

CHAPTER II

FRAME OF THEORIES AND THINKING, AND HYPOTHESIS

A. Teaching and Learning as a Foreign Language

English language has a big influence to the human life in this world, through this language people can communicate and interact with other people from different countries and people can follow modern technology. In Indonesia people still consider that English is a foreign language. It is still taught as a compulsory subject in junior high school until university. It is expected that the students have ability of English that can be used for communication.

According to Murcia that a foreign language is a language studied in an environment where is it not primary vehicle for daily interaction and where input in that language.¹ In addition Murcia said that teacher should know what the teacher can do to facilitate student practice in language skill. Based on the statement above, the researcher can assume that the meaning of understanding and realizing English as foreign language can motivate student to learn English as well as possible and the purpose of teaching as a foreign language is to create a situation that student can use English for communication.

¹Marianne Celce-Murcia, *Teaching English As a Second or Foreign Language*, (3rd Ed.)(New York: Newbury House Publisher, 2001) p.359

English as a foreign language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country.² It means that the students only have chance to practice English at school and institutions. The teachers are also demanded to encourage students to practice English every time in their activities.

In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.³ It means that teaching is the process of transferring knowledge to the learners. Teaching also can make the learners know about a new something in their life.

Based on the explanation above, it means that English is used as the first language, the second language, or foreign language. In teaching English as a foreign language, the teacher should prepare the instruction material, media, and strategy to support teaching process. Materials have a logical connection with a subject which the teacher will give in the teaching process.

²Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004) p. 39

³H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: Pearson Education, 2007) p.8

B. Concept of Vocabulary

Vocabulary as one of language components is a very important thing besides other language components. By studying vocabulary, many people can master the words or sentences correctly. People with large vocabulary are more proficient in language skills than people with little vocabulary. Large vocabulary makes a significant contribution to almost all of the aspects of language. Without vocabulary, nothing can be conveyed.⁴

Vocabulary is important aspect in the learning process. It is the basic in learning English because it will be needed by the students when learn skills like listening, speaking, reading, and writing. Students who learn English must have a strong foundation on vocabulary in order to make them able to learn English easily. Vocabulary mastery is extremely important for every person. It gives a big influence through the whole communication process and learning process.

Hiebert and Kamil state that vocabulary is the knowledge of meanings of words.⁵ It means that vocabulary is a total number of words that make up language with their meaning using by group or person in human being communication, it makes possible for someone or students to express something or message to another, reads different books of different subjects, and also deals with foreign language.

⁴Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002) p.13

⁵Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary : Bringing Research to Practice*, (London: Lawrence Erlbaum Associates, 2005) p.3

Vocabulary is the meaning and pronunciation of words that we use in communication. It is simply the number of words that we understand or can actively use to listen, speak, read, or write.⁶It means that vocabulary is a vital component to learn English and students will do nothing if they do not know about vocabulary. Without vocabulary it is difficult to communicate and learn English to each other. If the students have good vocabulary they will be easily to learn English well and they can also make a good communication to other. It is supported by Thornburry, he says that by having adequate vocabulary, one will be able to communicate to other people and express his/her ideas clearly and easily.⁷It means that vocabulary has an important role and should be recognize as a central element in language, and it should be given from the beginning stages, in order to make students mastering in vocabulary, because the students who have wide of large of vocabulary will able to use the suitable or appropriate words in sentences for each situation in making communication to the other.

Then, Summers states that vocabulary is a list of words, usually in alphabetical order and with explanation of their meaning, then vocabulary is less complete than dictionaries.⁸ It means that vocabulary is composed of several words and it also directly gives meaning to its words. It puts the words orderly like alphabetical arrangement and the meaning of the words is given directly and clearly.

⁶Karen Tankersley, *The Threads of Reading*, (Virginia: ASCD, 2003) p.52

⁷*Op.Cit*, P: 13

⁸Summer D, *Longman Active Study Dictionary of English*, (Hongkong : Longman, 1998) p.674

Based on the explanation above, the researcher concludes that vocabulary is all words that used by people in this world, and it is one of important aspect in learning language. Without vocabulary it is impossible for someone to learn a language. By mastery vocabulary, someone will be easy to deliver what he/she has in mind. The communication will not fluently if his/her does not mastering vocabulary

C. Kinds of Vocabulary

In learning vocabulary there are classification of word. According to Frank there are some word classes, they are noun, verb, adjective, adverb, determiner, pronoun, preposition, and conjunction⁹. The classification of word are :

1. Nouns

Noun is a word that is the name of person, a place, a thing, or activity or a quality idea. Noun can be used as the subject or object of a verb.¹⁰ Noun can be divided into some classes :

- a. **Proper noun** is a noun that indicates the specific name of thing. It begins with a capital letter. Example: Robin, Alice, London, and Civil War.
- b. **Common noun** is a noun that names of general thing, not a specific thing. Example: country, company, boy and girl.

⁹Marcella Frank, *Modern English A Practical Reference Guide*, (New Jersey: Prantice Hall, 1972)p: 6

¹⁰*Ibid*, p. 6

- c. **Countable noun** is a noun that indicates something you could actually count. For example, you could count pigs : one pig, two pigs, three pigs.
- d. **Uncountable noun** is a noun that indicates something you cannot count. For example: furniture, advice, information, and news.
- e. **Abstract noun** is a noun that names of idea, not a physical thing. Example: hope, knowledge, trouble, ability, and success.
- f. **Concrete noun** is a noun that names of physical thing. For example: table, floor, beach, coffee and children.

2. Verbs

Verb is a member of a class of words that function as the main elements of predicates, typically express action, state, or a relation between two things, and are often formally distinguished, as by being inflected for tense, aspect, voice, mood, or agreement with the subject or object.¹¹ The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences – statements, questions, commands, exclamations. It is the word which expressed an action or a help to make a statement.

For example in sentence:

We *walked* to the store yesterday

¹¹*Op.Cit.* p. 47

3. Adjectives

Adjective is a member of a class of words functioning as modifiers of nouns, typically by describing, delimiting, or specifying quantity.¹² The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational ending or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.

4. Adverbs

Adverbs is a part of speech. Adverb range in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such as meanings time and place) to those that are used merely for emphasis.¹³ These are the kinds of adverb, such as, adverb of time, adverb of place, adverb of manner, adverb of frequency, adverb of degree.

a. Adverb of Time

These adverbs have a fixed boundary in time. There are many adverb of time as the following: yesterday, today, tomorrow, last night, a month ago.

Example:

1. He went to Bali yesterday.
2. Last night I talked to her.

¹²Faizal Risdianto, *Contextual English Grammar*, (Semarang: STAIN Salatiga Press, 2010) p.

¹³*Ibid.* p.17

b. **Adverb of Place** is used to tell the place where an action occurs or where someone does something. There are many adverbs of place as the following: here, there, inside, outside, at school.

Example:

1. We have the meeting in the hotel.
2. My dog sleeps outside.

c. **Adverb of Manner** is used to tell how an action happens. Those adverb of manner are: beautifully, neatly, quickly, awkwardly.

Example:

1. She sings beautifully.
2. He runs quickly.

d. **Adverb of Frequency** is used to expresses how often something happens or someone does something. Those adverbs of frequency are: always, often, sometimes, never.

Example:

1. They always do their homework at night.
2. We sometimes go to the cinema at the weekend.

5. Pronoun

Pronoun is a word used for substitution or replacing a noun or phrase with or without a determiner.¹⁴ The replaced phrase is called the antecedent of pronoun.

- a. Personal pronoun as pronoun for people or objects.

Example: I like to eat chips, but she does not.

- b. Possessive pronoun is used to indicate ownership.

Example: Those clothes are mine.

- c. Demonstrative pronoun distinguish objects or other objects.

Example: I'll take these.

6. Preposition

A preposition is a word that indicates the relation of a substantive (a word or a group of words that functions as a noun) to an adverb, an adjective, or another substantive.¹⁵

Example:

- a. We will leave after lunch.
 b. She is sitting between Rosa and Zico.

7. Conjunction

A conjunction is one of the parts of speech comprising words such as: as, and, but, because, that connect a word, a phrase, a clause, or a sentence to another word, phrase, clause, or sentence.¹⁶

¹⁴*Op.Cit.* p. 20

¹⁵Binsar Sihombing & Barbara Burton, *English Grammar Comprehension*, (Jakarta: Grasindo, 2007) p. 36

¹⁶*Ibid*, p. 49

Example:

- a. Would you mind if I borrow your car?
- b. Ronald might have gone, although I am not sure.

8. Article

An article is a class of words used to signal nouns and to specify their application. In English the articles are *a* and *an* (indefinite article) and *the* (definite article).¹⁷

Example:

- a. I keep the paper in my suitcase.
- b. A ball is round.

In this research, the researcher only focuses on noun, verb, adjective and adverb because it is related to syllabus.

D. Concept of Vocabulary Mastery

Vocabulary is the first basic important aspect for learning English by learner, by mastering vocabulary they are able to communicate both orally and written well. Also by having a lot of vocabularies, the students are hoped to master four skills in English such as: listening, speaking, reading and writing.

Murcia stated that vocabulary mastery is a language that needs continued growth and development for native and non-native speakers long after grammar and

¹⁷*Op.Cit.* p. 52

pronunciation.¹⁸ It can be clearly observed among young children. The young children understand quietly what other people command and say to them even they cannot speak. They can do what others say but they cannot talk or say the words clearly. It means that they learn vocabulary first and continuously from their surrounding until they can pronounce it well and can use it with the correct grammar.

Vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language. Vocabulary can be presented or explained in all kind of activities. According to Kridalaksana, vocabulary represents: 1) language component claiming all information about meaning and word usage, 2) vocabulary mastery of the speaker or researcher of a language. It consists of single word, complex word, compound word and also idiom.¹⁹

According to Nation, to know a word especially in vocabulary mastery, there are some criteria those are commonly used in measuring students' vocabulary mastery.

They are:

Table 3
What Is Involved in Knowing a Word

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?

¹⁸ M.A. Manasrah, et.al., A Content Analysis of the Vocabulary Items in "Action Pack 12" for Twelve Grade in Jordanian Schools, *International Journal of Humanities & Social Science*, Vol. 3, No. 15, 2013, p.242

¹⁹ Harimurti Kridalaksana, *Kamus Linguistik* (Jakarta : PT. Gramedia Pustaka, 2008) p.142

	Word parts	R P	What parts are recognizable in this word? What word parts are needed to express the meaning
Meaning	Form and Meaning	R P	What meaning does this word form signal? What word form can be used to express this meaning
	Concept and referents	R P	What is included in the concept? What items can the concept refer to?
	Associations	R P	What other word does this make us think of? What other word could we use instead of this one?
Use	Grammatical function	R P	In what patterns does the word occur? In what patterns must we use this word?
	Collocation	R P	What words or types of words occur with this one? What words or types of words must we use with this one?
	Constraints on use (register, frequency...)	R P	Where, when, and how often would we expect to meet this word? Where, when, and how often can we use this word? ²⁰

In column 3, R= receptive knowledge, P= productive knowledge

Based on the explanation above, the researcher concludes that the vocabulary mastery is people's ability to use and to know the word meaning and word use of the language that they have learned in certain situations which they really have experienced in their lives, including of the themes of daily activities, food, and drink in the form of noun, verb, adjective, and adverb.

²⁰I.S.P Nation, *Learning Vocabulary in Another Language*, (New York: Cambridge University Press, 2001) p. 40

E. Types of Vocabulary Mastery

Hiebert and Kamil states that the first consideration in delineating the construct of "vocabulary" is that individuals have various types of vocabulary that they use for different purposes namely oral and print vocabulary.²¹ It means that types of vocabulary is depends on individual purposes in convey the meaning. Vocabulary to know the meaning divided into two form, they are oral vocabulary and print vocabulary. The people that know the meaning of vocabulary when they speak or read orally it is called oral vocabulary. Meanwhile, the people that know the meaning when they write and read silently it is called print vocabulary.

On the other hand, Hiebert and Kamil also declare that knowledge of words also comes in at least two forms, they are productive vocabulary and receptive vocabulary.

These will explain clearly as follows:

a. Productive or active vocabulary

Productive can be called active. Productive or active vocabulary is the set of words that an individual can use when writing or speaking.²² It means that active vocabulary is made up of words that come to people mind immediately when they have to use them in a sentence, as they speak and write. In this case, productive or active vocabulary means the stock of words that the people actually use in their own speech or writing.

²¹Hiebert & Kamil, *Op. Cit.*P.3

²²*Ibid.*P. 3

b. Receptive or passive vocabulary

Receptive or recognition vocabulary is set of words for which an individual can assign meanings when listening or reading.²³ It means that receptive vocabulary is word that the people understand when they hear or read from other. They do not use own speech. In this case, Receptive or passive vocabulary means the words that the students recognize and understand them when they occur in a context. Besides, it also can occur when the students need someone to say something that help them recall the words meaning. The students usually find receptive or passive vocabulary in listening or reading materials. They can find the meaning of word when they read the text.

Related the definitions, the researcher concludes that the types of vocabulary can be divided into two knowledge are knowledge to know the meaning and to know the words. Knowledge to know the meaning consists of oral and print vocabulary while knowledge to know the words involves active or productive vocabulary and passive or receptive vocabulary. The words that the people produce in speaking or writing are called productive or active vocabulary. The words that the catch from listening and reading are receptive or passive vocabulary.

²³*Ibid*, P.3

F. Concept of Listening

Listening is a fundamentally about being in relationship to another and through this relationship supporting change or transformation. By listening to others, the listener is called on to respond.²⁴ Gilakjani cited in Purdy stated that listening is an active process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. It involves the ability to retain information, as well as to react empathically and/or appreciatively to spoken or nonverbal messages.²⁵

Listening is the neglected communication skill. While all of us have instruction in reading, writing, and speaking, few have any formal instruction in listening. Through the years, numerous definitions of listening have been proposed. Perhaps the most useful one defines listening as the process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound.

Listening is a probably the least explicit of the four language skills, making it the most difficult skill to learn.²⁶ Listening is a receptive skill. It means that receptive skill way to productive skill. If our students produce something, the teaching will be more communicative. They bring us to the most integrating of language skills.

²⁴Katherine Schultz, *Listening: A Framework For Teaching Across Differences*, (New York: Teachers College Press, 2003) p.9

²⁵A. P. Gilakjani & N. B. Sabouri, Learners' Listening Comprehension Difficulties in English Language Learning, *English Language Teaching*, Vol. 9, No. 6, 2016

²⁶Larry Vandergrift, *Listening to Learn or Learning to Listen*, (New York: Cambridge University Press, 2004) p. 4

Listening is the most frequently used language skill because people listen twice as much as they speak, over three times more than they read, and over five times more than they write. Listening, like reading, writing, and speaking, is a complex process best developed by consistent practice. Listening is the vital skill providing the basis for the successful communication and successful professional career.²⁷

Listening is someone's ability to identify and understand what others are saying.²⁸ It means that listening is more than just a perception of sounds because it includes comprehension of meaning of words, phrases, clauses, and sentences. Effective listening skills enhance the ability to learn and adapt new information, knowledge, and skills. It is important in teaching listening to make the students aware of how to choose and practice the strategies that help to achieve good results. Pre-listening activities help the learners to make decisions what to listen for and to put the emphasis on the content meaning while listening. First, students need to activate their knowledge of the topic, second, a purpose for listening combined with specific listening tasks must be established.

Based on the theory, it can be concluded that listening is a process of receiving what the speakers say and called the listeners to respond. Thus, the listening provides the foundation for all aspects of language since language that human gets first in his life

²⁷KalbuStudijos, Developing Listening Skill in CLIL, *Studies About Languages*, Vol. 15, No 5, March 2009, p. 89

²⁸M Nurul Islam, An Analysis on How To Improve Tertiary EFL Students' Listening Skill of English, *Journal of Studies in Education*, Vol. 2, No. 2, 2012, p. 206

is through listening. It means that human being can not automatically speak and understand language without listening first to the language and through listening people can get information to another.

G. Kinds of Listening

Listening is divided into several kind, there are informative listening, relationship listening, appreciative listening, critical listening, they are:

1. Informative Listening

Informative listening is a name we give to the situation where the listener's primary concern is to understand the message. Listeners are successful in so far as the meaning they assign to messages is as close as possible to that which the sender intended.

2. Relationship Listening

The purpose of relationship listening is either to help an individual or to improve the relationship between people.

3. 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.

4. Critical 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.

Politicians, the media, salesmen, advocates of policies and procedures, and our own financial, emotional, intellectual, physical, and spiritual needs require us to place a premium on critical listening and the thinking that accompanies it.²⁹

H. Listening Process

In learning listening there are some process, they are:

1. Bottom-up Processes

These are the processes the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2. Top-down Processes

Top-down processes involve the listener in going from the whole – their prior knowledge and their content and rhetorical schemata – to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.³⁰

Based on the theory above, the researcher assumes that listening is a process like bottom-up and top-down it is very important for the students how to get the auditory

²⁹John A Kline, *Listening Effectively*, (Alabama: Air University Press, 1996) p. 39

³⁰I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009) p.40

phonetic, phonemic and the students can get to know about use of message will contain the other.

I. Concept of Listening Comprehension

According to Brown listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.³¹ The messages received from ear will be immediately transmitted to the brain to form an understanding, thus whatever listeners listen, it will give them a comprehension.

Listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different types of linguistic knowledge, detail of the context, and general world knowledge, and so forth, and listeners use whatever information they have available, or whatever information seems relevant to help them interpret what the speaker is saying.³² Buck states that listening comprehension is an active process of constructing meaning, and that this is done by applying knowledge to the incoming sound.³³ It means that the listeners can connect the information that they get to comprehend what they have heard.

Listening as comprehension is a traditional way of thinking about the nature of listening.³⁴ It means that, listening comprehension as a way how to learn listening skill, and improve listening ability. So, the process of listening comprehension is

³¹Brown H. D, *Teaching by Principle*, (New Jersey: Prentice Hall, 2001) p. 249

³²Gary Buck, *Assessing Listening*, (New York: Cambridge University Press, 2000) p.3

³³*Ibid*, P.31

³⁴Jack C Richard, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008) p.3

highly complex. The knowledge and skills necessary for listening comprehension must be all utilized simultaneously. However our processing space is limited. Before, we can sort out what has we just heard, the speech disappears.

Listening plays a significant role in language learning. In the preliminary process of language learning, children listen and respond to language before they learn to talk. When it is time for children to learn to read, they still have to listen so that they gain knowledge and information to follow the direction.

Brown stated that the micro- and macroskills provide 17 different objectives to assess in listening. Those are:

Microskills

1. Discriminate among the distinctive sounds of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Recognize English stress patterns, words in stressed and unstressed position, rhythmic structure, intonation contours, and their role in signaling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
7. Process speech containing pauses, errors, corrections, and other performance variables.

8. Recognize grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Recognize cohesive device in spoken discourse.

Macroskills

12. Recognize the communicative functions of utterances.
13. Infer situations, participants, goals using real-world knowledge.
14. From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relation
15. Distinguish between literal and implied meanings.
16. Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
17. Develop and use a battery of listening strategies.³⁵

In this research, the researcher only focuses on recognizing grammatical word classes because it is related to the syllabus and the students have learnt about it, especially in the form of noun, verb, adjective, an adverb.

³⁵H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003) p. 126

Based on the definitions above, the researcher concludes that listening comprehension is someone's ability to recognize grammatical word classes in listening. Good listening including recognizing word classes in the form of noun, verb, adjective, and adverb. The process of listening a conversation English language, English songs, and others media is to get the main information. Listening is something many of us take for granted. We read with what appears to be little effort and little planning. Listening can be a key to achieve the goal of teaching learning especially in English language learning.

J. Correlation between Vocabulary Mastery and Listening Comprehension

In learning and teaching English, there are four skills of language are listening, speaking, reading, writing. All of the skills cannot be learn separately. By mastering them, the students would be able to communicate in English either in spoken or listening form, mastering the vocabulary and communicative.

Vocabulary has an important role and should be recognized as a central element in language and it should be given from the beginning stages, in order to make the students mastering in vocabulary, because the students who have wide or large vocabulary will be able to use the suitable or appropriate words in sentences for each situation in making communication to the other person.

Typically, students of English from countries where English rarely used outside the school may head well but have a little experience in listening to English. If the

students have a very limited vocabulary, then vocabulary can be taught through English listening. Vocabulary mastery and listening comprehension are two basic aspects of learning, where both of them are the first language skill to appear because from vocabulary mastery and listening comprehension, we receive a lot of information. Rivers states a learner of foreign language will understand much oral language or what speaker said by mastering the vocabulary.³⁶ In other words, by mastering vocabulary, listening is not a difficult thing to understand because the vocabulary that has mastered by someone previously will guide and help him to comprehend the oral sentences or oral language produced by the narrative speaker.

In listening to a foreign language, the students have been on an experience of thinking that the language is spoken abnormally fast. They may be able to identify a single word or phrase, but by the time they have the impression of having blank out. Sometimes they missed the words. So, when people listen to something they must concentrate of what speaker say. Besides that, listening enriches their vocabulary because by listening they can get new words and spelling. From the description above, it can be said that more vocabulary people have, better they master the language.

³⁶Rivers, *Psychology Linguistic and Language Teaching*, Englewood Cliffs, (New Jersey: Prentice Hall Inc, 1993) p. 462

K. Frame of Thinking

In teaching and learning a language, English as a foreign language facilitate the students to communicate with other in spoken, listening, reading, and writing. Vocabulary is one of important factor that should be mastered in learning language. We learn vocabulary to know the meaning of words. It is very important for the students to master vocabulary in large number. However, if the students want to speak and write English well, vocabulary and listening comprehension should be mastered by them.

In learning vocabulary, automatically the students must know the meaning of word and can use it in sentences, especially in listening. In this case the researcher focuses in listening skill, because listening provides the foundation for all aspects of language since language that people get first in his/her life is through listening. Human being cannot automatically speak and understand a language without listening first to the language.

Vocabulary has an important role in English teaching learning process, because without vocabulary the student difficult in listening comprehension. Listening is one of English skill that enable student to get what the speaker says.

Based on the theories used in this chapter, the researcher assumed that vocabulary mastery affects the students' listening comprehension. If the students are good in vocabulary mastery, they will easily comprehend what the speakers say

L. Hypothesis

Based on the theories and the frame of thinking above, the researcher formulates the hypothesis as follow:

Ho : There is no positive correlation between students' vocabulary mastery and listening comprehension at the first semester of the seventh grade of MTs Diniyyah Putri Lampung in the academic year of 2017/2018.

Ha : There is a positive correlation between students' vocabulary mastery and listening comprehension at the first semester of the seventh grade of MTs Diniyyah Putri Lampung in the academic year of 2017/2018.