THE CORRELATION BETWEEN ENGLISH LISTENING HABIT AND VOCABULAARY MASTERY AT SMA KATOLIK St. F.X. KEMA

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Abstract: The purpose of the study is to find out if there is a correlation between English listening habit and vocabulary mastery at SMA Katolik St. F.X. Kema. This is a quantitative research. This research was conducted at SMA Katolik St. F.X. Kema. A questionnaire with 15 items and vocabulary test 15 items adapted from previous related research was used and distributed to 15 students. The result of calculation was using Pearson product moment formula process by SPSS IBM Statistic Version 25 Program which showed the score of r table (-2,58<0. 606), It means that H0 was accepted and Ha was rejected. In conclusion, there is negative correlation meaning that English listening habit and vocabulary mastery at SMA Katolik St. F.X. Kema has no correlation.

Keywords: *Students' listening habit, Students' vocabulary mastery, Pearson Product Moment, Correlation.*

INTRODUCTION

English has become a common communication tool, which is often used in education, business and others, there are four components in English: listening, speaking, reading, and writing. Listening is the ability to deliberately understand what is being said by ear. The habit of listening in English will help students to improve in their communication skills

Habit is an activity that people do in stages which they do every day. Everyone must have a habit, play games, listen to music, and so on. Habit will be very useful when we use it for useful things, for example when students learning English, the habit of listening to songs in English or conversations in English will help them

improve. Because of what is they commonly do will be hard to forget; therefore Habit plays an important role in forming a better or worse personal depending on how we use it.

Understanding vocabulary in English is also very important because someone can listen well if they already have enough vocabulary; vocabulary is needed if you want to have good grammar too, because when you want to construct a good sentence you need a lot of vocabulary.

Meanwhile, people usually judge somebody's English proficiency by his or her speaking skill, as the productive skill. However, in order to have a good speaking skill, someone should have a good deal of listening experiences, in which vocabulary is included as the component of the language, along with the component of grammar. The researcher's aim in this study is to see whether there is a correlation between listening habit in English and vocabulary mastery.

In the past, English learners, in a place with very limited English language exposure, obtain most of their vocabulary by reading. However, with the fast progress of technology, the learners can easily be exposed to the language through their internet-connected smartphones, laptops, TV, etc. So, listening to song, video and film has been the resources of vocabulary for the contemporary English learners. When the researcher' conduct ppl 2 in smp anugrah tondano, while the teaching learning activity is under the way the students in that school have slightly different when receiving material given. After the teaching learning activity before the students go home the researcher asks to those that well received the material and those who are hard to receive it, those who well received the material said because they listening to song in English, conversation in English, there are some words from those sources that they learn, because they love to do it or that is their habit, what you love to do every day became your habit and that makes them understand the material well. While the other students who hard to receive the material said that they don't understand some words in the material and they are not have the same habit just like those who receive the material well. And based on

that observation the researcher would like to do research on the correlation between listening habit and vocabulary mastery.

RESEARCH METHOD

The design in this research was the correlation by using quantitative research. as John W. Creswell (2002): A quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (i.e.. cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of the theories), employs strategies of inquiry such as experiments and survey and collects data on predetermined instruments that yield statistical data.

This study consisted of two variables: independent variables (X) and dependent (Y). This study was mainly to investigate the correlation between students' listening habit to English and students' mastery of vocabulary. There are two variables in this study, independent and dependent. Students listen to English habit is the independent variable and vocabulary mastery as the dependent variable. According to John W. Creswell (2002), correlation Studies are used when researchers connect two variables and share the same variants or they vary together.

This design was used to determine the relationship between two or more variables by looking at the influence of each other. This research used third grade as the sample consists of 15 students. The researcher used Correlation formula with Person Product Moment Correlation formula to test for significant correlation between students' listening habit to English and students' mastery of vocabulary. The method that was used in analyzing the data was with the help of SPSS 25. The data analysis was done in the following steps:

First, questioner was used to collect the data, According to Saul McLeod (2018). A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be

thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. The researcher used questioner directly face to face contain questions that focus on students' English listening habit

Second, vocabulary test was used to collect the data. As stated in Merriam-Webster, vocabulary test is a test for knowledge (as of meaning or use) of a selected list of words that is often used as part of an intelligence test. At this step the researcher will give the test that will focus on students' vocabulary mastery.

Third, the data was calculated with Pearson Product Moment Formula to describe the strength of the relationship between the two variables. The Pearson at Product Moment formula parametric procedures as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

In which:

rxy = the correlation coefficient

N = the number of respondents

X = the questionnaire scores

Y = the vocabulary scores

ΣXY = the sum of questionnaire scores multiplied by vocabulary test score

ΣX = the sum of questionnaire scores

ΣY = the sum of vocabulary test scores

ΣX2 = the sum of squared questionnaires scores

ΣY2 = the sum of squared of vocabulary test scores

The degree of correlation is presented by correlation coefficient or r. the range of r is from -1 ≤ r ≤ + 1. If the values of r are close to 1, it means the correlation is strong. If the value of r is positive, that means the correlation is positive: if the value of variable x increases, the value of variable y will also increase. Meanwhile, if the value of r is negative, that means the correlation is negative: if the value of variable x increases, the value variable y will decrease. In interpreting the coefficient of correlation, the guideline was presented below.

The Correlation Coefficient Interpretation

0,00 – 0,199	Very low correlation
0,20 – 0,399	Low correlation
0,40 – 0,599	Moderate correlation
0,60 – 0,799	High correlation
0,80 – 1,000	Very high correlation

The table above represents an interpretation of the value of the correlation coefficient (rxy). Correlation the coefficient 0.90 - 1.00 indicates that there is a perfect positive correlation between the two variables. Meanwhile, if the correlation coefficient is 0.00 - 0.19 indicates that there is negative correlation, or none relationship, between two variables. The variables are positively related if the coefficient is positive sign

FINDINGS AND DISCUSSION

Computation of data

Score of students' listening habit and students' vocabulary mastery

Participant	X (Questioner score)	Y (Vocabulary score)
1	48	33
2	37	20
3	41	46
4	32	46
5	38	20
6	38	40
7	37	46
8	44	13
9	44	33
10	47	26
11	30	73
12	39	7
13	33	33
14	23	20
15	45	27

Computation of Pearson Product Moment Correlation

Participant	X	Y	X²	Y²	XY
1	48	33	2304	1089	1584
2	37	20	1369	400	740
3	41	46	1681	2116	1886
4	32	46	1024	2116	1472
5	38	20	1444	400	760
6	38	40	1444	1600	1520
7	37	46	1369	2116	1702
8	44	13	1936	169	572
9	44	33	1936	1089	1452
10	47	26	2209	676	1222
11	30	73	900	5329	2100
12	39	7	1521	49	273
13	33	67	1089	4489	2211
14	23	20	529	400	460
15	45	27	2025	729	1215
Total	576	517	22780	22767	19169

Correlation between student's English listening habit and student's vocabulary mastery The result from the data of student's English listening habit and vocabulary mastery have been found and the data is analyze with pearson product momen, the formula as followed:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

rxy = the correlation coefficient

N = the number of respondents

X = the questionnaire scores

Y = the vocabulary scores

ΣXY = the sum of questionnaire scores multiplied by vocabulary test score

ΣX = the sum of questionnaire scores

ΣY = the sum of vocabulary test scores

ΣX2 = the sum of squared questionnaires scores

ΣY2 = the sum of squared of vocabulary test scores

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{15 \ 19169 - (576)(517)}{\sqrt{\{15 \ 22780 - (576)^2\}\{15 \ 22767 - (517)^2\}}}$$

$$r_{xy} = \frac{287535 - 297792}{\sqrt{\{341124^2\}\{340988^2\}}}$$

$$r_{xy} = -2,58$$

The result of correlation coefficient of two variables above is -2,58. Sugiyono (2011) has criteria which can determent the level of correlation coefficient between students' Listening habit and their vocabulary mastery. The criterion is interpreted whether the result is strong, moderate, or weak. It can be seen in the table below:

Interpreting the coefficient of correlation

The Correlation Coefficient Interpretation

0,00 – 0,199	Very low correlation
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Hypothesis Testing

The value of correlation coefficient is -2,58 while the criteria of the correlation is under 0,00 – 0,199 are considered very low correlation. It means that the level of the correlation coefficient of students' Listening habit and their Vocabulary mastery are very low. The value of correlation coefficient -2,58 is necessary to check in r table to see whether significant or not. The significance level that used in this study is 5% (0.05). The criteria value which was found out in the t table

product moment is 0. 606. To decide which hypothesis that may be rejected and accepted, whether the null hypothesis or alternative hypothesis, this criterion is applied:

H0 is accepted if $r_{xy} <$ r in the table

H0 is rejected if $r_{xy} \geq$ r in the table

Therefore, after computing rvalue the result must distribute to the r table of Pearson Correlation Coefficient The result of r_{xy} =-2,58 the table value of r = 0. 606; df=15 (df=N-2); α =0.05 It means that $r_{xy} \geq$ criterion r (-2,58 < 0. 606 α 0.05; df=15) so, the alternative hypothesis that there is a correlation between students' Listening habit and their Vocabulary mastery is literally rejected. In other words, the null hypothesis that there is no correlation between students' Listening habit and their Vocabulary mastery is obviously accepted. So, this research is included to negative correlation. There are several factors that might influence the results of this study: teachers, they pay less attention to students' listening habits in teaching and learning. They are also lacking in encouraging students to reinforce their habits. They do not motivate students to practice listening more. Students, they do not consider English listening habits as an influential method to improve English skills and they do not focus enough on vocabulary mastery. With that being said this study only investigates relationships between two variables without the researcher controlling or manipulating any of them and the result is negative.

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