THE CORRELATION OF STUDENTS' LISTENING HABIT IN ENGLISH CONVERSATION WITH VOCABULARY MASTERY OF THE SECOND SEMESTER STUDENTS' ENGLISH EDUCATION AT TEACHER TRAINING AND EDUCATION FACULTY AT BATANGHARI UNIVERSITY ACADEMIC YEAR 2015/2016

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan mahasiswa dalam mendengarkan percakapan dalam Bahasa Inggris dan penguasaan kosakata pada mahasiswa semester 2 (dua) Prodi Pendidikan Bahasa Inggris FKIP Universitas Batanghari tahun ajaran 2015/2016. Jenis penelitian ini adalah deskriptif kuantitatif. Sampel penelitian ini adalah mahasiswa semester 2 (dua) Prodi Pendidikan Bahasa Inggris FKIP, Universitas Batanghari tahun ajaran 2015/2016 yang diambil keseluruhan yakni berjumlah 59 mahasiswa. Untuk mengumpulkan data kebiasaan mendengarkan percakapan dalam bahasa Inggris, peneliti menggunakan angket dan tes penguasaan kosa kata. Peneliti menemukan bahwa skor terendah pada kebiasaan mendengarkan percakapan dalam bahasa inggris adalah 2 jam pada tiap minggunya dan yang tertinggi adalah hingga 5 jam pada tiap minggu. Persentasi kemampuan penguasaan kosakata mahasiswa termasuk dalam kategori bagus adalah sebesar 16% atau sebanyak 10 mahasiswa, menengah sebesar 81% atau sebanyak 48 orang dan rendah sebesar 1% atau hanya sebanyak satu orang mahasiswa. Setelah menemukan skor tiap variable, peneliti menemukan bahwa kalkulasi korelasi antara variable X dan Y dengan menggunakan rumus Spearman Rank dengan nilai R sebesar 0.075 atau dapat dikategorikan kedalam korelasi yang sangat rendah sehingga ditemukan bahwa tidak ada hubungan korelasi yang signifikan yang mana nilai Z_{hitung} = 0.570 karena Z_{tabel}=1.96 dengan level signifikan 5%, artinya $Z_{hitung}<Z_{tabel}$, maka H_o diterima dan H_a ditolak.

Kata Kunci: Listening Habit in English Conversation, Vocabulary Mastery

INTRODUCTION

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. Language is also a system of communication based upon words and the combination of words into sentences. By using language, people can develop their knowledge and know about something. Cameron (2001:17), in applied linguistics over the last decades, it has been common to divide language into the four skill‟s: Listening, Speaking, Reading and Writing, and include grammar, vocabulary and phonology to them.

Learning a language means learning the Language skills and components. The four skill above is the important aspect to increasing student‟s ability in using English fluently. The one of language skill is listening,it is the important component in human life to communicate, because People spend more than 45 percent of their communication time in listening, which is more than any other communicative activity.

Listening is heard specifically or focus on listening the detail, where is listening in order to understand the specific information and centered on the object that listened. Listening skills is the earliest activities

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performed by human when viewed from the process oflanguage acquisition. Stephen Krashen (1981:1), language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding so of the ways to have the acquisition is by listening.

According Russel & Russell in Tarigan (2008:30) listening means listen with full attention and understanding and appreciation.In listening, we must know the stages of listening which is understanding, interpretating, evaluating and responding in communication because we learn listening from childhood. today, for listening activity we can use audio or video as media.

In Listening activity there are created by some situation. This situation can we find in direct or indirectly conversation. Therefore we should be habituated in listening to get the information. Habit is something that a person does often in a regular and repeated way. Hirsh in Seger & Spiering (2011), first used the term "habit learning" to describe a particular type of memory or learning system. So, habit in learning English used as a way in learning something to improve student achievement. A habit can be done at home, at the school, on the way and other places. Its mean that learning process is not always in class, learning can be done everywhere.

Student listening habit in English conversation possibly way to enrich their vocabulary and to understand what the meaning of what was conveyed especially in English conversation, conversation is an interaction that is carried by two or more people to communicate and the interaction we always use in everyday that mean daily conversation which is often we hear. To communicate much needed vocabulary mastery because the influence of meaning vocabulary is one of the most enduring of educational research.

The student eleventh grade has habit in listening English conversation and the students almost have the same ability in English. In Worden (1970:30), most of us spend about 45 percent of our time listening. To be effective communicators, we must be effective listeners. We remember only half of what we hear immediately after listening. We can learn by listening. It gives us time to think, it can help solves problems. It helps us make better decisions and give us self-confidence. It helps us persuade others. With conscious practice of listening habits, the time we spend listening can be productive and creative, that's mean the listening habits is formed from the time we spend to listen. Listening habit support the student's ability to master the English language.

Listening English conversation provided opportunity for the students' vocabulary. According to Stahl and Tompkins in Judy K. (2007). The words we hear and understanding Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of

us will Recognize and understand close to 50,000 words.

BRIEF REVIEW OF RELATED THEORIES

Listening

Definition of Listening

According to Tarigan (2008:31) listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation to obtain information, capturing the content or message, and understand the meaning of the communication submitted by the speaker of the speech or spoken language.

Steven Brown (2006:4), listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.

Howatt and Dakin in Fan Yagang(2010), Listening is the ability to identify and understand what others are saying. This involves understanding a speaker‟s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance defines listening. Listening is a complex, active process of interpretation in which listeners matches what they hear with what they already know.

Based on definition above, it can conclude that listening is hearing activity with purposed to understand what the utterances. So, listening is part of activity in life to get the meaning of what has been said.

Types of Listening

In Tarigan (2008:37), the purpose of listening is to obtain information, capturing the content, as well as to understand the meaning of communication to be delivered by the speaker of the speech, This is a common goal. In addition to general purpose there are various special purpose which led to diverse listening, there are:

a. Extensive Listening

Extensive listening is type listening activities on matters that are more common and more freely against an utterance, no need under the direct guidance of a teacher. According to Douglas (2000:257) extensive listening may require the student to invoke other interactive skills (e.g., note-taking and/or discussion) for full comprehension.

Basic us ability extensive listening is capturing or recall of materials known or unknown in a new environment in a new way. One goal is the extensive listening restates old material in a new way. Extensive listening give students the opportunity and freedom to hear and listen the vocabulary and structures that are unfamiliar or new to them contained in the flow of speech that are within the reach and capacity to handle it.

In extensive listening, the student are allowed to listen or pleasure or interest without having to make great effort to overcome linguistic difficulties and those in which they need to pay more attention to the content and language.

b. Intensive Listening

In contrast, intensive listening directed to an activity that is much more supervised, controlled to a certain something. In intensive listening, the students are asked to listen to a passage with the aim of collection and organizing the information and often it is not easy

for students to understand on first hearing. This is because the aim's is to give a challenge, to allow them to develop listening skill or knowledge of the language thought the efforts they make guided by exercises or activities related to passage. For instance, students listen to the teacher's explanation.

In Douglas (2000:255), intensive purpose is to focus component (phonemes, words, intonation, discourse markers, etc. In Tarigan(2008:46), types that belong to the group of intensive listening is critical listening, listening concentrative, creative listening, listening explorative, listening interrogative and selective listening.

c. Listening Habit

According to Andi Mappiare in Djaali (2009:127), Habit is an acquired way of acting which is persistent, uniform, and fairy automatic. In Richard (2010:258), a pattern of behavior that is regular and which has become almost automatic as a result of repetition. In Meriam Webster dictionary online.com(n.d), habit is stated as a behavior pattern acquire by frequently repetition or psychological exposure that shows itself in regularity or increase facility of performance, which the frequency is the number of times that something happens during a particular period.

In Worden (1970:30), most of us spend about 45 per cent of our time listening. To be effective communicators, we must be effective listeners. we remember only half of what we hear immediately after listening. we can learn by listening. It gives us time to think, it can solve problems, it can help us make better decision and give us self-confidence, it can help persuade other. With conscious practice of good listening habits, the time we spend listening can be productive and creative, that's mean the listening habits is formed from the time we spend to listen. In Gfeller et. al (2000:393), they indicate the amount by selecting one of five categories of listening time per week it is 0 – 2 hours weekly, 3 – 5 hours weekly, 6 – 8 hours weekly, 9 hours weekly, 9 or more hour weekly.

If an activity or attitude, whether physical or mental, has been ingrained in a person, it is said that the activity or attitude that has a habit of it. It is understood that the formation of a habit is not contain in a short time but the formation is a developmental process that takes a long time. Similarly with listening, listening is an activity that is becoming a habit for everyone, because by listening to someone can understand what has been presented by others.

Based on the explanation above, it can conclude that listening habit as the time we spent to listen, therefore, listening habit is an activity in listening perform repeatedly that done early with the goal of understanding and can provide a reciprocal response in a conversation which is become almost as a result of repetition. In the listening habits we must have a sense of desire and willingness to take advantage of someone's' speech or another.

Learning habits can be interpreted as a method or technique that settle on students at a time to accept the lesson, read a book, tasks and timing for completing the activities. The habits of learning are divided into two part, there are

Delay Avoidan (DA) and Working Methods (WM). Delay Avoidan shows the timeliness of completion of academic tasks, avoid the things that allows a delay in the completion of the task, and removes incentives that would interfere with concentration in learning. While Work Methods refers to the use of method (procedure) effective learning, and efficiency in doing academic and learning skills. Habit can be define as psychological dispositions to repeat behavior. They are acquired gradually as people repeatedly respond in a recurring context.

Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind. Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions. Behaviorist theory from Pavlov's experiment which indicated that stimulus and response work together. Pavlov's finding the theory behaviorism and adopted Classical Conditioning theory to explain all types of learning and B. F. Skinner's with the Operant Conditioning which is both of theory stated that learning is a mechanical habit formation and proceeds by means of the frequent reinforcement of a stimulus and response sequence has enormous impact on language.

In Hadis (2008:67), according to behaviorism theory that learning occurs when a change in the form of behavior can be observed, when the habit of behaving form under the influence of the events that occur in the neighborhood. Behaviorism theory holds that the learning experience occurs through operant conditioning. In Ludescher (2001), behaviouristic view of language acquisition simply claims that language development is the result of a set of habits. This view has normally been influenced by the general theory of learning described by the psychologist John B. Watson in 1923, and termed behaviorism. Behaviorism denies natives accounts of innate knowledge as they are viewed as inherently irrational and thus unscientific. Knowledge is the product of interaction with the environment through stimulus-response conditioning.

d. English Conversation

According to Brennan (2010:1) Conversation is a joint activity in which two or more participants' uses linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms *dialogue* and *conversation* are often used interchangeably). Face-to-face conversation is universal engaged in by all human cultures, and providing an interactive context in which children learn their native languages.

Clark in Heritage (2001:2744), Conversations are social creations. They are produced one step at a time as people carry out certain joint activities. A joint activity is one in which two or more people have to coordinate with each other to succeed.

Types of Conversation

In English First (2014), there are several classifications of conversation:

a. Structural Conversation.

Grammar specification refers to as structure. Examples of structures include past tense, noun plurals, the comparison of adjectives, and others. The use of the English language both

in everyday speech and writing to be precise in the use of any terms as related to time: past, present, and future. In addition, the use of English structure associated with the use of the form noun, pronoun, Articles, and various forms of the word adjective, verbs, and adverbs. Thus, type of conversation is prioritizing grammar. The example of conversation:

John: May I borrow your book?

Mary: Yes, you may!

b. Functional Conversation.

Functional conversation Is a conversation lessons are intended to establish a person's ability in language functioning according to the place and its existence. In everyday conversations (daily conversation) are often confronted with something that objective. For this conversation use when a formal conversation. Include into the daily conversations that is Greeting, introduction, parting, asking something, gratitude and appreciation, invitation, asking and giving permission, praising and congratulation, like and dislike expression, apology, commands and requests certainty, expressing capability, and offering something. For the example of conversation:

John: By the way, will you come to my apartment tonight?

Mary: With my pleasure.

c. Situational Conversation.

Is a conversation lesson aim to establish the ability of students to identify specific functions in communication based on a formal situation.

John: Waiter, give me two coffees, please!

The phrase 2 coffees - it is just one example of how the use of special functions in communication based on the situation. In the restaurant, already usual we say 2 coffees grammar although it is wrong, because the 'coffee' is usually regarded as uncountable noun.

d. Vocabulary Mastery

According to Cameron (2001:72), vocabulary is central to the learning of a foreign language at primary level. Vocabulary has move to centre stage in foreign language teaching in recent years, backed by substantial and increasing research.

According to McCarten (2007:18), learning vocabulary is a challenge for learners, because partly of the size of the task, and because partly of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary.

In Hornby (2010:1722), Vocabulary is all the words that a person knows or uses. It also a list of words with theirs meaning, especially in a book for learning a foreign language.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering listening and other skills. Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning. The students are not only hopes to know the words but also their meaning. It is the duty of the teacher to select with what words are

suitable to be taught to students, so students will learn more easily.

METHODOLOGY

This research was a descriptive quantitative, sample was the Second Semester students' English Education at Teacher Training and Education Faculty at Batanghari University Academic Year 2015/2016 by used total sampling there was 59 students. To collect the data of students' listening habit, the researcher used questionnaire and test for the vocabulary mastery.

To analyze the data, the researcher used some steps:

a. **Listening habit in English conversation**

1. Collect the students questionnaire sheet about their listening habit in English conversation.
2. Analyze the students questionnaire sheet about their listening habit in English conversation as follow:

Categories of Students' Listening Habit in English Conversation

Habit	Hours	Categories
Frequency	9 or more hour weekly	Very long time
	9 hour weekly	Long time
	6 – 8 hour weekly	Moderate
	3 – 5 hour weekly	Short
	0 – 2 hour weekly	Very short

(Gfeller et. al 2000:393)

3. Calculated the overall score of questionnaire sheet answer by using formulation as follow:

Percentage = $\frac{F \times 100\%}{N}$

Riduwan (2013:89)

Where:

P : Percentage

F : Frequency of student questionare

N : Total of respondent

b. **Vocabulary Mastery**

Categories of Students' English Vocabulary Mastery

No	Categories	Scale Point
	Very Good	80 – 100
2	Good	70 – 79.99
3	Sufficient	60 – 69.99
4	Poor	50 – 59.99
5	Very Poor	0 – 49.99

Sources: Salkind in Hendri (2013:21)

For counting the result of test is using this formula:

$$\frac{\boldsymbol{Numberofcorrectanswer}}{\boldsymbol{totalnumberofitem}} \times \mathbf{100}$$

Tampubolon (1987:77)

To know the correlation between students listening habit in English conversation and students vocabulary mastery. It is used Spearman Rho formula taken from Riduwan (2013:135).

$Rho_{xy} = 1 - \frac{6 \; d^2}{N\,(N^2 - 1)}$

Notes:

Rho_{xy} = coefficient spearman rank correlation

6 & 1 = Constant digit (may not modified)

d = The difference between the levels of each subject

N = number of subjects

The technique to measure the correlation of two variables; positive, negative or null. The positive and negative correlation is seen in nominal scale -1, 0, +1. If the r score range around 0 to +1 means that the correlation is positive. If the r score are around 0 to -1 means that the correlation is negative. If the r score ranges are 0 means there is no correlation at all.

The indexess of Correlation

Scale	Interpretation
0,800 – 1, 000	High correlation
0,600 – 0,799	Sufficient correlation
0,400 – 0,599	Fair correlation
0,200 – 0,399	Low correlation
0,000 – 0,199	Very low correlation

Ridwan(2013:138)

Further test of significant test which is used to find out the meaning of correlation variable X and Y, then the results of *Spearman Rank Correlation* was tested with significant test by using the formula of *Z-test*, because the total sample is more than 30 people. The formulation can be seen as follow:

$$Z_{count} = r_s\sqrt{(n-1)}$$

Notes:

Z_{count} =Value of *Z*

rs = Correlation Coefficient Value

n = Number of samples testing rules

(Iqbal, 2010:89)

- Alternative hypothesis (Ha) :There is significant correlation of students‟ listening habit in English conversation and vocabulary mastery.
- The nihil hypothesis (Ho) : There is no significant correlation of students' listening habit in English conversation and vocabulary mastery**.**

The criteria of this formula are:

- If Zcount >Ztable, H_a is accepted and $H_0$is rejected. It means there is any significant correlation of students‟ listening habit in English conversation with students‟ vocabulary mastery.
- If Zcount < Ztable, H_a is rejected and $H_0$is accepted. It means there is no any significant correlation of students‟ listening habit in English conversation with students‟ vocabulary mastery.

DISCUSSION

From the data of the research it can be conclude that students listening habit in English conversation is lack and students‟ lowest score listening habit in English conversation is 2 hours weekly and the highest score is 5 hours weekly with the total of students listening habit in English conversation (Variable X) is 185 hours and the average score is 3.13 hours weekly. In this research find out that the lowest students‟ duration in listening habit English conversation is 20 minutes and the highest duration students‟ in listening habit English conversation is 120 minutes so the total of students‟ duration in listening English conversation is 2490 minutes and the average score is 42 minutes 20 seconds. Students‟ listening habit in English conversation is the students‟ spent time in listening English conversation activity. According to Brown (2006:4), listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. In Meriam Webster dictionart.online.com, habits stated as a behavior pattern acquire by frequently repetition or psychological exposure that shows

itself in regularity or increase facility of performance. In Worden (1970: p.30), most of us spend about 45 percent of our time listening. To be effective communicators, we must be effective listeners. We remember only half of what we hear immediately after listening. We can learn by listening. It gives us time to think, it can help solves problems. It help us make better decisions and give us self-confidence. It can help us persuade others. With conscious practice of listening habits, the time we spend listening can be productive and creative, that's mean the listening habits is formed from the time we spend to listen. The test of students vocabulary mastery based on the functional word, so the result of students" vocabulary mastery test find out that student the lowest score is 57.5, the highest score is 77.5 and the total of students" vocabulary mastery is 3817.5 with the average score is 64.7.

From the explanation above can conclude that there is a correlation of students" listening habit in English conversation with students' vocabulary mastery. The result of correlation analysis show there is correlation with very low correlation (0.000 – 0.199) of variable X and Variable Y. This research uses Spearman Rank formula which is the rank calculate by using Microsoft Excel program and the calculation of spearman rank shows that there is positive correlation with the value coefficient correlation is 0.075, the value of Z_{count} is 0.570 and the Z_{table} is 1.96 with 5% , it can conclude that Z_{count} 0.570 < Z_{table} 1.96 so H_0 is accepted and H_a is rejected that's mean there is no significant correlation between students listening habit in English conversation and students vocabulary mastery. Howatt and Dakin in Fan Yagang (2010), Listening is the ability to identify and understand what others are saying.

CONCLUSSION AND SUGGESTION

Based on the explanation above, can be concluded that the students who have focus on listening the English conversation they will find the vocabulary which is can increase their other skill in English. The more students listening on English conversation, the more they get vocabularies.

They hear and they know. By listening to English conversation students will be able to mastery vocabulary, they will open their dictionary to find know about what they heard. It is one of good strategy to learn English, so the teacher can practice this to their students in class.

From the explanation above, the suggestion are given as followed:

1. The teacher improves the students" listening habit in English conversation and Students' vocabulary mastery.
2. The teacher should have more time to give students listening English conversation activity in learning process so students gets the new vocabulary.
3. The students develop their ability in listening and explore more the knowledge because listening is one of the most important skills in study English as a foreign language in listening.

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