

CHAPTER I

INTRODUCTION

This chapter describes background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significant of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Language is a word that comes from humans' feelings and thoughts, which is said in an orderly manner and by using sound as the media (Depdiknas, 2005). Humans usually use language in interacting with other humans or working using electronic devices such as computers or mobile phones. In this world, many languages are used by people in their daily lives including local, national, and international languages. Humans use language for interacting depending on the language that they have set before according to their culture.

Language is not only for interacting with other humans. In learning activities, also use language to explain the materials and discussions. Nowadays, many class activities use English language. English is an international second language, and people in every country can at least speak English.

In learning activities, students always need the master or teacher of English lessons. Learning English is also had levels from primary to advanced. Like elementary school students, they do not need perfect English. Of course, a teacher gives them basic vocabulary first. Then, when the students continue their studies, they will get other language material according to their levels. The teacher can be used any media to explain the materials of English, and students can accept their language materials as well.

As a foreign language, learning English has the basic skills that every student must understand and master of it. The basic skills of English are listening, speaking, reading, and writing. And the components of it are phonology, vocabulary, pronunciation, spelling, morphology, grammar, etc. While learning a language, the first skill that students must master is listening skills because listening is the key to all communication.

Firstly, the students need to understand the meaning of words. All the words a person uses (Oxford, p.495), especially for learning a foreign language, is vocabulary. Vocabulary is the most important part of learning all basic skills in English. Vocabulary is arranged into sentences to express the students' opinions, thinking, and ideas about their society. Vocabulary learning will improve students to achieve their foreign language.

According to Rost (1994), listening is very important in language learning because it provides input for learners and has an important role in developing learners' language knowledge. In this era, many media allow students to learn language according to their needs. One of the media for language learning is using electronic media. Especially for learning listening skills, students can be used a DVD player for listening to a song, a laptop or computer to watch English movie, podcast record, or many other media that supports students' listening comprehension skills.

Previous research on a similar topic has been conducted by Fatmawati et al. (2021) entitled "The Correlation Between Students' Vocabulary Mastery and Listening Achievement at 10th Grade of Smks Keluarga Bunda Jambi". Another previous research by Hotmaida & Yuyun journal (2020) entitled "The Correlation

Between Pronunciation and Listening Achievement of English Education Study Program Students of Tridianti University”. The last research Reksa (2022), “The Correlation Between Students’ Listening And Pronunciation Achievement Of The Fourth Semester Students Of English Education Study Program Of Sriwijaya University”.

The similarity with the previous research above is using a correlational approach. What equates this study with previous research is to test students' vocabulary achievement, but the difference from the previous research is the instrument provided to obtain the data. The population of the previous study was SMK students, but this research was third-semester students majoring in English education at UIN Sayyid Ali Rahmatullah. The sample of this study was third-semester students majoring in English education as samples from different classes without any specific criteria. Previous studies stated a correlation between students' vocabulary achievement and reading comprehension. In addition, the difference between this study and previous research is to determine whether or not there is a significant relationship between students' vocabulary achievement and listening comprehension at UIN Sayyid Ali Rahmatullah Tulungagung.

In this study, the writer prefers to measure students' vocabulary and listening skills because these skills are needed to capture the meaning of information. In this case, understanding means students' ability to make predictions or catch the meaning and try to understand. However, this theory does not apply to some students, especially third-semester students majoring in English education at UIN Sayyid Ali Rahmatullah, where the lack of vocabulary skills and students listening is one of the problems.

In learning English, those four skills have to be taught to students. There are Listening Skill, Speaking Skill, Reading Skill and Writing Skill. However, the research study this time is the same as several previous research is the correlation topic that will be tested. The research study with this title was not used in the previous study. If the previous research discussed the correlation between students' vocabulary knowledge and reading comprehension, the population of the research was eighth-grade students. While this research study discussed the correlation between students' vocabulary achievement and listening comprehension achievement. This study aimed at 3rd semester students of University who had more vocabulary knowledge and vocabulary mastery and had better listening comprehension achievement. Therefore, researchers need to conduct research in the form of tests containing vocabulary mastery and knowledge and listening comprehension.

Based on the background and the previous research above, the writer tries to find a significant correlation between the students' vocabulary achievement and listening comprehension achievement. The researcher intended to conduct research entitled *“The Correlation Between the Students' Vocabulary Achievement and Their Listening Comprehension Achievement of the Third Semester Students of English Education Department at UIN Sayyid Ali Rahmatullah”*.

B. Formulation of Research Problem

Based on the background of the study, the research question can be formulated as follows:

“Is there any significant correlation between the students’ vocabulary achievement and their listening comprehension achievement of the third-semester students of English Education Department at UIN Sayyid Ali Rahmatullah?”

C. Purpose of Study

According to the research problem, it can be formulated that the purpose of this study is:

To determine whether there is any significant correlation between the students’ vocabulary achievement and their listening comprehension achievement of the third-semester students of English Education Department at UIN Sayyid Ali Rahmatullah.

D. Formulation of Hypothesis

Two kinds of hypotheses are used in this research:

1. Null Hypothesis (Ho)

There is no significance correlation between the student's vocabulary achievement and their listening comprehension achievement at third-semester students’ of English Education Department at UIN Sayyid Ali Rahmatullah.

2. Alternative Hypothesis (Ha)

There is any significance correlation between the student's vocabulary achievement and their listening comprehension achievement among third-semester students’ of English Education Department at UIN Sayyid Ali Rahmatullah.

E. Significance of the Study

1. Theoretically

The result of the study can give some useful information about vocabulary achievement and listening comprehension achievement. This research also presents the correlation between the students' vocabulary achievement and their listening comprehension achievement among third-semester students' of English Education Department at UIN Sayyid Ali Rahmatullah.

2. Practically

The study's result is to develop the student's vocabulary and listening comprehension at third-semester students' of English Education Department at UIN Sayyid Ali Rahmatullah. Furthermore, to help the students solve their vocabulary achievement and listening comprehension achievement.

F. Scope and Limitation

To make the problem clear, the writer must limit the problem. The scope of the research focuses on the relationship between students in learning English towards students' vocabulary achievement and listening comprehension achievement.

G. Definition of Key Terms

a. Vocabulary Achievement

The vocabulary definition (Oxford, p.495) is all the words in a language that a person knows or uses, especially for learning a foreign language. According to Hebert and Kamil (2005), vocabulary is the knowledge meanings of words. While according to an online dictionary, the achievement is something accomplished, especially by superior ability, special effort, great courage, etc. Then, it can be concluded that vocabulary achievement is the vocabulary ability achieved in learning English.

b. Listening comprehension

The terms perception of this context refers to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard, and it is his/her ability to repeat the text, although the listener may repeat the sounds without real comprehension

c. Listening Comprehension Achievement

The term perception of this context refers to Seyedeh (2016). Listening comprehension is the process of understanding spoken language. McMillan, as Yosmarica (2016) states that achievement is the emphasis on what has been learned by the students in recent school. Then, it can be concluded listening comprehension achievement is the measurement to know how deeply the students can get information from what they are listening to.