

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY  
MASTERY AND THEIR LISTENING COMPREHENSION  
AT ENGLISH DEPARTMENT OF UIN  
RADEN INTAN LAMPUNG**

**A Thesis**

**By :**

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**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1445 H/2024 M**

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**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements  
for S1-Degree**

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## ABSTRACT

Vocabulary is one part of English that can impact all comprehension of English language abilities. Because the basic components of language are words. Apart from that, vocabulary is one aspect of English that can influence all understanding of English language skills. One of them, affecting listening comprehension. Listening is one of the English skills to comprehend the language based on the audio or listening activity. Students' listening comprehension will increase if students' vocabulary mastery is good. Several problems arise related to vocabulary and listening. One of the things students face when listening is their lack of vocabulary mastery. This is directly proportional to the list of vocabulary students master is not accurate. So vocabulary mastery has a possible correlation in listening comprehension. Because of that problem, this research was entitled, "The Correlation between Students Vocabulary Mastery and Their Listening Comprehension at the English Department of UIN Raden Intan Lampung".

This research is intended to find the correlation between students' vocabulary mastery and their listening comprehension. The design of this research was quantitative research and the population was the second-year students of the English Department at Faculty of Tarbiyah and Teacher Training, UIN Raden Intan Lampung. One class of seven classes in the second-semester was chosen randomly. Because this research used cluster random sampling techniques. The instruments of this research were vocabulary mastery test and listening comprehension test. This test was used to determine students' vocabulary mastery and their listening comprehension. In analyzing the data, the Product Moment Formula used in this research.

After analyzing the data using product moment correlation, the data was obtained based on calculations which found that  $r$ -observed = 0.200 and the significant value in this research was 0.289 which was  $> 0.05$ , means that  $H_0$  was accepted and  $H_1$  rejected. It summarized that there was no correlation between students' vocabulary mastery and their listening comprehension. Based on the computation of the hypothesis, the results found that  $H_0$  was accepted and  $H_1$  was rejected. It indicated that there was no correlation between students' vocabulary mastery and their listening comprehension. Hence, the students' listening comprehension would not necessarily increase even though students vocabulary mastery increases. The better students' vocabulary mastery, their listening comprehension will not necessarily be.

**Keywords:** *Listening Comprehension, Vocabulary Mastery*

## DECLARATION

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A research thesis entitled: **THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR LISTENING COMPREHENSION AT ENGLISH DEPARTMENT OF UIN RADEN INTAN LAMPUNG**, by: **CHUSNUL KHOTIMAH BILKIS SYULIANI, NPM: 1911040292**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, March 14<sup>th</sup> 2024**

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## MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ  
أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا ﴿٣٦﴾

*“Also, don't follow anything you don't know about. Without a doubt, hearing, sight and heart, every one of them will be approached to be considered responsible.”*

**(Q.S. Al-Isra' : 36)**



## DEDICATION

1. Allah SWT who always gives blessings, trust and convenience in everything of my thesis journey and also my life,
2. My parents, Mrs. Eka Wilia Basri and Mr. Syukri Romli, who always pray for my success and life, and never stop supporting me, in all forms of support accompanied by love every second.
3. My cherished siblings and sister were Muhammad Billal Rombas Syuliando, Mutiara Syuli Kurnia who have been asked, strong and minding to me constantly, and especially my senior sibling, Factriopin Bilco Syuliano, he is not just consistently upholds me yet additionally assists me with making the process of complete my concentrate in the college more straightforward.
4. 4. During the time I have been a student at Raden Intan State Islamic University of Lampung, all of my dear professors, classmates, and Tarbiyah and Teacher Training Faculty graduates from the Department of English Education have made invaluable contributions to my character development as well as my academic knowledge and abilities..





## **CURRICULUM VITAE**

The author of this postulation is Chusnul Khotimah Bilkis Syuliani who is normally called Bilkis. Brought into the world on July 27th 1999 in Baturaja. Mrs. Eka Wilia Basri and Mr. Syukri Romli are the parents of Bilkis. The second offspring of 4 kin. She has one more established sibling, one more youthful sibling, and one more youthful sister.

At the point when she was in primary school, she went to SDIT El-Syarief Tangerang (graduated in 2010). She proceeded with her review at SMP N 13 OKU (graduated in 2013). After that she proceeded with her schooling at SMA N 04 OKU (graduated in 2017) and when she was in secondary school, she participated in the LCC 4 Support point MPR in OKU Regime and won second spot. Since SMP until SMA, she likewise partook in the PMR association. During her experience with this association, She had a ton of involvement and learning beyond the material instructed at school. From 2019 to 2023, she learned at UIN Raden Intan Lampung to get a degree in English Schooling, Tarbiyah and Educator Preparing Staff. In addition to studying, he has taught private lessons for SMP since the sixth semester, without the assistance of any outside agencies.

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Student,

**Chusnul Khotimah Bilkis Syuliani**  
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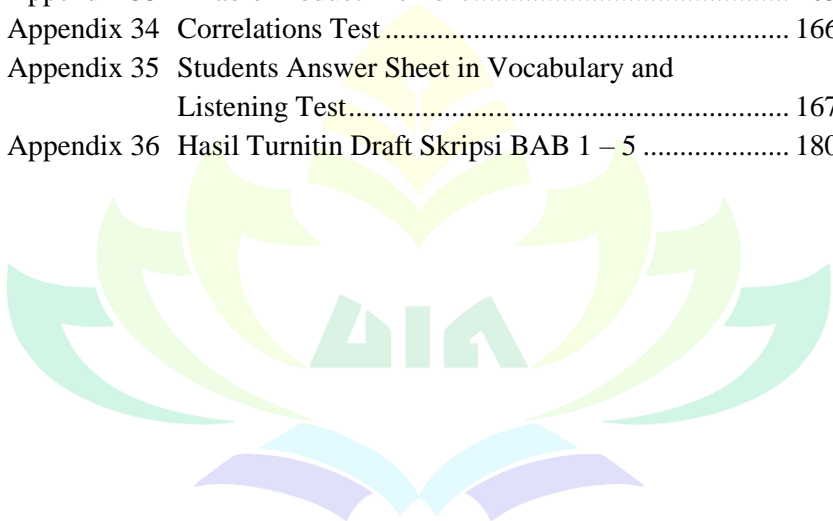




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## CHAPTER I INTRODUCTION

### A. Title Confirmation

To forestall false impressions and to assist perusers with getting a handle on the proposition's title, it is important to characterize a couple of terms that are pivotal to its significance. The correlation between students' vocabulary mastery and their listening comprehension at English Department of UIN Raden Intan Lampung was the title of the thesis. With respect to clarification of the implications of certain terms found in this thesis title, they are as per the following:

Correlation is a measure of association or relationship between two or more facts, numbers, etc (data).<sup>1</sup> In this research title, correlation means a relationship between independent variables (Students' Vocabulary Mastery) and dependent variable (Their Listening Comprehension) by taking existing data without doing treatment or non-experimental research. The next keyword in the title of this research is students' vocabulary mastery. Vocabulary is a set of lexemes, including single words, compound words and idioms.<sup>2</sup> Mastery is an students proceed with studying and testing at their own rate in order to achieve a prescribed level of success.<sup>3</sup> In the title of this reserach, Students' vocabulary mastery is the mastery of the words they know in the use and application according to its context. While dependent variable is listening comprehension, the proccess of understanding speech or second language.<sup>4</sup> If in the title of this research, their listening comprehension is their understanding when listening to audio containing a particular topic that suits their level in intensive listening.

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<sup>1</sup>Jack C. Richards & Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics, Third Edition*, (London; Pearson Education Limited, 2002), p.129.

<sup>2</sup>Jack C. Richards & Richard Schmidt, *Ibid*, p.582.

<sup>3</sup>Jack C. Richards & Richard Schmidt, *Op.Cit*, p.321.

<sup>4</sup>Jack C. Richards & Richard Schmidt, *Op.Cit*, p.313.

Therefore, it validates that the research titled "The Correlation between Students' Vocabulary Mastery and Their Listening Comprehension at English Department of UIN Raden Intan Lampung" is a non-experimental research that aims to determine whether there was a correlation between students' vocabulary mastery and their listening comprehension in real situations at the English Department of UIN Raden Intan Lampung and students mastery of vocabulary.

## **B. Background of Problem**

Language can be defined as a mental reality that exists in the minds of those who speak it, and we are aware of its existence because of people's proficiency with at least one specific language as well as their general language learning abilities.<sup>5</sup> This implies that language is a tool for interpersonal communication. People are unable to communicate with one another without language. People are able to communicate with each other because they are able to understand and use language. Language serves as a tool for thinking channeling in addition to being used in communication. However, there are situations when people from other countries are unable to understand us when we speak to them in our native tongue. As a result, in order to communicate with people worldwide, we require the same language. English is used. The universal language is English. Nearly every nation in the world speaks English.

English assumes a significant part on the planet, since English is wherever the first language in quite a while as business, science, innovation correspondences and mainstream society.<sup>6</sup> It implies English commitment as a worldwide language in correspondence, yet in addition as an ally in the domain of instructive, business, science, data innovation, diversion, etc. Particularly in Indonesia, English as an unknown dialect gives new information in learning language, in light of the fact that

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<sup>5</sup>Laurie Bauer, *the Linguistics Student's Handbook*. (Edinburgh: Edinburgh University Press, 2007), p.3-4.

<sup>6</sup>R. L Trask edited by Peter Stockwell, *Ibid*, p.122

unknown dialect has their own things of vocabulary and new approaches to orchestrating the words into sentences. The things of vocabulary should be ace by the student.

Beside that, this is the way the four language abilities — speaking, reading, writing, and listening — are by and large alluded to. Speaking and listening are the dynamic/useful abilities, while perusing and listening are some of the time alluded to as the detached/open capacities. Sometimes, the skills are broken down into subskills like understanding links in a phrase or distinguishing sounds in connected speech.<sup>7</sup> It implies the four abilities are interrelated, on the grounds that both are utilized in creating matery of English. Listening ability is one of the fascinating expertise, since listening is the ignored correspondence expertise. While us all frequently makes a hard copy of guidance, perusing, and talking, just some conventional guidance in tuning in. This void in our schooling is particularly fascinating considering research showing that the majority of us burn through seven of like clockwork we are alert in some type of correspondence movement<sup>8</sup>. That is the very thing that makes listening fascinating, on the grounds that it in a roundabout way makes tuning in as a standard exercises for somebody to figure out in correspondence.

The role of listening in a language program is to help develop learners' abilities to understand things they listen to.<sup>9</sup> It makes sense that listening also helps people understand facts and ideas. Understudies should have astounding listening abilities to get a handle on all that the educator needs to say. By listening, students can learn a lot about their surroundings. The understudies beginning expertise in procuring a language is tuning in. At the point when understudies are learning English, it is important that they focus on all that the instructor says. In two-trade correspondence, understudies are dynamic when they answer what

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<sup>7</sup>Jack C. Richards & Richard Schmidt, *Op.Cit*, p.293.

<sup>8</sup>John A. Kline, *Listening Effectively*, (Alabama; Air University Press, 1996), p.1

<sup>9</sup>Jack C. Richards, *Teaching Listening and Speaking- From Theory to Practice*, ( New York; Cambridge University, 2008), p.14

they hear or see or concur with a subject examined in light of the fact that listening is a functioning expertise in English. Understudies of English from non-English talking nations normally have restricted experience paying attention to English.

Then, at that point, listening expertise is a capacity that is seldom applied in material conversation. Listening is likewise seen as the most troublesome ability to acquire in view of its certain and vaporous nature. Because it requires more attention and concentration to comprehend the sound, listening is a skill that felt difficult to master.<sup>10</sup> It means listening skill should be more of a concentration. In the other side, listening also have the difficulties to learn for students. According to Sumihatul. U. & Eko A. in their finding of research, there are three problems of listening. The first is English sound (sound system) while listening, students hard to clasify every words that they listen. It rises the misunderstanding between pronunciation and the meaning itself . Second, students limitation of the new vocabulary. That limitation affects on students focus while listening. In fact student think that they have to know every meaning while listening. So it will disturbing the students to understand the other words. Third, native speaker is too fast to pronounce every words or sentence.<sup>11</sup> It means that one of the difficulties of listening comprehension is vocabulary.

Vocabulary is one part of the language that understudies should dominate to dominate and comprehend the English language completely.<sup>12</sup> It has been demonstrated that vocabulary mastery has an impact on all English skills, including listening. Particularly in this exploration is listening appreciation.

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<sup>10</sup>Stella Hurd & Tim Lewis, *Language Learning Strategies in Independent Settings (Second Language Acquisition)*, (Toronto; Multilingual Matters, 2008), p.84.

<sup>11</sup>Summihatul Ummah & Eko Ariwidodo, *Problematika dalam Belajar Listening Comprehension yang Dihadapi oleh Mahasiswa Semester III Tardis Bahasa Inggris Pamekasan*, (Nuansa: Pamekasan. DOI:10.19105.nuansa.v9i1.23. Vol. 9. No. 1. 2012)

<sup>12</sup>Kristi Herma Bina B & Nelson Balisar Panjaitan, *The Correlation Between Students Vocabulary Mastery and Writing Skill' a Meta-Analysis*, (STKIP Nurul Huda; English Language Education and Literature Vol 7 No. 1 April 2022), p.13

Understudies' capacity in a portion of their understanding in English, particularly listening perception can have a relationship with understudies jargon dominance. Vocabulary mastery and listening comprehension can have a correlation. especially beneficial for language learners.

Vocabulary is vital for learning, so we really want to extend jargon to make utilizing the language simpler. By learning jargon, we can do great engaged with language use while involving the jargon for a decent sentence to orally articulate.<sup>13</sup> In addition, it was discovered that the ability to independently identify words by knowing how to pronounce them is linked to expressive vocabulary mastery and listening comprehension. It delineates how vocabulary is connected to tuning in an exceptional manner. Implies that the more jargon understudies knew, the more they would improve to listening comprehension. Vocabulary can indentifies as complete number of words that can summarize a language. It is possible to draw the conclusion that what constitutes students' vocabulary mastery are context-appropriate words. For this situation referring to the aftereffects of starter research found at the English Department of UIN Raden Intan Lampung.

Based on preliminary research and an interview with a vocabulary lecturer at UIN Raden Intan Lampung's English Department. According to the lecturer, students struggle with vocabulary mastery, particularly when it comes to contextual vocabulary, which involves choosing words or diction that are appropriate for the given context. Additionally, nearly all students pass the course based on their overall score. However, it was found that in the speaking test that used the late vocabulary tested in the vocabulary course, their average vocabulary reached 10,000 words. This is in contrast to the results of their written test. Because the dishonesty of the students in taking the test. Hance, it is not known exactly how much vocabulary they master. From the

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<sup>13</sup>Indah Rhmawati Pradiatama Putri . *The Effectiveness of Using Modified Domino Card Game Toward Students' Vocabulary Mastery at Seventh Grade Of MTS Assyafi 'iyah Gondang Tulungagung in The Academic Year 2016/2017*, (Tulungagunh; IAIN Tulungagung, 2018), p.14.

results of the interviews with the lecturer, it raises the possibility that students' vocabulary mastery can be related to their English skill comprehension, especially in this research is listening comprehension.

Based on an interview with a listening lecturer at UIN Raden Intan Lampung's English Department. According to the lecturer, a few factors that affect students' ability to comprehend audio content include their command of vocabulary, the topic of the audio, the speed of the audio, and the speaker's unusual accent. It also found that there were still many students whose grades did not meet the listening score requirements and most of the students still got nothing when listening, some already understood the content of the audio they were listening to, but some still missed.

On the other hand, based on interviews with 5 second semester students, it was found that all students had difficulty with the audio speed. Also 3 out of 5 students have difficulties because of vocabulary that is new to them or not familiar with it. And 3 out of 5 students have difficulty because of the speaker's accent. The results of interviews with several students have the same outline as the difficulties found by the vocabulary and listening lecturer.

Hence, the results of interviews with vocabulary lecturer, listening lecturer, and some second semester students have a related thread. Which student vocabulary mastery can have an effect on the background of their listening comprehension. This could be seen from the students' vocabulary list which were not accurate and there were difficulties in listening comprehension due to the limited students vocabulary. The purpose of this research would be to determine whether or not students' vocabulary mastery correlated with their listening comprehension.

In light of the foundation of the issues in the fundamental exploration, the examination would be centered around the correlation between students' vocabulary mastery and their listening comprehension. Particularly in this exploration, for understudies from the English Department of UIN Raden Intan Lampung.



## **C. Identification and Limitation of Problem**

### **1. Identification of Problem**

Based on the background, the problem would be described as follows:

- a. The audio is too fast when listening
- b. The unfamiliar accent of the speaker
- c. The students unfamiliar with words and diction
- d. The list of vocabulary students know is not accurate

### **2. Limitation of Problem**

This examination centers around students' vocabulary mastery, which might affect their listening appreciation, in view of the issue distinguishing proof. to decide the correlation between students' vocabulary mastery and their listening comprehension. Futhermore for vocabulary mastery, the center perspectives were word importance, word use, word grammar, and word combination. In listening comprehension, the material would centers around the parts of the listening understanding. The main idea, the details, and drawing inferences were the aspects.

## **D. Formulation of Problem**

Based on the issue, was there a correlation between students' vocabulary mastery and their listening comprehension in the English department at UIN Raden Intan Lampung?

## **E. Objective of Research**

The objectives of this research was to find out whether there was a correlation between students' vocabulary mastery and their listening comprehension at English Department of UIN Raden Intan Lampung.

## **F. Significance of Research**

The aftereffects of this research are supposed to help :

### **1. Vocabulary and Listening Lecturers**

- a. This exploration involved by the speaker in listening educating. Which was the correlation among's vocabulary mastery and listening comprehension could be utilized as

a kind of perspective for teachers to additionally foster the listening comprehension growing experience. By encouraging vocabulary mastery.

- b. It was hoped that lecturer would be more creative in implementing the combination of the correlation between listening skill development and supporting mastery, namely vocabulary mastery.

## **2. For the Students**

It was guessed that the connection between's understudies' jargon capability and their listening cognizance would move them to keep leveling up their listening abilities. particularly having areas of strength for an as an establishment.

## **3. For the Future Researchers**

It was anticipated that other researchers would use this study as an additional source of information for their own research, particularly when it came to vocabulary mastery and listening comprehension.

## **G. Previous Research**

In this reasearch, there were some of previous research that would be used by the researcher to; The first was “The Correlation Between Vocabulary Mastery and Listening Skill at The Fourth Semester Students in English Department of IAIN Antasari Academic Year 2012/2013” by Dewi Nuraini. This research examines the relationship between vocabulary knowledge and listening ability in fourth-semester English students at IAIN Antasari during the academic year 2012–2013. The following issues should be addressed in this research: 1) How well do the students know their vocabulary? 2) How are the students' listening abilities? 3) Is there a connection between students' vocabulary competence and listening ability that is noteworthy?. The last result showed test hypothesis. By using product moment formula, the final result shows that  $r_{xy}$  is 0, 0.394. For  $N= 108$ ,  $r_{table}$  in 5% fault is 0, 195 and in 1% fault is 0, 254. It appears that  $r_{xy}$  is more than  $r_{table}$  . it means that the hypothesis null ( $H_0$ ) is denied

and the hypothesis alternative ( $H_a$ ) is accepted. The final result demonstrates that  $r_{xy}$  is based on the product moment formula.<sup>14</sup>

What distinguishes this study from that of Dewi Nuraini was the location of the research. Besides, the connection with listening cognizance — as opposed to listening abilities — was analyzed in this examination. which zeros in more on how well understudies appreciate while tuning in. Also, there are different features to utilizing instrument tests. Dewi Nuraini's research consolidates word importance, word use, and word structure in its jargon examination. Word use, word language, and word blend as per what understudies have realized are the parts of this examination.

The second research conducted by Ghonivita Y, Pahamzah J, Wijayanti A. M. 2021. The title is “Improving Students’ Listening Skills and Vocabulary Mastery Contextual Teaching and Learning by Using Online Learning”. The purpose of this study is to describe how contextual teaching and learning (CTL), which uses online instruction, improves students' listening comprehension and vocabulary acquisition in SMAN 1 Sajira's eleventh grade. This study also aims to determine how online learning for contextual teaching and learning (CTL) has improved students' vocabulary and listening skills. This study employed a qualitative research methodology that included classroom action research (CAR). According to the study's findings, contextual teaching and learning (CTL) can help students learn more vocabulary and improve their listening comprehension. The research's key findings are that (1) students feel happy and enthusiastic about the teaching and learning process while employing CTL through online learning, and (2) there is an improvement in the students' listening skills, which went from 57.85 in the pre-test to 81.11 in the post-test. This study demonstrates that English teachers can enhance their students' listening comprehension and vocabulary mastery by maximizing

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<sup>14</sup> Dewi Nuraini, *The Correlation Between Vocabulary Mastery and Listening Skill at The Fourth Semester Students in English Department of IAIN Antasari Academic Year 2012/2013*, (Doctoral dissertation, Institut Agama Islam Negeri Antasari, 2013)

the use of classroom resources and using creativity when choosing, creating, and distributing materials.<sup>15</sup>

There is a significant difference in this research when compared to research that has been conducted by Ghonivita Y, Pahamzah J, Wijayanti A. M. In this study what will be measured is correlation. How was the correlation between one variable and another. So this research does not carry out treatment in class, only takes data and then concludes whether the correlation is positive or negative. On the other hand, the focus of this research was listening comprehension, while the research that has been conducted by Ghonivita Y, Pahamzah J, Wijayanti A.M is listening skills in online learning.

The third was “Developing materials of listening comprehension for the English department students” by Abdul Qodir, Luqman Baehaqi, M. Zaini Miftah. This study was designed to develop a listening device that meets the needs of teachers and students in the English Department of IAIN Palangka Raya. A Research and Development (R&D) project was implemented in this study. The research subjects were four listening teachers and first semester students (freshmen) who encountered fourteen sessions in this semester. The results showed (1) the stages of content processing, such as needs analysis, content development, approval specifics and teacher review, testing content, revision, and final product; (2) the product includes CD-ROM materials, teacher manuals, and students’ worksheet; (3) The product has 14 units for 1 semester (4) Content is selected on the basis of content and criteria such as language, content, delivery, method, length, delivery, speed, aesthetics, performance, complexity and quality. (5) the content is appropriate for the students as it relates to the students’ need,

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<sup>15</sup>Yeni Ghonivita., J. Pahamzah., & Murti Ayu Wijayanti. A. M, *Improving Students’ Listening Skills and Vocabulary Mastery Contextual Teaching and Learning by Using Online Learning. Journal of English Language Teaching*, (Tangerang: Universitas Sultan Ageng Tirtayasa. Vol. 4. No. 1, 2021) 0

interest, and the students' level of English and (6) listening can improve students' motivation to learn English.<sup>16</sup>

In this research, just the idea of listening comprehension was near the research led by Abdul Qodir, Luqman Baehaqi, M. Zaini Miftah. The part of the test that separates was the implicit assessment. In the mean time, other concentrations in this exploration, for example, relationship and vocabulary mastery were excluded from the examination. In this way, there was an unmistakable distinction between the two examinations.

Fourth, “The relationship between listening comprehension problems and strategy usage among advance EFL learner” by Leila Neisi, Fatemah Mahdavrada, & Mehdi Nasri. The current think about pointed to explore tuning in comprehension issues and methodologies utilized among Iranian progress EFL learners. Tuning in issues included input, setting, audience, handle, influence, and assignment issues whereas the tuning in procedures comprised of cognitive, meta-cognitive, and socio-affective techniques. A survey was managed to gather information from 60 arbitrarily chosen Iranian development EFL learners in a private dialect established in Ahvaz, Iran. The results illustrated that the learners endured from input and influence tuning in comprehension issues. Metacognitive procedure was the chief tuning in technique utilized by the learners. The relationship between tuning in issues and methodology utilization among the learners was factually noteworthy and negative. Comes about recommend that it is imperative for moment dialect instructors to be mindful of the distinctive tuning in comprehension issues so as to empower audience members to utilize the fitting procedures.<sup>17</sup>

In this research, the correlation would be determined. Leila Neisi, Fatemah Mahdavrada, and Mehdi Nasri's research, on the other hand, focuses on relationships. Despite the fact that these

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<sup>16</sup>Abdul Qodir, Luqman Baehaqi, M. Zaini Miftah, *Developing materials of listening comprehension for the English department students*, (Journal on English as Foreign Language, 2016), DOI:10.23971/jefl.v6i1.379.

<sup>17</sup>Ehsan Namaziandost., L. Neisi, Fatemah Mahdavrada, & Mehdi Nasri, *The relationship between listening comprehension problems and strategy usage among advance EFL learners*, (Cogent Psychology, Vol, 6. 2019)

two things have close implications, in their application, they have various plans in research. Additionally, rather than focusing on the issue, this research focuses on students' listening comprehension. Vocabulary mastery likewise an alternate variable in this research.

Fifth, "The relationship between depth and breadth of vocabulary knowledge and Iranian EFL learners' listening comprehension" by Sajad Afshari & Masoor Tavakali. This study examines the relationship between profundity and breadth of lexicon knowledge and EFL learners' tuning in comprehension. It is outlined to discover out whether there's a meaningful relationship between lexicon information and tuning in comprehension in general, and to decide which measurement of vocabulary knowledge may be a way better indicator of successful tuning in comprehension in specific. Information accumulated through three tests counting Lexicon Information Test (VLT), Word Relate Test (WAT), and standardized listening comprehension test, from 32 EFL learners were analyzed and the discoveries uncovered that there is a tall and positive relationship among the three factors additionally between the autonomous factors. Future analysis indicated that in spite of the fact that both VLT and WAT contribute to tuning in comprehension, VLT may be a superior indicator of fruitful tuning in comprehension execution.<sup>18</sup>

This research have numerous distinctions with the research led by Sajad Afshari and Masoor Tavakali. Specifically, listening comprehension is the same variable. In the mean time, how the examination and different factors are unique. In any case, there are viewpoints in listening perception in this study that have similar angles.

The sixth, "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension" by Irwan Ro'iyal Ali. The reason of this ponder is additionally to induce the data and the experimental information almost the affect of students' lexicon authority and their perusing comprehension. The

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<sup>18</sup>Sajad Afshari & Mansoor Tavakali, *The relationship between depth and breadth of vocabulary knowledge and Iranian EFL learners' listening comprehension*, (Iran: University of Isfahan, 2016, ISSN: 2243-7754)

populaces of the inquire about are 135 understudies and 30 understudies were being the objects of the investigate. All are from the moment semester of English Departement, the workforce of Tarbiyah and Instructors Preparing Syarif Hidayatullah State Islamic University Jakarta. This inquire about was utilizing test strategy within the quantitative frame by collecting the information from the documentations, and perception. All the information picked up in this investigate was analyzed by utilizing the detailing of Pearson Item Minute Relationship Coefficient. Concurring to the result of the investigation and measurable calculation, it is found that  $r_{xy}$  is 0.641 and  $r_t$  is 0.361 and 0,463 with the degree of flexibility ( $df=N-nr$ ) is 28. By comparing the values of  $r_{xy}$  and  $r_t$ , it can be got that  $r_{xy}$  is greater than  $r_t$  and the measurement theory states: In the event that  $r_o > r_t$  noteworthiness: there's relationship and  $H_a$  acknowledged. On the off chance that  $r_o < r_t$  non implication: there's no relationship and  $H_a$  is rejected and  $H_o$  is acknowledged. The result of hypothesis is  $r_{xy}$  greater than  $r_t$  which suggests the elective theory is acknowledged. The finding from this consider, it can conclude that having more lexicon or lexicon authority altogether influences the comprehension of the students perusing action. Besides by having numerous lexicon the students' can effectively get the data and fun story composed in English which at last in can improve their information by perusing a part of books.<sup>19</sup>

In contrast to the research carried out by Irwan Ro'iyal Ali, the variable of listening comprehension was the subject of this research. Because of the distinction in these factors, the parts of the test are likewise unique. The parts of listening appreciation in this examination are principal thought, for subtleties, making deductions, implicit point and reaching determination.

The last, "Vocabulary knowledge and listening comprehension at an intermediate level in English and French as foreign languages An approximate replication study of Stæhr" by Annshopie Noreilli, Britta Kestemont, Kris Heylen, Piet Desmet,

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<sup>19</sup>Irwan Ro'iyal Ali, *The Correlation Between Students' Vocabulary Mastery and Reading Comprehension*, (Jakarta: UIN Syarif Hidayatullah, 2010)

and Elke Peters. The show ponder points to duplicate Stæhr's (2009) consider on the relationship between lexicon information and tuning in comprehension. To investigate the generalizability of Stæhr's discoveries, two tests were conducted. Be that as it may, the think about changed the populace (Flemish learners) and capability level of the materials within the first try (halfway) conjointly the dialect within the moment explore (French). Our comes about by and large affirm Stæhr's discoveries. We moreover found a positive relationship between lexicon information and tuning in comprehension. In spite of the fact that our discoveries uncover that learners likely require less words for satisfactory tuning in comprehension at an middle of the road capability level, our think about too appeared that learners who knew more, words had higher tuning in comprehension scores. At last, our consider appears to recommend that learners might require less lexical scope for middle of the road tuning in.<sup>20</sup>

Vocabulary Mastery was a variable that was not in the examination directed by Ann-shopie Noreilli, Britta Kestemont, Kris Heylen, Piet Desmet, and Elke Peters. What's more, this examination would be delived a positive or negative correlation between students' vocabulary masetry and their listening comprehension at English Department of UIN Raden Intan Lampung . Not simply information.

## H. Systematics of the Research

Systematics of the Research in this study are arranged in the following form; The first part consists of cover and table of content.

### CHAPTER 1 INTRODUCTION

Title confirmation, Problem Background, Problem Identification and Limitations, Problem Formulation, Research Objective, Research

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<sup>20</sup>Ann-shopie Noreilli. Britta Kestemont., Kris Heylen. Piet Desmet. & Elke Peters, *Vocabulary knowledge and listening comprehension at an intermediate level in English and French as foreign languages An approximate replication study of Stæhr*, (International Journal of Applied Linguistics, Vol. 169, Issue, 1, 2018) p.212-231. <https://doi.org/10.1075/itl.00013.nor>



Significance, and Relevant Research are all included in this section..

## CHAPTER II FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

Theories pertaining to vocabulary, listening, listening comprehension, and the relationship between students' mastery of vocabulary and listening comprehension are included in this section.

## CHAPTER III RESEARCH METHOD

Location and timing of the research, research design, population, sample, and data collection method, operational definition of variables, research instrument, instrument validity and reliability, assumption fulfillment, and hypothesis testing are all included in this section.

## CHAPTER IV RESEARCH FINDING AND DISCUSSION

This section contains description of Data and Discussion of Research Results and Analysis.

## CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

This section contains Conclusions and Recommendations.



## CHAPTER V CONCLUSION AND RECOMMENDATIONS

### A. Conclusion

Based on the result of the research, the conclusion as follows;

There was no correlation between students' vocabulary mastery and their listening comprehension at English Department of UIN Raden Intan Lampung. The coefficient correlation between the students' vocabulary mastery and their listening comprehension was 0.200. Because there was no correlation makes the category level correlation coefficient was very low. The result also showed the significant value was 0.289 which is  $> 0.05$ . Therefore the null hypothesis  $H_0$  was accepted and the hypothesis  $H_1$  was rejected.

Students' listening comprehension will not improve even if the students' vocabulary mastery is good. Especially in the aspects of word meaning, word use, word formation/word grammar and word combination. This also means that their listening comprehension in the listening aspect, namely main idea, for details, and making inferences were difficult for them to identify. However, the fact that vocabulary is a component of language means that it cannot be separated from English language skills. Therefore, students' vocabulary mastery still plays a role in their listening comprehension even though it was very low in this research.

In the other fact, this research clearly shows the difference in the average scores on the vocabulary mastery and listening comprehension tests, which vocabulary mastery test was lower than the comprehension test. This happened due to many factors, one of which was the difference in vocabulary mastery material and listening comprehension material. The vocabulary mastery material focuses on parts of speech such as verbs, nouns, adjectives, adverbs, prepositions, conjunctions and even affixes. Meanwhile, the focus of listening comprehension material was daily activities that are usually applied, such as introductions, describing things, describing people, giving directions, agreeing

and disagreeing, requesting, commanding, and personal characteristics.

Hence, the students' listening comprehension would not necessarily increase even though students vocabulary mastery increases. The better students' vocabulary mastery, their listening comprehension will not necessarily be.

## **B. Recommendations**

Based the conclusion, it suggested that in vocabulary mastery and listening comprehension as follows:

### **1. For the Vocabulary and Listening Lecturers**

In this research, there was no correlation between students' vocabulary mastery and their listening comprehension. However, students' vocabulary mastery and their listening comprehension must be a concern of English lecturers. Because it affects their ability in English, especially in their Vocabulary and Listening courses. Both vocabulary and listening require time to master and comprehend it. So in every learning process the lecturer is expected to maximize their teaching. Not only gives students the material about things that will be included in the test but also give students an understanding of the aspects of mastery of vocabulary, namely the word meaning, word use, word grammar/formation and word combination and also the aspects of listening comprehension, namely the main idea, for details and making inferences that are not known to students. When students understand aspects of vocabulary mastery and listening comprehension, students will more easily understand the contents of the questions and more easily analyze the test questions and answer.

### **2. For the Students**

In this research, there was no correlation between students' vocabulary mastery and their listening comprehension at English Department of UIN Raden Intan Lampung, but the vocabulary remains basic in learning English and listening comprehension is part of language skills. Therefore, students must not separate the two in

improving their English skills. In order for mastery of vocabulary and listening understanding to increase or equal, students must not be satisfied with the material or understanding they get in class. Students must also increase their mastery and understanding outside the classroom. Understanding of listening is also built by mastering more vocabulary. For this reason, apart from the practice of listening, students are advised to master more vocabulary. Two ways are to read English books and then understand their vocabulary according to the context and listen to music in English and understand the vocabulary in the song.

### **3. For further Research**

ased on the results of the validity item in this study, valid questions are less than 20 questions. This is a further consideration for researchers to pay attention to things that support the test questions stable before giving tests to students. In this study, a very prominent factor that caused differences in the score and the absence of a correlation between mastery of vocabulary and listening understanding is the difference in material in the syllabus of vocabulary and listening course syllabus at the English department of UIN Raden Intan Lampung which is used as a reference in the question test. In the syllabus of vocabulary courses in the English department, students are more focused on learning about what the appearance and type of speech. Meanwhile, in the listening course syllabus, students learn daily activities in interacting with others. With differences in the focus of learning, student mastery and understanding will also be different. Therefore, it is hoped that future researchers will pay more attention to the synchronization of the material that will be used as test material for students.

In addition, for future researchers who will examine the listening comprehension. Transcripts and listening test questions can be adjusted to the level of students' skills by making manual test questions. After that, the transcripts and questions can be transmitted to audio using AI on Google. Researchers can search for websites on Google by typing,

"convert text to audio" on Google. After that, a number of websites will appear, and researchers can click on these web sites. After entering the website page, web pages will appear with the text settings and AI voting features. Researchers can directly move text from the transcript or test questions that have been made. Within a few moments the audio will automatically appear according to the text or transcript that has been typed and the audio can be downloaded immediately. In addition, it is hoped that the results of this research can be an additional reference in future research, especially in vocabulary mastery and listening comprehension.



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