

**THE CORRELATION BETWEEN VOCABULARY MASTERY
AND LISTENING TO SHORT CONVERSATION
AT THE SECOND YEAR STUDENTS
OF SMA N 12 PEKANBARU**



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1431 H / 2010 M**

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Thesis

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ABSTRAK

Skripsi dengan judul “Hubungan Antara Penguasaan Kosakata Siswa dan Mendengarkan Percakapan Singkat pada Siswa Kelas 2 SMA N 12 Pekanbaru”.

Jika seseorang ingin berhasil dalam berbicara Bahasa Inggris, dia harus mempunyai banyak kosakata dan selalu mendengarkan percakapan singkat dalam Bahasa Inggris. Tapi, dalam kenyataannya pada Siswa Kelas 2 SMA N 12 Pekanbaru masih banyak siswa yang tidak mempunyai kosakata yang cukup dan jarang mendengarkan percakapan singkat dalam Bahasa Inggris, sehingga mereka tidak memahami dari apa yang pembicara katakan.

Penelitian ini dilaksanakan di SMA N 12 Pekanbaru pada Bulan November atau TA.2009. Subjek dari penelitian ini adalah siswa-siswa kelas 2 SMA N Pekanbaru dan objek penelitian ini adalah Hubungan antara Penguasaan Kosakata dan Mendengarkan Percakapan Singkat dalam Bahasa Inggris. Jumlah sample dari penelitian ini adalah 39 siswa.

Dalam proses pengumpulan data, peneliti menggunakan Tes. Ini digunakan untuk menyajikan semua data yang diperlukan. Kemudian, setelah data terkumpul, data tersebut diproses dan dianalisa dengan menyediakan, menjumlahkan dan membandingkan dengan jumlah yang dibutuhkan dan dipresentasikan dan kemudian diganti dengan kalimat kualitatif.

Rumus yang digunakan untuk mengukur hubungan antara penguasaan kosakata siswa dan mendengarkan percakapan singkat dalam Bahasa Inggris adalah r product moment correlation dengan menggunakan rumus:

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left(\frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left(\frac{\sum fy'}{N} \right)^2 \right\}}}$$

Terakhir, hasil pengolahan data menunjukkan bahwa penguasaan kosakata mempengaruhi pendengaran percakapan singkat dalam Bahasa Inggris. Hasil terakhir Menunjukkan Hubungan Antara Penguasaan Kosakata Siswa dan Mendengarkan Percakapan Singkat Dalam Bahasa Inggris adalah $(0.950 > 0.948 < 0.990)$.

ABSTRACT

This paper is entitled "The Correlation between Vocabulary Mastery and Listening to Short Conversation at The Second Year Students of SMA N 12 Pekanbaru.

If some one wants to success in speaking English, he/she should have vocabularies and always to listening short conversation. However, in fact at the second year SMUN 12 Pekanbaru, many students have not enough vocabularies and seldom in listening short conversation, so that they cannot speak and they do not understand what speaker means.

This research was carried out at SMA N 12 Pekanbaru. It was conducted in November or 2009 academic year. The subject is the second year students and the object is the correlation between students' vocabulary mastery and listening short conversation. The sample of this study is thirty-nine students.

To collect the data of study, the researcher applied test because these instruments were considered to represent all the data needed. In addition, after the data were collected, they were processed and analyzed by supplying, totaling and comparing with the total needed and its percentage and then interpreted into qualitative statement.

The formula used to measure the correlation between students vocabulary mastery and listening short conversation, is "r" product moment correlation by using the formula:

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left(\frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left(\frac{\sum fy'}{N} \right)^2 \right\}}}$$

In addition, the result also indicates that the students' vocabulary mastery significantly influences their listening short conversation in listening English is $(0,950 < 0,948 > 0,990)$.

ملخص

هذا الرسالة بالموضوع " ارتباط بين إستيعاب المفردات واستماع الحور القصير لدى التلاميذ فى الفصل الثانى بالمدرسة العالية الحكومية 12 باكن بارو.

إذا يريد شخص ناجحا فى تكلم اللغة الإنجليزية فلا بد عليه أن يحفظ المفردات الكثيرة ويسمع الحوار القصيرة باللغة الإنجليزية دائما. ولكن الواقع لدى التلاميذ فى الفصل الثانى بالمدرسة.

مازال كثير من التلاميذ لا يحفظون إلا قليلا ويسمع الحوار القصير باللغة الإنجليزية ناررا حتى لا يفهموا التلاميذ ما قيل المتكلم. قيام بالبحث فى المدرسة بالمدرسة العالية الحكومية 12 باكن بارو فى الشهر نوفمبر أو سنة 2009 م . وأفراد البحث تلاميذ فى الفصل الثانى بالمدرسة بالمدرسة العالية الحكومية 12 باكن بارو والموضوع إرتباط بين وجملة العينة 39 التلاميذ.

فى عملية جمع البيانات. إستعملت الباحثة تجريبية ثم تحللها الباحثة وتعملها وتقارنها مع جملة موجودة وتبدلها إلى الجملة الكيفية. الرمز المستعمل فى قدر إرتباط بين باللغة الانجليزية.

وهو Substite to the product moment

$$r_{xy} = \frac{\sum xy - (\sum fx)(\sum fy)}{\sqrt{\left\{ \sum fx^2 - \left(\frac{\sum fx}{N} \right)^2 \right\} \left\{ \sum fy^2 - \left(\frac{\sum fy}{N} \right)^2 \right\}}}$$

وأخيرا، حاصل من إرتداد البيانات يدل على إستيعاب المفردات يؤثر إستماع الحوار القصير باللغة الانجليزية. و حاصل أخريدل على إرتباط بين إستيعاب المفردات. وإستماع الحوار القصير باللغة الانجليزية (990,0>948,0<950,0)

CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	v
ACKNOWLEDGMENT	vi
ABSTRACT	ix
LIST OF CONTENT	xi
LIST OF TABLE	xiv

CHAPTER I INTRODUCTION

A. Background of the Problems.....	1
B. Problems.....	4
1. Identification of the Problems.....	4
2. Limitation of the Problems	5
3. Formulation of the Problems.....	5
C. Objectives and Significance of the Research	5
1. Objectives of the Research.....	5
2. Significance of the Research.....	6
D. Reason for Choosing the Research	6
E. Definition of the Term	6

CHAPTER II THEORETICAL FRAMEWORK

A. Theoretical Framework	9
1. Nature of Vocabulary	9
2. Vocabulary Mastery	9
3. Nature of the Listening.....	13
4. Components of Listening	16
5. Type of Listening.....	17
6. Type of Listening in Short Conversation	22
7. Factors that Influence Students in Listening to Short Conversations.....	26
8. Techniques of Listening.....	26
9. Vocabulary Mastery and Listening in Short Conversation.....	27
B. Relevant Research.....	27
C. Operational Concept.....	28
D. Assumption and Hypothesis.....	29
1. Assumption	29
2. Hypothesis.....	29

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	30
B. Location and Time of the Research	30
C. Subject and Object of the Research	30
D. Population and Sample of the Research.....	31
E. Technique of Data Collection	32
F. Technique of Data Analysis	32

CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation	34
1 Student's vocabulary mastery test	34
2 Student's ability to short conversation	36
3 Student's vocabulary mastery and listening to short conversation	38
4 The description of the research variable	39
A. Data Analysis	40
1. Data Analysis Test	40
a. The Students Vocabulary Mastery	40
b. The Students Listening in Short Conversation	41
c. The Correlation Between Vocabulary Mastery and Listening in Short Conversation	43
d. The make a Map Correlatin	45
e. The Intrepretation	45
f. The Determine Critical Value by Calculation of $Df=N-nr$	46
g. The Appropriate to the Value List of 'r' Product Moment	46
h. The Compare r_o and r_t	46

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	48
B. Suggestions	49
1. Suggestion for the Teacher	49
2. Suggestion for the Students	50

BIBLIOGRAPHY

CURRICULUM VITAE

APPENDICES

CHAPTER I INTRODUCTION

A. Background of the Problem

In learning a foreign language, vocabulary plays an important role. It is one of language components that link the four skills of speaking, listening, reading and writing. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Especially in listening, vocabulary explains a significant and substantial portion of the variance in the listening scores.

Listening is one of the most important skills that should be mastered by English learners. Listening is the activity of paying attention and getting meaning from something we hear. In listening language successfully, we need to be able to decide what the speaker means when, and where they are.

According to Clark and Richard (in Deni, 2003) state that in listening comprehension, the listener is asked to understand and catch the ideas of what they listen. Listener has to try to get the messages from what is psychomotor process of receiving sound waves through ear and transmitting to the brain. Listening has often called a passive skill, but it is not in fact because listening asks active involvement from the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from both linguistic and non-linguistic sources (Littlewood, 1991: 66). So, listening is an active skill because in listening, the hearer should express the message from the speaker that has been talked.

In listening, vocabulary is main aspect. Without vocabulary, the process of listening breaks down completely. The students also cannot reconstruct meaningfully without having sufficient vocabulary. Listening and vocabulary have symbiotic relationship. Both of them cannot be separated.

SMA N 12 Pekanbaru is one of Senior High Schools in Riau Province. In this school, the students have studied English for three meetings a week and every meeting consisting of 90 minutes. The competency standard of listening skill of English subject for Senior High School is to understand the meaning of conversation transactional and interpersonal in daily contexts. Listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively.

In teaching and learning English especially in listening to short conversation, the teacher uses textbook, radio, cassette, and they teach based on the syllabus of English subject KTSP (Education Unit Level Curriculum) at the second year of Senior High School (2009: 1). In curriculum, it is stated that the competency standard of listening skill is to understand the meaning of conversation transactional and interpersonal in daily contexts.

The teacher uses different methods in teaching listening to short conversation. In this method, teacher always begins English lesson by giving new words and then try to practice in listening. This way is always done by teacher in order to make students are able to achieve their new words in listening because in final examination, the students should follow the listening test. However in fact, some of students often make mistakes in choosing correct words to complete

sentences or the texts in listening. Sometimes, the students cannot able to comprehend speaker's mean. This fact is inversed when students hear their mother tongue. They are able to understand at least speaker's mean. It can be seen from the example below:

Man : I am really feeling kind of sick tonight.

Woman : Me too

Narrator : What does the woman mean?

(Priyonggo and Fanani, 2004: 12)

- a. She has felling too
- b. She has to kinds
- c. She feels ill
- d. She has kind feelings also

From the example above, the correct answer is c. However, in fact, there are many students' different answers. Some of the students are not able to answer the conversation correctly. There are 15 of 40 students choose a, 15 of 40 students choose d, 20 of 40 the students choose c, and no one chooses d. Finally, the researcher concludes that some of the students fail to correlate their vocabulary in listening short conversation.

Based on the researcher temporary observation above, the researcher finds phenomena as follows:

1. Some of the students have mastered a lot of vocabularies, but they fail in the listening especilly in listening short conversation.
2. Some of the students do not concentrate in their listening activity.

3. Some of the students rarely listen to a foreign language, especially English.

Based on the previous statements that the researcher found in the field, the researcher regards that conducting the research on this area is still very important. Therefore, the researcher is interested in carrying out a research entitled: **“The Correlation between Students’ Vocabulary Mastery and Listening to Short Conversation at the Second Year Students of SMA 12 Pekanbaru”**.

B. Problem

1. Identification of the Problem

From the above background, the researcher identifies some problems that appear in applying students’ competence towards listening test. The problems are identified as the following questions:

- a. Why do some of the students have mastered a lot of vocabularies, but they fail in the listening especially in listening short conversation?
- b. Why do some of the students not concentrate in their listening activity?
- c. Why do some of the students rarely listen to a foreign language, especially English?

2. Limitation of the Problem

Since there are many aspects of the problems faced by students of SMA N 12 Pekanbaru in listening, the researcher focuses on vocabulary mastery that correlates the students’ listening to short conversations at the second year students of SMA N 12 Pekanbaru.

3. Formulation of the Problem

Based on the background above, the problems can be formulated as follows:

1. How is the students' vocabulary mastery?
2. How is the students' ability in short conversation?
3. Is there any significant correlation between vocabulary mastery and listening in short conversation at the second year students of SMA N 12 Pekanbaru?

C. Objective and Significant of the Research

1. Objective of the Research

- a. To find out correlation between students' vocabulary mastery and listening in short conversation.
- b. To find out students' difficulties in listening to short conversation.

2. Significant of the Research

- a. To fulfill one of the requirements to get undergraduate degree in department of English education.
- b. By conducting this research, the researcher hopes it would be guidance to improve students' vocabulary and their listening.
- c. To give way out for students who have difficulties in listening to short conversations.
- d. To add contribution for English teachers especially to develop students' listening to short conversations.

D. Reason of Doing the Research

There are some considerations to carry out this research, as follows:

1. This problem has not been researched previously.
2. The researcher has ability to carry out this research.
3. The researcher wants to find out the significance correlation between vocabulary mastery and the students' listening in short conversation.

E. Definition of the Terms

1. Correlation.

Hornby (1974: 192) states that correlation is mutual relationship. In another definition, correlation is close to relationship or the connection (Oxford learner's pocket dictionary, 1991: 92). In this research, correlation means to connect vocabulary mastery and students' listening especially in short conversation.

2. Vocabulary.

Vocabulary is a set of lexemes, including single words, compound words and idiom (Richard et al. 1999: 400). In another definition, vocabulary is the total number of words that make up a language (Hornby, 1995: 959).

Vocabulary in this research refers to single words, compound and idiom learnt by students at the second year students of SMA N 12 Pekanbaru.

3. Mastery.

Mastery is the ability to blend skills and knowledge in a specific area of practice. In this case, the word “skill” is the students’ mastery of vocabulary. The “knowledge” is vocabulary of students.

4. Listening.

Listening is the mental activities to pay attention to the message carried by those some waves from speaker (Mellie: 1978). Based on definition above, the researchers mean that listening is the student’s activity in paying attention and trying to get meaning from the cassette that is heard and answer the questions followed.

5. Short Conversation

The conversation is always between a man and women with a third voice chiming in to ask a question on what was said and present the answer choices. (Listening_conversation, 2008: 20)

6. Listening short conversation.

According to Word (1994:1) states, listening to short conversations is the activity of paying attention to and trying to get meaning from some thing we hear. In this research, the researcher focuses on listening short conversation. It means that the activity to listen short conversation that happen between a man or a woman with the third.

CHAPTER II LITERATURE REVIEW

A. Theoretical Framework

1. Nature of Vocabulary

Richard et.al. (1999: 400) states that vocabulary is a set of lexemes, including single words, compound words, and idiom. According to Whorter (1986: 1) says that vocabulary development is a skill worth the effort to improve your vocabulary affects not only your reading skill, but also others in learning language, because it is basic component in learning language skills: listening, speaking, reading and writing.

Vocabulary as an element of language can be considered as the most important thing to be mastered by students in learning a certain foreign language, besides the basic components of grammar, pronunciation and some others. It is clear that in learning a foreign language, the mastery of vocabulary is the first step in learning process, through having knowledge of grammar and the students can read a reading text with a good pronunciation and good understanding.

2. Vocabulary Mastery

Vocabulary is one of the extreme aspects that support English learners. It deals with the right and appropriate words and it seems to have enough vocabularies in their mind and knows when the words are used. The status of vocabulary has been considerably enhanced. This has come about partly because of the development of communicative approaches to language teaching. The more words they know, the more they understand and express in the language. As (Brown 1994:365) states vocabulary was focus drill, exercises and memorization.

Without an extensive wide vocabulary, the students will be unable to use the structure and functions for comprehensible communication.

Vocabulary mastery refers to the great knowledge of words or the gaining of great skill in vocabulary. Graves in (Pamela 2004:382) suggests that there are six stages involved in learning words, they are:

- a. Learning to read known words.
- b. Learning new meanings for known words.
- c. Learning new words that represent known concepts.
- d. Learning new words that represent new concepts.
- e. Classifying and enriching the meanings of known words.
- f. Moving words from the receptive to the expressive vocabulary.

One of the vocabulary mastery problems is the meaning of the words. On the other hand, if the students do not know the meaning of the words, they can hardly understand what the teacher is trying to say and able to use the words correctly. They have to possess as many as possible vocabularies in order to make easier in comprehending and acquiring information. Practicing more and more in every situation can do it.

The more deeply students think while they are learning, they will commit to memory and later be able to recall what they have learnt. Some factors involved in improving the students' retention of words and pattern, as follows:

a. Organization

If the students learn the principles and patterns behind knowledge, rather than just the knowledge itself, they will retain the knowledge more deeply and will be more likely to recall it flexibly in novel situations.

b. Ownership

If the students feel they are constructing their own personal model of how English fits together, they will remember more of what they learn.

c. Repetition

Students need a lot of practice, repeating new words and patterns in ways that feel meaningful to them.

d. Association

Students are more likely to remember words patterns they associate with a fun game, an interesting picture, a mime of action, *a song*, or an absurd situation.

e. Emotional involvement

Students will remember words and patterns more readily if they are emotionally immersed in a lesson.

f. Action

If the students learn words or patterns while doing an action, they are more likely to remember the patterns. The teacher needs to make sure they also have space to think and reflect. It is probably best to start a class with quieter activities and once we are sure the class is really thinking and focused on learning, we can make the lessons more physically active.

g. Beginning and end

Students remember things from the beginning or end of a period of learning. This means it is effective new targets words or patterns for a while, then goes away and come back to them a number of times later in the lesson.

h. Rest

Short periods of rest during lessons aid memory. Nonstop drilling and practice is less effective.

i. Warm-up

Students remember more after warming up. This means that it helps to have some kinds of reviewing the warm-up activity at the beginning of a lesson. It is best if the review logically leads into the new target language.

j. Recycling

Words and patterns need to be recycled, both for homework shortly after a lesson and in next lessons.

k. Peripheral language

Students remember many things they do not ever appear to be focused on. They may fail to remember the target (Paul, 2003:18-19).

All these aids can be exploited more in teaching-learning activity. It is organize on meaningful practice for the students.

3. Nature of the Listening

Listening is one of the most important and fundamental of four skills in language learning. According to current data, adults spend almost half of their communication time to listening, and students may receive not only in listening to take message what they heard but also the importance of listening in language learning and teaching. Thus, it is needed for language teachers to help their students become effective listener. Listeners often must process message as they come, even if they are still processing what they just have heard, without backtracking or looking a head. In addition, listeners must cope with the sender's choice of vocabulary, structure, etc. Underworld (1994:1) states listening is the activity of paying attention to and trying to get meaning from something we hear.

Given the importance of listening in language learning and teaching it is urgent for English language teachers to help their students become good and effective listeners. Word (1994:1) states that listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. Brown (1994: 233) states in classroom, students always do listening than speaking, listening competence is universally larger speaking competence and in recent years the language teaching profession has placed a concerted emphasis in listening comprehension.

We can understand our mother tongue language with little or no effort, otherwise completely different if people to try to understand language that is not

our mother tongue language like English as a foreign language. People need to learn hardly how to understand it and find out the way to overcome difficulties in listening foreign language.

Teaching listening skill is one of the most difficult tasks for an English teacher. This is true because successful listening skills are acquired over time with lots of practice. In this case, commonly students try to translate word for word in their mind for each sentence, and it makes them fail to follow speed of cassettes. Actually, it is frustrating for the students try to translate words in their mind for each sentence and it makes them fail to follow speed of cassettes. Actually, it is frustrating for the students because there are no rules as in grammar teaching, speaking and writing also have very specific exercises that can lead to improve the listening skills.

According to Blare, in his article, entitles about the challenge of teaching listening skills that students need to apply the same approach to listening skills. Encourage them to get a film, or listen to an English radio station, but not to which an entire film or listen for two hours, students shout listen for short period, five to ten minutes this should happen four or five times a week, even though they do not understand anything. Ten to five minutes is minor investment, however for this strategy to work, students must not expect improved understanding too quickly, since the brain is capable of amazing things if it is given time, students must have the patience to wait for result. If a student continues this exercise, over two tree months, their listening comprehension skills will greatly improve.

There are two listening habits in English, as follows:

TABLE II.I

Poor Listening Habits and Good Listening Habits

Poor Listening Habits	Poor Listeners	Good Listeners
Criticizing a speaker	Criticize the speaker's voice, clothes, or looks. Therefore, they decide that the speaker will not say anything important.	Realize that a lecture is not a popularity contest. Good listeners look for the ideas being presented, not for things to criticize.
Finding fault with the speaker	become so involved in disagreeing with something the speaker states that they stop listening to the remainder of the lecture	Listen with the mind, not the emotions. Good listeners jot down something they disagree with to ask the speaker later, and then go on listening.
Allowing yourself to be distracted	Use little distractions -- someone coughing, a pencil dropping, the door opening and closing -- as an excuse to stop listening.	Filter out distractions and concentrate on what the speaker is saying.
Faking attention	Look at the speaker but do not listen. They expect to get the material from the textbook later.	Understand that speakers talk about what they think is most important. Good listeners know that a good lecture may not contain the same information as the textbook.
Forcing every lecture into one format	Outline the lecture in detail. The listener is so concerned with organization that he misses the content.	Adjust their style of note taking to the speaker's topic and method of organization.
Listening only for facts	Only want the facts. They consider everything else only the speaker's opinion.	Want to see how the facts and examples support the speaker's ideas and arguments. Good listeners know that facts are important, because they support ideas.
Listening to only the easy material	Think it is too difficult to follow the speaker's complicated ideas and logic. A poor listener wants	Want to learn something new and try to understand the speaker's point. A good listener is not afraid of difficult, technical, or

	entertainment, not education.	complicated ideas.
Calling a subject boring	Decide a lecture is going to be dull and "turn out" the speaker.	Listen closely for information that can be important and useful, even when a lecture is dull.
Overreacting to "push button" emotional words	Get upset at words that trigger certain emotions words such as communist, income tax, Hitler or abortion. Emotion begins and listening ends.	Hear these same words. When they do, they listen very carefully. A good listener tries to understand the speaker's point of view.
Wasting thought speed	move along lazily with the speaker even though thinking is faster than speaking. A poor listener daydreams and falls behind.	use any extra time or pauses in the lecture to reflect on the speaker's message. They think about what the speaker is saying, summarize the main points, and think about the next points.

4. Components of Listening

Chartain (1975) divides components of listening into five kinds, they are:

a. Discrimination

Discrimination is the ability to distinguish all the sounds, intonation patterns in the second language and to discrimination between them and similar sounds in the native.

b. Perception of the Message

It is the ability to listen to sentences for gaining the words' meanings.

The first problem is simply to get the students to listen and concentrate on what is being said so that the stream of sounds registers on their consciousness. They obviously must hear what is being said, with the intent of doing something with what they hear.

c. Auditory Memory

It is the ability to retain sentence, the students' face insurmountable abstraction second language learning if they can not remember what they have just heard. Most oral activities in the classroom, from repetition to question answer practice, are based on the necessity of remembering the message.

d. Comprehension in the first language

Comprehension in the first language is the ability to decode message in details. The teacher should be careful to develop listening comprehension at the communication level.

e. Comprehension in the second language

Comprehension in the second language is the ability to use message and store it in the second language. In the early stages of second language learning and during initial exposure to new material to the students will be in likelihood converts an oral communication into their first language in order to remember. This type of comprehension means that they will not be able to discuss the content in the second language at this stage of their development.

5. Types of Listening

Different situations require different types of listening. We may listen to obtain information, improve a relationship, gain appreciation for something, make discrimination, or engage in a critical evaluation, while certain skills are

basic and necessary for all types of listening (receiving, attending, and understanding), each type requires some special skills.

a. *Informative listening,*

Informative listening is the name we give to the situation where the listener's primary concern is to understand the message. There are three key variables that can help you begin to improve your informative listening skills; that is, you will become increasingly successful in understanding what the speaker means.

1. *Vocabulary.* The precise relationship between vocabulary and listening has never been determined, but it is clear that increasing your vocabulary will increase your potential for better understanding.
2. *Concentration.* Concentration is difficult. You can remember times when another person was not concentrating on what you were saying and you probably can remember times when you were not concentrating on something that someone was saying to you.
3. *Memory.* Memory is an especially crucial variable to informative listening; you cannot process information without bringing memory into play. More specifically, memory helps your informative listening in three ways. a) It allows you to recall experiences and information necessary to function in the world around you. b) It establishes expectations concerning what you will encounter. c) It allows you to understand what others say. Without

simple memory of the meaning of words, you could not communicate with anyone else.

b. *Relationship listening*

The purpose of relationship listening is either to help an individual out to improve the relationship between people. Although relationship listening requires you to listen for information, the emphasis is on understanding the other person. Three behaviours are key to effective relationship listening: attending, supporting, and empathizing.

1. *Attending*. Much has been said about the importance of “paying attention,” or “attending” behavior. In relationship listening, attending behaviours indicate that the listener is focusing on the speaker.
2. *Supporting*. Many responses have a negative or no supportive effect; for example, interrupting the speaker, changing the subject, turning the conversation toward you, and demonstrating a lack of concern for other person.
3. *Empathizing*. What is empathizing? It is not sympathy, which is a feeling for or about another. Nor it is apathy, which is a lack of feeling. Empathizing is feeling and thinking *with* another person.

c. *Appreciative listening*

Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source

of the messages that defines appreciative listening. The quality of appreciative depends in large part on three factors: presentation, perception, and previous experience.

d. Critically listening

The ability to listen critically is essential in a democracy. On the job, in the community, at service clubs, in places of worship, in the family-there is practically no place you can go where critical listening is unimportant? Effective critical listening requires careful judgment about the expertness and trustworthiness of the speaker. In fact, ethos or speaker credibility may be the most important single factor in critical listening and thinking. However, ethos without logos is not enough.

e. The final of listening is *discriminative listening*. It may be the most important type, for it is basic to the other four. Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sure of the meaning that is expressed by such differences.

1. *Hearing ability*. Obviously, people who lack the ability to hear well will have greater *difficulty* in discriminating among sounds. Often this problem is more acute for some frequencies, or pitches, than others. For example, a person may be less able to discriminate when the sound is coming from a bass voice than from a higher pitched one.

2. *Awareness of sound structure.* Native speakers become quite proficient at recognizing vowel and consonant sounds that do or do not appear at the beginning, middle, or end of words. For example, a listener might hear “this sandal” when what the speaker said was “this handle”; but since English words do not begin with “sb”, one would not mistake “this bean” for “this sbean”. Attention to the sound structure of the language will lead to more proficient discriminatory listening. A person who pays attention to sound structure would recognize that a rapidly spoken “I drank it first” could mean either “I drank it first” or “I’d rank it first.” Recognition of the the two meanings would cause the listener to seek clarification.

3. *Intergration of nonverbal cues.* The previous chapter pointed out how action, non action, and vocal factors were important in understanding messages. Nowhere is attention to these factors more important than in effective discriminative listening. Words don’t always communicate true feelings. The way they are said, or the way the speaker acts, may be the key to understanding the true or intended meaning (Kline-listen, 01: 2008).

6. Types of Listening in Short Conversation

According to Sharpe (2002:45-49) there are many types of listening, as mentioned in the following points:

a. Details

Details are facts stated in a conversation. In some short conversations, you will hear all of the information that you need to answer correctly and you must remember the details that were stated. Here is the example:

Man : Front desk, how may I help you?

Woman: I would like to arrange a wake-up call for tomorrow morning at seven o'clock, please.

Narrator: What does the woman want to get up tomorrow?

Answer : Seven o'clock in the morning.

b. Idiomatic Expression

Idiomatic expressions are words and phrases that are the characteristics of a particular language with meanings and usually different from the meaning of each the words used alone. When you hear a conversation between two speakers, you must listen for the idiomatic expressions. Here is the example:

Man : I am single. In fact, I have never been married.

Woman: No kidding!

Narrator: What does the woman means?

Answer : She is surprised by the man's statement.

c. Suggestions

Suggestion is recommendation. When you hear the words and phrases that introduce a suggestion, you must be able to recognize and remember what the speaker suggested and who made suggestion. Here is the example:

Man : Do you know if there is a lost and found in campus? I left my book bag in this room earlier, and it's gone.

Woman: Too bad. Look, why don't you check with your teacher first?
May be someone in your class turned it in.

Narrator: What does the man suggest that the woman do?

Answer : Ask the teacher about the book bag.

d. Assumption

Assumption is a statement accepted as true without proof or demonstration. In some short conversations, an assumption is proven false and the speakers who had made the assumption express surprise. Here is the example:

Man : Let us just e-mail our response to Larry instead of calling.

Woman: Larry has an e-mail address?

Narrator: What had the man assumed about Larry?

Answer: He would not have an e-mail address.

e. Predictions

Prediction is a guess about the future or predicted events based on evidence from the present. When you hear conversation, you must listen

for evidence from which you may draw a logical conclusion about their future attitudes. Here is the example:

Man : Could you please book me on the next flight out to Lost Angeles?

Woman: I am sorry, sir. Continental does not fly into lost Angeles. Why don't you try Northern or Worldwide?

Narrator: What will the man probably?

Answer: *He will probably get a ticket for a flight on Northern or Worldwide Airlines.*

f. Implications

Implication means suggested, but not stated. In many ways, implied conversations are like prediction conversations. When you hear a conversation, you must listen for information that will help you draw a conclusion about the situation. Here is the example:

Man : Where is Anita? We were supposed to go the library to study

Woman: Well, here is her cat, and her books are over there on the chair

Narrator: What does the woman imply about Anita?

Answer: *Anita has not left for the library yet.*

g. Problem

Problem is situation that requires discussion or situation. When you hear conversation, you must be able to identify what the problem is. This may be more difficult because different aspects of the problem will also include the conversation.

Here is the example:

Man : It only two hours to get to New York, but you will have a six-hour lay over between flights.

Woman: Maybe you could try routing me through Philadelphia or Boston instead.

Narrator: What is the man's problem?

Answer: His flight connections are not very convenient.

h. Topics

Topic is a main theme in a conversation or in piece of writing. In some short conversations, the speakers will discuss a particular topic. When you hear conversation, you must be able to identify the main topic from among several secondary themes that support the topic. Here is the example:

Man : Tell me about your trip to New York

Woman: It was great! We saw the Statue of Liberty and the Empire State Building and all of the tourist attractions the first day, then we saw the museums the second day and spent the rest of the time shopping and seeing shows.

Narrator: What does the man and woman talking about?

Answer: The woman's trip.

7. Factor Influential in learning Process

Generally, the factors influencing the student's learning process are Internal factors, external factors and approach to learning.

a. Internal factors

There are two aspects in internal factors. Psychologist aspect is the essential that have roles like student's intelligence, student's attitude, student's interest, and student's motivation. Physiologist aspect is the condition of student's health. If the health is not too good, so the students will have difficulties in study.

b. External factors

There are two aspects in external factors. Social environment that influence the students such as: the teachers, classmates, family, societies, and administrator, non-social environment like: house, school, facility, and season and time to study.

c. Approach to learning

Approach to learning is very influential the result of study. The approach is all of the way or strategy that used the students to support the effectiveness and efficiency of learning process Muhibbin (in Elvita, 1995:132).

8. Techniques of Listening

According to (Priyonggo and Fanani 2004: 11) state that three tips to answer listening questions in short conversations, as follows:

- a. Read alternative answers when the narrator reads direction. Do not give attention to the direction that read by narrator.
- b. Concentration to the second speaker because question in this type commonly what the second speaker means.
- c. If you are not able to answer a question, you guess it only. Do not give more attention about the question. Remember that time is limited.

Based on the tips above, the students at the second year of SMA N 12 Pekanbaru will be able to answer all listening question based on their vocabularies.

9. Vocabulary Mastery and Listening to Short Conversations

Listening and vocabulary have symbiotic relationship. Both of them cannot be separated. However, there are few empirical studies about how much vocabulary is necessary for listening comprehension. In Imai et al. (2005) suggest that a 3,000 word-level vocabulary could be a threshold for EFL learners to be able to comprehend authentic listening materials. Yoshimura et al. (2005) states that learners' listening ability and their vocabulary knowledge are related.

Based on statements above, vocabulary is main aspect in listening. Without vocabulary, the process of listening breaks down completely. The students also cannot reconstruct meaningfully without having vocabulary.

B. Relevant Research

Marwiyah (2004). In her research entitled: "The Correlation between Frequency in Listening English Programs and Listening Comprehension Achievement of the Second Year Students of English Education Department of Faculty of Education and Teacher Training of State Islamic University of Suska Riau. In this research, the researcher uses the questionnaire, test and documentation. The researcher takes 25% of the population and uses 40 of 130 students as the research sample. The result of this research shows that the score obtained is *rx* bigger than *r* table whether at level 5% and 1%. It can be formulated $0,361 < 0,495 > 0,463$.

Jazuli (2004), the title is The Correlation between Vocabulary Mastery and Reading Comprehension of the Second Year Students of English Education Department at State Islamic University of Sultan Syarif Kasim Riau. The methods of the collecting data are test, questionnaire, and documentation. After data gathered, the data analysed by using SPSS. There are 20 items of vocabulary mastery (x) given to 45 respondents in this research. From this test, it is obtained that the lower is 25 and the higher score is 85 by finding out the mean 57.22, the median 60.00, the mode 65, and the standard deviation 16.85.

B. Operational Concept

The operational concept is the concept used to give the limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carryings out this research, it is necessary to clarify briefly the variable use in a analyzing the data. There are two variables used in this research:

They are Variable X is students' vocabulary mastery and Variable Y is students' listening short conversation.

Variable X is independent variable (Students' vocabulary mastery)

1. Students are able to identify the vocabulary in certain topic
2. Students are able to identify the verbs
3. Students are able to identify the nouns
4. Students are able to identify the adjectives
5. Students are able to identify the compound words
6. Students are able to identify the idioms

Variable Y (students' achievement in listening):

1. Students are able to identify the detail in short conversation
2. Students are able to identify the idiomatic expression in short conversation
3. Students are able to identify the suggestion in short conversation
4. Students are able to identify the assumption in short conversation
5. Students are able to identify the prediction in short conversation
6. Students are able to identify the implication in short conversation
7. Students are able to identify the problem in short conversation
8. Students are able to identify the topic in short conversation

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as a temporary answer to the problem, the researcher would like to present some assumptions, as follow:

- a. If the student's vocabulary mastery is good, their listening ability also should be good.
- b. Many factors can influence students' listening to short conversations.
- c. The students' ability in listening to short conversations is various.

2. Hypothesis

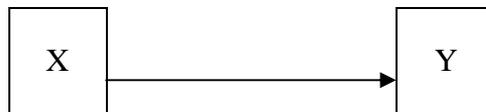
Ho: There is no significance correlation between vocabulary mastery and students' listening short conversations

Ha: There is significance correlation between vocabulary mastery and students' listening short conversation

CHAPTER III THE RESEARCH METHODOLOGY

A. Research Design

This research consists of two variables namely, the independent variable and dependent variable, Independent variable is X refers to “students’ vocabulary mastery”, meanwhile, dependent variable is Y refers to “students’ listening in short conversation”. The data is obtained by using a test. Variable X is students’ vocabulary mastery with multiple choice test. The test consists of 20 items. However, variable Y is students’ listening in short conversation. The test is based on the cassette conversation. The test consists of 20 items. In brief, the research can be designed by following table.



X = Students Vocabulary Mastery

Y = Students in Listening Short Conversation

In order to variable X refers to “students’ vocabulary mastery”, as independent variable influence variable Y. Variable Y refers to “students’ listening short conversation”, as dependent variable.

B. Location and the Time of the Research

This research was conducted at the second year students of SMA N 12 Pekanbaru located at Garuda Sakti Street No.12, Simpang Baru, Panam. The research was done for three months, starting form November to December 2009.

C. Subject and Object of the Research

The subject of this research was the second year students of SMA N 12 Pekanbaru. In addition, the object of this research is correlation between vocabulary mastery and listening to short conversation.

D. Population and Sample of the Research

The population of this research was the second year students of SMA N 12 and the total population is 228 students. According to Arikunto (1999:12) if the amount of the subject is more than 100, it is better to take about 10-15%, 20-25%, or more than it. Finally, the researcher takes only 15% as the sample of the research and the sample will be found by using random sampling. The sample of the research can be seen as follows:

Table III.1
Total Population and Sample of the Research

No	Class	The Population	The Sample (15%)
1	II 1	31	5
2	II 2	34	6
3	II 3	32	5
4	II 4	33	6
5	II 5	33	6
6	II 6	33	6
7	II 7	32	5
TOTAL		228	39

From the table above, it can be known that the sample of this research consist 39 students taken from seven classes of the second year students of SMA N 12 Pekanbaru.

E. Technique of data collection

In order to get intended data to support this research, the researcher used test. The test was used to find out students' listening in short conversation. The test consists of two items they are vocabulary test and listening short conversation test. The vocabulary test is used to measure students' ability in mastering vocabularies in certain topics. While, listening short conversation test is used to measure students' ability and difficulty in following conversations in listening test.

F. Technique of Data analysis

In analyzing data, the researcher uses score of students' answering the tests; the researcher uses the steps and formula as follows:

1. Look for the lowest score (L) and the highest score (H) in variable x and y
2. Fill in the cell by tally and than add it up
3. f_x and f_y

Add up the frequency of a score in the same row and column.

4. x' and y'
5. f_x' and f_y' make a conjecture of X and Y, important to choose the middle conjecture to middle conjecture to make it easier.
6. Calculate or Multiplicities f_x and x'
7. $f_x'^2$ and $f_y'^2$ Calculate f_x and x^2
8. $x'y'$

Substitute to the product moment correlation coefficient:

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left(\frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left(\frac{\sum fy'}{N} \right)^2 \right\}}}$$

Give the interpretation:

1. Calculate of $df = N - nr$

Df= Degree of freedom

Nr= Number of variable

N= Number of sample

2. Appropriate to the value list of “r” product moment
3. Compare r_o and r_t
4. Research conclusion

To analyze the students’ score in mastering vocabulary and listening short conversation, the researcher uses the following scale:

Table III.2
The Classification of Students’ Score

No	Classification	Score
1	Excellent	80 - 100
2	Good	66 - 79
3	Fairly Good	56 - 65
4	Poor	46 - 55
5	Failed	0 - 45

(Sudjiono, 2006:35)

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Data Presentation

In this chapter, the writer presented the study that consists of two variables namely; the independent variable and dependent variable. Independent variable is X refers to “students’ vocabulary mastery” meanwhile, dependent variable is Y refers to “students’ listening in listening short conversation”. The data is obtained by using a test. Variable X is students’ vocabulary mastery with multiple choice tests. The test consists of 20 items. However, variable Y is students’ listening in short conversation. The test is based on the cassette.

TABLE IV. 1
THE CLASSIFICATION OF STUDENTS’ SCORE

THE SCORE LEVEL	CATEGORY
80-100	VERY GOOD
66-79	GOOD
56-65	ENOUGH
46-55	LESS
0-45	FAIL

Sudijono (2003, in Jonri Kasdi, 2006:21)

1. Students’ Vocabulary Mastery Test

Students’ vocabulary mastery test consisted of 20 items. In order to present the data about students’ vocabulary mastery can be seen in the following table.

TABLE IV. 2
STUDENTS SCORE OF VOCABULARY MASTERY

STUDENTS	SCORE	CATEGORY
Students 1	75	Good
Students 2	75	Good
Students 3	50	Less
Students 4	55	Less
Students 5	60	Enough
Students 6	45	Fail
Students 7	75	Good
Students 8	45	Fail
Students 9	70	Good
Students 10	25	Fail
Students 11	70	Good
Students 12	40	Fail
Students 13	50	Less
Students 14	60	Enough
Students 15	70	Good
Students 16	60	Enough
Students 17	60	Enough
Students 18	70	Good
Students 19	60	Enough
Student 20	70	Good
Students 21	50	Less
Students 22	80	Very good
Students 23	60	Enough
Students 24	80	Very good
Students 25	60	Enough
Students 26	65	Enough
Students 27	55	Less
Students 28	45	Fail
Students 29	80	Very good
Students 30	70	Good
Students 31	60	Enough
Students 32	55	Less
Students 33	75	Good
Students 34	70	Good
Students 35	60	Enough
Students 36	80	Very good
Students 37	70	Good
Students 38	50	Less
Students 39	80	Very good

TABLE IV.3
PERSENTAGE OF VOCABULARY MASTERY

NO	CATEGORY	FREQUENCY	PERCENTAGE
1.	Very good	5	12.28%
2.	Good	12	30.77%
3.	Enough	10	25.64%
4.	Less	7	17.95%
5.	Fail	5	12.82%
	TOTAL	39	100%

From the data above, it can be seen the students' vocabulary mastery of word classes in answering the multiple choice. It can be categorized into very good, good, enough, less, and fail. It can be seen that the students who get very good category are 5 students (12.82 %), the students who get good category are 12 students (30.77%), while for enough category, there are 10 students (25.64%), the students who get less category are 7 students (17.95%), and there are 5 students (12.82%) who get fail.

1. The Students' Ability Listening in Short Conversation

TABLE IV.4
STUDENTS' SCORE LISTENING IN SHORT CONVERSATION

STUDENTS	SCORE	CATEGORY
Students 1	79	Good
Students 2	79	Good
Students 3	64	Enough
Students 4	58	Less
Students 5	69	Enough
Students 6	63	Enough
Students 7	79	Good
Students 8	64	Enough
Students 9	76	Good
Students 10	54	Less
Students 11	76	Good
Students 12	62	Enough

Students 13	60	Enough
Students 14	60	Enough
Students 15	79	Good
Students 16	69	Enough
Students 17	74	Good
Students 18	79	Good
Students 19	63	Enough
Students 20	70	Good
Students 21	64	Enough
Students 22	84	Very good
Students 23	63	Enough
Students 24	84	Very good
Students 25	64	Enough
Students 26	70	Good
Students 27	60	Enough
Students 28	58	Less
Students 29	79	Good
Students 30	70	Good
Students 31	64	Enough
Students 32	58	Less
Students 33	79	Good
Students 34	74	Good
Students 35	63	Enough
Students 36	84	Very good
Students 37	74	Good
Students 38	64	Enough
Students 39	80	Very good

From the table above, it can be seen the students' in listening short conversation. It can be categorized into very good, good, enough, less, and fail. It can be seen that 4 from 39 students (10.25%) get very good category, the students who get good category are 15 students (38.46%), while for enough category, there are 19 students (48.72%) and there is 1 student who gets less category (2.56%) and no one gets the fail category (0%).

To make clearer about the percentage of the students' listening in short conversation, it can be seen through the following table:

TABLE IV.5
PERCENTAGE OF LISTENING IN SHORT CONVERCATION

NO	CATEGORY	FREQUENCY	PERCENTAGE
1.	Very good	4	10.25%
2.	Good	15	38.46%
3.	Enough	19	48.72%
4.	Less	1	2.56%
5.	Fail	0	0%
	TOTAL	39	100%

2. The Students Vocabulary Mastery And Listening Short Conversation

TABLE IV.6
THE RESULT OF VARIBEL X AND Y

STUDENTS	SCORE	
	VOCABULARY	LISTENING
Students 1	75	79
Students 2	75	79
Students 3	50	64
Students 4	55	58
Students 5	60	69
Students 6	45	63
Students 7	75	79
Students 8	45	64
Students 9	70	76
Students 10	25	54
Students 11	70	76
Students 12	40	62
Students 13	50	60
Students 14	60	60
Students 15	70	79
Students 16	60	69
Students 17	60	74
Students 18	70	79
Students 19	60	63
Students 20	70	70
Students 21	50	64
Students 22	80	84
Students 23	60	63
Students 24	80	84

Students 25	60	64
Students 26	65	70
Students 27	55	60
Students 28	45	58
Students 29	80	79
Students 30	70	70
Students 31	60	64
Students 32	55	58
Students 33	75	79
Students 34	70	74
Students 35	60	63
Students 36	80	84
Students 37	70	74
Students 38	50	64
Students 39	80	80

3. The Description of the Research Variable

The study consists of two variables namely, the independent variable (X) refers to the students' vocabulary mastery and dependent variable (Y) refers to listening to short conversation.

The formulation of the problem, which should be analyzed in this chapter as well as to find the answer of the questions are below:

1. How is the students' vocabulary mastery?
2. How is the students' ability in short conversation?
3. Is there any significant correlation between vocabulary mastery and listening in short conversation at the second year students of SMA N 12 Pekanbaru?

B. The Data Analysis

In preceding chapter, the writer has presented the findings of the research. Then, in this chapter, the writer analyzes the data in order to know the students vocabulary mastery (X) and the students' listening in short conversation (Y) and the relationship between student's vocabulary mastery and listening in short conversation(X and Y). The following tables present the data of two variables (X and Y) whit 39 respondent of this study. It is analyzed by using Mean formula and Product Moment Coefficient correlation (r) technique. (Hartono, 2004:80)

1. The Students' Vocabulary Mastery

Based on the description of the test to the second year students at Senior High School 12 Pekanbaru, the student's vocabulary mastery are analyzed as follows:

- a. Very Good, the students vocabulary mastery range is 80-100= 5 students (12.82%).
- b. Good, the students vocabulary mastery range is 66-79= 12 students (30.77%).
- c. Enough, the students vocabulary mastery range is 56-65= 10 students (25.64%)
- d. Less, the students vocabulary mastery range is 46-55= 7 students (17.95%).
- e. Fail, the student's vocabulary mastery range is 0-45=5 students (12.82%)

The writer formulates the student's vocabulary mastery at the second year students of senior high school 12 Pekanbaru by using Mean Formula:

**TABLE IV.7
MEAN OF VOCABULARY MASTERY**

SCORE INTERVAL	F	X	FX
79-87	5	83	415
70-78	12	74	888
61-69	1	65	65
52-60	12	56	672
43-51	7	47	329
34-42	1	38	38
25-33	1	29	39
	N=39		2446

$$\begin{aligned}
 M &= \frac{\sum fx}{N} \\
 &= \frac{2446}{39} \\
 &= 62.72
 \end{aligned}$$

2. The students' ability listening in short conversation

Furthermore, the writer presents the score in very good. Good, enough, less and fail is follows:

a. the students' score in very good category

84,84,84,80

b.the students' score in Good category

79,79,79,76,76,79,74,79,70,70,79,70,79,74,74

c. the students' score in Enough category

64,57,69,63,64,62,60,60,69,63,64,63,64,60,58,64,58,63,64

d.the students' score in Less category

e. the students' score in Fail category

There is no one

The writer formulates the students listening short conversation at the second year senior high school 12 Pekanbaru by using Mean Formula:

$$M = \frac{\sum fx}{N}$$

TABLE IV.8
MEAN OF LISTENING SHORT CONVERSATION

SCORE INTERVAL	F	X	FX
84-88	3	86	258
79-83	8	81	648
74-78	5	76	380
69-73	5	71	355
64-68	8	66	528
54-63	7	61	427
54-58	3	56	168
	N=39		2764

$$\begin{aligned} M &= \frac{\sum fx}{N} \\ &= \frac{2764}{39} \\ &= 70.87 \end{aligned}$$

3. The Correlation of Between Vocabulary Mastery and Listening to Short Conversation

The steps to facilitate the calculation of correlation coefficient are:

- a. Make a map correlation
 1. Look for lowest score (L) and the highest score (H) in variable X.
 2. Fill in the cell by tally and then add it up

3. F_x and f_y

Add up the frequency of a score in the same row and column.

4. x' and y'

5. $f_{x'}$ and $f_{y'}$ make a conjecture of X and Y, important to choose the middle

Conjecture to middle conjecture to make it easier

6. Calculate or Multiplicities f_x and x'

7. $f_{x'^2}$ and $f_{y'^2}$ calculate f_x and x'^2

8. $x' y'$

From the correlation about, the result is:

$$N = 39$$

$$\sum f_{x'} = 28$$

$$\sum f_{y'} = -1$$

$$\sum f_{x'^2} = 144$$

$$\sum f_{y'^2} = 127$$

$$\sum f_{x' y'} = 100$$

$$r_{xy} = \frac{\sum x' y' - \frac{(\sum f_{x'}) (\sum f_{y'})}{N}}{\sqrt{\left\{ \sum f_{x'^2} - \left(\frac{\sum f_{x'}}{N} \right)^2 \right\} \left\{ \sum f_{y'^2} - \left(\frac{\sum f_{y'}}{N} \right)^2 \right\}}}$$

$$r_{xy} = \frac{100 - \left(\frac{28}{39}\right)\left(\frac{-1}{39}\right)}{\sqrt{\left[144 - \left(\frac{28}{39}\right)^2\right]\left[127 - \left(\frac{-1}{39}\right)^2\right]}}$$

$$r_{xy} = \frac{100 - (-28)}{\sqrt{(144 - 0.52)(127 - 0.025)}}$$

$$r_{xy} = \frac{128}{\sqrt{(143.5)(127.03)}}$$

$$r_{xy} = \frac{128}{\sqrt{18228.805}}$$

$$r_{xy} = \frac{128}{135.014}$$

$$r_{xy} = 0.948$$

While, the writer use output SPSS 16/0 Program to calculate the correlation between students' vocabulary mastery and listening short conversation. It can be seen from the following:

Correlation with SPSS 16.0

		Correlations	
		X	y
X	Pearson Correlation	1	.880**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	6.292E3	3.732E3
	Covariance	165.587	98.198
	N	39	39
Y	Pearson Correlation	.880**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	3.732E3	2.858E3
	Covariance	98.198	75.202
	N	39	39

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

b. Give the Interpretation

H_a is accepted if $r_{xy} = 0$ or it can be said that there is a significant correlation between X and Y

H_o is accepted if $r_{xy} = 0$ or there is no significant correlation between X and Y

c. Determine Critical Value by Calculation of Df = N –nr

Where:

D f = Degree of freedom

Nr = Number of variable

N = Number of samples

$$df = N - nr$$

$$= 39 - 2$$

$$= 37$$

d. Appropriate to the value list of “ r” Product Moment

Using $df=2$ is obtained r_{table} as follow:

$$r_{t \text{ significance } 5\%} = 0.950$$

$$r_{t \text{ significance } 1\%} = 0.990$$

e. Compare r_o and r_t

(a) H_a is accepted if $r_{xy} = 0$ or it can be said that there is a significant correlation between X and Y

(b) H_o is accepted if $r_{xy} > 0$ or there is no significant correlation between X and Y

Then, number 39 in the critical table of Product Moment is:

(a) A significant standard at 5% = 0.950

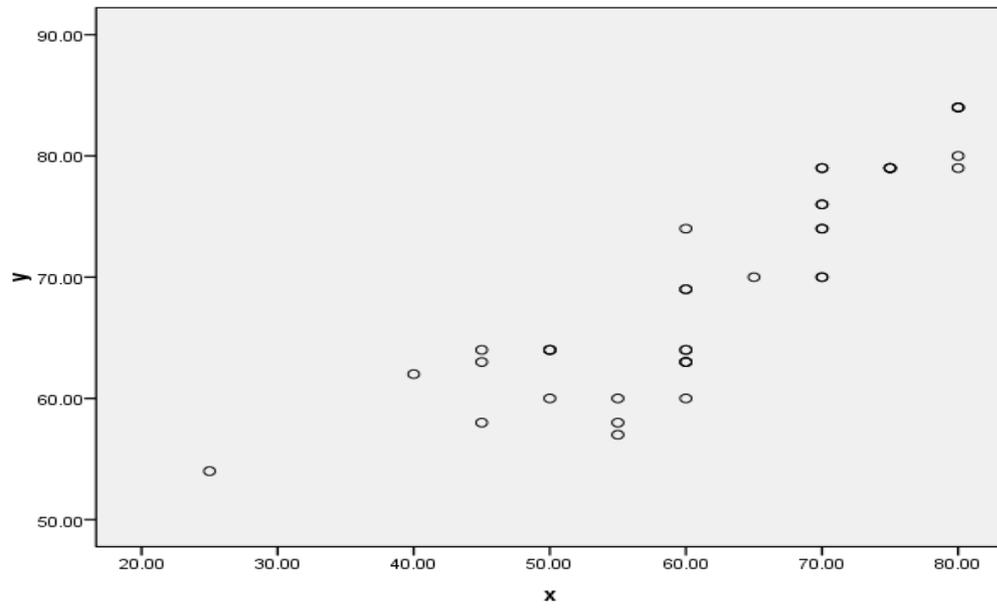
(b) A significant standard at 1% = 0.990

If it is compared to r_t , it is found that $r_{xy} = 0.948$. Although each significant standard for 5% is 0.950 and 1% is 0.990 respectively, it can be formulated 0.950 (0.948) 0.990 (0.948) is higher than r Product Moment. It means that in both at 5% and 1% are significant levels. Consequence, the alternative hypothesis is **accepted**. It indicates that there is a significant correlation between vocabulary mastery and listening short conversation.

D. Hypothesis Test

To prove the alternative hypothesis, there is a significant correlation between vocabulary mastery and listening short conversation at senior high school 12 Pekanbaru. Thus (H_a) is accepted because the probably score is $0.950 > 0.948 < 0.990$. Therefore, (H_o) is rejected because the result r_{xy} is higher than r_t (r_{table}).

The correlation between vocabulary and listening short conversation can be seen from the follows:



CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' vocabulary mastery and listening to short conversation at the second year students of SMA N 12 Pekanbaru.

A. Conclusion

Based on what have been discussed as well as presented in the previous chapters, the conclusion which can be concluded for this research as follow:

- a. The first formulation of the problem "How is the students' vocabulary mastery the answer is **enough**. It is based on the result of the test given because, dealing with the table of students' classification score, it can be proved that from the mean of students' vocabulary 62.72 categorized in enough level.
- b. The second formulation "How is the students' listening in short conversation", the answer is **Good**. It is based on the result of the given dealing with the table of the students classification score. It can be proved that from mean of students listening in short conversation are 70.87 which categorized in **Good** level.
- c. The third formulation, there is a significant correlation between students' vocabulary mastery and listening to short conversation. Because, if it is compared to r_t , it is found that $r_{xy} = 0.948$. Although each significant standard for 5% is 0.950 and 1% is 0.990 respectively, it can be

formulated 0.950 (0.948) 0.990 (0.948) is higher than r product moment. It means that in both at 5% and 1% are significance levels. Consequently, the alternative hypothesis is **accepted**. It indicates that there is a significant correlation between students' vocabulary mastery and listening in short conversation at the second year students' of senior high school 12 Pekanbaru.

B. Suggestions

Based on the research result and the conclusion, it is known that vocabulary mastery of students is enough; however their listening short conversation is middle. Certainly, they are advised to increase their vocabulary mastery and their listening short conversation. To reach this, the researcher wants to suggest the teachers and the students at SMAN 12 Pekanbaru.

1. suggestion to the teachers
 - a. the English teacher should give exercise more about listening is needed for everyone
 - b. the English teacher should have new strategies to increase vocabulary and listening
 - c. the teacher suggestion changing the teaching method to make students more enjoy the class
 - d. the English teacher should motivation the students to learn English

2. suggestion to the students

- a. the students suggested memorizing vocabulary to make everything in English easier, because by increasing vocabulary will increase your potential for better understanding
- b. the students suggested your exercising in listening short conversation because it is very important in every sector
- c. the students suggested to listening the news in English language to increase the ability in listening.

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LIST OF THE TABLE

Table II.I	Poor Listening Habits and Good Listening Habits	14
Table III.I	Total Population and Sample of the Research	31
Table III.2	The Classification of Students' Score	33
Table IV.I	The Classification of Students' Score	34
Table IV.2	Students Score of Vocabulary Mastery	35
Table IV.3	Percentage of Vocabulary Mastery	36
Table IV.4	Students' Score Listening in Short Conversation	36
Table IV.5	Percentage of Listening in Short Conversation	38
Table IV.6	The Result of Vocabulary X and Y	38
Table IV.8	Mean of Listening Short Conversation	42

LIST OF APPENDIXES

APPENDIC I	Test
APPENDIC II	The Keys Answer Of Test
APPENDIC III	The Test By Listen To The Cassette
APPENDIC IV	The Keys Answer Of Test Listen To The Cassette
APPENDIC V	The Map of Correlation “ r” Product Moment of Significant 5 % and 1 %
APPENDIC VI	Mean of Vocabulary Mastery
APPENDIC VII	Mean of Listening Short Conversation
APPENDIC VIII	Map of Median of Students’ Vocabulary Mastery
APPENDIC X	Standard Deviation of Listening Short Conversation
APPENDIC XI	Standard Deviation of Vocabulary Mastery
APPENDIC XII	The Test Reliability of Vocabulary Mastery
APPENDIC XIII	The Test Reliability of Listening Short Conversation
APPENDIC XV	The Vocabulary Mastery
APPENDIC XVI	Listening Short Conversation

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