# The correlation between students' vocabulary mastery and listening ability

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## Abstract

This research described the correlation between vocabulary mastery and listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru. The problems that should be answered in this research were: (1) how is the students" vocabulary mastery? (2) How is the students" ability in listening ability? 3) Is there any significant correlation between students" vocabulary mastery and their listening ability? The subject of this research was the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru. There were 75 students in the eleventh grade. The data of this research were collected through: written test and documentary. Then all data are analyzed with quantitative method and by using inductive method to draw conclusion. By using product moment formula, the final result shows that $r_{xy}$ is 0.557. For N = 75, r table in 5% fault is 0.227 and 1% fault is 0.296. It appears that $r_{xy}$ is more than r table. It means that the null hypothesis (Ho) wss denied and the hypothesis alternative (Ha) is accepted. It can be concluded that there is a significant correlation between students' vocabulary mastery and listening ability. The direction of correlation is positive correlation and sufficient category.

*Keywords*: Vocabulary, Mastery, Listening, Ability, Correlation

## INTRODUCTION

In learning English, many aspects should be developed and mastered by the learners. One of them is vocabulary. Vocabulary is a vital aspect in language because it appears in every skill of language such as listening, speaking, reading and writing.

People have difficulties in expressing their ideas when their vocabulary is limited, the acquisition of a large number of vocabularies can help the

students read, speak, listen and also write English. Mastering vocabulary is the ability to get or to receive a lot of words. Vocabulary is one of the important language elements that should be mastered by students (Sulastri, 2011, p. 103). Furthermore, mastering vocabulary will help other aspects (four skills) in language especially in listening. Richard (2002, p.14) said that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" thus it cannot be ignored vocabulary is an essential element which should be mastered by students in learning English language.

There are four skills that should be developed and mastered by the learners. The skills are: listening, speaking, reading, and writing. For the first skill above, listening is more difficult than others. Schmitt (1997, p.25) says "many students find listening is the most difficult skill in English. Listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sound". Listening also leads to understand facts and ideas. Listening skill is really needed by students in order that they can absorb anything that the teacher taught. By listening, students can get much information around them. Listening is the first skill that the students do in learning language. When the students learn English, it is necessary for them to listen to everything that the teacher explains. Since listening is an active skill in English, in two-exchange communication, students are active at the time they respond what they hear or see or agree with a topic discussed (Qodir, Baehaqi, & Miftah, 2016, p. 2). Typically, students of English from non-English speaking country have little listening English experiences. If the students have a very limited vocabulary, then vocabulary can be taught through English listening.

According to Hugs (2003, p. 179), vocabulary supports other language skills such as listening, speaking, reading, and writing, and it must be mastered when learning a foreign language. It means that listening is one of the skills in English language which can be influenced by the mastery of vocabulary. Additionally, expressive vocabulary knowledge and listening comprehension skills were found to be independently related to words identification abilities (wise, 2007, p. 50). It explains that the vocabulary has a special relationship with listening.

The researchers assumed that the more vocabulary students know, it will be better for their listening. According to the result of pre-interview with some students of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru about their English subject problems, especially about their listening skill, the researchers got information that they have problem in listening because they do not have enough vocabulary to catch the

meaning. Some of them said if they have enough vocabulary, listening skill would be easy for them. Other students said if the students master vocabulary, they would listen easily and guess every word or sentence that they heard from the material.

### Statements of The Problem

In order to get clear information for this research, the problems that are being to be studied, as follow:

1. How is the students' vocabulary mastery of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru?
2. How is the listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru?
3. Is there any significant correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru?

### Objective Of Study

There are some purposes of this research:

1. To find out the students' vocabulary mastery of the eleventh grade studes at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.
2. To find out the listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.
3. To find out the correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.

### Significance Of Study

Theoretically, it can motivate teachers to find a new way which is appropriate in teaching vocabulary and listening. It also encourages the teachers to develop their creativity to improve teaching and learning process. In addition, the teacher's capability to conduct the teaching and learning activity is improved as a result the teaching and learning activity can run well.

### METHOD

### Research Design

In conducting the research, the researchers used correlational research. Correlational research indicates an association between two or more variables (Creswell, 2008, p.358). In the research, the researcher used test to score

students' vocabulary mastery. Then, the researcher conducts listening test to measure their vocabulary mastery. After that, Pearson Product Moment formula is used to correlate two variables and to find out the significance correlation between students' vocabulary mastery and their listening ability. The independent variable of this research is the students" vocabulary mastery (variable X) and listening ability is the dependent variable (variable Y).

### Research Location

The research was conducted at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru,Street. Rahayu, Banjarbaru Desa Banjarbaru Utara Kec. Banjarbaru Kota Banjarbaru, South Kalimantan.This research is applied to students in eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru.

### Research Subject

The subject of this research is all the students of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru which consists of 75 students from two classes (class XI IPA 1, and XI IPA 2) as can be seen in the following table

Table 1. Distribution of the Subject of Research

| Number | Class | Sexual status | | Total |
|---|---|---|---|---|
| | | Male | Female | |
| 1. | XI IPA 1 | 14 | 24 | 38 |
| 2. | XI IPA 2 | 15 | 22 | 37 |
| Total | | 29 | 46 | 75 |

### Data

The data that related to statement of the problems are about the students' vocabulary mastery and their listening ability of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru which are seen in their score from the written test.

### Technique of Data collection

In collecting the data, the instruments of this research is the test to measure the students' vocabulary mastery (variable X) and listening test to measure the students" listening ability (variable Y).

1. Test

In this research, the students are tested to know their vocabulary mastery and listening skill. The test is in written form in multiple choice items. The test was conducted in two classes of the eleventh grade. The test is done twice in each class, the first for vocabulary test and the second for listening test. The test spent about 25 minutes in each test.

To measure the students' vocabulary mastery and their listening ability of the eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru, the researchers prepared English National Examination year 2015/2016 code 4. The objective test is used because the objective test is more objective and representative. The total number of test item is 20. The total Maximum Expected Score (MES) of question is 100 point. To determine the degree of students' vocabulary mastery and their listening skills, the writer used the following formula according to Murdan (2006, 47):

$$M = \frac{\sum X}{N}$$

M = Mean
∑X= Total score
N = Total number of respondents

The highest score is 100 and the lowest is 0. Then students' scores are interpreted as their vocabulary mastery and listening skill.

2. Documentary

Documentary is a technique to collect data from written sources (Arikunto, 1992, pg. 131). Documentation is used to collect basic data obtained from research location, dean, administration staff, and total number of teachers, classes, and students.

### Data Analysis Procedure

After processing the data, the next step is data analyzing. There are four steps of analyzing data. The first step is to find out the degree of students' vocabulary mastery. The second is to find out the students" listening ability. The third is to see the correlation degree of them. The last step is to test hypothesis.

1. To find out the degree of students' part of vocabulary mastery and their listening skill and the relation degree of them:
a. Make students' score table based on the kind of test and find out the sum of

their score: students' score of vocabulary mastery test symbolized as X variable and students" score in listening ability test symbolized as Y variable.

b. Classifying students' score using the following criteria as the standard score of the tests, in classifying the score, the researcher uses the categories which is taken from David p. Harris (1969, p. 134), as follows:

Table 2 Categories of Vocabulary Mastery and Listening Ability

| Score | Category |
|---|---|
| 80 – 100 | Excellent |
| 70 – 79 | Good |
| 60 – 69 | Fair |
| 50 – 59 | Low |
| 0 – 49 | Poor |

2. Making Diagram

a. Determining the mean (M) of the respondents score

Mean is the average of all respondents' score. By dividing all scores the number of respondents (Murdan, 2006). In this case, the mean will be determined by using the formula as follow:

$$Mx = \frac{\sum X}{N} \qquad My = \frac{\sum Y}{N}$$

Where:

$\sum X$: the sum of students' vocabulary mastery

$\sum Y$: the sum of students" listening skill

N: Number of respondents

3. Making working table

Table 3 the working table for the number of research subject

| Subject | X | Y | x | Y | Xy | $x^2$ | $Y^2$ |
|---|---|---|---|---|---|---|---|
| N = 75 | | | | | $\sum xy$ | $\sum x^2$ | $\sum y^2$ |

Where:

X: The score of students' vocabulary mastery

Y: The score of students' listening skill

x: X – Mx

y: Y – My

4. Determining the degree of rxy

In order to determine the degree of correlation between students" vocabulary mastery and their listening ability the eleventh grade at Integrated Islamic Senior High School Qardhan Hasanah Banjarbaru. The researchers used a pearson product moment formula because both of data are interval data, Murdan (2006) says that if the correlation has two kinds of variables that are interval data, the researchers should use the coefficient Pearson product moment formula.

Product moment formula is usually used to correlate two variables based on its correlation coefficient value, it is useful to describe and find out the significance of the relation between those two variables, variable X and variable Y. It is usually symbolized by r or $r_{xy}$.

Pearson product moment formula as follows:

$$\mathbf{r}_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$r_{xy}$ = The correlation coefficient between correlated variable X and Y

$\sum xy$ = The sum of the multiplication between variable X score and variable Y score

$\sum x^2$ = The sum of standard deviation from variable X

$\sum y^2$ = The sum of standard deviation from variable Y

To test hypothesis
1. Consulting the degree of correlation ($r_{xy}$) and the degree of coefficient correlation product moment table to determine whether there is a correlation between students" vocabulary mastery and listening skill or not. in this research, the number of the respondents is 75. By looking at the table of coefficient correlation degree of pearson product moment, the table degree of correlation of 75 in 5% fault significant is 0.227 and its degree of correlation in 1% fault is 0.296.
2. Interpreting the result and making conclusion. There are possibilities conclusion:
   - If $r_{xy}$<0. 227 or $r_{xy}$< 0.296, the hypothesis null (Ho) is accepted and the hypothesis alternative (Ha) is denied. It means there is no significant correlation between students" vocabulary mastery and their listening ability.
   - If $r_{xy}$> 0.227 or $r_{xy}$> 0.296, the null hypothesis (Ho) is denied and hypothesis

alternative (Ha) is accepted. It means there is a significant correlation between students" vocabulary mastery and their listening ability.

3. Interpreting the result by referring to rough standard. The standard that used in this research is as follow suggested by Murdan (2005, p.135).

Table 4 Correlational Standard

| Coefficient correlation | Category |
|---|---|
| 0.8 – 100 | Very high |
| 0.60 - <0.80 | High |
| 0.40 -<0.60 | Fair |
| 0.20-<0.40 | Low |
| 0.00 - <0.20 | Very low |

## FINDINGS AND DISCUSSIONS

### 1. *The students' vocabulary mastery of the eleventh grade studes at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.*

Based on the result of vocabulary mastery test of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017, it was found that the highest score is 100 and the lowest score is 30. The accumulated score is 5490. The result can be seen in the table below:

Table 5 Students' Vocabulary Mastery Scores

| Number | Students" Names | Vocabulary mastery (X) |
|---|---|---|
| 1 | A | 70 |
| 2 | B | 90 |
| 3 | C | 70 |
| 4 | D | 70 |
| 5 | E | 50 |
| 6 | F | 90 |
| 7 | G | 60 |
| 8 | H | 70 |
| 9 | I | 70 |
| 10 | J | 70 |
| 11 | K | 90 |

| 12 | L | 60 |
|----|----|-----|
| 13 | M | 90 |
| 14 | N | 100 |
| 15 | O | 70 |
| 16 | P | 60 |
| 17 | Q | 70 |
| 18 | R | 70 |
| 19 | S | 90 |
| 20 | T | 80 |
| 21 | U | 70 |
| 22 | V | 50 |
| 23 | W | 70 |
| 24 | X | 70 |
| 25 | Y | 90 |
| 26 | Z | 90 |
| 27 | AA | 70 |
| 28 | AB | 90 |
| 29 | AC | 60 |
| 30 | AD | 70 |
| 31 | AE | 60 |
| 32 | AF | 70 |
| 33 | AG | 80 |
| 34 | AH | 60 |
| 35 | AI | 70 |
| 36 | AJ | 80 |
| 37 | AK | 90 |
| 38 | AL | 100 |
| 39 | AM | 70 |
| 40 | AN | 70 |
| 41 | AO | 100 |
| 42 | AP | 60 |

| 43 | AQ | 40 |
| 44 | AR | 30 |
| 45 | AS | 70 |
| 46 | AT | 70 |
| 47 | AU | 50 |
| 48 | AV | 80 |
| 49 | AW | 90 |
| 50 | AX | 100 |
| 51 | AY | 50 |
| 52 | AZ | 40 |
| 53 | BA | 100 |
| 54 | BB | 100 |
| 55 | BC | 90 |
| 56 | BD | 80 |
| 57 | BE | 60 |
| 58 | BF | 60 |
| 59 | BG | 70 |
| 60 | BH | 60 |
| 61 | BI | 40 |
| 62 | BJ | 70 |
| 63 | BK | 70 |
| 64 | BL | 80 |
| 65 | BM | 60 |
| 66 | BN | 100 |
| 67 | BO | 100 |
| 68 | BP | 70 |
| 69 | BQ | 80 |
| 70 | BR | 70 |
| 71 | BS | 50 |
| 72 | BT | 80 |
| 73 | BU | 90 |

| 74 | BV | 100 |
| 75 | BW | 60 |
| | Total | $\sum X = 5490$ |

To know the students" level at the test, the writer classifies the data into 6 categories, namely excellent, good, sufficient, low, very low and poor as the standard score of the test. The clarification of students" ability can be seen in the table as below:

Table 6 Classification of students" in Vocabulary Mastery

| Score | Frequency | Percentage | Category |
|-------|-----------|------------|----------|
| 80 – 100 | 29 | 38.66% | Excellent |
| 70 - < 80 | 25 | 33.33% | Good |
| 60 - < 70 | 12 | 16% | Sufficient |
| 50 - < 60 | 5 | 6.66% | Low |
| 40 - < 50 | 3 | 4% | Very low |
| 0 - < 40 | 1 | 1.33% | Poor |
| Total | N = 75 | 100% | |

The table above shows students" ability of vocabulary mastery. 38.66% students" are in excellent level, 33.33% students are in good level, 16% students are in sufficient level. But there are 6.66% students" who are in low level, 4% students are in very low level, and 1.33% students get poor level.

2. **The listening ability of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.**

From the result of listening test of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru, it is found that the highest score is 100 and the lowest score is 40. The accumulated score is 5720.

Table 7 Students" Listening Scores

| Number | Students" Names | Listening ability (Y) |
|--------|-----------------|-----------------------|
| 1 | A | 90 |
| 2 | B | 80 |
| 3 | C | 70 |
| 4 | D | 90 |

| 5 | E | 60 |
|---|---|---|
| 6 | F | 100 |
| 7 | G | 50 |
| 8 | H | 80 |
| 9 | I | 70 |
| 10 | J | 60 |
| 11 | K | 70 |
| 12 | L | 50 |
| 13 | M | 70 |
| 14 | N | 100 |
| 15 | O | 70 |
| 16 | P | 70 |
| 17 | Q | 90 |
| 18 | R | 60 |
| 19 | S | 70 |
| 20 | T | 90 |
| 21 | U | 60 |
| 22 | V | 60 |
| 23 | W | 80 |
| 24 | X | 70 |
| 25 | Y | 100 |
| 26 | Z | 70 |
| 27 | AA | 80 |
| 28 | AB | 70 |
| 29 | AC | 50 |
| 30 | AD | 70 |
| 31 | AE | 50 |
| 32 | AF | 60 |
| 33 | AG | 60 |
| 34 | AH | 90 |
| 35 | AI | 40 |

| 36 | AJ | 100 |
|----|----|-----|
| 37 | AK | 60 |
| 38 | AL | 100 |
| 39 | AM | 80 |
| 40 | AN | 90 |
| 41 | AO | 70 |
| 42 | AP | 70 |
| 43 | AQ | 50 |
| 44 | AR | 50 |
| 45 | AS | 100 |
| 46 | AT | 60 |
| 47 | AU | 70 |
| 48 | AV | 100 |
| 49 | AW | 90 |
| 50 | AX | 90 |
| 51 | AY | 60 |
| 52 | AZ | 60 |
| 53 | BA | 80 |
| 54 | BB | 100 |
| 55 | BC | 80 |
| 56 | BD | 90 |
| 57 | BE | 70 |
| 58 | BF | 60 |
| 59 | BG | 100 |
| 60 | BH | 80 |
| 61 | BI | 60 |
| 62 | BJ | 70 |
| 63 | BK | 100 |
| 64 | BL | 100 |
| 65 | BM | 80 |
| 66 | BN | 100 |

| 67 | BO | 90 |
|----|----|-----|
| 68 | BP | 90 |
| 69 | BQ | 100 |
| 70 | BR | 80 |
| 71 | BS | 60 |
| 72 | BT | 90 |
| 73 | BU | 80 |
| 74 | BV | 90 |
| 75 | BW | 70 |
| | Total | $\sum Y = 5720$ |

To know the students" level at the test, the writer classifies the data into 6 categories, namely excellent, good, sufficient, low, very low and poor as the standard score of the test. The clarification of students" ability can be seen in the table as below:

Table 8 Classification of students" in Listening Ability

| Score | Frequency | Percentage | Category |
|-------|-----------|------------|----------|
| 80 – 100 | 37 | 49.33% | Excellent |
| 70 - < 80 | 17 | 22.66% | Good |
| 60 - < 70 | 14 | 18.66% | Sufficient |
| 50 - < 60 | 6 | 8% | Low |
| 40 - < 50 | 1 | 1.33% | Very low |
| 0 - < 40 | 0 | 0% | Poor |
| Total | N = 75 | 100% | |

The table above shows students" achievement in listening ability. 49.33% students" are in excellent level, 22.66% in good level, 18.66% in sufficient level. But there are 8% students" who are in low level, 1.33% in very low level.

3. *The correlation between the eleventh grade students' vocabulary mastery and their listening ability at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru.*

This data analysis is aimed to define the degree of students' vocabulary mastery and listening ability.

$$Mx = \frac{\sum X}{N} \qquad My = \frac{\sum Y}{N}$$

Thus, based on the table score it can be known that:

$\sum X = 5490$

$\sum Y = 5720$

$N = 75$

$Mx = \dfrac{5490}{75} = 73.2$

$My = \dfrac{5720}{75} = 76.26$

After the mean of data X and Y are defined. The researchers made working table of the final score as in this table below:

Table 9 Working Table of Analyzing the Correlation

| No. | X | Y | X | Y | XY | $X^2$ | $Y^2$ |
|---|---|---|---|---|---|---|---|
| 1 | 70 | 90 | -3.2 | 13.74 | -43.968 | 10.24 | 188.7876 |
| 2 | 90 | 80 | 16.8 | 3.74 | 62.832 | 282.24 | 13.9876 |
| 3 | 70 | 70 | -3.2 | -6.26 | 20.032 | 10.24 | 39.1876 |
| 4 | 70 | 90 | -3.2 | 13.74 | -43.968 | 10.24 | 188.7876 |
| 5 | 50 | 60 | -23.2 | -16.26 | 377.232 | 538.24 | 264.3876 |
| 6 | 90 | 100 | 16.8 | 23.74 | 398.832 | 282.24 | 563.5876 |
| 7 | 60 | 50 | -13.2 | -26.26 | 346.632 | 174.24 | 689.5876 |
| 8 | 70 | 80 | -3.2 | 3.74 | -11.968 | 10.24 | 13.9876 |
| 9 | 70 | 70 | -3.2 | -6.26 | 20.032 | 10.24 | 39.1876 |
| 10 | 70 | 60 | -3.2 | -16.26 | 52.032 | 10.24 | 264.3876 |
| 11 | 90 | 70 | 16.8 | -6.26 | -105.168 | 282.24 | 39.1876 |
| 12 | 60 | 50 | -13.2 | -26.26 | 346.632 | 174.24 | 689.5876 |
| 13 | 90 | 70 | 16.8 | -6.26 | -105.168 | 282.24 | 39.1876 |
| 14 | 100 | 100 | 26.8 | 23.74 | 636.232 | 718.24 | 563.5876 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 15 | 70 | 70 | -3.2 | -6.26 | 20.032 | 10.24 | 39.1876 |
| 16 | 60 | 70 | -13.2 | -6.26 | 82.632 | 174.24 | 39.1876 |
| 17 | 70 | 90 | -3.2 | 13.74 | -43.968 | 10.24 | 188.7876 |
| 18 | 70 | 60 | -3.2 | -16.26 | 52.032 | 10.24 | 264.3876 |
| 19 | 90 | 70 | 16.8 | -6.26 | -105.168 | 282.24 | 39.1876 |
| 20 | 80 | 90 | 6.8 | 13.74 | 93.432 | 46.24 | 188.7876 |
| 21 | 70 | 60 | -3.2 | -16.26 | 52.032 | 10.24 | 264.3876 |
| 22 | 50 | 60 | -23.2 | -16.26 | 377.232 | 538.24 | 264.3876 |
| 23 | 70 | 80 | -3.2 | 3.74 | -11.968 | 10.24 | 13.9876 |
| 24 | 70 | 70 | -3.2 | -6.26 | 20.032 | 10.24 | 39.1876 |
| 25 | 90 | 100 | 16.8 | 23.74 | 398.832 | 282.24 | 563.5876 |
| 26 | 90 | 70 | 16.8 | -6.26 | -105.168 | 282.24 | 39.1876 |
| 27 | 70 | 80 | -3.2 | 3.74 | -11.968 | 10.24 | 13.9876 |
| 28 | 90 | 70 | 16.8 | -6.26 | -105.168 | 282.24 | 39.1876 |
| 29 | 60 | 50 | -13.2 | -26.26 | 346.632 | 174.24 | 689.5876 |
| 30 | 70 | 70 | -3.2 | -6.26 | 20.032 | 10.24 | 39.1876 |
| 31 | 60 | 50 | -13.2 | -26.26 | 346.632 | 174.24 | 689.5876 |
| 32 | 70 | 60 | -3.2 | -16.26 | 52.032 | 10.24 | 264.3876 |
| 33 | 80 | 60 | 6.8 | -16.26 | -110.568 | 46.24 | 264.3876 |
| 34 | 60 | 90 | -13.2 | 13.74 | -181.368 | 174.24 | 188.7876 |
| 35 | 70 | 40 | -3.2 | -36.26 | 116.032 | 10.24 | 1314.788 |
| 36 | 80 | 100 | 6.8 | 23.74 | 161.432 | 46.24 | 563.5876 |
| 37 | 90 | 60 | 16.8 | -16.26 | -273.168 | 282.24 | 264.3876 |
| 38 | 100 | 100 | 26.8 | 23.74 | 636.232 | 718.24 | 563.5876 |
| 39 | 70 | 80 | -3.2 | 3.74 | -11.968 | 10.24 | 13.9876 |
| 40 | 70 | 90 | -3.2 | 13.74 | -43.968 | 10.24 | 188.7876 |
| 41 | 100 | 70 | 26.8 | -6.26 | -167.768 | 718.24 | 39.1876 |
| 42 | 60 | 70 | -13.2 | -6.26 | 82.632 | 174.24 | 39.1876 |
| 43 | 40 | 50 | -33.2 | -26.26 | 871.832 | 1102.24 | 689.5876 |
| 44 | 30 | 50 | -43.2 | -26.26 | 1134.432 | 1866.24 | 689.5876 |

| 45 | 70 | 100 | -3.2 | 23.74 | -75.968 | 10.24 | 563.5876 |
|---|---|---|---|---|---|---|---|
| 46 | 70 | 60 | -3.2 | -16.26 | 52.032 | 10.24 | 264.3876 |
| 47 | 50 | 70 | -23.2 | -6.26 | 145.232 | 538.24 | 39.1876 |
| 48 | 80 | 100 | 6.8 | 23.74 | 161.432 | 46.24 | 563.5876 |
| 49 | 90 | 90 | 16.8 | 13.74 | 230.832 | 282.24 | 188.7876 |
| 50 | 100 | 90 | 26.8 | 13.74 | 368.232 | 718.24 | 188.7876 |
| 51 | 50 | 60 | -23.2 | -16.26 | 377.232 | 538.24 | 264.3876 |
| 52 | 40 | 60 | -33.2 | -16.26 | 539.832 | 1102.24 | 264.3876 |
| 53 | 100 | 80 | 26.8 | 3.74 | 100.232 | 718.24 | 13.9876 |
| 54 | 100 | 100 | 26.8 | 23.74 | 636.232 | 718.24 | 563.5876 |
| 55 | 90 | 80 | 16.8 | 3.74 | 62.832 | 282.24 | 13.9876 |
| 56 | 80 | 90 | 6.8 | 13.74 | 93.432 | 46.24 | 188.7876 |
| 57 | 60 | 70 | -13.2 | -6.26 | 82.632 | 174.24 | 39.1876 |
| 58 | 60 | 60 | -13.2 | -16.26 | 214.632 | 174.24 | 264.3876 |
| 59 | 70 | 100 | -3.2 | 23.74 | -75.968 | 10.24 | 563.5876 |
| 60 | 60 | 80 | -13.2 | 3.74 | -49.368 | 174.24 | 13.9876 |
| 61 | 40 | 60 | -33.2 | -16.26 | 539.832 | 1102.24 | 264.3876 |
| 62 | 70 | 70 | -3.2 | -6.26 | 20.032 | 10.24 | 39.1876 |
| 63 | 70 | 100 | -3.2 | 23.74 | -75.968 | 10.24 | 563.5876 |
| 64 | 80 | 100 | 6.8 | 23.74 | 161.432 | 46.24 | 563.5876 |
| 65 | 60 | 80 | -13.2 | 3.74 | -49.368 | 174.24 | 13.9876 |
| 66 | 100 | 100 | 26.8 | 23.74 | 636.232 | 718.24 | 563.5876 |
| 67 | 100 | 90 | 26.8 | 13.74 | 368.232 | 718.24 | 188.7876 |
| 68 | 70 | 90 | -3.2 | 13.74 | -43.968 | 10.24 | 188.7876 |
| 69 | 80 | 100 | 6.8 | 23.74 | 161.432 | 46.24 | 563.5876 |
| 70 | 70 | 80 | -3.2 | 3.74 | -11.968 | 10.24 | 13.9876 |
| 71 | 50 | 60 | -23.2 | -16.26 | 377.232 | 538.24 | 264.3876 |
| 72 | 80 | 90 | 6.8 | 13.74 | 93.432 | 46.24 | 188.7876 |
| 73 | 90 | 80 | 16.8 | 3.74 | 62.832 | 282.24 | 13.9876 |
| 74 | 100 | 90 | 26.8 | 13.74 | 368.232 | 718.24 | 188.7876 |
| 75 | 60 | 70 | -13.2 | -6.26 | 82.632 | 174.24 | 39.1876 |

| | | | | $\sum XY =$ | $\sum X^2 =$ 20432 | $\sum Y^2 =$ 19754.67 |
|---|---|---|---|---|---|---|
| N = 75 | $\sum X =$ 5490 | $\sum Y =$ 5720 | | 11196 | | |

Then, the writer determiner the degree of $r_{xy}$ by implementing formula as follows:

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

Where:

$r_{xy}$ = Coefficient correlation variables x and y

$\sum xy$ = The amount of multiplication between variable x and y

$\sum x^2$ = Deviation of X

$\sum y^2$ = Deviation of Y

Finally, from the working table, it can be known that:

$$\sum xy = 11196$$

$$\sum x^2 = 20432$$

$$\sum y^2 = 19754,67$$

So, $r_{xy} = \dfrac{11196}{\sqrt{(20432)(19754.67)}}$

= 0.557278

**CONCLUSION**

After conducting the research and analyzing all the data, the conclusion of the research can be seen as follows:

1. From 75 students of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru. The presented data on the subchapter show that the students are in excellent level 38.66%, 33.33% in good level, 16% in sufficient level. But there are 6.66% students" who are in low level, 4% in very low level, and 1.33% get poor level. Then mean of students' vocabulary mastery is 73.2 it can conclude that average of vocabulary mastery of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru is in good level.

2. From the result of the listening test, it can be seen there are 49.33% students in excellent level, 22.66% students in good level, 18.66% students in sufficient level. 8% students in low level, 1.33% students in very low level, and there

are no one students in poor level. The mean of students listening ability is 76.26. it can be concluded that students" listening skill of the eleventh grade students at Integrated Islamic Senior High School Qardhan Hasana Banjarbaru School Year 2016/2017 is in good level.

3. Based on the result of the data analysis, for N = 75, r table in 5% fault is 0.227 and r table in 1% fault is 0.296. it appears that 0.557 > 0.227 and 0.296. it means, that the hypothesis null (Ho) is denied and hypothesis alternative (Ha) is accepted. It can be concluded that there is a significant correlation between students' vocabulary mastery and listening ability. The correlation is positive and occurs in 0.400 - < 0.600 level. It means the correlation between students" vocabulary mastery and listening ability is in sufficient category.

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