THE CORRELATION BETWEEN STUDENTS’ LISTENING MOTIVATION, VOCABULARY MASTERY AND SPEAKING ABILITY

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ABSTRACT

Purpose of this research is to know the correlation between the students’ Listening Motivation, Vocabulary Mastery, and Speaking ability. The methodology used is in correlation design by using a quantitative method. The data collecting technique is giving the questionnaire, test, and interview. The data analyzing technique used the correlation of product moment formula to measure the variables. The research findings indicate that there is a significant correlation between students listening motivation, vocabulary mastery, and speaking ability. It was proved by the value of ryx was greater than rtable. The correlation between X1 → Y (ryx1) has a value is 0.98, the correlation between X2 → Y (ryx2) has a value is 0.99, the correlation between X1 → X2 (rx1x2) has a value is 0.97, and the correlation between X1 → X2 → Y (rx1x2y) has a value is 0.99. It means that have very high reliability.

Keywords: correlation, listening, motivation, vocabulary, speaking

INTRODUCTION

Indonesia is one of countries who has beautiful panoramic, so that there are many tourism come in Indonesia for enjoying beautiful nature of Indonesia. Therefore, the children are prosecuted to learn English Language. The teachers are also prosecuted to able to teach their students in learning of English, teachers should be giving motivation to the students to learn English language especially in speaking skill.

English is an international language which is used in communication. In globalization era, many people use English language because English is universal language. English is second language used in Indonesian. English has been taught in Indonesian as compulsory subject, after the establishment of normal education, According to Saleh (1997:2), English has been chosen as the first foreign language to be taught as a compulsory subject from the first year of junior high school up to the first year of college.

English consists of four skills, namely listening, writing, reading and speaking. In other to master that, automatically, sentence structure or grammar
must be learnt or taught. Say that sentence structure or grammar is system of rules governing the conventional arrangement and relationship or words is a sentence. In other words, sentence structure or grammar tells us how to construct a sentence. Moreover, sentence structure or grammar is very important to be learned by the students, whether they want to master the English skill well.

Learning English becomes more and more important nowadays since we know that English is one of the international languages which can be used to communicate around the world. In Indonesia, English is learnt as a foreign language. Learning a different language is sometimes difficult since the target language has different elements compared to the native language. These differences sometimes cause students to make errors when using it.

Most of the students made a lot of errors in speaking such as errors in subject-verb agreement, errors in the use of preposition, errors in noun pluralization, errors in the use of pronoun, and errors in the use of conjunctions. In supporting teachers to have a better way in teaching speaking, many strategies have been discovered by researchers. These strategies are believed to help students in improving their speaking ability, such as studies conducted by Brown (2001), Linse (2005), Geoffrey (2006), Szpotowicz (2012) that reveal many interesting strategies in teaching speaking skill to students. But then, the other problem emerges. The problem is related to the assessment made by the teachers.

Georgiou and Pavlou (2003) found that most teachers have not been able to make an assessment that appropriate with the strategies they use in teaching process. Appropriate assessment is very crucial for the teachers in evaluating their students. Přibilová (2008) says that assessment leads to students’ development. It is one of the important aspects of teaching learning process that influences students’ learning. It concerns the quality of the teaching as well as the quality of the learning. Therefore, teachers must have an appropriate assessment that will not interfere with their students’ language development.

METHOD
Research design in this study is correlation design by using a quantitative method. Since this study relates to students, therefore, the location of this study was SMA Islam Al-Ikhwan Kota Bima. The participants were students of SMA Islam Al-Ikhwan. The sampling in this research was two class of the second class. The number of students consists of 40 students. The reason was why should chose those schools because he had access to go there. Thus, the data were gathered easily.

The procedure of collecting data in this study involved several steps. The first step was arranging the questionnaire. The second was trying-out the questionnaire to measure whether or not it needed improvement. The third step was collecting and analyzing it for its validity and reliability. The fourth was distributing the questionnaire to the participants and then collecting it. The fifth one was obtaining scores of questionnaire, vocabulary test from the vocabulary material and score of interview from speaking ability, and the last one was computing the data.

In this study, the instruments used were questionnaire, test and interview.

1. The Questionnaire

The questionnaire in this study is used to measure the students’ Listening Motivation. In this study, the writer used a rating scale form of questionnaire i.e. a statement followed by columns indicating always, often, sometimes and never. The questionnaire consists of 20 items were consisting the positive and negative statements. All of students concerning to measure the students’ Listening Motivation. Each item has five scales. The scoring technique of the questionnaire the writer used was Likert scale type.

The Likert scale type presents a number of positive and negative statements regarding the attitude of the respondents. In responding to the items on these scales the respondents indicate whether they Always, Often, Sometimes and Never with each statements.

2. The Test
The second instrument used in this research was vocabulary test. To have a valid and reliability vocabulary test, the writer decided to take the test materials from the vocabulary materials. The vocabulary test in this study is used to measure the vocabulary mastery. The vocabulary item used in this test is vocabularies of speech. They are; Pronoun, Noun, Adjective, Verb, Adverb, Preposition and Conjunction.

3. Interview

The third instrument, which is used in this research, was interview. The students answer the question based on interview from researcher and then record using by tape or hand phone. For knowing the students score in interview, the student should be able to answer correctly.

**Data Technique Analyzing**

The data analysis is guided by the writer questions. The data are taken from questionnaires, test and interview. After the data are collected, they are coded and classified based on statement of problem. Each classification is analyzed and interpreted.

The main objective of the study is to find out whether there is a significant correlation between the students’ Listening Motivation, Vocabulary Mastery and Speaking Ability. The writer examined the opinion by computing the data by applying the formula. To calculate the validity of each item the writer used the product moment formula for two variables and Multiple Correlation formula for three variables:

**Correlation Product Moment formula:**

\[ r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \]

**While Multiple Correlation formula bellow:**

\[ R_{yx1x2} = \frac{r_{yx1}^2 + r_{yx2}^2 - 2r_{yx1}.r_{yx2}.r_{x1.x2}}{1 - (r_{x1.x2})^2} \]

Where,
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\[ R_{xy} = \text{coefficient of correlation between } x \text{ and } y \text{ variable or validity of each item.} \]

\[ R_{yx1x2} = \text{coefficient of correlation between } x_1 \text{ and } y_2 \text{ variable} \]

\[ \Sigma xy = \text{the sum of multiple of score from each student with the total score in each item.} \]

\[ r_{xy1} = \text{correlation between } x_1 \text{ and } y \]

\[ r_{yx2} = \text{correlation between variable } x_2 \text{ and } y \]

\[ \Sigma x^2 = \text{the sum of the square score in each item} \]

**FINDING AND DISCUSSION**

**Finding**

The purpose of the data analysis in this research is to measure the significant correlation between the students’ listening motivation, vocabulary mastery, and speaking ability; A case study at SMA Islam Al-ikhwan Kota Bima in academic year 2018. To measure those things, it is important to take the preparatory of measurement as follows:

1. **Students’ Listening Motivation (X1) Score**

   The first instrument which is used in this research is a questionnaire. The questionnaire consists of 20 statements. The highest score for each statement is 4 and the lowest score is 1. After getting data from the questionnaire result, the researcher found that the highest score is 94, the lowest is 42 and the average score is 66.15. Based on the data frequency distribution of the result it is obtained that from 40 students there are 2 students who got score 42, 2 students got 46, 1 student got 52, 1 student got 54, 5 students got 56, 5 students got 60, 2 students got 62, 2 students got 70, 4 students got 76, 3 students got 80, 4 students got 82, 1 students got 86, 4 students got 90 and 1 student got 94. The participants who get high score, it can be said that they are very motivated.

2. **Vocabulary Mastery (X2) Score**

   The second instrument which is used in this research is vocabulary test. The test consists of 20 questions. The highest score of this test is 100. After getting data from the result of vocabulary test, the researcher found
that the highest score is 90, the lowest is 44 and the average score is 27.10. Based on the data frequency distribution of the result it is obtain that from 40 students there are 3 students who got score between 44-50, 5 students got 51-60, 7 students got 61-70, 6 students got 71-80, 4 student got 81-89 and 1 student got 90.

3. Speaking Ability (Y) Score

The third instrument, which is used in this research, is interview. The students answer the question based on interview from researcher test. For knowing the students score in interview, the student should be able to answer correctly. The highest score of this test is 100. After getting data from the result of interview, the researcher found that the highest score is 95, the lowest is 40 and the average score is 71.97.

Based on the data frequency distribution of the result it is obtain that from 40 students there are 1 student who got score 40, 47 and 49, 3 students got 55, 1 student got 57, 3 students got 60, 1 student got 63, 2 students got 64 and 65, 1 student got 66 and 68, 2 students got 70, 1 student got 72 and 74, 4 students got 75, 1 student got 77, 2 students got 70, 2 students got 80 and 81, 3 students got 85, 2 students got 87, 3 students got 90-93, 1 student got 95.

To measure the correlation between variable $X_1$, $X_2$, and Y this is using a correlation of product moment formula.
Table 1. The Correlation between Y and X₁

| Students Number | X₁  | Y  | X₁² | Y²  | XY  |
|-----------------|-----|----|-----|-----|-----|
| 1               | 82  | 95 | 6724| 9025| 7790|
| 2               | 56  | 40 | 3136| 1600| 2240|
| 3               | 60  | 75 | 3600| 5625| 4500|
| 4               | 44  | 60 | 1936| 3600| 2640|
| 5               | 70  | 75 | 4900| 5625| 5250|
| 6               | 36  | 57 | 1296| 3249| 2052|
| 7               | 90  | 89 | 8100| 7921| 8010|
| 8               | 44  | 68 | 1936| 4624| 2992|
| 9               | 82  | 90 | 6724| 8100| 7380|
| 10              | 82  | 85 | 6724| 7225| 6970|
| 11              | 54  | 64 | 2916| 4096| 3456|
| 12              | 76  | 90 | 5776| 8100| 6840|
| 13              | 90  | 93 | 8100| 8649| 8370|
| 14              | 80  | 85 | 6400| 7225| 6800|
| 15              | 76  | 75 | 5776| 5625| 5700|
| 16              | 42  | 47 | 1764| 2209| 1974|
| 17              | 90  | 87 | 8100| 7569| 7830|
| 18              | 80  | 80 | 6400| 6400| 6400|
| 19              | 76  | 74 | 5776| 5476| 5624|
| 20              | 56  | 78 | 3136| 6084| 4368|
| 21              | 86  | 85 | 7396| 7225| 7310|
| 22              | 60  | 70 | 3600| 4900| 4200|
| 23              | 56  | 60 | 3136| 3600| 3360|
| 24              | 46  | 74 | 2116| 5625| 3450|
| 25              | 36  | 63 | 3136| 3969| 3528|
| 26              | 60  | 66 | 3600| 4356| 3960|
| 27              | 90  | 78 | 8100| 6084| 7020|
| 28              | 46  | 65 | 2116| 4225| 2990|
| 29              | 82  | 77 | 6724| 5929| 6314|
| 30              | 62  | 60 | 3844| 3600| 3720|
| 31              | 76  | 70 | 5776| 4900| 5320|
| 32              | 70  | 81 | 4900| 6561| 5670|
| 33              | 46  | 55 | 2116| 3025| 2530|
| 34              | 60  | 72 | 3600| 5184| 4320|
| 35              | 56  | 64 | 3136| 4096| 3584|
| 36              | 52  | 55 | 2704| 3025| 2860|
| 37              | 80  | 75 | 6400| 5625| 6000|
| 38              | 42  | 49 | 1764| 2401| 2058|
| 39              | 94  | 87 | 8336| 7569| 8178|
| 40              | 60  | 65 | 3600| 4225| 3900|
| Σ                | 2646| 2879| 185820| 214151| 197458|

\[
\frac{\sum xy}{\sqrt{\left(\sum x^2\right) \left(\sum y^2\right)}} = \frac{197458}{\sqrt{\left(185820\right) \left(214151\right)}}
\]

\[
\text{r}_{yx} = \frac{197458}{\sqrt{\left(185820\right) \left(214151\right)}}
\]
\[ r_{xy} = \frac{197458}{\sqrt{39793538820}} \]
\[ r_{xy} = \frac{197458}{199483} \]
\[ r_{xy} = 0.98 \]

**Table 2. The Correlation Between \( X_2 \) and \( Y \)**

| Students Number | \( X_2 \) | \( Y \) | \( X_2^2 \) | \( Y^2 \) | \( XY \) |
|----------------|---------|---------|-----------|---------|--------|
| 1              | 90      | 95      | 8100      | 9025    | 8550   |
| 2              | 44      | 40      | 1936      | 1600    | 1760   |
| 3              | 70      | 75      | 4900      | 5625    | 5250   |
| 4              | 60      | 60      | 3600      | 3600    | 3600   |
| 5              | 70      | 75      | 4900      | 5625    | 5250   |
| 6              | 77      | 57      | 5929      | 3249    | 4389   |
| 7              | 90      | 89      | 8100      | 7921    | 8010   |
| 8              | 65      | 68      | 4225      | 4624    | 4420   |
| 9              | 90      | 90      | 8100      | 8100    | 8100   |
| 10             | 85      | 85      | 7225      | 7225    | 7225   |
| 11             | 68      | 64      | 4624      | 4096    | 4352   |
| 12             | 90      | 90      | 8100      | 8100    | 8100   |
| 13             | 90      | 93      | 8100      | 8649    | 8370   |
| 14             | 90      | 85      | 8100      | 7225    | 7650   |
| 15             | 80      | 75      | 6400      | 5625    | 6000   |
| 16             | 45      | 47      | 2025      | 2209    | 2115   |
| 17             | 87      | 87      | 7569      | 7569    | 7565   |
| 18             | 85      | 80      | 7225      | 6400    | 6800   |
| 19             | 75      | 74      | 5625      | 5476    | 5550   |
| 20             | 88      | 78      | 7744      | 6084    | 6864   |
| 21             | 65      | 85      | 4225      | 7225    | 5525   |
| 22             | 65      | 70      | 4225      | 4900    | 4550   |
| 23             | 55      | 60      | 3025      | 3600    | 3300   |
| 24             | 86      | 74      | 7396      | 5625    | 6364   |
| 25             | 66      | 63      | 4356      | 3969    | 4158   |
| 26             | 67      | 66      | 4489      | 4356    | 4422   |
| 27             | 58      | 78      | 3363      | 6084    | 4524   |
| 28             | 70      | 65      | 4900      | 4225    | 4550   |
| 29             | 75      | 77      | 5625      | 5929    | 5775   |
| 30             | 65      | 60      | 4225      | 3600    | 3900   |
| 31             | 70      | 70      | 4900      | 4900    | 4900   |
| 32             | 81      | 81      | 6561      | 6561    | 6561   |
| 33             | 55      | 55      | 3025      | 3025    | 3025   |
| 34             | 72      | 72      | 5184      | 5184    | 5184   |
| 35             | 64      | 64      | 4096      | 4096    | 4096   |
| 36             | 55      | 55      | 3025      | 3025    | 3025   |
| 37             | 75      | 75      | 5625      | 5625    | 5625   |
| 38             | 49      | 49      | 2401      | 2401    | 2401   |
| 39             | 87      | 87      | 7569      | 7569    | 7569   |
| 40             | 65      | 65      | 4225      | 4225    | 4225   |
\[
\begin{align*}
\sum & \quad 2884 \quad 2879 \quad 214968 \quad 214151 \quad 213559 \\
ryx2 &= \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \\
ryx &= \frac{213559}{\sqrt{(214968)(214151)}} \\
ryx &= \frac{213559}{\sqrt{46035827136}} \\
ryx2 &= 214559 \\
ryx2 &= 0.99 \\
\end{align*}
\]

Table 3. The Correlation Between $X_1$ and $X_2$

| Students Number | $X_1$ | $X_2$ | $X_1^2$ | $X_2^2$ | $X_1X_2$ |
|-----------------|------|------|--------|--------|---------|
| 1               | 82   | 90   | 6724   | 8100   | 7380    |
| 2               | 56   | 44   | 3136   | 1936   | 2464    |
| 3               | 60   | 70   | 3600   | 4900   | 4200    |
| 4               | 44   | 60   | 1936   | 3600   | 2640    |
| 5               | 70   | 70   | 4900   | 4900   | 4900    |
| 6               | 36   | 77   | 1296   | 5929   | 2772    |
| 7               | 90   | 90   | 8100   | 8100   | 8100    |
| 8               | 44   | 65   | 1936   | 4225   | 2860    |
| 9               | 82   | 90   | 6724   | 8100   | 7380    |
| 10              | 82   | 85   | 6724   | 7225   | 6970    |
| 11              | 54   | 68   | 2916   | 4624   | 3672    |
| 12              | 76   | 90   | 5776   | 8100   | 6840    |
| 13              | 90   | 90   | 8100   | 8100   | 8100    |
| 14              | 80   | 90   | 6400   | 8100   | 7200    |
| 15              | 76   | 80   | 5776   | 6400   | 6080    |
| 16              | 42   | 45   | 1764   | 2025   | 1890    |
| 17              | 90   | 87   | 8100   | 7569   | 7830    |
| 18              | 80   | 85   | 6400   | 7225   | 6800    |
| 19              | 76   | 75   | 5776   | 5625   | 5700    |
| 20              | 56   | 88   | 3136   | 7744   | 4928    |
| 21              | 86   | 65   | 7396   | 4225   | 5590    |
| 22              | 60   | 65   | 3600   | 4225   | 3900    |
| 23              | 56   | 55   | 3136   | 3025   | 3080    |
| 24              | 46   | 86   | 2116   | 7396   | 3956    |
| 25              | 56   | 66   | 3136   | 4356   | 3696    |
| 26              | 60   | 67   | 3600   | 4489   | 4020    |
| 27              | 90   | 58   | 8100   | 3363   | 5220    |
| 28              | 46   | 70   | 2116   | 4900   | 3220    |
| 29              | 82   | 75   | 6724   | 5625   | 6150    |
| 30              | 62   | 65   | 3844   | 4225   | 4030    |
| 31              | 76   | 70   | 5776   | 4900   | 5320    |
| 32              | 70   | 81   | 4900   | 6561   | 5670    |
| 33              | 46   | 55   | 2116   | 3025   | 2530    |
Table 4. The Correlation between $X_1$, $X_2$, and $Y$

| $R_{yx_1}$ | 0.98 | $R_{x_1x_2}$ |
|------------|------|--------------|
| $R_{yx_2}$ | 0.99 | 0.97         |

$$R_{yx_1} = \frac{\sum xy}{\sqrt{\left(\sum x_1^2\right)\left(\sum x_2^2\right)}}$$

$$R_{x_1x_2} = \frac{195988}{\sqrt{185820 \times 214968}}$$

$$R_{x_1x_2} = \frac{195988}{\sqrt{3994533760}}$$

$$R_{x_1x_2} = \frac{195988}{199863}$$

$$R_{x_1x_2} = 0.97$$

**DISCUSSION**

The research findings indicate that there is a significant correlation between the students listening motivation, vocabulary mastery and speaking
ability. From the statistic analysis, it was found out that there is a positive correlation between the students listening motivation, vocabulary mastery and speaking ability. It was proved by the value of ryx of the correlation was greater than r table. The correlation between students’ listening motivation and speaking ability ($X_1 \rightarrow Y$) has a value is 0.98, the correlation between vocabulary mastery and speaking ability ($X_2 \rightarrow Y$) has a value is 0.99, the correlation between students’ listening and vocabulary mastery ($X_1 \rightarrow X_2$) has a value is 0.97, and the correlation between the students’ listening motivation, vocabulary mastery and speaking ability ($X_1 \rightarrow X_2 \rightarrow Y$) has a value is 0.99.

The researcher concluded that the r table is 0.31 with N = 40 and 5% error. From the result that the students of SMA Islam Al-Ikhwani Kota Bima have very high reliability because the result of value is greater then r-table.

These facts imply that the students’ listening motivation, vocabulary mastery and speaking ability.

| Table 5. Rating Scale of Reliability |
|-------------------------------------|
| Score    | Classification |
| 0.00-0.20 | Very Low      |
| 0.20-0.40 | Low           |
| 0.40-0.70 | Medium        |
| 0.70-0.90 | High          |
| 0.90-1.00 | Very High     |

*Source: Guilford in Ruseffendi (2005:160)*

**CONCLUSION**

There is a significant correlation between the students’ listening motivation, vocabulary mastery and speaking ability. This result is obtained from the computation of the correlation between the students’ listening motivation, vocabulary mastery and speaking ability applied to the sample is 0.99. It means that the more students often study English listening skill then the more many vocabularies mastery and the better their abilities in speaking skill. I concluded that the correlation between the three variables above is highly significant.
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