

THE CORRELATION BETWEEN LISTENING COMPREHENSION AND VOCABULARY ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA LENTERA HARAPAN TORAJA

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ABSTRACT

The objective of the research was found the significant correlation between listening comprehension and vocabulary achievement of eleventh grade students of SMA Lentera Harapan Toraja. It was expected that result of the research that can gave useful contribution to English teaching, especially for English teachers, senior high school students and the readers about correlation between listening comprehension and vocabulary achievement. In this research, the writer used quantitative descriptive method. The population of this research was the eleventh grade students of SMA Lentera Harapan Toraja academic year 2015/2016. The number of population was 100 students. It consists of four classes. The writer took 20 students as sample. They selected by using random sampling which choose five students for every class. The instrument used to take the data was written test. It was used to find out the students comprehension in listening and to find out the students achievement in vocabulary. Based on the result above, the researcher analyze the relationship used Pearson's Product Moment Formula to correlate both listening comprehension (variable x) and vocabulary achievement (variable y). The result shows that r_{xy} is 0.561 and r_{xt} is 0.444. And t_{count} is 2.875 and t_{table} is 2.101. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected because r value greater than r table and t count greater than t table. The result can be concluded that there is positive and significant correlation between listening comprehension and vocabulary achievement of the eleventh grade students of SMA Lentera Harapan Toraja.

Keywords: *Listening Comprehension, Vocabulary, Achievement*

A. INTRODUCTION

Listening as major component in language learning and teaching. In addition to this statement the curriculum stated that out of the four skills, reading, speaking, writing and listening. The main emphasis is on listening, because it is believed that the acquisition of listening in a second or foreign language is main priority. Thomlison's (1998:3) definition listening includes "active listening" which goes beyond comprehending as understanding the message content as an act of empathetic understanding of the speaker. We know that success in listening is the most necessary, because it is a basic tool of education. In high school and college, listening comprehension becomes even more important, because students are more active to gain spoke in information. Rost (1998:76) stated that listening comprehension is listening with understanding. Listening comprehension is more than just hearing what is said. Good listening comprehension enables them to understand it, remember it, discuss it and even retell it in their own words. Being able to listen in English is very important. That's why listening comprehension is an asset to be successful in university. Moreover, in high school, listening comprehension is included in National Examination and it is one of the most exam made students scared about. They think that listening comprehension test is a most difficult test. And one of the purposes of teaching English as a foreign language to Indonesian peoples is that can listen, grasp the idea and understand the spoken form in English. To achieve those purposes, students need a lot of words of English to master. Vocabulary is one of the most important skills in a language. To Richards and Renadya (2002:255) vocabulary is a core component of language proficiency and provides much of the basis for how well learns speak, listen, read, and write. It means that, vocabulary is an important components to mastery the four language skills So, to achieve the success in language teaching learning process especially English, vocabulary is one of the important factors in all language teaching. Vocabulary as one of the language aspects is to learn when people are learning a language. It is impossible to learn a language without vocabulary. So, in any language, learning vocabulary is necessary. Vocabulary is a crucial component in acquiring and

understanding language. When we listen something, it will sound good if we understand the words or vocabulary in our listening. It will help and guide us in pronouncing, listening, and grasping the idea from our listening. So, we will understand. Vocabulary is the stock of words used in a language. According Hornby (2005:131) vocabulary is the total number of words in a language and as a list of words with their meanings. The more students have stock of words used in a language, the better it will make their performance. Based on the description above, it shows that they have close relation between listening comprehension and vocabulary achievement. According to the writer experience in SMA Lentera Harapan Toraja when he did teacher training (PPL), the writer give exercise about listening to English song. He found most of the students easy to answer the missing lyric in English song using vocabulary. So, the writer can concluded that there is relation between listening and vocabulary in SMA Lentera Harapan Toraja. In this research, the writer try another instrument to measure the ability of students in SMA Lentera Harapan Toraja in listening especially in listening comprehension, and the correlation with their vocabulary. The writer used TOEFL in listening comprehension to know the correlation between listening comprehension and vocabulary achievement in SMA Lentera Harapan Toraja.

B. METHOD

In this research the writer used quantitative descriptive. The primary source of this research was the eleventh grade students of SMA Lentera Harapan Toraja academic year 2015/2016. The students are consists of 100 students and it is scattered into 4 classes, but only 20 students are took as sample. They selected by using random sampling which choose five students for every class. In collecting data, the writer design both of written test consist of 30 multiple choice. In listening comprehension, the writer used TOEFL to measure students ability in listening comprehension. In Vocabulary, the writer used multiple choice questions to measure students achievement in vocabulary. Both of the test was conducted in 60 minutes.

C. DISCUSSION

Results in listening comprehension test used TOEFL showed total score of students of the eleventh grade students of SMA Lentera Haparan toraja is 979.5. Results in vocabulary achievement test used multiple choice questions is 1326. After the writer got the scores of students in listening comprehension and vocabulary achievement, then the writer show scoring of correlation between listening comprehension (x) and vocabulary achievement (y). The sum of X scores ($\sum x$) is 979.5, The sum of Y scores in vocabulary achievement test ($\sum y$) is 1326, The Sum of square students in listening comprehension score ($\sum x^2$) is 49818.69, and The Sum of square students in vocabulary achievement score ($\sum y^2$) is 90400.48. To interpret the research finding, the writer used the Pearson Product Moment Correlation Formula to compute the data. The value of correlation coefficient obtained is 0.561, while the criteria of the correlation between 0.40 to 0.599 are considered average. It means that the level of relationship of the correlation coefficient of the two variables is average. Bull (2011:98) stated that correlation is connection between two things in which are thing change as the other does. From the computation above, it was obtained that r is 0.561 and that r value was consulted to the critical value for r table of Product Moment to examine whether r value is significant or not. The value of r table with N = 20 and the 5% significant level are 0.444. Therefore, it can be concluded that r value is greater than r table or 0.561 is greater than 0.444. Relating to the matter, the writer can conclude that there is a significant correlation between listening comprehension and vocabulary achievement. This research also has purpose to measure the significant correlation coefficient of student's in listening comprehension (X) on their vocabulary achievement (Y). the result of significant correlations is 2.875. the significant correlation coefficient between two variables was significant enough since the value of t resulted from the computation was greater than critical value of t distribution in the table with the 5% significance level and dk = n - 2 = 18 was obtained the value 2.101. Therefore, it can be concluded that t is not Ho area or 2.875 is not between - 2.101 and 2.101.

From the data analysis, its found that $r_{xy} = 0.561$ in average coefficient level with $r_{table} = 0.444$ in 5% significant level. It indicates that there is positive correlation between listening comprehension and vocabulary achievement of eleventh grade students of SMA Lentera Harapan Toraja because the alternative hypothesis (H_a) $r_{xy} > r_{table}$ is accepted. The significant coefficient correlation value was found $t_{count} = 2.875$ and $t_{table} = 2.101$. It means that there is significant correlation between listening comprehension and vocabulary of eleventh grade students of SMA Lentera Harapan because the alternative hypothesis (H_a) $t_{count} > t_{table}$ is accepted.

D. CONCLUSIONS

Based on the result of this research, the writer can conclude that there is positive and significant correlation between listening comprehension and vocabulary achievement of the eleventh grade students of SMA Lentera Harapan Toraja.

Regarding the conclusion stated previously, the writer would like to propose several suggestions, as follows:

1. For students, teachers and all the reader of this research to realize that listening and vocabulary cannot separated each other, in capable in listening comprehension, we have good mastery in vocabulary.
2. For students should be highly interested in learning English as general especially they should be more familiar in listening comprehension.
3. For teachers once in a while to give students test in listening comprehension used TOEFL and discussing together after the test.
4. For next researcher should be try to used another method, instrument or data analysis to correlate listening comprehension and vocabulary.

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