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THE EFFECTS OF VOCABULARY MASTERY AND LOGICAL THINKING ON JUNIOR HIGH SCHOOL STUDENTS' LISTENING SKILL

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Abstract

This research is aimed as follows: To get empirical data and analyze the effects of vocabulary mastery and logical thinking towards students' listening skills at Junior High School in East Cirebon. This research is done by Kolmogorov-Smirnov method, ANOVA Table, Proportional Correct for testing the item difficulties, by a biserial coefficient, and by Kuder Richarsson testing. The research was held at Junior High School in East Cirebon. Data collective done by giving a test for listening skill (yes/no or true-false / 37 items), test for vocabulary mastery (Multiple choice/ 20 items), and test for logical thinking (multiple choice/20 items) given to the class at, SMP N 1 Ciledug, SMP N 1 Pabedilan, and SMP N 1 Losari. The result of the study identifies the effect of Vocabulary Mastery on Student's Listening skills (coefficient of 0,745 and coefficient determination of 55,4%). The effect of logical thinking towards student's listening skill (Sig = 0.031 and ttest = 2,183; while ttable = 1,98. There is an effect of vocabulary mastery and logical thinking on students' listening skills (Sig = 0.000 and ttest = 4,757 while ttable = 1,98.).

Keywordsi: *Vocabulary mastery, Logical thinking, Listening skill*

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Introduction

Human beings use language as a means of communication. By using language, they can express their experiences and ideas to others, both in spoken and written forms. In the learning process, one has to make interact with another through communication. They communicate through language. A language is a form of communication between people. People use many reasons in their life. It plays an important role in society. It is impossible to communicate with others without language. Someone who masters the first language on many occasions is also expected to master other languages. At present, English is the language most widely used in world society. Nevertheless, English is an international language, formally or informally, in the parts of societies in many countries. Indonesia as one of the developing countries needs to communicate or interact with English to conduct social relationships, commercial and educational activities. Realizing that English is an important tool of communication, the government has decided that English is used as the first foreign language and as one of the compulsory subjects in elementary, junior, senior high school and universities.

By the end of the twentieth century, English was already well known on its way to becoming a genuine lingua franca, which is a language used widely for communication between people who do not share the same first (or even second) language. Just as in the Middle Ages Latin became for a time a language of international communication at least in the Roman Empire, so English is now commonly used in exchanges between, say, Japanese and Argentinean business people, or between Singaporeans and their Vietnamese counterparts.

English is also, of course, a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication (Harmer, 2007:13).

Around the world, English is taught in a variety of situations. In many countries, it first appears in the primary curriculum, but many universities in those and other countries continue to find that their entrants are insufficiently competent in English use, even if, as David Graddol points out, good English is an entry requirement for much tertiary education in the global market where English gives the user a competitive advantage (Graddol, 2006:122).

English which is most widely used is one of the international languages, taken as a native language, as a second language, or a foreign language in almost all over countries in the world. English is a language used in all aspects of communication, sciences, and technology. In Oxford Advanced Learner's Dictionary, the definition of English is the system of sound and words used by humans to express their thought and feeling. Therefore, a language is a system of visual, auditory, or tactical symbols of communication the rules used to manipulate them. We can conclude that language is considered to be a system of communication with other people using sounds, symbols, and words in expressing the meaning, idea, or thought. This language can be used in many forms, primarily through oral and written communication as well as using expression through body language.

Language plays an important role in developing, intellectual, social, emotional of the students, and it is the key to the success in learning all of the fields of study. It is, therefore, the curriculum of language at school is to prepare the students to achieve the competence in which the students can reflect their own experience and other people's experience, to express their opinions and emotions, and to understand a variety of meanings. Language is expected to help the students know their own culture, participate in society by using the language. In Indonesia, English is considered as a first foreign language and becomes a compulsory subject from Elementary to University.

"That is the context of education, the function of English language is as a tool to communicate to access the information, to make an interpersonal relationship, to exchange information and also to enjoy the art of language in English culture". According to the Department of National Education "The competency-based language curriculum is a systematic draft and strategy which builds the communicative competence themselves. They are like linguistics competence, social culture, and strategies to make the benefits context"

From the statement above, it is clear that Competency-Based Curriculum 2004-2009 tries to develop and achieve communicative competence or discourse competence and has a perspective that is comprehensive of the discourse. The students must be able to master the four skills, listening, reading, speaking, and writing. In addition, they should also master English components such as grammar, vocabulary, and pronunciation.

The ways we use language tend to be talked by teachers, in terms of four skills – reading, writing, speaking, and listening. These are often divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students have to produce language themselves. Of course, every day you listen to a variety of different things. How you listen and what you do when you listen depends on your purpose. Because it is something we

do every day, listening seems simple. Yet, when one is listening in a second or foreign language, we can see more easily how complex listening is.

Listening is only one facet of language development, as the skill of reading, listening is a receptive skill and can be accomplished at a higher rate of speed than can speak or compose, both of which require the human mechanism to "do something" physical. Although usually taught last, therefore, listening soon overtakes other language skills, particularly that of speaking. Many students do not realize the importance of listening.

As a teacher, we are hoped not only to transfer the knowledge but also to arouse the students' interest especially in listening. Because the students usually underestimate their listening skills. If you are teaching in the Private Senior High School, you will find the fact that many of our students are careless of the listening subject. In class, we are faced with some students who care less about listening subject and at the end of the lesson, we are also going to find that their scores are very low based on their carelessness. In listening, one component of English is vocabulary. Vocabulary also plays an important role, because the mastery of vocabulary will influence the understanding of phrases, sentences, and paragraphs. According to Nation (Nation, 2009:114) "learners would need at least 95 % coverage of the running words in the input to gain reasonable comprehension and to have reasonable success at guessing from the context".

From the statement above, it means that the students also have to master vocabularies or words while they are listening to the text, stories, monologues, or dialogues. In learning vocabulary, there are many words in the lexicon of a language. In senior high school, the vocabulary mastery is more or less 2500 words for the non-language department. Besides, in most lesson units, the number of new words is commonly very large and too demanding for the learner who will naturally fail to retain them, most of the words will be forgotten during or soon after the lesson. Hence, vocabulary mastery will support the achievement of listening comprehension skills without neglecting grammar.

On the other hand, if we look into it carefully, we are also going to find that there are some of the students who are very good at listening, they have more attention than the others, and they have a wide vocabulary in their mind and after they listen from the audiospeaker. They have a very good logical thinking to answer some questions of the listening test. Because usually the audio of listening is taken from sources outside of our country, such as from British and American, so than the students who have a basic of vocabulary mastery and logical thinking will have a good score.

Method

The study will take place at the Private High School in East Cirebon and it will be conducted within the recent semester of 2018/2019. The private high school that is being researched are SMP N 1 Ciledug, SMP N 1 Pabedilan, and SMP N 1 Losari, the three schools' location is in East Cirebon. The class that is being researched is class VIII.

The object of this research class VIII, the total numbers of students from the Three schools that are being surveyed are 150 students. To make the research easier in collecting the data then we need to make a limitation to the population by taking the sample. In collecting the data, according to Arikunto (Arikunto, 2002:112), If the subject is less than 100, it is better to take them all, than we can name it population research. And, if the object is more than 100, we can

take 10 - 15 % or 20 - 25% or more. Based on that, from 150 students, we can take 20 % of the whole population or 0,20 x 150 = 30 students. From 30 students, we are going to take it randomly from 3 different schools of 150 students,

The research has been done for 5 months, from December 2018 to April 2019. Below is the schedule of the research covering the proposal approval, instrument arrangement, data collection, data tabulation and analysis, and research report writing.

It is a fact that in research we have to use a method. The method that will be used in this research is Survey. This method, according to Sevilla et al. (Sevilla et al., 1993:76) pointed out the determination of information about a variable not about the information of an individual. Application of this method perform through the tested instrument to the students by using a multiple-choice test for vocabulary mastery and logical thinking, and a listening comprehension test.

The Data Collection Technique that has been done to get the data of vocabulary mastery and logical thinking and listening skill variables are by asking the respondents to answer the question that has been asked by the researcher. The respondents' answers are being scored based on the scoring rule. In this descriptive analysis will be done the data technique in the distribution table, graphic, histogram for each variable. Besides that each variable will be tabulated and analyzed the center measurement and the mean, mode, and median and the deviation such as the range, variant, standard deviation, the deviate, and kurtosis. The hypothesis is by using the partial correlation technique and double correlation, and also a simple linear regression and double linear regression.

Research and Discussion

Analysis of the data description is done to understand the data distribution that is acquired from the research. This analysis is done to know the range of data, average, median, mode, and standard deviation. Chapter IV will present the statistic description from the calculation and testing through the computer by SPSS 15.00 application program, within the analysis and interpretation.

Table 1. The Data Description Result

Statistics

		Vocabulary Mastery	Logical Thinking	Listening Skill
N	Valid	120	120	120
	Missing	0	0	0
Mean		82.3333	80.5417	87.8614
Std. Error of Mean		1.04341	1.06806	.67500
Median		85.0000	80.0000	90.0000
Mode		80.00[a]	80.00	90.00
Std. Deviation		11.42997	11.69996	7.39423
Variance		130.644	136.889	54.675
Range		45.00	50.00	30.00
Minimum		55.00	50.00	70.00
Maximum		100.00	100.00	100.00
Sum		9880.00	9665.00	10543.37

a. Multiple modes exist. The smallest value is shown

1. The Data Analysis of Vocabulary Mastery Variable (X_1)

The score of Vocabulary Mastery that is acquired from the respondents' average is 82, 33 within the standard deviation of 11,43; median of 85,00; minimum score of 55,00 and the maximum score of 100,00. There are 20 questions brought up as the instrument for the vocabulary mastery test. Based on the above data, the average score is in the good/high category. From 120 respondents only 2 students who get a score under 60 (1,7%). The score for standard deviation is 11,43 or quite the same as 13,88% from the average, which shows that the answer differentiation between respondents is in the middle level. It also shows that the vocabulary mastery of the respondents is quite various.

From the description, we can see that the average score and median are almost the same, they are 82,33 and 85,00. It can be seen that the data score of vocabulary mastery from this research is quite representative. The upper score of the average is more than the lower score of the average it shows that the students who have high vocabulary mastery are more than the students who have low vocabulary mastery.

Next, to get to know it we can describe the data range of the students' vocabulary mastery variable through the table below. Based on the table, it can be seen the description about the high and low of vocabulary mastery frequency.

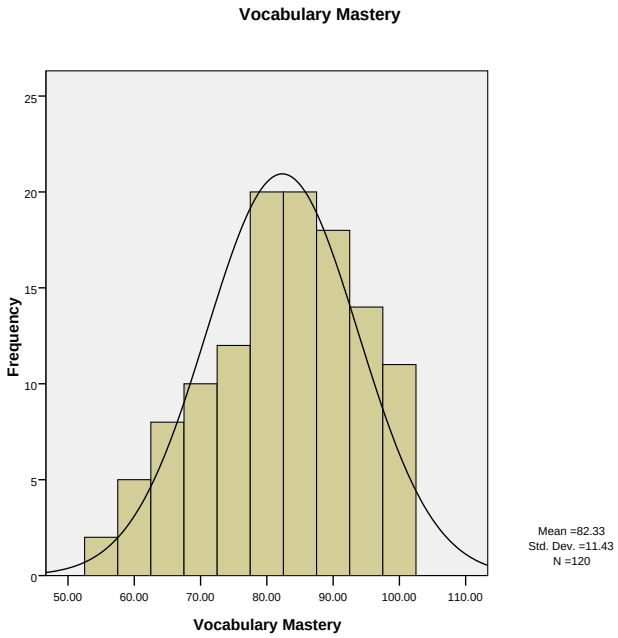


Diagram 1. The Histogram and Polygon Data of Vocabulary Mastery

From the distribution table, histogram, and polygon frequency we can conclude that the data score of vocabulary mastery in this research has a normal distribution.

2. Data Analysis of Logical Thinking (X_2)

The score of Logical Thinking that is acquired from the respondents' average is 80,54 within the standard deviation of 11,67; median of 80,00; minimum score of 50,00 and the maximum score of 100,00. There are 20 questions brought up as the instrument for the logical

thinking test. Based on the above data, the average score is in the good/high category. From 120 respondents only 5 students get a score under 60 (4,2%). The score for standard deviation is 11,67 or quite the same as 14,49% it shows that the answers differentiation between respondents is at a low level. It also shows that the logical thinking of the respondents is not quite various.

From the description, we can see that the average score and median are almost the same, they are 80,54 and 80,00. It can be seen that the data score of logical thinking from this research is quite representative. The upper score of the average is more than the lower score of the average it shows that the students who have high logical thinking are more than the students who have low logical thinking.

Next, to get to know it we can describe the data range of the students' vocabulary mastery variable through the table below. Based on the table, it can be seen the description about the high and low of logical thinking frequency.

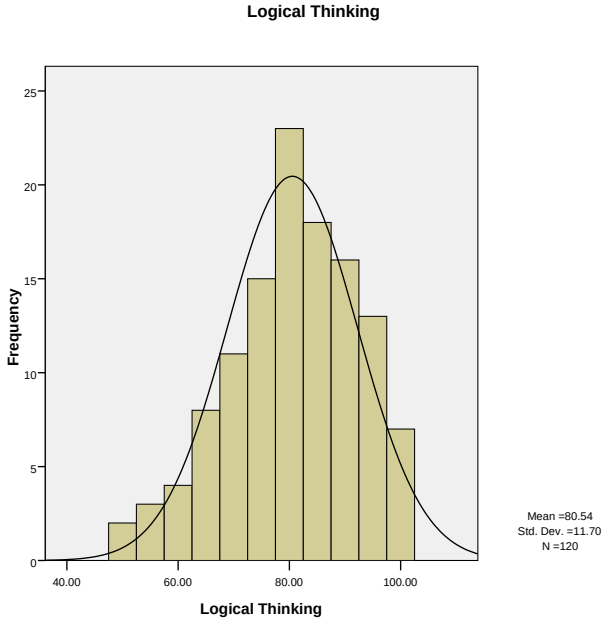


Diagram 2. The Histogram and Polygon Data of Logical Thinking

From the distribution table, histogram, and polygon frequency we can conclude that the data score of logical thinking in this research has a normal distribution.

3. Data Analysis of Listening Skill (Y)

The score of Logical Thinking that is acquired from the respondents' average is 87,86 within the standard deviation of 7,39; median of 90,00; minimum score of 70,00 and the maximum score of 100,00. Based on the above data, the average score is in the good/high category. The score for standard deviation is 7,39 or quite the same as 8,41% from the average, which shows that the answers differentiation between respondents is at a low level. It also shows that the listening skill of the respondents is not quite various.

From the description, we can see that the average score and median are almost the same, they are 87,86 and 90,00. It can be seen that the data score of listening skills from this research

is quite representative. The upper score of the average is more than the lower score of the average it shows that the students who have high logical thinking are more than the students who have low listening skills.

Next, to get to know it we can describe the data range of the students listening skill variable through the table below.

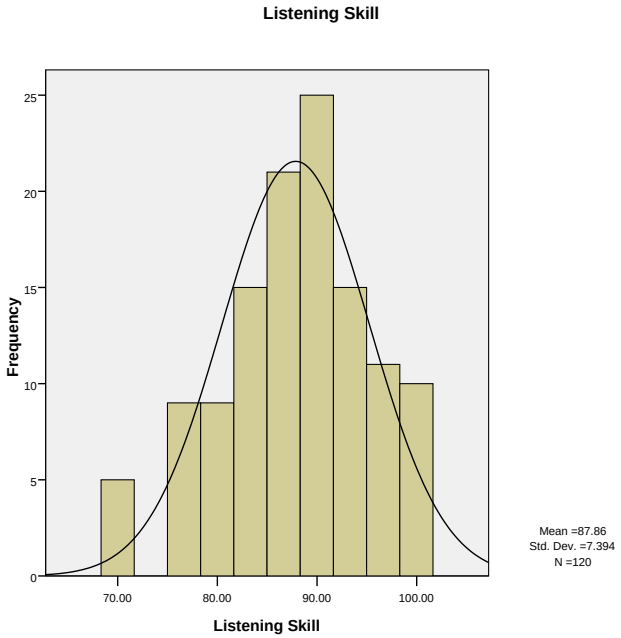


Diagram 3. The Histogram and Polygon Data of Student's Listening Skill

From the distribution table, histogram, and polygon frequency we can conclude that the data score of listening skill in this research has a normal distribution.

4. Relation of Regression Line Linearity between Variable X_1 within Variable Y

The result calculation of the relation of the regression line linearity between variable X_1 within variable Y can be seen in Table 2.

Table 2. The Result Recapitulatilation of Regression Line Linearity Test Relation between variable X_1 within Variable Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Listening Skill * Vocabulary Mastery	Between Groups	(Combined)	3231.938	9	359.104	12.064	.000
		Linearity	3046.395	1	3046.395	102.342	.000
		Deviation from Linearity	185.543	8	23.193	.779	.622
	Within Groups		3274.349	110	29.767		
	Total		6506.287	119			

The above table showed that the score in ***Sig*** in line *Deviation from Linearity* is 0,622 more than 0,05, so H_0 is accepted, in other words, that regression line between varibleX_1 and variable Y is linear.

5. Regression Line Linearity Relation Variable X_2 within Variable Y

The calculation of linearity regression line test relation between variable X_2 with variable Y can be seen in Table 3.

Table 3. The Result Recapitulatilation of Regression Line Linearity Test Relation between variable X_2 within Variable Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Listening Skill * Logical Thinking	Between Groups	(Combined)	3684.917	10	368.492	14.236	.000
		Linearity	3488.957	1	3488.957	134.791	.000
		Deviation from Linearity	195.961	9	21.773	.841	.580
	Within Groups		2821.370	109	25.884		
	Total		6506.287	119			

The above table showed that the score in ***Sig*** in line *Deviation from Linearity* is 0,580 more than 0,05, so H_0 is accepted, in other words, that regression line between variable X_2 and variable Y is linear.

6. Test of Hypothesis

Test of Hypothesis is done based on What is written in chapter III. The result of the calculation and test can be seen in Table 4, Table 5, and Table 6.

Table 4. The Calculation Result of Coefficient Correlation the Effect of Variable X_1 and X_2 toward Variable Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.745[a]	.554	.547	4.97794	1.902

a. Predictors: (Constant), Logical Thinking, Vocabulary Mastery

b. Dependent Variable: Listening Skill

Table 5. The Result Recapitulation Significant Coefficient Regression Test the Effect Variable X_2 within Variable Y

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3607.045	2	1803.522	72.782	.000[a]
	Residual	2899.242	117	24.780		
	Total	6506.287	119			

a. Predictors: (Constant), Logical Thinking, Vocabulary Mastery

b. Dependent Variable: Listening Skill

Table 6. The Result Recapitulation of Equation of a Regression Line Calculation The Effect of Variable X_1 and X_2 toward Variable Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	47.940	3.398		14.109	.000		
	Vocabulary Mastery	.157	.072	.243	2.183	.031	.307	3.258
	Logical Thinking	.335	.070	.530	4.757	.000	.307	3.258

a. Dependent Variable: Listening Skill

7. The Effect of Vocabulary Mastery (X_1) and Logical Thinking (X_2) towards Student's Listening Skill (Y)

From table 4. we can see that the effect of double coefficient correlation of independent variable vocabulary mastery (X_1) and logical thinking (X_2) toward student's listening skill (Y) is 0,745.

The calculation of the significant coefficient correlation test can be seen in table 4.5. From the calculation, acquired that coefficient correlation is significant, in other words, that there is a significant effect of the independent variable of vocabulary mastery (X_1) and logical thinking (X_2) towards student's listening skill (Y).

While the coefficient determination is 0,554 show that the quantity of the effect of vocabulary mastery and logical thinking towards students' listening skills is 55,4%, and the residue is (44,6%) because of another factor. In the meantime, for the hypothesis test through the regression analysis acquired the calculation result that can be seen in table 6 and table 7, From Table 7 acquired the equation of regression line that represents the effect of X_1 and X_2 toward variable Y, that is $\hat{Y} = 47{,}94 + 0{,}157\ X_1 + 0{,}335\ X_2$. The significant test for the regression line is by paying attention to the result in table 5. Based on the rule, the criteria for significant regression is "If *Sig* < 0.05 so H_0 denied" or "if $F_{test} > F_{table}$ so H_0 denied", it means that the coefficient regression is significant, in other words, there is a significant effect of dependent variable X_1 and X_2 toward independent variable Y. The score of *Sig* is the number printed in the *Sig* column in Table 5. The score of F_{test} is the number printed in the F column in Table 5. While F_{table} is the score of distribution table F for the real standard is 5% with the numerator degree (k) = 2 and denominator degree (n – k – 1) = 117 while in is the respondents, and k is the quantity of dependent variable.

From table 5. it can be seen that the score of *Sig* = 0.000 dan F_{test}= 72,782; while F_{table} = 3,08. Because the score of *Sig* < 0,05 and $F_{test} > F_{table}$ so H_0 is denied means that the coefficient regression is significant. In other words, there is a significant effect of the independent variable of vocabulary mastery (X_1) and logical thinking (X_2) on students' listening skills (Y).

From the test result of correlation and regression, we can conclude that there is a significant effect of the independent variable of vocabulary mastery (X_1) and logical thinking (X_2) on students' listening skills (Y).

8. The Effect of Vocabulary Mastery (X_1) towards Student's Listening Skill (Y)

To prove the hypothesis is by paying attention to the score of column t or column *Sig* for line vocabulary mastery (Variable X_1) in Table 6. Based on the rule, the criteria for significant regression are "If *Sig* < 0.05 so H_0 denied" or "if $F_{test} > F_{table}$ so H_0 denied", which means that the coefficient regression is significant, of independent variable X_1 toward dependent variable Y. The score of *Sig* is the number printed in column *Sig* for vocabulary mastery (Variable X_1) in Table 6. The score of t_{test} is the numbers shown I column t for the vocabulary mastery line (Variable X_1) in Table 6. While the score for t_{table} is the score of distribution t for the standard real 5% with the degree of freedom (df = n – 2) = 118 while n is the quantity of respondents. From Table 6. can be seen that the score of *Sig* = 0.031 and t_{test} = 2,183; while t_{tabel} = 1,98. Because the score of *Sig* < 0,05 and $t_{test} > t_{table}$ so H_0 is denied that means there is a significant effect of independent variable X_1 (vocabulary mastery) towards dependent variable Y (listening skill).

From the result of the correlation test, regression test, or by seeing the line model, we may conclude that there is a significant effect of independent variable X_1 (Vocabulary mastery) towards dependent variable Y (listening skill).

9. The Effect of Logical Thinking (X_2) towards Student's Listening Skill (Y)

To prove the hypothesis is by paying attention to the score of column t or column *Sig* for line logical thinking (Variable X_2) in Table 6. Based on the rule, the criteria for significant regression is "If *Sig* < 0.05 so H_0 denied" or "if $F_{test} > F_{table}$ so H_0 denied", it means that the coefficient regression is significant, of independent variable X_2 toward dependent variable Y. While the score for t_{table} is the score of distribution t for the standard real 5% with the degree of freedom (df = n – 2) = 118 while n is the quantity of respondents. From Table 6. can be seen that the score of *Sig* = 0.000 and t_{test} = 4,757; while ttable = 1,98. Because the score of *Sig* < 0,05 and $t_{test} > t_{table}$ so H_0 is denied that means there is a significant effect of independent variable X_1 (logical thinking) towards dependent variable Y (listening skill).

From the result of the correlation test, regression test, or by seeing the line model, we may conclude that there is a significant effect of independent variable X_1 (logical thinking) towards dependent variable Y (listening skill).

10. The Effect of Vocabulary Mastery and Logical Thinking towards student's Listening skill

From the descriptive analysis after the correlation analysis has been done acquired coefficient of 0,745 and coefficient determination of 55,4%, after the testing by using SPSS program proved that the coefficient correlation is significant. It means that there is an effect of dependent variable X_1 (Vocabulary mastery) and X_2 (Logical thinking) toward dependent variable Y (Listening skill).

And from the regression analysis acquired the equation of regression line $\hat{Y} = 47{,}94 + 0{,}157\ X_1 + 0{,}335\ X_2$. The constant score = 47,94 showed that a low of vocabulary mastery and logical thinking make students difficult to improve good listening skills, while the score of coefficient regression of 0,157 and 0,335 showed that there is a positive effect of independent variable X_1 (Vocabulary mastery) and X_2 (Logical thinking) toward dependent variable Y (Listening skill). Every increase of one score of vocabulary mastery will make another increase

in listening skill of 0,157, and every increase of one score of logical thinking will make another increase in listening skill of 0,335.

After the test of regression line linearity by using SPSS program acquired that the regression line is linear. From the significant test of coefficient regression that is also used the SPSS program acquired that the coefficient regression is significant, which means that it is true that there is a positive effect of independent variable X_1 (Vocabulary mastery) and X_2 (Logical thinking) toward dependent variable Y (Listening skill).

A higher vocabulary mastery and logical thinking will also make the students have higher listening skills. From the quantitive information and theory, the researcher concludes that vocabulary mastery and logical thinking have a significant effect on listening skills.

11. The Effect of Vocabulary Mastery on Student's Listening Skill

From the hypothesis test acquired the score of *Sig* = 0.031 and t_{test} = 2,183; while t_{table} = 1,98. Because the score of *Sig* < 0,05 and $t_{test} > t_{table}$ so H_0 is denied it means that there is a significant effect of independent variable X_1 (vocabulary mastery) towards dependent variable Y (listening skill). From the quantitive information and theory, the researcher concludes that vocabulary mastery has a significant effect on students' listening skills.

12. The Effect of Logical thinking (X2) towards Student's Listening skill (Y)

From the hypothesis test acquired the score of *Sig* = 0.000 and t_{test} = 4,757 while t_{table} = 1,98. Because the sore of *Sig* < 0,05 and $t_{test} > t_{table}$ so H_0 is denied it means that there is a significant effect of independent variable X_2 (logical thinking) towards dependent variable Y (listening skill). From the quantitive information and theory, the researcher concludes that logical thinking has a significant effect on listening skills.

Conclusion

The results of this present study were mentioned as follows: (1) vocabulary mastery gives a significant effect on students' listening skills. This effect is significant to the score of acquired 0,031. The score is lower than 0,05 which shows whether the score is significant or not. Based on that, we may conclude that the better vocabulary mastery the better listening skill; (2) logical thinking gives a significant effect on students' listening skills. This significant effect to the score of acquired 0,000 lower than 0,05. Based on that, it can be concluded that the better logical thinking the better the listening skill; (3) there is a positive and significant effect of vocabulary mastery and logical thinking on students' listening skills. It shows that the score of coefficient correlation of 0,745 with the contribution of 55,4% toward listening skill. Based on that we may conclude that there is a positive and significant effect of vocabulary mastery and logical thinking toward listening skills.

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