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 r table. The correlation between X1 $\rightarrow$ Y (ryx1) has a value is 0.98, the correlation between X2 $\rightarrow$ Y (ryx$_2$) has a value is 0.99, the correlation between X1 $\rightarrow$ X2 (rx$_1$x$_2$) has a value is 0.97, and the correlation between X1 $\rightarrow$ X2 $\rightarrow$ Y (rx$_1$x$_2$y) 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 order words, sentence structure or grammar tells us how to construct a sentence. Moreover, sentence structure or grammar is very important to be learn by the students, whether they want to mastery 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 caused 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 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 stusy is correlation desing 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:

$$rxy = \frac{\sum xy}{\sqrt{(\sum x^2)(y^2)}}$$

While Multiple Correlation formula bellow:

$$Ryx_1x_2 = \sqrt{\frac{ryx_1^2 + ryx_2^2 - 2\,ryx_1 . \,ryx_2 . \,rx_1 x_2}{1 - (rx_1 x_2)^2}}$$

Where,

Rxy   = coefficient of correlation between x and y variable or validity of each item.

Ryx_1x_2 = coefficient of correlation between x_1 and y_2 variable

Σxy   = the sum of multiple of score from each student with the total score in each item.

ryx_1 = correlation between x_1 and y

ryx_2 = correlation between variable x_2 and y

$Σx^2$ = the sum of the square score in each item

FINDING AND DISCUSSION

Finding

The purpose of the data analysis in this research is mean 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 (X_1) Score

    The first instrument which is used in this research is 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 obtain 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 (X_2) 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 X_1

Students Number	X_1	Y	X_1^2	Y^2	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	56	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	8836	7569	8178
40	60	65	3600	4225	3900
Σ	2646	2879	185820	214151	197458

$$ryx_1 = \frac{\sum xy}{\sqrt{(\sum x^2)(y^2)}}$$

$$ryx = \frac{197458}{\sqrt{(185820)(214151)}}$$

$$ryx = \frac{197458}{\sqrt{39793538820}}$$

$$ryx = \frac{197458}{199483}$$

$$ryx_1 = 0.98$$

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

Σ	2884	2879	214968	214151	213559

$$ryx_2 = \frac{\sum xy}{\sqrt{(\sum x^2)\,(y^2)}}$$

$$ryx = \frac{213559}{\sqrt{(214968)\,(214151)}}$$

$$ryx = \frac{213559}{\sqrt{46035827136}}$$

$$ryx = \frac{213559}{214559}$$

$$ryx_2 = 0.99$$

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

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	8836	7569	8178
40	60	65	3600	4225	3900
Σ	2646	2884	185820	214968	195988

$$rx_1x_2 = \frac{\sum xy}{\sqrt{(\sum x_1{}^2)\,(x_2{}^2)}}$$

$$rx_1x_2 = \frac{195988}{\sqrt{(185820)\,(214968)}}$$

$$rx_1x_2 = \frac{195988}{\sqrt{39945353760}}$$

$$rx_1x_2 = \frac{195988}{199863}$$

$$rx_1x_2 = 0.97$$

Table 4. The Correlation between X_1, X_2, and Y

Ryx₁	**0.98**	**Rx₁x₂**
Ryx₂	0.99	0.97

$$Ryx_1x_2 = \sqrt{\frac{ryx_1{}^2 + ryx_2{}^2 - 2\,ryx_1 \cdot ryx_2 \cdot rx_1\,x_2}{1 - (rx_1\,x_2)^2}}$$

$$Ryx_1x_2 = \sqrt{\frac{(0.98)^2 + (0.99)^2 - 2\,(0.98)\cdot(0.99)\cdot(0.97)}{1 - (0.97)^2}}$$

$$Ryx_1x_2 = \sqrt{\frac{(0.9604) + (0.9801) - 1.882188}{1 - 0.9409}}$$

$$Ryx_1x_2 = \sqrt{\frac{1.9405 - 1.882188}{0.0591}}$$

$$Ryx_1x_2 = \sqrt{\frac{0.058312}{0.0591}}$$

$$Ryx_1x_2 = \sqrt{0.98666}$$

$$Ryx_1x_2 = 0.99$$

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-Ikhwan 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 skillI. I concluded that the correlation between the three variables above is highly significant.

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