

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research question, the hypothesis, the purpose of the research, the significance of the research, and the definition of key terms.

1.1 Background of the Problem

In language learning, especially English, we recognize four skills, namely listening, speaking, reading and writing. Listening skills are considered as basic skills that need to be improved and it serves as a basis for mastery of language and allows students to interact in oral communication. According to Hidayat (2013: 21), listening is one of the basic in language acquisition that foreign learners should have a good ability in listening.

Listening is one of the most important skills in English language learning to be mastered by the students. Hamouda (2013: 117) defines that listening is an ability to recognize and understand what others are telling. This process includes understanding a speaker's pronunciation, the speaker's grammar and vocabulary, then also understanding meaning.

Actually, listening is different from hearing. Sari, B, and Hastini (2013:1), describe that hearing is a physical ability while listening is a skill. Listening means getting attention and making an effort to process what you heard. In other words, listening skill allows you to understand what someone is talking about. Then listening activity needs integrating skill of language; such as speaking, reading, and writing, and language components deal with grammar,

pronunciation, and vocabulary mastery. Ur in Sari, B, and Hastini (2013:2) say that there are some students' difficulties in learning listening such as getting trouble with sounds, needing understanding every word, being unable to understand fast and natural native speech, needing to hear things more than once, finding it difficult to keep up, and get tired. It means Listening is not an easy skill to learn for students. It is usually a hard skill to be mastered by them started from junior high school until university. In others words, there are some factors affect students in learning listening.

One of the factors affecting students in learning listening is vocabulary mastery. Vocabulary is the most important element in a language. In learning a language, it will not be separated from vocabulary. Vocabulary also has a very important role in determining the smooth communication (Susanto, 2017: 5). Communication can be done through various languages, including English language. The basic requirements for language formation are vocabulary (Suyadi: 2014). Therefore, to be able to speak English properly, someone must first master vocabulary before learning English.

English vocabulary is improved by mastering vocabulary well that the effect will be good on one's language skills. Mastering vocabulary is the ability to obtain or to receive a lot of words (Susanto, 2017: 5-7). Someone uses a language to communicate with other people as social beings who needs to interact with them. If he/she who has adequate language skills, it will be easier to convey and understand information both orally and in writing.

Listening ability and vocabulary mastery have a strong relationship. According to Linse (2005:121), vocabulary is the collection of words that an

individual knows. It means that students must have a lot of vocabularies to facilitate listening conversation.

In the teaching and learning process, especially in college, vocabulary and listening are taught in one course. It means that the learning is not combined as what has been learnt in high school and junior high school. This proves that English listening and vocabulary are very important to learn. Mastering English vocabulary and listening are very important, because without mastering both of them, everyone who learns English will encounter obstacles in learning English. One of the obstacles is the lack of mastery of vocabulary and listening skills which results in a person not being able to speak English well. These obstacles often occur in teaching and learning activities, especially in students.

Another factor which has an influence on learning English is motivation. Motivation is very important for each people. Shams (2008) indicates that motivation seems having an important role in developing students' mastery of English, includes vocabulary mastery and students' ability in listening skills. Motivation is energy of students which come from inside or outside encouraging themselves to do something. It will give strength to students in learning English in order to mastered vocabulary and listening of ability. In fact, motivated students will do everything which supports their performance. They will do the best way to get the best result. But, each student has different level of motivation(Lubis, 2017: 29-31). Students who have good motivation will usually be easier to master the English vocabulary and listening skills. By mastering a lot of English vocabulary, students will be able to communicate and listen more easily in English both in the

learning process in the classroom and outside. This will greatly support the language skills and language components of one's language.

In addition, motivation is also one of the factors determining the students' success in learning. According to Alderman (2004: 106), motivation can affect both new learning and performance of previous learned skill, strategies, and behaviors, which has important for schooling. It means that motivation can affect the students in learning process. For example, some students are lazy to study English, and it can be caused by having low motivation at English. Similarly, Quan (2014: 2) speculates that motivation serves as promoter of work and achievement. It means that students can get the best achievement especially in learning language if they have high motivation.

However, after doing informal observation and interview to the third year students of English Department of Bung Hatta University on March 07, 2019, the researcher found that every student has different perception about listening. Not all students perceive listening that is an easy subject in the same condition. Many students judge listening as difficult subject to be learned. There are many factors that cause students have getting problems in learning listening skills. They are lack of motivation, less of vocabulary mastery, grammar mastery, and etc. Many students feel that they have lack of motivation when they come listening to long talk. Students have also lack of practicing English neither at home nor in the classroom. It means that they just learn when the subject of listening is learned by the teacher or lecturer in the classroom. Students are also lazy to repeat their learning at home and spend their time with other activity beyond learning English.

It can be called low motivation, so they would like to spend more time with other activity than study.

Learning from the explanation above, the researcher was interested in doing a research, entitled “The Correlation between Students’ Motivation to Learn English and Students’ Vocabulary Mastery toward Their Ability in Listening to Long Talk of the Third Year Students at English Department of Bung Hatta University”.

1.2 Identification of the Problem

There are some components of languagesuch as grammar, vocabulary, and pronunciation. Those components support four language skills. There is one language components that will be discussed by the researcher. It is vocabulary because it is most important in mastering listening skill.

Vocabulary is a major component of language learning. It is very important to learn. If we have a lot of vocabulary, it will make us easy to listen something that comes from our mind. In studying vocabulary, there are some aspects that need to be considered. They are word meaning (synonym, antonym, meaning in context, and etc), extending words (idioms, collocation, and other), and word class (noun, adverb, verb, and adjective). They are basic lessons in vocabulary and it is also the process in having sufficient vocabulary to make good listening. Actually, there are many factors which influence students in learning English, including students’ vocabulary and mastering listening skill. One of factors is motivation. Motivation is very important thing to do something. In motivation, there are two kind of it. They are intrinsic motivation and extrinsic

motivation. Intrinsic motivation means factors which come from inside of the students such as desire, effort, attitude, and etc. Meanwhile extrinsic motivation is factor that comes outside of the students that affect their learning process such as from teacher, parents, and environment. Another meaning motivation is the key in learning English.

Based on the informal observation and interview toward the third year students of English Department Bung Hatta University, the researcher found that their listening ability is not good caused by less of vocabulary mastery and low motivation to learn English. It is proved by their use of English. They rarely apply English to communicate with their classmate who are also English Department student whether at campus or in the classroom. Lack of serious, not concentration, lack of motivation in learning English can be the reasons why they barely master vocabulary to improve listening skills. As noted by Ariyanti (2016:12) all of possibility above is the indication of low motivation.

In addition, there are some factors affecting students' motivation to learn English. Firstly, the method of teacher in teaching and learning process is not interesting for students. It makes students lack of motivation to learn. Secondly, the technology makes students do everything instantly than manually. In the classroom, students have a limited time to learn English, so they cannot practice English well in a very little time. While outside the classroom, students are not using English. Thirdly, students like to spend playing social media than reading English book. Then, students' view about vocabulary subject is an easy and not very important subject to learn. For example: the students can be guessing the answers when the test is often in the form of multiple-choices.

Furthermore, Listening in English Department of Bung Hatta University is offered twice. They are listening to dialogue and listening to monologue. It is based on curriculum used by English Department of Bung Hatta University. Listening to monologue is a part of long talk or conversation. In listening to long talk or conversation, students will listen to one person who does monologue. In this case, most of students found difficulties in comprehending listening materials. This presumably is caused by less of vocabulary mastery and low motivation to learn English. It can be seen in listening score got by the students. Most of them got moderate score. On the other hand, students with high motivation often have a good listening ability.

1.3 Limitation of the Problem

Based on the identification of the problem of this research was limited to correlate the students' motivation to learn English and students' vocabulary mastery toward their ability in listening. Concerning with the large scope of the problem, the researcher limited her research to comprehend who the participants and what the setting are on the ThirdYear Students of English Department at Bung Hatta University.

1.4 Formulation of the Problem

From limitation of the problem above, the problem of this research was formulated as follows: *“Is there any significant correlation between students' motivation to learn English and students' vocabulary mastery toward their ability*

in listening to long talk of the third year students at English Department of Bung Hatta University? ”.

1.5 Research Questions

In this study, the researcher proposed of some research questions as the followings:

1. Is there any significant correlation between students' motivation to learn English and their ability in listening to long talk of the third year students at English Department of Bung Hatta University?
2. Is there any significant correlation between students' vocabulary mastery and their ability in listening to long talk of the third year students at English Department of Bung Hatta University?
3. Is there any significant correlation between students' motivation to learn English and students' vocabulary mastery toward their ability in listening to long talk of the third year students at English Department of Bung Hatta University?

1.6 Hypothesis

In this research, the researcher proposed of the hypothesis formulated as follow:

Null Hypothesis (Ho):

1. There is no significant correlation between students' motivation to learn English and their ability in listening to long talk of the third year students at English Department of Bung Hatta University.

2. There is no significant correlation between students' vocabulary mastery and their ability in listening to long talk of the third year students at English Department of Bung Hatta University.
3. There is no significant correlation between students' motivation to learn English and students' vocabulary mastery toward their ability in listening to long talk of the third year students at English Department of Bung Hatta University.

Alternative Hypothesis (Ha):

1. There is significant correlation between students' motivation to learn English and their ability in listening to long talk of the third year students at English Department of Bung Hatta University.
2. There is significant correlation between students' vocabulary mastery and their ability in listening to long talk of the third year students at English Department of Bung Hatta University.
3. There is significant correlation between students' motivation to learn English and students' vocabulary mastery toward their ability in listening to long talk of the third year students at English Department of Bung Hatta University.

1.7 Purposes of the Research

The main purpose of this research was to find out:

1. The correlation between students' motivation to learn English and their ability in listening to long talk of the third year students at English Department of Bung Hatta University.

2. The correlation between students' vocabulary mastery and their ability in listening to long talk of the third year students at English Department of Bung Hatta University.
3. The correlation between students' motivation to learn English and students' vocabulary mastery toward their ability in listening to long talk of the third year students at English Department of Bung Hatta University.
It is aimed at finding out whether hypothesis is accepted or rejected.

1.8 Significance of the Research

The results of this study are expected to give input and could become reference to increase the process of teaching vocabulary and listening skills. Practically, the research is expected to give information and contribution to lecturers and students. For lecturers, it gives information about correlation between students' motivation, students' vocabulary mastery, and their ability in listening to long talk of the third year students at English Department of Bung Hatta University. For students, the research of this study will inform them about their motivation, mastering of vocabulary, and their ability in listening to long talk.

1.9 Definitions of Key Terms

To avoid misunderstanding and misinterpretation in reading this research, the researcher gave definition of some key terms. They are defined as follow:

1. Correlational study is to explain relationship between two or more variables.

2. Motivation is energy inside someone that can change feeling to push doing something.
3. Vocabulary mastery is the ability of the students to know parts of vocabulary such as: synonym, antonym, and meaning in the context.
4. Listening is a language skill to catch some idea or messages from what is heard.
5. Listening to monologue is a subject on curriculum that is used by English Department of Bung Hatta University.
6. Listening to long talk is a part of listening to monologue.
7. Monologues are long bodies of speech that are delivered by a single person.
8. Topic to long talk is material that can be as a feature of someone's biography, book, play, movie, or something.