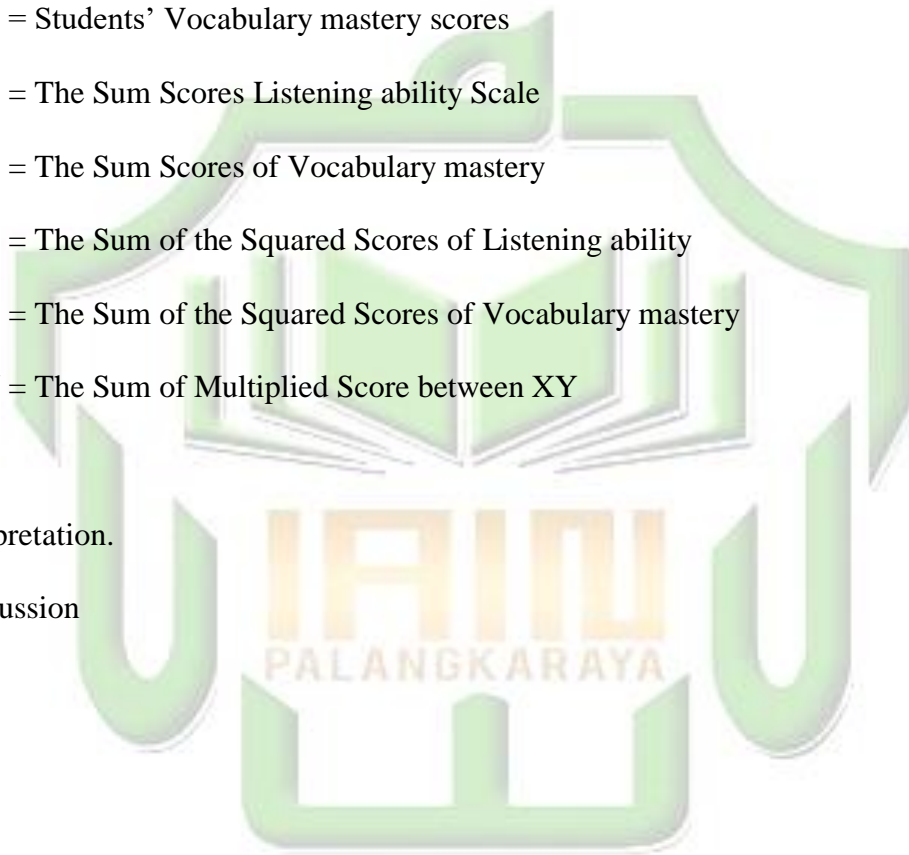
$\sum X^2$ = The Sum of the Squared Scores of Listening ability

$\sum Y^2$ = The Sum of the Squared Scores of Vocabulary mastery

$\sum XY$ = The Sum of Multiplied Score between XY

5. Interpretation.

6. Discussion



CHAPTER IV RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research in the field of study which consists of the description of the data, the result of data analysis, and a discussion.

A. Data Presentation

To answer the problem of the study, the writer used the Listening test and Vocabulary test. All tests were given to 30 students, the duration of the data collecting approximately one month, and to collect the score of the test, the writer used Quizzez.

1. Analysis of Listening Ability

The Result of Listenig Ability Test Score

Table 4.1
Listening Test Score

No	Participant	Score	Accuracy
1	P1	35300	88%
2	P2	31100	78%
3	P3	29400	82%
4	P4	28200	78%
5	P5	27200	78%
6	P6	26400	74%
7	P7	25500	76%

8	P8	24800	76%
9	P9	24300	76%
10	P10	24100	76%
11	P11	24100	74%
12	P12	22200	68%
13	P13	21600	68%
14	P14	20300	66%
15	P15	18100	58%
16	P16	17100	54%
17	P17	16900	56%
18	P18	16200	54%
19	P19	16100	48%
20	P20	15600	50%
21	P21	14500	48%
22	P22	14400	48%
23	P23	14000	46%
24	P24	9600	32%
25	P25	8660	31%
26	P26	7660	26%
27	P27	6540	25%
28	P28	3350	14%
29	P29	3230	14%
30	P30	3040	14%
SUM		549480	
Lowest Score		3040	

Highest Score	35300
Mean	18316
Standart Deviation	8745.569

Based on the calculation variable X found $\Sigma x = 549480$ and $\Sigma X^2 = 301.928.270.400$. Based on the data above, it is known that the highest score 92 and the lowest score 16. The classification of the students' scores can be seen in the table below.

Table 4.2
Distribution of Students' Listening Ability Test Score

No	Category	Frequency
1	Score 20000 – 35000	14
2	Score 15000 - < 20000	6
3	Score 10000 - < 15000	3
4	Score 2000 - < 10000	7
5	Score < 2000	-
Total		30

Based on the data from Quizizz report above, can be seen the variation of scores. Based on the calculation there were 14 students who acquired score 20000 - 35000, 6 students who acquired score 15000 - <20000, 3 students who acquired score 10000 - <15000, 7 students who acquired score 2000 - <10000. After the score processed, it made several groups of the data at some level on the predicate of the score then made percentage by using the formula:

$$S = \frac{n}{N} \times 100$$

Where :

S : Students Score

n : the number of students who got score in a level

N : total of students.

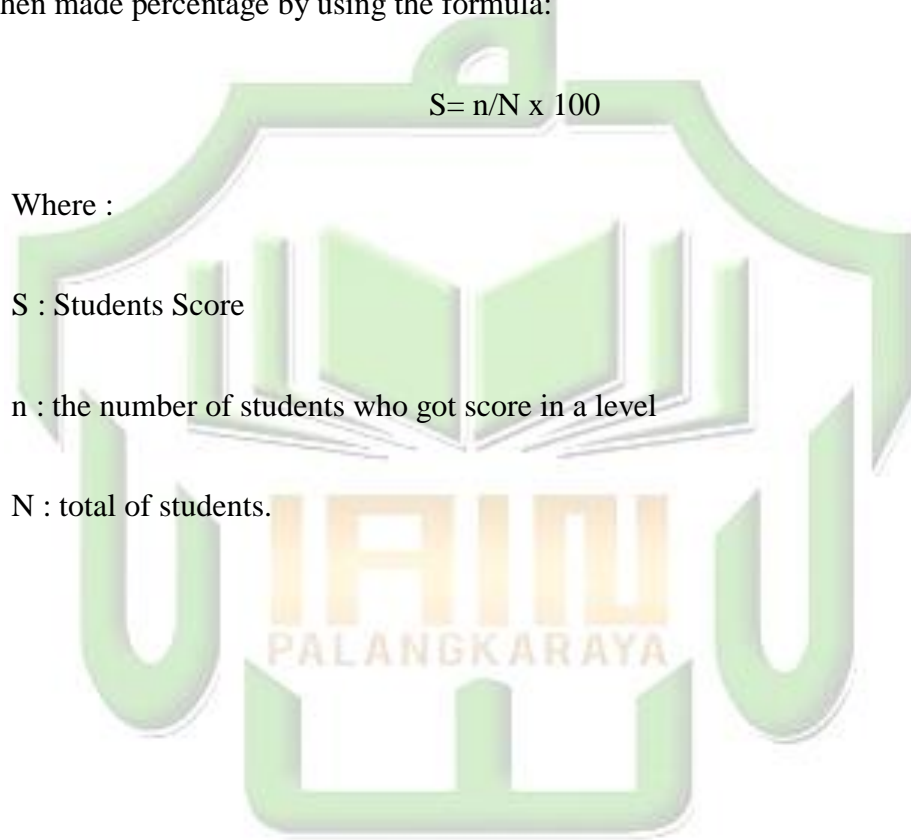


Table 4.3
Distribution Frequency and Presentation of the Listening Ability Test Score

No	Category	Letter Value	Frequency	Percent
1	Score 20000 - 35000	A	14	46.7 %
2	Score 15000 - < 20000	B	6	20 %
3	Score 10000 - < 15000	C	3	10 %
4	Score 2000 - < 10000	D	7	23.3 %
5	Score < 2000	E	-	-
Total			30	100 %

Based on the data from Quizizz report above it can be explained that there were 46.7 % of students who acquired A, 20 % of students who acquired B, 10 % who acquired predicate C, 23.3 % who acquired D and no students acquired E.

Chart 4.1

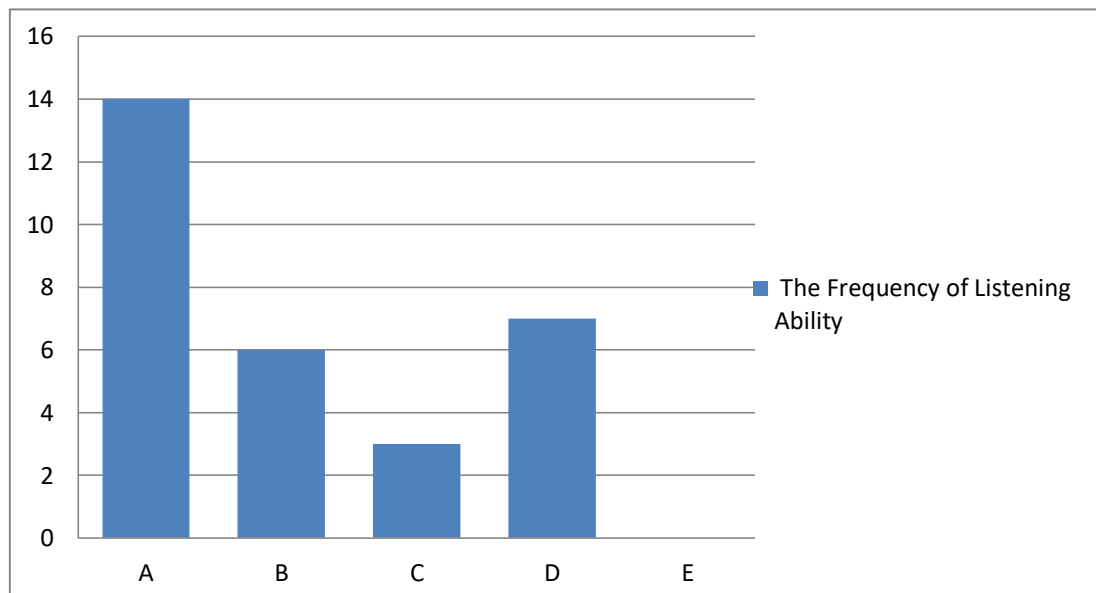


Table. 4.4
Vocabulary Test Score

No	Participant	Score	Accuracy
1	P1	31100	56%
2	P2	29560	54%
3	P3	29050	49%
4	P4	28720	54%
5	P5	26730	44%
6	P6	26430	41%
7	P7	22410	44%
8	P8	21850	46%
9	P9	18400	33%
10	P10	17690	31%
11	P11	17590	34%

12	P12	16330	30%
13	P13	16040	29%
14	P14	14970	27%
15	P15	14870	29%
16	P16	14850	27%
17	P17	13660	24%
18	P18	12290	23%
19	P19	11290	23%
20	P20	10980	20%
21	P21	10660	20%
22	P22	8960	20%
23	P23	8660	16%
24	P24	8450	16%
25	P25	8080	16%
26	P26	7580	14%
27	P27	7580	14%
28	P28	4550	14%
29	P29	4520	14%
30	P30	4440	13%
SUM		468290	
Lowest Score		4440	
Highest Score		31100	
Mean		15609.67	
Standart Deviation		8115.932	

Based on the calculation variable Y found $\Sigma Y = 468290$ and $\Sigma Y^2 = 219.295.524.100$. Based on the data above, it is known that the highest score 31100 and the lowest score 4440. The classification of the students' scores can be seen in the table below.

Table 4.5
Distribution of Students' Vocabulary Mastery Test Score

No	Category	Frequency
1	Score 20000 - 40000	8
2	Score 15000 - < 20000	5
3	Score 10000 - < 15000	8
4	Score 2000 - < 10000	9
5	Score < 2000	-
Total		30

Based on the data from Quizizz report above, can be seen the variation of scores. Based on the calculation 8 students acquired score 20000 - 40000, 5 no students who acquired score 15000 - < 20000, 8 students who acquired score 10000 - < 15000, 9 students who acquired score 2000 - < 10000. After the score processed, it made several groups of the data at some level on the predicate of the score then made percentage by using the formula:

$$S = n/N \times 100$$

Where :

S : Students Score

n : the number of students who got score in a level

N : a total of students

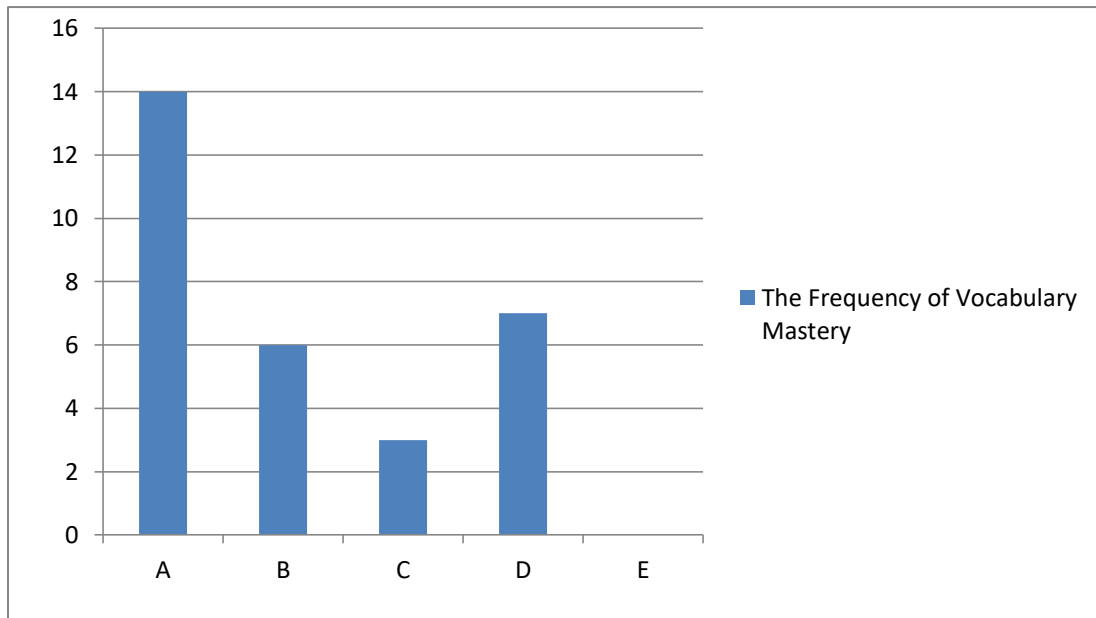
Table 4.6

Distribution Frequency and Presentation of the Vocabulary Mastery Test Score

No	Category	Letter Value	Frequency	Percent
1	Score 20000 - 40000	A	8	26.7 %
2	Score 15000 - < 20000	B	5	16.7 %
3	Score 10000 - < 15000	C	8	26.7 %
4	Score 2000 - < 10000	D	9	30 %
5	Score < 2000	E	-	-
Total			30	100 %

Based on the data from Quizizz report above, it can be explained that there were 26.7 % of students' who acquired A, 16.7 % of students' who acquired B, 26.7 % who acquired C, 30 % who acquired D and no students acquired E

Chart 4.2



B. Research Findings

1. Testing Assumption

a. Normality Test

Normality tests are used in statistics to examine if a data set is well-modeled by a normal distribution and to assess the likelihood that a random variable underlying the data set is normally distributed. The normality test used to know whether the data were normal or not and the calculation of the normality test can be seen in the table below:

Table 4.7

One-Sample Kolmogorov-Smirnov Test

		Listening	Vocabulary
N		30	30
Normal Parameters ^{a,b}	Mean	18316.00	15609.67
	Std. Deviation	8745.569	8115.932
	Absolute	.112	.109
Most Extreme Differences	Positive	.074	.103
	Negative	-.112	-.109
Kolmogorov-Smirnov Z		.616	.596
Asymp. Sig. (2-tailed)		.842	.870

a. Test distribution is Normal.

b. Calculated from data.

The test of normality above calculated using SPSS 20, meanwhile, the data showed that the level significance of the Listening Ability score $0.842 > 0.05$. Reading it could be concluded that the data normal distribution and the level significance of Vocabulary Mastery score in the table $0.870 > 0.05$ and it also meant that the data in a normal distribution.

Based on the out pout of SPSS 20 program above, it known that the value of variable significance of Listening Ability score (X) and Vocabulary Mastery score (Y) = $0.617 > 0.05$ and it can be concluded that the variable data of Listening Ability score (X) and Vocabulary mastery score (Y) were the same variant.

b. Linearity Test

The linearity test used to know whether the data were linear or not and the calculation of the linearity test can be seen in the table below.

Table 4.9

ANOVA Table

			Sig.
		(Combined)	.007
	Between Groups	Linearity	.001
Vocabulary * Listening		Deviation from Linearity	.023
	Within Groups		
	Total		

Based on the calculation of the data above, the significance value showed the data value 0.023 and it higher than 0.05, which means there is a significant linear relationship between student's Listening ability scores and students' vocabulary mastery scores.

2. Testing Hypothesis

a. Students' Vocabulary Mastery Level

Table 4.10

The Result of Vocabulary Mastery Test Level

N	Total Score	Mean Score	Percentage of the Score	Standard Deviation	Level of the Test
30	468290	15609.67	52.23 %	8115.932	5K Level

Based on the results above, the average scores of the students' vocabulary mastery test were 15609.67. The Vocabulary test level in this research consists of 5.000-word families. The tests consist of 70 items and that makes up a total of 70 items for all levels. It means that if a student correctly answers 50% out of 70 items, the learners know approximately 2500 words from the level.

The vocabulary Mastery possessed by the Fifth semester of English department students, the results were summarized by means score frequency across the 5000-word families. The mean score of the students' score estimated the vocabulary Mastery possessed by English department students. The mean scores of levels were analyzed to see whether the levels were completely mastered by the students or not. According to Nation (2008), a test taker is considered to master a particular level of VLT if she or he correctly answers at least 50% of the total items or 35 out of 70 items in that level.

The students' mean scores on each level were analyzed to see their mastery level. And because the student's mean score of vocabulary mastery in this research is 15609.67 or 52.23 % of 5000. So, the result of the students' vocabulary level in the fifth semester of English education IAIN Palangka Raya is around 2.758 words. And based on the rescale of the word level above, it can be concluded the students' vocabulary level of the fifth semester of English Education IAIN Palangka Raya is on 5K Level

b. The Correlation between Listening Ability and Vocabulary Mastery

The aim of this study is to measure the correlation between students Listening ability and students' Vocabulary mastery scores the writer used Pearson product-moment formula.

Table 4.11
Correlation Between Listening and Vocabulary
 Correlations

		Listening	Vocabulary
Listening	Pearson Correlation	1	.955**
	Sig. (2-tailed)		.000
	N	30	30
Vocabulary	Pearson Correlation	.955**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.12
Correlation Between Listening and Vocabulary

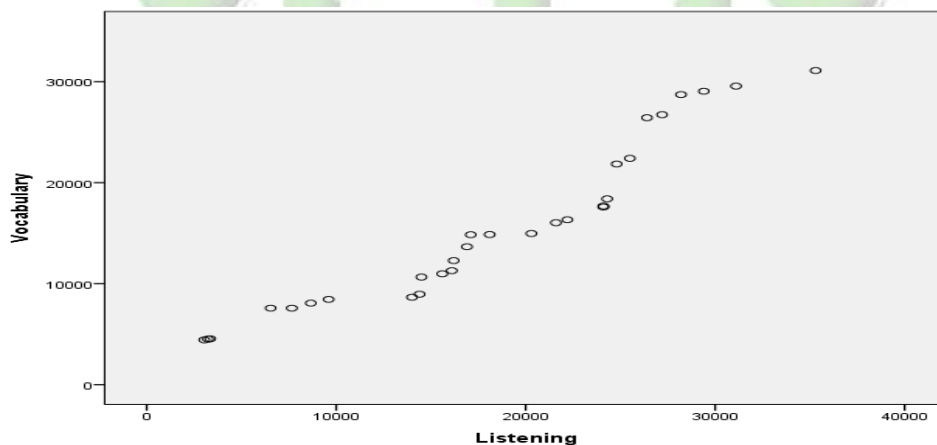
NO	CODE	Listening Ability (X)	Vocabulary Mastery (Y)	XY	X ²	Y ²
1	P1	35300	31100	1097830000	1246090000	967210000
2	P2	31100	29560	919316000	967210000	873793600
3	P3	29400	29050	854070000	864360000	843902500
4	P4	28200	28720	809904000	795240000	824838400
5	P5	27200	26730	727056000	739840000	714492900
6	P6	26400	26430	697752000	696960000	698544900
7	P7	25500	22410	571455000	650250000	502208100
8	P8	24800	21850	541880000	615040000	477422500
9	P9	24300	18400	447120000	590490000	338560000
10	P10	24100	17690	426329000	580810000	312936100
11	P11	24100	17590	423919000	580810000	309408100
12	P12	22200	16330	362526000	492840000	266668900
13	P13	21600	16040	346464000	466560000	257281600
14	P14	20300	14970	303891000	412090000	224100900
15	P15	18100	14870	269147000	327610000	221116900
16	P16	17100	14850	253935000	292410000	220522500
17	P17	16900	13660	230854000	285610000	186595600
18	P18	16200	12290	199098000	262440000	151044100
19	P19	16100	11290	181769000	259210000	127464100
20	P20	15600	10980	171288000	243360000	120560400
21	P21	14500	10660	154570000	210250000	113635600
22	P22	14400	8960	129024000	207360000	80281600
23	P23	14000	8660	121240000	196000000	74995600

24	P24	9600	8450	81120000	92160000	71402500
25	P25	8660	8080	69972800	74995600	65286400
26	P26	7660	7580	58062800	58675600	57456400
27	P27	6540	7580	49573200	42771600	57456400
28	P28	3350	4550	15242500	11222500	20702500
29	P29	3230	4520	14599600	10432900	20430400
30	P30	3040	4440	13497600	9241600	19713600
TOTAL Σ		549480	468290	10542505500	12282339800	9220033100

Based on both Excel and using SPSS 20 calculation that has been elaborated above, it can be seen that the coefficient correlation 0.955. it can be concluded that the alternative hypothesis (H_a) accepted and the Null hypothesis (H_0) rejected because there a positive strong correlation between Listening Ability and Vocabulary Mastery. The chart of the correlation result shown as follows

Figure 4.1

The Correlation between Listening Ability and Vocabulary Mastery Scatterplot



Based on the figure above the dots were spread in line, so it can be concluded that there is a positive correlation between students' Listening Ability score (X) and Vocabulary Mastery score (Y).

c. Interpretation of the result

The result of the computation shows that the value of r_{observe} 0.955 is higher than r_{table} 0.361 at 5%. It is going to be categorized by using the coefficient correlation criteria by Sugiyono (2013):

Table 4.13
The Correlation Interpretation

The Amount of 'r' Product Moment	Interpretation
0.00 – 0.20	There is no correlation
0.20 – 0.40	There is a low correlation
0.40 – 0.70	There is a moderate correlation
0.70 – 0.90	There is a high/strong correlation
0.90 – 1.00	There is a very high/strong correlation

The classified interval is at 0.90– 1.00 the indexes of the correlation coefficient is a very high/strong positive correlation. So, it belonged to a very high positive correlation between the students' Listening Ability variable (X) and the

students' Vocabulary Mastery variable (Y) it found that the students' Listening Ability gave a positive correlation to students' Vocabulary Mastery. The students should be a lot of practice to improve their English vocabulary mastery to make them better in Listening ability

C. Discussion

Based on this study's purpose to find out the correlation between Listening Ability and Vocabulary Mastery of English Department Students for the 2021 Academic Year at IAIN Palangka Raya. The writer began to collect data by giving Listening test and vocabulary test, students must answer 50 test items for listening and 70 items for vocabulary test, the students must answer correctly atleast half of the item test in order to pass the test.

According to the result of this research, it showed there a positive correlation between students' Listening Ability and Vocabulary Mastery. The correlation coefficient obtained 0.955 and the interpretation is there is a strong correlation between (X) variable and (Y) variable (0.90 – 1.00). Moreover, the alternative hypothesis (H_a) accepted and the null hypothesis (H_o) rejected. Students' Listening Ability gives a contribution to students Vocabulary Mastery of the fifth-semester students of English Education Study Program at IAIN Palangka Raya.

The students' mean scores on each level were analyzed to see their mastery level. And because the student's mean score of vocabulary mastery in this research is

15609.67 or 52.23 % of 5000 on around 2.758 words, it belonged to the level 5K Level. So, based on the result it can be concluded the better students' Listening Ability is the better their Vocabulary Mastery.

In this study, the writer intended to present derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problems. From the analysis, the writer got the result as follow;

1. The number of participants used in this study 30.
2. most students (46.7%) from 30 students acquired A, (20%) acquired B, (10%) acquired C, and (23.3%) acquired D in listening Ability test.
3. most students (26.7%) from 30 students acquired A, (16.7%) acquired B, (26.7%) acquired C, and (30%) acquired D in Vocabulary Mastery test
4. The result of calculating the correlation between students' Listening Ability and Vocabulary Mastery test = .955. Based on Riduan's interpretation, there is a high correlation between the variables.
5. From SPSS calculation, for normality test the writer gets Sig =0.842 <0.05 for Listening Ability test, and for Vocabulary test the writer gets Sig =0.870 <0.05
6. From SPSS calculation, for homogeneity test the writer the value of variable significant of Listening Ability score (X) and Vocabulary Mastery score (Y) = 0.617 > 0.05
7. Based on SPSS calculation, for linearity test the significance value showed the data value 0.023 and it higher than 0.05,

8. The hypothesis accepted the alternative hypothesis (H_a).
9. The weakness of this reseach is number of participant of the research,

The finding in accordance with studies from Jiati et al. (2013), Aprila K. D. (2019), and Stæhr (2009), The result of all studies shows that there is a positive correlation between Listening and vocabulary. It proves that the students Listening Ability give contribution to their Vocabulary Mastery, for the passage and question involves a range of words much wide than that of a daily conversation. Furthermore, the learner must have an adequate vocabulary because a large Vocabulary Mastery is very important in learning a language. In Worden (1970, p. 30) states, most of us spend about 45 percent of our time listening. To be effective communicators, we must be effective listeners. We remember only half of what we hear immediately after listening.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the study. The writer explains the conclusion of the study and some suggestions for future writers better than this study.

A. Conclusion

Based on both Excel and using SPSS 20 the result showed:

1. There is a very high/strong positive correlation between (X) variable and (Y) variable. The calculation that has been elaborated above, can be seen that the coefficient correlation 0.955.
2. The Students' Listening Ability gives a contribution to students Vocabulary Mastery of the fifth-semester students of English Education Study Program at IAIN Palangka Raya. It can be concluded the better students' Listening Ability, the better their Vocabulary Mastery.
3. The r_{observe} 0.955 is higher than r_{table} 0.361 at 5% so, the alternative hypothesis (H_a) accepted and the Null hypothesis (H_0) rejected.

B. Suggestion

1. For the Students

Based on the results of this study it can be concluded that the students should be more frequent practice to improve their Listening Ability to make them better in Vocabulary Mastery because mastering vocabulary is very important and based on this research the better students' Listening Ability increase their Vocabulary Mastery

2. For the Teachers

The teacher is a motivator, facilitator, and stimulator. The teachers should provide the media or students' needs in order to make them better and easy in the study especially emphasis on vocabulary and Listening, because based on the results of this study showed the better students' Listening Ability increase their Vocabulary Mastery

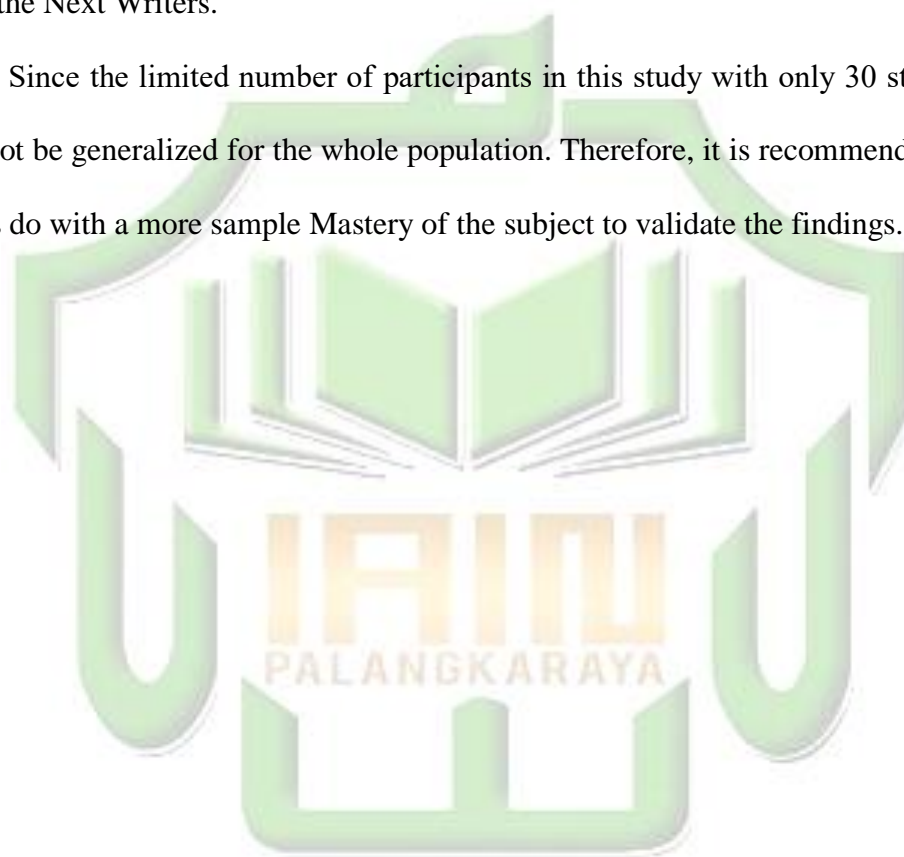
In the teaching and learning process, the teacher must maintain a relaxed and humorous class atmosphere; Design activities that are interesting and give students more time to practice, and continue to bear motivation for students to increase their Vocabulary a lot.

3. Institution

For institutions, this study able to help develop students' skills and understand the characteristics of students so that they are motivated to learn English and make them think that English is a fun subject to study.

3. For the Next Writers.

Since the limited number of participants in this study with only 30 students“, it cannot be generalized for the whole population. Therefore, it is recommended other writers do with a more sample Mastery of the subject to validate the findings.



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