

# THE EFFECTS OF VOCABULARY MASTERY AND LOGICAL REASONING TOWARDS STUDENT'S LISTENING SKILL

Nina Dwiastuty

Program Studi Pendidikan Bahasa Inggris  
Fakultas Bahasa dan Seni Universitas Indraprasta PGRI  
Jalan Nangka 58 Tanjung Barat, Jakarta Selatan, Indonesia  
[ninadwiastuty@gmail.com](mailto:ninadwiastuty@gmail.com)

## Abstract

*This research is aimed as follows : To get emperical data and analyze the effects of vocabulary mastery and logical reasoning towards student's listening skill at Senior Private School in South Jakarta. This research is done by Kolmogorov-Smirnov method, ANOVA Table, Proportional Correct for testing the item difficulties, by biserial coefficient, and by Kuder Richarsson testing. The research was held at Private Senior High School in South Jakarta. Data collective done by giving test for listening skill (yes/no or true false / 37 items), test for vocabulary mastery (multiplechoice/ 20 items), and test for logical reasoning (multiplechoice/20 items) given to class at SMA Kharismawita, SMA Bunda Kandung and SMA 28 Oktober. The result of study identifies; 1. there is an effect of Vocabulary Mastery towards Student's Listening skill. 2. There is an effect of logical reasoning towards student's listening skill. And 3. There are effect of vocabulary mastery and logical reasoning towards student's listening skill.*

*Keywords: Vocabulary Mastery, Logical reasoning, Listening Skill*

## Pengaruh Penguasaan Kosakata Dan Penalaran Logis Terhadap Keterampilan Mendengarkan Siswa

### Abstrak

Tujuan dari penelitian ini adalah sebagai berikut: untuk memperoleh data empiris dan menganalisis Pengaruh Penguasaan Kosakata dan Penalaran terhadap kemampuan Menyimak pada SMA Swasta di Jakarta Selatan. Perhitungan yang dilakukan pada penelitian ini adalah metode Kolmogorof-Smirnov, grafik Anova, Koefisien Proporsional dan Pengujian Kuder Richardsson. Penelitian ini dilaksanakan di SMA Swasta di Jakarta Selatan. Data diambil dengan memberikan tes kemampuan menyimak berupa 37 soal benar atau salah, penguasaan kosakata berupa 20 soal pilihan ganda dan 20 soal pilihan ganda untuk tes penalaran yang diberikan pada siswa kelas XI SMA Kharismawita, SMA Bunda Kandung, dan SMA 28 Oktober Jakarta Selatan. Dari penelitian ini disimpulkan bahwa; 1. Ada pengaruh antara penguasaan kosakata terhadap kemampuan menyimak siswa, 2. Ada pengaruh antara penalaran terhadap kemampuan menyimak siswa, dan 3. Ada pengaruh antara penguasaan kosakata dan penalaran terhadap kemampuan menyimak siswa.

Kata kunci: Penguasaan Kosakata, penalaran, Kemampuan Menyimak.

## A. INTRODUCTION

At the present time, 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 developing countries needs to communicate or interact to English to conduct social relationship, commercial and educational activities. Realizing that English as 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 the 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, that 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). The ways we use language tend to be talked by teachers, in terms of four skills – reading, writing, speaking and listening.

Listening is only one facet of language development, like the skill of reading, listening is a receptive skill and can be accomplished at a higher rate of speed than speaking or composing, 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 skill. If you are teaching in the Private Senior High School, you will find the fact that many of our students care less of the listening subject. In class, we are faced to some students who care less about listening subject and at the end of the lesson we are also going to find that their score are very low based on their careless. In listening, one component of English is vocabulary. Vocabulary also plays an important role, because the mastery of vocabulary will influence understanding of phrases, sentences, and paragraphs. According to Nation (2001:114) “learners would need at least 95 % coverage of the running words in the input in order 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, monologue 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 non-language department. Besides, in most lessons units, the number of new words is commonly very large and too much demanding for the learner who will naturally fail to retain them, most of the words will be forgotten during or soon after the lesson. So vocabulary mastery will support the achievement of listening comprehension skill without neglecting the grammar.

Based on the writer experience in teaching listening comprehension at the University of Indraprasta PGRI, the writer is interested in finding out whether there is an effect between vocabulary mastery and logical reasoning through listening skill at Private High School in South Jakarta.

## **B. DISCUSSION**

### **1. Theoretical Review**

#### **a. Listening Skill**

Listening has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening (Nunan in Nation and Newton, 2009:37). Means that listening uses more than 50 percent of the students time in studying foreign language in class. It shows how much important listening is in studying foreign language. "Students with good listening comprehension skills are better able to participate effectively in class" (Brown, 2001). Students who have a good listening skill will perform in class satisfactorily. This is all because almost of the distribution of the material need a listening activity, that's why a student with a good listening skill will be able to perform and respond well in teaching learning activity.

Based on the description above, we may draw a conclusion that listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. This correlation is like that between seeing and reading. Seeing is a very ordinary and passive state while reading is a focused process requiring reader's instrumental approach. Listening has a "volitional component". Tomatis' (2007) view is, while listening; the desire to listen, as well as the capability to listen (comprehension) must be present with the listener for the successful recognition and analysis of the sound.

b. Vocabulary Mastery

According to Read (1995:18), vocabulary is divided into two, namely function word and content word. A function word is a word which have no lexical meaning, and whose sole function is to express grammatical relationships. It consists of articles, prepositions, pronouns, conjunctions, and auxiliaries. The content word is a word that primarily expresses lexical meaning. It consists of nouns, verbs, adjectives and adverbs. Michael J. Wallace in Teaching Vocabulary (1982 : 9) says : “it has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language.”

Above statements declared that the importance of vocabulary mastering. Vocabulary mastering is an ability of understanding words of foreign language that someone has to be explained or described to someone else, and the others can understand what is being explained.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because to be able to speak, write, and listen nicely we have to know vocabulary first. It means that in learning vocabulary we have to know the meaning of a word and also understand and can use it in sentence context. Learning Vocabulary, it means that we learn about meaning. Many words in English sometimes have more than one meaning. Dictionary is one of tool for developing vocabulary. It gives the information of the meaning of words alphabetically. It can be used as a last resort when guessing from context's strategies fail. But, it can also be used productively, both for generating text and as resources for vocabulary acquisition. Its usefulness depends on learners being able to access the information they contain both speedily and accurately.

In learning vocabulary, people will experience development each year appropriate with their age. According to Richard (1989: 177) for native speakers of language, they continue to expand their vocabulary in adulthood. In social role and mode of discourse taking place in adulthood, in vocabulary there is continued development beyond the childhood years with adults constantly adding new words to their vocabulary through reading, occupation, and other activities. The primary period for conceptual development, however, is early childhood. Measurement of vocabulary knowledge is difficult and it is only approximately. Meanwhile, for Indonesian learners who learn English as one of foreign language that is taught in school, they have limited words or vocabulary that they now or understand of the language. So, they experience low development in expanding the

vocabularies. But if they have a lot practice, their experience in vocabulary will be high. That's why, today we can meet a lot of Indonesian students who have improved their vocabulary.

c. Logical Reasoning

In logic, three kinds of logical reasoning can be distinguished: deduction, induction and abduction. According to Akhadiyah (1993:74), there are deductive and inductive. These two statement indicates the process of to think logic.

Related to logical thinking, Poespoprodjo and Gilarso (1985:8) explained that logical reasoning is an explanation that show a connection between two things or more based on a reason and a certain steps to draw conclusion. Based on that concept, inside the logical reasoning there are logic factor, thinking process, fact, certain purpose, and they all analytic. That's why Soeparno and friends (1997:32) mention the main characteristics of logical thinking, by empirical inductive in logical thinking and rational deductive in logical reasoning.

In connection to above statement, we may say that human is a thinking creature, who has feeling, who know how to behave and know how to act. Their attitude and action based on their knowledge from the thinking process. Meanwhile, logical thinking create knowledge related to the thinking process. So, we may conclude that thinking is an activity that is done in order to find a correct knowledge.

As a thinking activity, logical thinking has characteristics, based on what Suryasumantri (2003:43) said:

“Pertama, adanya suatu pola berpikir yang secara luas dapat disebut logika. Dalam hal ini, tiap bentuk penalaran mempunyai logikanya tersendiri. Kedua, sifat analitik dari proses berpikirnya. Penalaran merupakan suatu kegiatan berpikir yang menyangkan diri pada suatu analisis dan kerangka berpikir yang dipergunakan untuk analisis tersebut adalah logika penalaran yang bersangkutan. Artinya, penalaran ilmiah merupakan kegiatan analisis mempergunakan logika ilmiah, demikian pula penalaran lainnya mempergunakan logikanya tersendiri pula. Sifat analitik ini merupakan konsekuensi dari adanya suatu pola berpikir tertentu.”

So, in logical reasoning in the thinking process what important is our logic in thinking, inductively and deductively. Barry (1983:21) said “Induction involves forming generalizations based on observed specifics: in contrast, deduction is the reasoning process by which we reach a specific conclusion rather than a generalization.”

Related to the previous theory, we can see clearly that between inductive and deductive is much related. Both of them develop the

logical reasoning concept to be the basic of listening a foreign language. Logical reasoning is a way of thinking in critical and analytical way to draw a conclusion based on what they have heard in listening, inductively or deductively.

## 2. Methodology

The method that will be used in this research is Survey. Application of this method performs through tested instrument to the students by using multiple choice tests for the vocabulary mastery and logical reasoning, and a listening comprehension test.

The number of sample of this research is class XI, the total numbers of the students from the three school that are being surveyed are 150 students. The source of data from vocabulary mastery variable and logical thinking, of above variables the answers of respondents (students) of all the questions based on the test given by the researcher. And so does the dependent variable listening skill is done by the test.

## 3. Findings

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 standart deviation.

### a. The effect of Vocabulary Mastery towards 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 quantitative information and theory, the researcher draw a conclusion that vocabulary mastery has a significant effect towards student's listening skill.

### b. The effect of Logical Reasoning towards Student's Listening Skill

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 reasoning) towards dependent variable Y (listening skill).

From the quantitative information and theory, the researcher draw a conclusion that logical reasoning has a significant effect towards listening skill.

### c. The Effect of Vocabulary Mastery and Logical Reasoning towards 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 effect of dependent variable  $X_1$  (vocabulary mastery) and  $X_2$  (logical reasoning) towards 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 with a low of vocabulary mastery and logical reasoning make students difficult to improve a good listening skill, 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 reasoning) 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 reasoning 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, 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).

With a higher vocabulary mastery and logical reasoning, will also make the students have a higher listening skill. From the quantitative information and theory, the researcher draw a conclusion that vocabulary mastery and logical reasoning have a significant effect towards listening skill.

### C. CONCLUSION

Students can get the skill by practicing. This process of practicing needs a lot of patience, diligence, and guidance, so that they can perform well. In that way, to train our language skill the same as to train our thought. There are many factors that can increase student's listening skill, the two factors that have been researched are vocabulary mastery and logical reasoning. That's why we have to grab our students to have more active learning wherever they are to increase their vocabulary mastery and logical reasoning to improve their listening skill. We should also suggest them to have more experience either in class or outside class. So that they can develop their ability of description and application.

## **BIBLIOGRAPHY**

### **Books:**

- Akhadiat, Sabarti and friends. 1993. *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Erlangga.
- Harmer, Jeremy.2007. s. England: Pearson Education Inc.
- . 2004. *The Practice of English language Teaching*. England: Pearson Education Inc.
- Helgesen, Brown, and Nunan,.2007. *Practical English Language Teaching; Listening*. New York, USA: McGraw-Hill Companies, Inc.
- Nation, I.S.P. and Newton, J. 2009. *Teaching ESL/ EFL Listening and Speaking*. New York: Routledge.
- Nunan, David and Miller 1995. *New Ways in Teaching English*. New York, USA: McGraw-Hill Companies, Inc.
- Nunan, David. 2003. *Practical English Language Teaching*. New York, USA: McGraw-Hill Companies, Inc.
- Read John, *Assessing Vocabulary*, Cambridge University Press, New York,1995.
- Richard Jack C. and Willy A. Renandya, *Methodology in Language teaching an Anthology of Current Practice*, Cambridge University Press, 2002.
- Soeparno, Haryadi, Suhardi. 1997. *Bahasa Indonesia untuk Ekonomi*. Yogyakarta: Ekonisia.
- Suryasumantri, Jujun S. 2003. *Filsafat Ilmu Sebuah Pengantar Populer*. Jakarta: Pustaka Sinar Harapan.

### **Internet:**

<http://www.infoplease.com/homework/listeningskills1>,