

**STUDENTS' LISTENING SKILL IN RECOGNIZING NEW
VOCABULARY AT ENGLISH EDUCATION STUDY
PROGRAM OF IAIN MANADO**

THESIS

Submitted as Partial Requirement for Degree of Education (S.Pd) in Teaching
English

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
MANADO STATE INSTITUTE OF ISLAMIC STUDIES**

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THESIS RATIFICATION

The thesis titled "Students' Listening Skill in Recognizing New Vocabulary at English Education Study Program of IAIN Manado" compiled by Meganisha Ibrahim with students registration number 17.2.6.022, a students of English Education Study Program, has been examined and defined in the Munaqasyah session held on May 29th 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement

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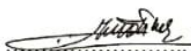
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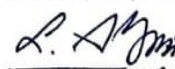
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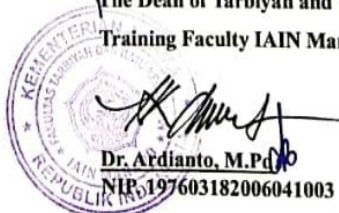


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ABSTRACT

Meganisha Ibrahim (1444 H/2023 M): *Students' Listening Skill In Recognizing New Vocabulary At English Education Study Program Of IAIN Manado.* Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Islamic Institute.

The research aims to identify the students' listening skill in recognizing new vocabulary. The subject of this research was fifth-semester students at English Education Study Program of IAIN Manado in the academic year 2022/2023. The design of this research is a descriptive qualitative approach, carried out using interview, test and documentation aimed at 26 students. This research used Low Frequency Words to determine the students' listening skill and the factors affecting in recognizing new vocabulary. The result of the research showed that the highest frequency of students' skill in correct vocabulary was 59.18%. There are several factors affecting students' listening difficulties. First, is the inability to control the speech of the speakers. This speaking rate becomes the most significant difficulty in listening because learners cannot control the speakers' speed. Second, is inability to get things repeated. Third, is having a limited vocabulary. the listener who has a limited vocabulary feels listening is a burden. When listening, to get the passages message and may interrupt the listeners' concentration.

Keywords: *Listening Skill, Recognizing Vocabulary*



ABSTRAK

Meganisha Ibrahim (1444 H/2023 M): Keterampilan Menyimak Siswa Dalam Mengenal Kosakata Baru Di Program Studi Tadris Bahasa Inggris Di Institut Agama Islam Negeri Manado, Tadris Bahasa Inggris, Fakultas Tarbiyah Dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengidentifikasi keterampilan menyimak siswa dalam mengenali kosa kata baru. Subyek penelitian ini adalah mahasiswa semester lima Program Studi Tadris Bahasa Inggris tahun akademik 2022/2023.. Rancangan penelitian ini adalah deskriptif kualitatif dengan pendekatan wawancara, tes dan dokumentasi yang ditujukan kepada 26 mahasiswa. Penelitian ini menggunakan kata berfrekuensi rendah untuk menentukan keterampilan mendengarkan siswa dan faktor-faktor yang mempengaruhi dalam mengenali kosa kata baru. Hasil penelitian menunjukkan bahwa frekuensi tertinggi keterampilan siswa dalam kosa kata yang benar dengan presentasi 59,18%. Ada beberapa faktor yang mempengaruhi kesulitan siswa dalam menyimak. Pertama ketidakmampuan untuk mengontrol kecepatan pembicara, kecepatan berbicara ini menjadi kesulitan terbesar dalam dalam mendengarkan karena siswa tidak dapat mengontrol kecepatan pembicara. Kedua adalah ketidakmampuan untuk mengulangi sesuatu. Ketiga adalah memiliki kosa kata yang terbatas, pendengar yang memiliki kosa kata yang terbatas merasa mendengarkan sebagai beban, ketika mendengarkan ada kata atau frasa yang tidak diketahui oleh pendengar, hal ini menyebabkan pendengar banyak dalam menangkap dari bacaan dan ini dapat mengganggu jalannya konsentrasi pendengar.

Kata kunci: *Kemampuan Mendengar, Mengenali Kosakata*

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The researcher realized that this thesis is still far from being perfect and hopes that this thesis would be useful for the next researcher or for readers in general.

Manado, 30 Mei 2023

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at English Education Study Program of IAIN Manado

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya saya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 31 Mei 2023

Peneliti

A 1000 Rupiah Indonesian postage stamp with a signature over it. The stamp features a portrait of a man and the text '1000', 'REPUBLIK INDONESIA', and 'METERAI TEMPEL'. The serial number '5A545AJX01720451' is visible at the bottom.

Meganisha Ibrahim
17.2.6.022

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CHAPTER I INTRODUCTION

A. Background Of The Study

Listening is one of four basics English skill that should be mastered by the students. According to Larry Vandergrift, as an important skill that enables language learners to received and interact with language input and facilities the emergence of other language skills.¹ Commonly, listening is shown as a passive skill referring to the processed of decoding the incoming sounds, from the phoneme or the smallest sound unit to a complex sound unit.

In learning listening, the students must discriminate between sounds, vocabulary and grammatical structure. It means the student has willingness and competence to understand what is said. At this processed, the students tend to pay conscious attention to what is being said in order to understand it.

The Almighty Allah says in Holy Qur'an:

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ
وَأُولَئِكَ هُمْ أُولُوا الْأَلْبَابِ

Translation:

“Who listen to speech and follow the best of it. Those are the ones Allah has guided, and those are people of understanding” (Q.S Az-Zumar: 18).²

This verse explains that who listen to the words and then follow what is the best of them, follow something which is benefit to them. Then, to get the aim in communication to receiving messages effectively. According to the interpretation of Syaikh Abu Bakar Jabir about this verse is the “common sense” that demands the proprietor to be holy and safe, whoever who do not follow the

¹ Larry Vandergrift, *Teaching and Learning Second Language Listening* (New York: Roulodge, 2012), p. 4.s

² Kementrian Agama Republik Indonesia, *Al-Qur'an dan Terjemahannya Mushaf Al-Hilali*, (Tangerang Selatan : PT Insan Pustaka. 2002).

path of holiness and salvation, then the mind has been taken away and will not feel the pleasure of the mind which has been bestowed on it.³

Listening skill is one of the most important things in learning English, because listening can interpret most of the activities of the students either in the form of teacher assignments and semester exam. But the most common problems faced by students in listening class are to recognizing the new words and order of frequency are quickly forgetting what they heard.

Based on the problems above, the researcher interested to identify how the students' listening skill in recognizing new vocabulary based on the background knowledge of students into a research and title "*Students' Listening Skill in Recognizing New Vocabulary at English Education Study Program of IAIN Manado*".

B. Limitation and Scope of The Study

To clarified the problem, it is necessary to make a limitation, as follows:

1. The subject of this research is fifth semester students at English education study program, tarbiyah and teachers training faculty of IAIN Manado in the academic year of 2022/2023.
2. The scope of this research is to analyze the students' listening skill in recognizing new vocabulary. Moreover, the researcher used low frequency word to identified new vocabulary by the students in classroom.
3. In this research held identified the students' skill in recognizing new vocabulary.

C. Research Questions

From the background of the study above, the identification of the problems are:

1. What are the students' listening skill in recognizing new vocabulary?

³ Syaikh Abu Bakar Jabir, *Tafsir Al-Qur'an Al-Aisar*, Jilid I. (Jakarta: Darus Sunnah, 2006), p. 122.

2. What are the factors affecting students' listening skill in recognizing new vocabulary?

D. Objectives of the Study

From the research question above, the objectives of this study as follows:

1. To find out the students' listening skill in recognizing new vocabulary.
2. To find out the factors affecting students' listening skill in recognizing new vocabulary.

E. Significance of the Study

There are two beneficial results of the study which is used theoretically and practically, as follows:

1. Theoretically

The result of this research can provided an overview of students' skill to recognizing new vocabulary in listening comprehension and the factors affecting of students' difficulties in recognizing new vocabulary.

2. Practically

The result of this research is useful for parties related to the theme discussed by the researcher, including:

a. For the Students

This research was provided information for those who are interested in this study. This research also was helped the students to improve their listening skill in recognizing new vocabulary.

b. For English Teachers

This research can contribute to English teachers concerning about listening comprehensions skill. Moreover, the teacher can know the situation and condition of the students regarding with the level of their listening skill.

c. For Researcher

This research helps researcher becomes aware on the students' listening skill level and the condition of listening class. It also helps the researcher

to find some information of teaching that is effective in order to improve the students' listening skill.

d. For Other Researchers

This research can be useful in order to help in giving source and example for other researchers to improving the students' listening skill in recognizing vocabulary.

F. Definition of Key Terms

1. Listening Skill

Listening skill is a combination of highly-complex process of decoding sounds, from the smallest meaningful units (phonemes) to understand all sorts of reductions of sounds. This is not just an innate ability. It can be developed through practice and mindfulness.⁴

2. Recognizing Vocabulary

Recognizing new vocabulary as a type of learning listening to develop student's vocabulary knowledge.⁵

⁴ Larry Vandergrift, *Teaching and Learning Second Language Listening*, (New York: Roulledge 2012), p. 18.

⁵ John Read, *Concept Of Recognize Vocabulary*, (Oxford: Oxford University Press, 2016), p. 218

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Listening

1. Definition of Listening

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and a process of learning and communication. Listening starts at the pre-school period with the efforts of the individual on understanding what's happening around, the formation of the universe containing the knowledge, feeling, thought of this era and the development of the basic mental structures.⁶ Considering the fact that students should listen the explanation of the teacher in order to understand the lectured topic, it is possible to say that there is a close relationship between academic success and listening skill.

According to Saricoban, listening is the ability to identify and understand what others saying. This is involves understanding a speaker's accent or pronunciation, the grammar and the vocabulary, and grasping the meaning. An able listener is capable of doing these four things simultaneously.⁷

From the explanation above, listening comprehension combines all these component skills. The combination of these skills represents a person's ability to receive and understand the meaning of a speaker's oral expression through listening, integrating the various components in the listening process.

2. Purpose of Listening

Normally, when we listen to something, say news broadcast, television, radio, we usually have a purpose of why we listen to it. In listening to something, it is natural to focus on something that becomes our purpose and

⁶ M. Bahaddin Acat, *Measuring Listening Comprehension Skills*, International Journal of Instruction 9, no. 1 (2016): 212.

⁷ Arif Saricoban, "The Teaching of Listening (TESL/TEFL)," *TESL Journal* 5, no. 12 (2012).

exclude others. This is the lack of concentration or interest on certain the topics. In effective listening, it is important that the listener takes part in the interaction. It means that the listener can comprehend the message being heard. It is a waste of time when the students in listening class fail to understand the material being listened.

Therefore, the main purpose in listening class is to gain comprehension and in-depth understanding about the information that has been listened by the students. To achieve successful of listening, it is necessary to provide the listening material that are related to real life or authentic, such as conversations between two people about something happens in real life.⁸

3. Factors Affecting of Listening

According to Tarigan there are several of factors that affect the effectiveness and the quality of listening, as follows:

1. Physical Factor

A person's physical condition has an important effect on listening. Hearing defects, disease and hunger has an impact on the effectiveness and quality of listening because it can decrease of students' concentration in listening activities.

2. Psychological Factor

Psychological listening is determined by positive factors such as feeling of sympathy or the good attitudes by the speaker that make the listener focus on their listening activities. On the other hand, psychological listening has a negative influence such as a bad impression by the speaker and boring class conditions that make the listener lose concentration in listening activities.

3. Experimental Factor

Experiential factor is very important role in listening. Experiential factor includes linguistic knowledge. The listener has difficulties in

⁸ David Nunan, *Research Method in Language Learning* (Cambridge: Cambridge University Press, 2010), p. 23–24.

listening activity when they found the new words. Therefore, the knowledge of linguistics determines success or failure in listening.⁹

4. Difficulties of Listening

Teaching foreign language students to listen is a must. Many EFL learners, especially those at a lower level, find that of all the English skill areas, listening is the most difficult for them. Renandya states that listening is the main route of language acquisition. It is conceivable that if a learner has difficulty entering the main entrance, he will not be able to enter the other entrance. However, mastering listening is not easy as this skill seems to be the hardest for foreign language learners. Therefore, English teachers must be aware of the difficulties students face in listening. Renandya found that students' difficulty listening to foreign languages stemmed from not understanding sounds or words and missing key points or important details of the spoken text. Several problems can cause hearing difficulties:

a) Inability to control over the speed of the speaker

Native speakers usually speak very quickly. This rate of speaking presents the greatest difficulties for listening because the learner has no control over the speaker's rate of speech. One of the reasons for this is that learners can't keep up and often try to understand everything they hear. If they can't figure out what a section means, the following will be ignored. This can lead to ignorance of the entire discourse. Apparently they weren't listening.

b) Inability to get thing repeated

The listener is not always able to ask the speaker to repeat words, especially when listening to the radio or watching TV. Even in the classroom, when students are listening to the teacher, they can't always ask the teacher to repeat the sentence at will. In listening work in listening classes, it is the teacher, not the learner, who

⁹ Tarigan H.G, *Mendengarkan Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2016), p. 89

decides not to repeat exactly what the listener wants to hear. Therefore, teachers cannot assess whether learners can fully understand what they hear.

c) Having limited vocabulary

Listeners with limited vocabularies find listening to be a burden. As you listen, notice words or phrases that are unfamiliar to your audience. This makes it difficult for the listener to understand the message of the paragraph and can interfere with the listener's concentration or thinking. The listener has to struggle to keep up with the speaker and sometimes has to guess the meaning of a word or phrase based on the context.

d) The failure to recognize the signals

Native speakers always use signals when speaking such as providing intonation or stress to particular words. Learners may find it difficult to recognize signals because they are unfamiliar with the word sounds. Consequently, they missed their hearing and failed to recognize the signals.

e) Inability to interpret the incoming data

Listeners feel distracted by the speed rate and are unable to recognize words. Automatically, they failed to interpret the incoming data.

f) Inability to concentrate

Concentration determines students' listening success. If learners lack concentration while listening, they might miss each keyword. Another reason for the loss of concentration is that the topic is not interesting or unfamiliar and learners find it difficult to understand. Sometimes, listeners easily lose their concentration, as they feel tired of making a great effort to hear word by word.

g) Established, learning habits

The most important aspect for improving listening ability is practice. However, foreign listeners sometimes established inappropriate learning habit which later makes it difficult for the listener. A habit of like to understand every word they hear cause problems in listening.¹⁰

5. Types of Listening

According to Masoumeh listening activity divided into two types, as follows:

1. Extensive Listening

Extensive listening is similar with extensive reading whereas both help the students acquire the phonological systems-pronunciation, sounds, stress, intonation and linking. Extensive listening provides chances for students to listen various sounds. The material could be found from a number of sources, and this activity takes places outside the classroom meaning the activity is nit limited by a certain time. However, teachers should take the role as guidance which is giving some explanation to the benefit of extensive listening.

2. Intensive Listening

The activity in this type demands the listener's capability to understand deeply what the speaker has uttere.¹¹

6. Aspects of Listening

According to Bebita Tyagi on her journal, there are some processes of listening, they are hearing, understanding, remembering, and evaluating.

a. Hearing

Hearing referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is

¹⁰ Renandya, *Teaching Listening for Foreign Language*, Oxford: Oxford University Press.

¹¹ Masoumeh, *The Important of Listening Comprehension in Language Learning*, International Journal of Research in English Education, p. 10.

perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus this selective perception is known as attention, an important requirement for effective listening.

b. Understanding

Understanding referred to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds that have symbolic meanings as well. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

c. Remembering

Remembering means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory. What is remembered may be quite different from what was originally seen or heard.

d. Evaluating

At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she doesn't begin this activity too soon beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result.¹²

7. Micro and Macro Skill of Listening

A successful listener should be able to use micro and macro skills of listening. When a listener knows both micro and macro skills, they can overcome listening difficulties. Brown divides into five points of the micro

¹² Babita Tyagi, "Listening: An Important Skill and It's Various Aspects," *The Criterion An International Journal in English* 4, no. 1 (February 2013): 2.

skill of listening. First is to distinguish English sounds. Second is to maintain different lengths in short-term memory. The third is to identify the English phonetic system, stress, words, in stressed and unstressed positions, rhythmic structures, intonational contours, and their informational functions. Fourth, identify the type of word reduction. The fifth is to distinguish between the limits of words, identify key words, and explain the meaning and structure of words.

In addition, Brown also mentioned five aspects of the macro skills of listening. First is to identify common tools and terminology in oral speech. Second, identify the discussion in the context of the stakeholders, the participant and goals. Third is to examine the situation, participants, goal using real-world knowledge. Fourth, predict the outcome and summarize the connections and relationship between new information, given information, generalizations, and examples of events, ideas, etc. And last use facial expressions, body language, and other non-verbal cues to describe meanings.¹³

From Brown stated above, it can be concluded that micro-skills are the activities to pay attention to, recognize words, build meaning, make conclusions, and interact. Furthermore, micro-skills in listening skills is the process to recognize words from what the listeners hear.

8. Teaching Listening

Many language teachers consider teaching listening to be a challenging task as learners feel that it is difficult to develop this skill when learning a foreign language as there are many factors to consider such as stress, pronunciation, accent and the cultural components involved expressions, technical jargon and idioms that make language more complex when understood. Teachers should include four skills: speaking, listening, reading, and writing. As the basis of language development, listening plays an important role in communication. If the listener doesn't understand what the

¹³ H. Douglas Brown, *Language Assessment, Principle and Classroom Practices*, (USA: San Francisco University, 2004), p. 406.

other person is saying, they won't be able to respond appropriately. Improving listening comprehension is the foundation for developing other language skills. By recognizing their connection to their students, teachers can help students throughout the language development process.

The difficulty students find in listening foreign languages starts from failure to catch some sounds or words and lose some important details of the spoken text. Then there are list of ten problems in listening such as: speaking level, disturbance, cannot recognize words, new vocabulary, loss of next input, anxiety, sentence complexity, anxiety, frustration, and unfamiliar pronunciation. Yilmaz & Yavuz mentioned there are seven problems causing difficulty in listening: (1) unable to control the speed of the speaker, (2) unable to get repeated things, (3) have little vocabulary, (4) failed to recognize signal, (5) unable to interpret incoming data, (6) unable to concentrate, (7) study habits.¹⁴

9. Listening Skill

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.¹⁵ Listening skill is also called passive skill. It has wrong idea because of listening to asking active from listener. In order to change the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and non-linguistic source. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It used not only linguistic guidance but also his nonlinguistic knowledge.¹⁶ Listening skill is a very important skill for hearing something from someone or something, for that reason Machado states that; Listening skill is the first language art skill learned, and it develops before a child speaks. Many children develop the

¹⁴ Hande Yilmaz & Fatih Yavuz, *The Problems Young Learners Encounter During Listening Skills*, *Procedia- Social & Behavioral Sciences*, 2015, p. 207.

¹⁵ I. S. P. Nation, *Teaching ESL/EFL Listening and Speaking*, p. 37.

¹⁶ William Littlewood, *Communicate Language Teaching An Introduction* (New York: Cambridge University Press, 2012), p. 66–67.

ability to listen carefully to the speech of others during infancy and early childhood; others do not. Machado explains further that; Hearing and listening are quite different. Hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5. Listening is learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering. It can be improved with practice.¹⁷

Listening skill can be described as passive and receptive, but it involves active thinking and interpretation. According to A Doff mentioned listening skill is a student's competence to understand what the speaker saying.¹⁸ This process involves understanding the accent speaker or pronunciation, grammatical speaker, vocabulary mastery and understanding of its meaning. From the definition above, the learning listening study should be able to process what is heard, then try to give meaning. Listening skill are therefore strongly influenced by the mastery of vocabulary, pronunciation and also the meaning of words or sentences.

From the explanation above listening skill is a key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

10. Listening Skill Strategy

According to O'Malley, there are three types of listening strategies. These are cognitive, metacognitive and social strategies. Cognitive strategy is

¹⁷ Jeanne M Machado, *Early Childhood Experiences in Language Arts: Early Literacy*, p. 224.

¹⁸ Jack C. Richards, *Teaching Listening and Speaking Skill* (New York: Cambridge University Press, 2008), p. 10.

the strategy of understanding and acquiring the material gift of listening. Sometimes learners do not know some words, but they are able to understand the meaning of the words from the context during the listening activity. Metacognitive strategies involve learning to plan, analyze and analyze everything. Social strategies support and encourage positive emotional responses and thoughts of learners in language learning. Socio-affective are technique that listeners utilizes to cooperate with others, examine their understanding and reduce their apprehension.¹⁹

11. Function of Listening

The goal of listening is to understand to fully what the other person is trying to communicate. According to Carol, the function of listening skill can be summarized as follows:

- a. To focus specifically upon the messages being communicated by another person.
- b. To gain a full and accurate understanding of the other person's problems/issues.
- c. To convey interest, concern and attention for the other person.
- d. To developed a client-centered approach during the interaction.²⁰

12. The Importance of Listening

Listening plays an important role both in everyday life and in education, where it is important for people to maintain effective communication. According to Nunan, there are several important of listening in language classroom, as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

¹⁹ O'Malley, *Learning Strategies in Second Language Acquisition*, (Cambridge: Cambridge University Press).

²⁰ Carol Gray, *Handbook of Listening Skills* (USA: Blackwell, 2010), p. 16.

2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.
3. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
4. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.²¹

B. Recognizing New Vocabulary

Recognizing is the act of noticing or being aware of something or someone who is already known.²² Recognizing new vocabulary as a type of learning listening to develop student's vocabulary knowledge. It means students recognizes and understands the words when they occur in a context. In listening, words are stored in short-term memory through the phonological loop. This is why students with weak short-term memory cannot recognize words well. One of the reason is they don't have the same knowledge as native speakers.

Recognizing words is one of micro skills of listening that need to be improved. Micro skills are seen as competencies which native listener process and non-natives should maintain in terms of the language they are learning.

Nations divides into four categories based on how often they appear in the language (frequency) and width (range) as follows:²³

²¹ D Nunan, *Approaches to teaching listening in language classroom*, (Cambridge: Cambridge University Press), p.141.

²² IXL Learning, "Recognize - Definition, Meaning & Synonyms," *Vocabulary.Com*, accessed December 15, 2021, <https://www.vocabulary.com/dictionary/recognize>.

²³ I. S. P. Nation, *Vocabulary in Language Teaching*, (New York: Cambridge University Press, 2010), p. 130.

1. High Frequency Words

High frequency words are words that are very common in all types of language use. These words were sorted from the 2,000 most common word families in the general service list. They are commonly used in formal or informal settings, in written and spoken texts, such as newspapers, conversations, novels, and scientific texts. They cover 80% of the flow words in most written texts and 90% of the flow words in spoken texts. The most common vocabularies consist of about 2,000 word families and are relatively short. In addition, 169 words in the list are conjunctions (and, or, but), pronouns (I, you, she, it), numbers (one, two, three) and other function words. The rest of the function words in the list are content words, such as nouns, verbs, adjectives, and adverbs. They are also very common words that even very young native speakers seem to know.

2. Academic Words

Academic words are words that are very common in academic texts but are not included in the list of 1,000 or 2,000 high-frequency words. These words are common in newspapers, very formal conversations, children's books, academic texts, and other types of special-purpose texts. The phrase consists of 570 word families organized into a list called the Academic Word List (AWL). In general, the words on this list make up about 8.5% to 10% of the current words in academic texts. This means that every tenth word in IL contains one word. Academic vocabulary is uncommon in other language usages. Fewer than 2% of running words were extracted from IL, or only 2 words for every 100 running words in the dialogue. 570 academic words are important for those who use English for academic research, such as at a university, professional institution or school.

3. Technical Words

Academic words exist in all academic fields such as linguistics, biology, physics, etc. In place of these words, each domain has more

specific words. These particular words are very specific to the topic, so one can tell which topic these words come from. These words are called technical words. Often, technical terms can only be found in one topic. However, some words also occur in other subject areas and may have the same but different meanings. Some of these technical words are included in the 2000 high-frequency words, but are used as special words in a certain field. While many words appear to have unique properties of a particular subject area, some are drawn from academic vocabularies. Technical jargon plays a vital role for anyone specializing in a field.

4. Low Frequency Words

Low frequency words are the remaining words in the language. They consist of a large number of words families, even the largest compared to other lexical levels, but are rare in most texts. If we count every single word, there are probably over 100,000 word families in English. Even native speakers themselves may not understand all of this. Typically, native English speakers have a vocabulary of around 20,000 words, but it really depends on their level of education and how much they've read in their field or interest. Infrequent words appear in only 2% of normal text, or 1 word in 50 normal words.

C. Concept Of Vocabulary

1. Definition Vocabulary

Vocabulary is collection of words used by people in their language. Each word has definition which builds particular meaning for utterance or sentence. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary

learning is central to language acquisition, whether the language first, second, or foreign.²⁴

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.²⁵ There are some definitions of vocabulary that mention in some literature. According to Brown, states that vocabulary refers to list or set of words which individual speaker of language might use.²⁶ It means that without vocabulary people is unable to use language to communicate. According to Anderson states that vocabulary can be defined generally as knowledge of words or word meaning. Vocabulary become basic element in learning language and without vocabulary knowledge people cannot learn any language.²⁷

According to Sudarmi states that vocabulary is one of the language elements that play an important role in mastering English, both in oral and written.²⁸ Furthermore, vocabulary learning is closely related to foreign language. The reader should understand most of vocabulary and the contextual meaning used in the passage. According to Hsu, state that vocabulary learning is closely related to foreign language. The reader should understand most of vocabulary and the contextual meaning used in the passage.²⁹

Vocabulary means defined as the set of all words that are understood by the person or all the words which are likely to be used by the person to construct new sentences. Vocabulary is the tool we use to think, to express ideas and feelings and to learn about the world. The definition about vocabulary is clear enough that is almost cases of human life, they use set of

²⁴ Marianne, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle, 2017), p. 285.

²⁵ John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2014), p. 16.

²⁶ Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 2010), p. 1.

²⁷ R. C. Anderson, "Comprehension and Teaching: Research Reviews," in *Vocabulary Knowledge*, ed. J. Guthrie (Newark, DE: International Reading Association, 2010), p. 77.

²⁸ Sudarmi, *Enriching the Vocabulary*, (Universitas Negeri Makassar, 2008), p. 203.

²⁹ Wen-Shan Hsu, "The Impact of Supplemental Reading on Vocabulary Acquisition and Retention with EFL," *Journal of National Taiwan University* 53, no. 1.

words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. The researcher has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

2. Types of Vocabulary

These are four types of vocabulary that must be known and mastered for any skill, they are:

1. Reading Vocabulary

A persons' reading vocabulary is all the words they can recognize when reading. It is usually the largest form of speech simply because the reader tends to expose more words while reading than listening.

2. Listening Vocabulary

A persons' listening vocabulary is a collection of words that they can recognize while listening. This speech is enhanced by the environment and tone of voice.

3. Speaking Vocabulary

A persons' speaking vocabulary is all that uses to speak, and it is likely to be part of the speech. Because of the nature of speech itself, words are often spoken. This can be broken by facial expressions, tone of voice or hand gestures.

4. Writing Vocabulary

A persons' writing vocabulary is the set of words they can use to write. Contrary the previous two types of words, the writing vocabulary was stimulated by its user.³⁰

Different from John, according to Hiebert, there are four types of vocabulary as follows:

³⁰ John Read, *Assessing Vocabulary*, 1st ed. (Cambridge: Cambridge University Press, 2014), p. 154.

1. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
2. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
3. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative.
4. The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.³¹

From the explanation above we know that every expert in every book is different in classifying the kind of vocabulary because every person has different way in showing and telling their opinions and ideas. Even the classifications of the types of vocabulary that they have made are different, but the point is the same, because their classifications are based on the different sides and aspects.

3. Parts of Vocabulary

Vocabulary includes of three parts, they are:

- a. Verb is a word which can be used with subject to form basic of close sentence. Verb is words express action of states of being and verbs are action word, the more action can note, the more power full they are.
- b. Noun, to determine a noun, first remember that a noun is a person, place, thing or idea.

³¹ Elfrieda H. Hiebert, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Mahwah, N.J: L. Erlbaum Associates, 2016), p. 130.

- c. Adjective, very simply adjective modify nouns. This means that they may modify any verb, adjective is divided into categories as a way of understanding their purpose.³²

4. The Function of Vocabulary

According to Blintz learning vocabulary is fundamentally about learning definition of words. Many teachers believe that defining words before reading a text is an effective instructional. Vocabulary has great function in language. People use vocabulary/words to construct sentences. Vocabulary is a like as the bone of our body. Without bone, our body will not be able to be as perfect as possible. Nobody can be expressing his/her feeling to others. A teacher will confuse to explain the lesson to the students.³³

Fontecha states that foreign language vocabulary knowledge is an increasingly important area in the field of applied Linguistics. Central to the investigation within foreign language vocabulary knowledge is the distinction between productive and receptive vocabulary knowledge types.³⁴

Therefore, the researcher give addition as a result of the reading the function of vocabulary from some expert that the vocabulary has to learn because vocabulary is a basic of understanding the word, paragraph, sentences, text and book including the materials to read in each context. Based on this research the researcher can be conclude that function of vocabulary is the students can be recognizing all the words in writing, comprehend the context of reading and can remind and use them speaking and writing.

5. The Importance of Vocabulary

Vocabulary has important role in English learning. It is one element that links the four skills of speaking, listening, reading and writing. In order to

³² I. S. P. Nation, *Vocabulary in Language Teaching*, (New York: Cambridge University Press, 2010), p. 27.

³³ William P. Bintz, "Teaching Vocabulary Across the Curriculum" *Middle School Journal (J3)* 42, no. 4 (March 2011): 44.

³⁴ Fontecha, *Vocabulary as a Foreign Language* (London: MPG Books, 2014), p. 88.

master all those skills, the students need to have good vocabulary mastery. Adequate numbers of words which is acquired by the students will enable them to master English skills easily. It will be easy for students to communicate their ideas both in written or spoken form and comprehend what people say if they have good vocabulary mastery.³⁵

In order to mastery English well, students have to mastery English vocabulary. The acquisitions of an adequate vocabulary are essential for successful second language use because without an extensive vocabulary, it will be unable for learners to use the structures and function they may have learned for comprehensible communication. According Mohr C the acquisition of an adequate vocabulary is essential for successful second language learners because without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.³⁶

Moreover, the learning vocabulary is a fundamental need to support some learners to mastering English, because the ability of students to read and to comprehend the subject is relatively determined by their vocabulary. In this case, the role of vocabulary is not less important than grammar. The lack of vocabulary will bring many troubles to the students in learning English because without good vocabulary mastery they will get difficulties to communicate their ideas. The role of vocabulary is really essential in English learning for students in mastering English skills.

³⁵ Cheryl Boyd Zimmerman, *The Importance of Vocabulary* (Boulder: University of Colorado Boulder, 2010), p. 7.

³⁶ Mohr C, *Building Vocabulary Skills*, (New Jersey: C. Meriam Co, 2010), p.27

D. Previous Studies

Based on the search of existing research results, several previous studies found that are relevant to this study, including:

Table 2. 1
Previous Studies

No.	Title	Researcher Name	Similarity	Difference	Research Originality
1	Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning (CTL) by using Online Learning At The Eleventh Grade of SMAN 1 Sajira. ³⁷	Murti Ayu Wijayanti	This research focused to identify the students' listening skill and vocabulary.	The aims of this research is to describe the process of improving the students' listening skill and vocabulary mastery through contextual teaching and learning (CTL) by using online learning at the eleventh grade of SMAN 1 Sajira. The method used in this research	This research focuses to identify students' listening skill and factors affecting in recognizing new vocabulary. The data was processed and analyzed with descriptive qualitative method. The subject of this research was 26 students of the fifth semester at

³⁷ Murti Ayu Wijayanti, *Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning (CTL) by using Online Learning At the Eleventh Grade of SMAN 1 Sajira*, (2021).

				was qualitative research method by implementing classroom action research (CAR).	English education study program in the academic year of 2022/2023 of IAIN Manado.
2	The Factors Affecting Students' Listening Skill in English Language Education Department of Ar-raniry state Islamic University Ar-Raniry State Islamic University. ³⁸	Nurhayani	The focus of this study was to identify factors that affect students' listening ability.	The aims of this study was to identify influencing factors and the main strategies students used to improve their listening skills. This study was conducted by third semester students at English language education department of Ar-raniry state Islamic University.	

³⁸ Nurhayani, *The factors affecting students' listening skill in English language education department of Ar-raniry state Islamic University*, (2019).

3	The Effect of Vocabulary Mastery Toward Listening Skills among EFL Students. ³⁹	Dian Nofita Sari	The research focused to identify the students' vocabulary in listening skill in English Education Study Program.	The research method in this study used a Classroom action research. In this case, the researcher focuses to identify the effect of vocabulary mastery toward listening skills among EFL students. The subject in this research is the third semester students of Universitas Muhammadiyah Yogyakarta.	
4	The Relationship between EFL Students' Vocabulary Mastery and Their English	Ila Nur Fitriah	This research focused to identify the students' vocabulary knowledge in their listening	This study aims to examine a correlation between EFL students' vocabulary mastery and	

³⁹ Dian Nofita Sari, *The Effect of Vocabulary Mastery Toward Listening Skills among EFL Students*, (2022).

	Listening Skills (A Correlational Study at MA Tanwiriyyah, Karang Tengah Cianjur). ⁴⁰		skill.	their English listening skill. This study was designed to a quantitative correlation approach. The population of research at MA Tanwiriyyah, Karang Tengah, Cianjur was confined to second-grade students.	
5	The effect of shadowing technique on students' listening skill in recognition vocabulary (Academic Year Of 2019/2020). ⁴¹	Endah Fajriani	The limitations of the study focused on the students' listening skill in vocabulary recognition.	The research population was taken from the eighth grade students of the 2019/2020 academic year of SMP Muhammadiyah 02 Medan. The research divided into two	

⁴⁰ Ila Nur Fitriah, The Relationship between EFL Students' Vocabulary Mastery and Their English Listening Skills (A Correlational Study at MA Tanwiriyyah, Karang Tengah Cianjur), (2016).

⁴¹ Endah Fajriani, The Effect Of Shadowing Technique On Students' Listening Skill In Vocabulary Recognition (Academic Year Of 2019/2020).

				class with a total of 60 students. A quantitative method was applied in this research.	
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The researcher found similarities between this study and the previous study above, namely looking for skill faced by students in understanding the vocabulary in listening comprehension by using qualitative research method and quantitative research method and then instrument of data are interview, test and documentation. The difference between originally research and previous study is in originally research, the researcher use quantitative and qualitative research but, in previous study only choose one of them, quantitative, qualitative and classroom action research. And in originally research there are factors affecting of students' listening skill in recognizing new vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used descriptive qualitative approach to know the student's ability in recognizing new vocabulary. According to John W. Creswell that qualitative research is exploring and understanding the meaning that comes from individual and group regarding social or individual problems. This is a method of qualitative study which is a case study that is a plan of inquiry found in many areas, especially in which the researcher creates a deep analysis of words often events, programs, activities, system, or more people use the tabular data presentation analysis method. Qualitative research examines and understands the meaning that comes from individuals and groups about social or individual problems.⁴²

B. Research Setting

The researcher conducted this research at English education study program of IAIN Manado. Which is located in Jl. Dr. SH. Sarundajang Kawasan Ringroad I, Kelurahan Malendeng, Kecamatan Paal Dua Kota Manado. In conducting this research, the researcher targeted 26 students of fifth semester students at English education study program.

C. Data and Source of Data

1. The primary data of this research is fifth semester in English Education Study Program was collected by 26 students in the academic year 2022/2023 of IAIN Manado. This study used purposive sampling. According to Riduwan purposive sampling is one of the techniques that the researcher can use, if the researcher has some ideas, take a sample to

⁴² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th edition, International Student Edition. (Washington: SAGE, 2014), p. 86.

achieve the aims.⁴³ The researcher used fifth semester students at English education study program because they studied listening comprehension in recognizing new vocabulary.

2. The secondary data to be obtained are newspapers, articles, English dictionaries and books related to research.

D. Research Instruments

1. Interview

Interview is a conversation conducted by the researcher in order for the students to get the information that is important to the research. The researcher conducted to get information about students' listening skills in recognizing new vocabulary. Interviews were conducted to obtain information about students' factors affecting the acceptance of new vocabulary.

2. Test

Test is a method that doing to know the ability of the students. The technique of collecting the data in this research used oral test. Oral test is a sequence of questions or tasks that has given verbally by the teachers to students in a specific time frame with the answer in writing.⁴⁴ Here, the researcher wants to identify about the students' ability in recognizing new vocabulary. The researcher gives the oral test about Economy to students at fifth semester in English Education Study Program at IAIN Manado. The oral test will be practice directly by the researcher using the text that has provided by the researcher. The techniques for collecting data with test as follows:

1. Explaining the outline of the main points about the research.
2. Preparing the test.
3. Giving the test to the students based to the sample.

⁴³ Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

⁴⁴ Cyril J. Weir, *Communicative Language Testing*, (United Kingdom: Prentice Hall International UK), p.73

4. Determining the time of doing the test.
5. Reminding students not to cheat and to complete the test on their own.
6. Monitoring the students during the test.
7. After students finished doing the test, the researcher will collect their writing to be analyzed.

3. Documentation

At this stage, the researcher conducted research to obtain information and resources through documentation. Documentation such as a photos and interview with fifth semester students in English education study program of IAIN Manado.

E. Data Analysis

Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.⁴⁵

After collecting the data, the researcher analyzed the data using the following steps:

1. Identifying and describing students' listening ability in recognizing new vocabulary.
2. Checking the new vocabulary of the students.
3. Counting the total number of new vocabulary based on the students' ability.
4. Counting the percentage of the vocabulary, the researcher were calculated by using the formula :

$$P = F / N \times 100 \%$$

⁴⁵ L. R Gay, Educational Research: Companies for Analysis and Application (USA: Prentice Hall, Incorporate, 2000), p. 237.

Note :

P : Percentage of error

F : Frequency of types of error

N : Sum all of types of error⁴⁶

5. The researcher make conclusion.

⁴⁶ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2010), p. 43

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

The researcher has given a test to the fifth semester students at English education study program. The test was focused on oral test with low frequency words in recognize new vocabulary. Low frequency words are used in this test because it's unlikely that beginners or strugglers will have learnt the visually or by rote, but unlike pseudo words they still have established meanings, usage and spellings, even though many will be unfamiliar.⁴⁷ Based on the low frequency words, the researcher described the new vocabulary of the text in table 4.1.

Tabel 4. 1

This following table shows the new vocabulary based on Low Frequency Words

No	Vocabulary	Meaning
1	Gain	Memperoleh
2	Goods	Barang
3	Seek	Mencari
4	Laborers	Buruh
5	Devote	Menyediakan
6	Accomplish	Menyelesaikan
7	Exchange	Menukarkan
8	Leisure	Waktu Luang
9	Taxes	Pajak
10	Wealth	Kekayaan

⁴⁷ I. S. P. Nation, *Vocabulary in Language Teaching*, (New York: Cambridge University Press, 2010), p. 130.

According to the table above, they were eleven words of new vocabulary that the researcher focused on. Based on the result of test, the researcher describes the students' listening skill in recognizing new vocabulary at fifth semester students at English Education Study Program IAIN Manado in the table 4.2.

Tabel 4. 2

The table below shows students' listening skill in recognizing new vocabulary

No	Sample	Vocabulary										Total	
		Gain	Goods	Seek	Laborers	Devote	Accomplish	Exchange	Leisure	Taxes	Wealth	True	False
1	AIN	✓	✓	✓	✓	✓	✓	✓	✓	True	✓	1	0
2	APFN	✓	✓	✓	✓	✓	✓	✓	✓	True	✓	1	0
3	AM	✓	True	✓	False	True	✓	✓	✓	True	✓	3	1
4	AAJM	✓	True	True	True	✓	✓	✓	✓	✓	✓	3	0
5	AJG	✓	False	True	✓	True	✓	✓	False	✓	✓	2	2
6	AD	✓	False	True	False	True	✓	✓	✓	True	✓	3	2
7	CM	✓	True	True	✓	✓	✓	✓	✓	False	✓	2	1
8	DAB	✓	True	True	True	✓	✓	✓	✓	✓	✓	3	0
9	DHO	✓	True	✓	False	True	✓	✓	✓	True	✓	3	1
10	FYM	✓	True	False	False	True	False	✓	False	✓	✓	2	5
11	FRMPY	✓	True	False	False	✓	False	✓	False	✓	✓	1	4
12	IAD	✓	True	✓	False	True	✓	✓	✓	✓	True	3	1
13	JFS	✓	✓	✓	False	✓	✓	✓	✓	✓	False	0	2
14	MFM	✓	True	True	False	✓	✓	✓	✓	✓	✓	2	1
15	MP	✓	True	True	False	True	✓	✓	✓	✓	✓	3	1
16	NTT	✓	True	True	False	✓	False	✓	✓	✓	✓	2	2

17	NSM	✓	True	False	False	False	False	✓	False	✓	✓	1	6
18	NIM	True	True	✓	False	True	False	False	✓	True	True	5	3
19	RHB	✓	True	✓	✓	✓	✓	✓	✓	✓	✓	1	0
20	RHP	✓	✓	✓	False	True	✓	✓	✓	True	✓	2	1
21	SP	✓	True	✓	✓	✓	✓	✓	✓	✓	✓	1	0
22	SASL	✓	True	✓	False	True	✓	✓	✓	✓	True	3	1
23	SM	✓	True	True	False	False	✓	✓	✓	✓	✓	2	2
24	SHH	✓	False	False	False	✓	✓	✓	✓	✓	✓	1	3
25	TJPS	✓	True	True	False	True	✓	✓	✓	✓	✓	3	1
26	TPANM	True	True	True	False	True	False	✓	✓	True	True	6	2

According to the table above, the researcher describes some correct and incorrect vocabulary writing based on the students' listening abilities. Correct vocabulary is marked with "true". Incorrect vocabulary is marked with "false". For the vocabulary that is already known by the students is marked with "✓" or a checklist symbol.

a. The Students' Representation Based On Correct Vocabulary

Based on the result of the test, the researcher got some students at fifth semester who answered the new vocabulary correctly. The researcher describes the correct vocabulary with the total of students who answered correctly in the table 4.3.

Tabel 4. 3

This following table shows the correct vocabulary of fifth semester students at English education study program

No	Vocabulary	Students
1	Gain	2
2	Goods	19
3	Seek	11
4	Laborers	2
5	Devote	12
6	Accomplish	0
7	Exchange	0
8	Leisure	0
9	Taxes	8
10	Wealth	4
Frequency		58

b. The Students' Representation Based On Incorrect Vocabulary

Based on the result of the test, the researcher got some students at fifth semester who answered the new vocabulary incorrectly. The researcher describes the incorrect vocabulary with the total of students who answered incorrectly in the table 4.4.

Tabel 4. 4

The table below shows the incorrect vocabulary of fifth semester students at English education study program

No	Vocabulary	Students
1	Gain	0
2	Goods	3
3	Seek	4
4	Laborers	18
5	Devote	2
6	Accomplish	6
7	Exchange	1
8	Leisure	4
9	Taxes	1
10	Wealth	1
Frequency		40

After presenting about the result of the test, this table showed the categorized and percentages of students' correct answer in recognizing vocabulary based on theory from John Read in the table 4.5.

Tabel 4. 5

Categorized and percentages of students' correct answer

No.	Percentages of students' correct and incorrect answer	Categorized
1.	76-100%	Highest
2.	56-75%	High
3.	40-55%	Medium
4.	0-39%	Low

The table showed if the students' correct answer is about 76 – 100%, it is categorized that their skill in recognizing new vocabulary is Highest and if the students' correct answer is about 56 – 75%, it is categorized that their skill in recognizing new vocabulary is High. Then, if the students' correct answer is about

40 - 55%, it is categorized that their skill in recognizing new vocabulary is Medium. And the last, if the students' correct answer is about 0 – 39%, it is categorized that their skill in recognizing new vocabulary is Low.

The following table showed the score categories obtained by the students in the table 4.6.

Tabel 4. 6
Students' individual categories

No.	Students	Score	Category
1	AIN	60	High
2	APFN	60	High
3	AM	50	Medium
4	AAJM	50	Medium
5	AJG	50	Medium
6	AD	50	Medium
7	CM	50	Medium
8	DAB	50	Medium
9	DHO	60	High
10	FYM	50	Medium
11	FRMPY	50	Medium
12	IAD	40	Medium
13	JFS	70	High
14	MFM	40	Medium
15	MP	60	High
16	NTT	50	Medium
17	NSM	40	Medium
18	NIM	60	High
19	RHB	30	Low
20	RHP	60	High
21	SP	40	Medium

22	SASL	60	High
23	SM	60	High
24	SHH	50	Medium
25	TJPS	40	Medium
26	TPANM	60	High
Total			1340
Mean			51,53
Median			50
Modus			50

The table above shows the scores obtained by students who have answered the test by the researcher. The mean score is 53,65. The median score is 50, and the modus score is 50. And the one who gets the highest score is 70 and the lowest score is 30.

c. Factors affecting students' listening skill in recognizing new vocabulary

There are some factors affecting according to Tarigan, there are physical factor, psychological factor and experimental factor.⁴⁸ These factors as the cause of students' difficulties in recognizing new vocabulary. The causes which contributing the students' listening difficulties related to the listening materials were unfamiliar words, unfamiliar topics and the complexities of grammatical structures. In listening comprehension, there are several problem causes difficulties. First is inability to control over the speed of the speaker, this speaking rate becomes the greatest difficulty in listening because learners not able to control the speed of the speaker. One of the reasons for this is that learners cannot keep up with the speed and they often try to understand everything they hear. Second is inability to get thing repeated. Third is having limited vocabulary, listener who has limited vocabulary feels listening as a

⁴⁸ Tarigan H.G, *Mendengarkan Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2016), p.89.

burden, when listening there are words or phrases that are not known to the listeners, this causes the listener a lot in getting the message of the passage and this may interrupt the listeners' concentration. Fourth is the failure to recognize the signals, native speaker always uses signal when speaking as giving intonation or stressed in particular words.⁴⁹ Besides that, the students also found difficulties to identify the meaning of words, the spelling of pronunciation which expressed by the speakers and the complexities of grammatical structures in listening materials could affect the students' listening skill. Therefore, most of the difficulties were caused by lack of the students' vocabulary and grammatical knowledge.

B. Discussion

a. The students' listening skill in recognizing new vocabulary

Based on the finding, the researcher analyzed the data from the test that the researcher gave for 26 students. The aims of this research were to find out the answer of the research question. The first discussion would focus on the students' listening skill in recognizing new vocabulary. According to Renandya, recognizing new vocabulary as a type of learning listening to develop student's vocabulary knowledge. It means students recognizes and understands the words when they occur in a context.⁵⁰

In listening class, there are 4 aspects to learn listening comprehension such as hearing, understanding, remembering and evaluating. These aspects become a guideline for students when they learn about listening comprehension. This stage, by collecting the data the researcher percentage of students' correct vocabulary and incorrect vocabulary in listening ability is given at table bellow:

⁴⁹ Renandya.

⁵⁰ Renandya.

Tabel 4. 7**The Percentage Of The Correct and Incorrect Vocabulary from Students**

No	Recognizing Vocabulary	Frequency	Percentage
1	Students' Correct Vocabulary	58	59.18%
2	Students' Incorrect Vocabulary	40	40.82%
Total		98	100%

From the previously explanation, the researcher concluded that the students' listening abilities in recognize new vocabulary increased more than the level of their difficulties. The percentage of students' correct vocabulary is 59.18%. And the percentage of students' incorrect vocabulary is 40.82%.

b. The students' listening difficulties in recognizing new vocabulary

According from the theory of Tarigan of chapter two about the factor of students' listening comprehension consists of 3 factors namely physical factor, psychological factor and experimental factor.⁵¹ The causes of the students' problems related to the listener such the students were rarely practice listening exercises inside and outside the English class.

The researcher found the students could not predict some words in different pronunciation while listening. They expressed, they recognized the words but they had hesitation because there were some words had similar pronunciation.

Moreover, the causes of the students' problems related to the speaker because the students did not expose themselves to practice listening such listening to English song and watching English movie which could improve their ability in listening. The researcher found some students got difficulties to understand what the speakers were saying if they spoke too fast and also it would be a trouble if the speakers spoke unclearly. In addition, the causes of the students' problems in listening

⁵¹ Tarigan H.G, *Mendengarkan Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2016), p. 89.

related to the psychological aspects, those dealt with the students' concentration and feeling during listening. In listening comprehension, the students should be able to use micro and macro skills of listening. When students know both micro and macro skills, they can overcome listening difficulties and it can be concluded that micro-skills are the activities to pay attention to recognize the vocabulary, build meaning, make conclusions, and interact.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the test, the conclusions of this research considered as follows:

1. There are four aspects to learn listening comprehension such as hearing, understanding, remembering and evaluating. These aspects become a guideline for students when they learn about listening comprehension especially in recognizing new vocabulary.
2. There are several of the factors affecting of students' listening difficulties, first is inability to control over the speed of the speaker, this speaking rate becomes the greatest difficulty in listening because learners not able to control the speed of the speaker. One of the reasons for this is that learners cannot keep up with the speed and they often try to understand everything they hear. Second is inability to get thing repeated. Third is having limited vocabulary, listener who has limited vocabulary feels listening as a burden, when listening there are words or phrases that are not known to the listeners, this causes the listener a lot in getting the message of the passage and this may interrupt the listeners' concentration. Fourth is the failure to recognize the signals, native speaker always uses signal when speaking as giving intonation or stressed in particular words.

B. Suggestion

To state the conclusions and consider the result of the study, the researcher would like to convey several suggestions:

1. For Students: It is necessary for the students to do more exercise in listening comprehension. The students must be intensive to increase the vocabulary.
2. For Teachers: The teacher needs to deliver materials clearly and also pay attention to the students' activity while teaching learning process.

In addition, the teacher needs to more creative in using suitable technique which can motivate students to study about vocabulary.

3. For Further Researchers: It is good to analyzing about students' listening skill in recognizing new vocabulary, they would be better to expand the study to the use of other tenses. In this research, it is hoped that it can contribute and provide information to further researcher about students' interest in listening comprehension to improve student skills.

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APPENDICES

Appendix 1

Interview Guideline

NO	Question for Students
1.	Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?
2.	Is there anyone who speaks or uses English with you outside of class? If yes, give an example.
3.	Do you like watching movie or listening to English song? Do you think this impact to your listening ability?
4.	Which is better, listening practice in class or outside of class? Why?
5.	Have you ever asked for consulted to your friends about difficulties or solutions in learning listening?
6.	Based on your experience, what strategies that influence most your listening skill? Can you explain?

Appendix 2

Test Guideline

Write down the new vocabulary in the text that you have never heard before.

What Is Economics?

Economics is the social science that studies economic activity to gain an understanding of the processes that govern the production, distribution, and consumption of goods and services in an exchange economy. Economics explain how people interact with markets to get what they want or accomplish certain goals. A study of economics can describe all aspects of a country's economy, such as how a country uses its resources, how much time laborers devote to work and leisure, the outcome of investing in industries of financial products, the effect of taxes on a populations and why business success or fail. People who study economics are called economists. Economists seek to answer important questions about how people, industries, and countries can maximize their productivity, create wealth and maintain financial stability.

Appendix 3

List Students Of The 5th Semester Of English Education Study Program at IAIN Manado

No	NIM	Nama
1	1926010	Adisty Indriyani Ngatenan
2	20126001	Tiara Juniati Putri Saini
3	20126002	Fara Y. Mamonto
4	20126003	Aqsal Jilham Goloba
5	20126004	Andini Mamonto
6	20126005	Dewi Almanda Batalipu
7	20126006	Amalia Putri
8	20126007	Silfana Pakaya
9	20126008	Astrit Dunggio
10	20126009	Citra Mokoginta
11	20126010	Maqfirah Fardayani Mokoginta
12	20126011	Inggrid Arnetha Datunsolang
13	20126012	Nurul Inayah Mahmud
14	20126014	Jihan Fahira Sangkotan
15	20126015	Susmita Mokodongan
16	20126016	Merlan Potabuga
17	20126017	Resi Heriningsih Pobela
18	20126018	Try Putri Ayu Nindya Muchtar
19	20126020	Rahmat Hidayat Baculu
20	20126021	Nirmala S. Makalusenge
21	20126022	Sri Ayu S. Labagau
22	20126025	Dinda Hairunnisa Oliy
23	20126026	Syarief Hidayat Hullah
24	20126028	Friety Rifdah M. P. Yusuf
25	20126029	Annisa Astrid Jovanka Mokodongan
26	20126032	Nahrul T. Taling

Appendix 4

Interview Transcript

Interview with the student 1 (NIM)

Date: September 10th, 2022 (10.00 am)

[I] = Interviewer

[P] = Participant

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Of course, we should listen a lot of English conversation, maybe I can get it from the music or maybe watching for western movies or watching Youtube content. Just listen and guess what the actress talk about.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Yes, I have. In the collage, I have some friends who also in English study program. My friend and I have made a deal what we have speak in English when we go to library for example, we try to talk about a topic or a problem, we try hard to speak English but not always.

I: Do you like watching movie or listening to English song? Dou you think this impact to your listening ability? Why?

P: Yes, I did. I really love to watching movie and listen to the songs. So, I think it is impacted to my listening, especially when I listen to 1990s song. Why? Because the genre is slow, it has good melodies, contain a good meaning and good pronunciation too. Different from music current era which use more instrumental that makes we difficult to catch the lyric or the words in the song.

I: Which is better, listening practice in class or outside of class? Why?

P: I think it has the same but I personally prefer to classroom practice. Because when we are in classroom, our friend will open their ability to speak in English and when we don't understand about something we can ask to the lecturer then the lecturer will give tips and tricks that we couldn't do this outside the class.

I: Have you ever asked for consulted to your friends about difficulties or solutions in learning listening?

P: Yes, I have. A lot of my friend have good skill in listening and speaking, so when I have a conversation I asked them how a word is pronounced with stress and syllable.

I: Based your experience, what strategies that influence most your listening skill? Can you explain?

P: The most influence to my listening skill is listen a lot. When we watching to western movies try to not turn the subtitle on. Also speaking practice as well, because when you do a speaking practice you will get feedback from your friends and how you use your ears to catch the feedback. And Youtube, I think this is really helpful for me to find out tips and tricks about listening skill and exactly how to answer TOEFL question. So, this is my own strategies to improve my listening skill.

Interview with the student 2 (SM)

Date: September 10th, 2022 (10.00 am)

[I] = Interviewer

[P] = Participant

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Yes, listen to song or west movies are the strategies I used.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Yes I have. Sometimes we speak in English when I meet her, then I practice English speaking with my sister.

I: Do you like watching movie or listening to English song? Do you think this impact to your listening ability? Why?

P: I love both of them, watching and listening English content. It is very helpful to me in mastering listening skill.

I: Which is better, listening practice in class or outside of class? Why?

P: I think in outside practice is better one because we have much time than in classroom?

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes I have. Just like asking solution to my friend and correcting me if I did m wrong in listening task.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: The most influence one is when I watching variety show, it improves my listening skill. Because watching English content continuously make us practice unconsciously.

Interview with the student 3 (AD)

Date: September 10th, 2022 (10.00 am)

[I] = Interviewer

[P] = Participant

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Yes. The strategies is like listen to English song over and over, I practice it in home.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: I personally not. Even though I am an English study program student I don't have friend to speak in English outside the class.

I: Do you like watching movie or listening to English song? Do you think this impact to your listening ability? Why?

P: Yes, I love both watching and listening west content. I still watching movies with subtitle when I was Senior High School but when I'm being university students, after having listening class, I already watching movies without subtitle.

I: Which is better, listening practice in class or outside of class? Why?

P: I think outside classroom is better. Because we have limited time in classroom, but we have much time to listening practice outside the class no matter it is day or night.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: No. Unfortunately I do not have friend to speak with, outside the class.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: I think the most importance factor is social factor. As an English study program student I motivated to have good listening skill and I also found that my senior have good listening ability. This motivated me to try hard to master this skill.

Interview with the student 4 (IAD)

Date: September 10th, 2022 (10.00 am)

[I] = Interviewer

[P] = Participant

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: For strategy in listening I usually listen to English songs. Because songs and listening TOEFL contain the same pronunciation I think.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Yes I have. I have friends to speak in English then I also have a teacher from my Senior High School that we prefer speak in English than Bahasa when we meet each other.

I: Do you like watching movie or listening to English song? Do you think this impact to your listening ability? Why?

P: I did watching west movies and listening to west songs. But I learning to listen to English songs.

I: Which is better, listening practice in class or outside of class? Why?

P: I think outside class is better. Because in classroom a lecturer gave unfamiliar audios which difficult to understand, while outside class we may find out the audio or video which easy to understand.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes, I asked my friend solution regarding to improve listening skill. And their answer are usually the same, “you can develop listening skill trough watching west movies over and over”. But I personally prefer to listen to songs.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: I think the most influence one is in classroom. For subject such as Grammar, Reading, or speaking because these skill also contributed to listening skill, I may say that there are lecturers or friends who would correct us if we make a mistake. The point is I rather to be involved in classroom practice because I can directly ask to the lecturer or being corrected by him/her.

Interview with the student 5 (RHB)

Date: September 10th, 2022 (10.00 am)

[I] = Interviewer

[P] = Participant

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: For strategies, I habitually listen to English songs and audios in English contexts.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Yes, I have friends to speak in English outside class but no full English, as learners we talk by English language mixed with bahasa. For example, we talk about easy chats such as “what are you doing?” and so on.

I: Do you like watching movie or listening to English song? Do you think this impact to your listening ability? Why?

P: Yes, but I prefer listening to the songs. Because we can listen it everywhere. And I think this have impact in my listening and other skill like speaking. By listen to music or songs we can imitate the how they pronounce a word correctly.

I: Which is better, listening practice in class or outside of class? Why?

P: I think I better practice listening in classroom, because the situation in class makes me focus rather than being outside the class.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes. I often ask my friends about things I not understand yet.

I: Based on your experience, what factors that influence most your listening skill? Can you explain?

P: The most important strategies for me is listening to English songs and watching movies as I said before. Then listen to TOEFL audios and speaking practice.

Interview with the student 6 (SHH)

Date: September 10th, 2022 (10.00 am)

[I] = Interviewer

[P] = Participant

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: for strategies such as listening to trick in YouTube, there are many tutors who expert in English language in YouTube, I usually watch them.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: For now I don't have. But used to speak in English when I was Senior High School, my friend often talked by English with me.

I: Do you like watching movie or listening to English song? Do you think this impact to your listening ability? Why?

P: I prefer to listen the songs. For film, I only enjoy the story not the speaking content. If I asked whether this impact to my listening skill, I think not, it is more to mastering grammar for me personally.

I: Which is better, listening practice in class or outside of class? Why?

P: It is better in classroom for listening practice because there will be instructions from lecturers.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes, of course. We need friend for sharing and asking for help.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: For audio listening, it should be loud so that everyone can listen and the narrator or speaker in audio should be clear. In practice listening, I think my own strategies is the most important such as listening to west songs, watching west movies or YouTube.

Interview with the student 7 (DHO)

Date: September 10th 2022 (10.00 am)

[I] = Interviewer

[P] = Participant

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Yes, when we going to face listening test, I have some strategies in listening TOEFL Firstly, we have to familiarize myself with listening TOEFL part A and part B, then predict the question that will be asked. But for practicing, I did it by searching listening practice in YouTube.

I: Do you like watching movie or listening to English song? Do you think this impact to your listening ability? Why?

P: Yes, I like watching west movies or listening to west songs because its enables me to find new vocabulary and improve my understanding with the target language.

I: Which is better, listening practice in class or outside of class? Why?

P: I personally prefer to have listening practice outside classroom. Because in classroom I think, the speaker sometimes not clear enough to be heard, but I can focus when I practice listening by myself.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes, used to I asked my friends especially for answering EILTS question. I asked them detail tricks to answer a certain questions.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: I thinks the important strategies is practicing listening by myself frequently. Yes, that what I think the most important one.

Interview with student 8 (NTT)

Date: September, 10th 2022 (10.00 am)

[I] = Interviewer

[P] = Participant

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Yes, for example, doing listening practice repeatedly by listen to TOEFL questions and I tried to answers TOEFL questions that provided in YouTube channel, they provided audios and questions to be answer directly.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Unfortunately no...

I: Do you like watching movie or listening to English song? Do you think this impact to your listening ability? Why?

P: I like listening to songs rather than watching the movies. I like listening to songs because it enables me to find new vocabulary, the vocabulary that I think it essential and I try to find the meaning, so it improve my mastery in vocabulary. Then sometimes they add some slank word in the song that makes me curious about it.

I: Which is better, listening practice in class or outside of class? Why?

P: I would prefer listening outside the class. Because of the speaker is only one and it should be used together, then sometimes noises that I cannot clearly listen the speaker. While outside class we only use media for us as personally so it enable us to focus while practiced listening.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes, I used to do it. Because we need friend to share with, and sometimes I asked to the lecturer, but if sometimes I still not understood yet, I asked my friend to explain it.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: For me personally is practice listening by using YouTube as media. There are uncountable sources that can be used to practice listening.

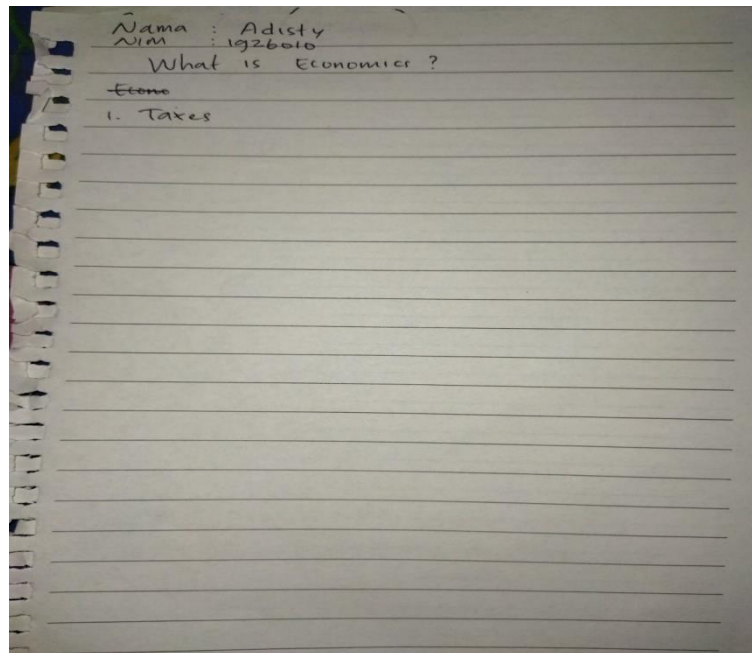
Appendix 5

Documentation

The Researcher Giving The Test Instruction To Students



The result test of students



Amalia Putri (20126006)

What is Economics ?

Taxes

Tai ~~...~~

Andini Mamonto
20126009

What is economics ?

~~Goods~~ Goods
~~labors~~ labors

devote

taxes

Annisa Astria Jovanka Mubandongan
20126029 (Semester 5)

No. : _____ Date : _____
What is economy?

~~people is the social life~~

goods
labors
seek

Date: _____
 Name: Arsal Jilham Golba
 Nim: 20126002
 What is economy?
 goods
 labors
 leisure
 seek

Astrik Dunggio
20126008 Sem 5

No. _____
Date _____

what's is economic's

Good's

~~labors~~ labors

~~difoto~~ devote

Taxes

~~stik~~ Seek

~~stik~~

Citra Motoginta
20126009 (semester 8)

No. _____
Date _____

goods

~~stik~~ ~~stik~~ Seek

No. _____
Date _____

Dewi Almanda Patalipu (201260041)
Semester 5

goods, labors, seek

No. _____

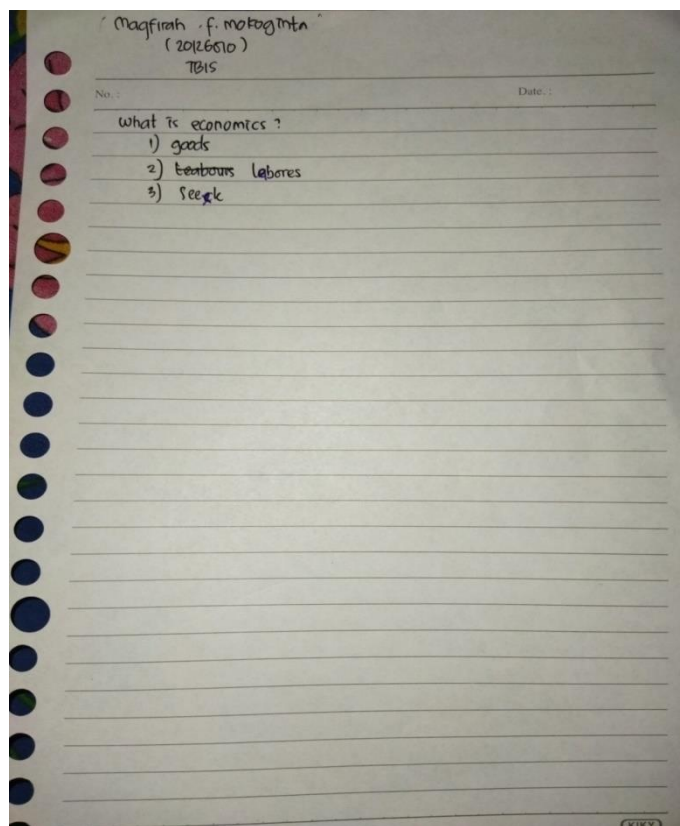
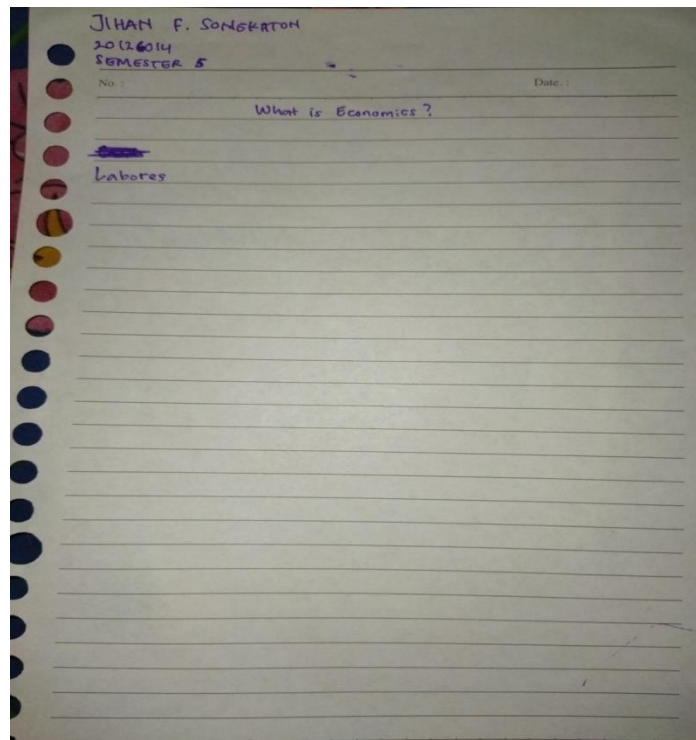
Dinda Hairunnisa oti
20126025
TAU/S

What is economics ?
Goods
Labors
devote
taxes

Sem 5
No: ~~FARA~~ FARA Y ~~MAMONRO~~ (2012602) Date: MAMONRO
What is economic
* goods
~~and exchange~~
* interest
* economies
* labors
* devote
↓ leisure
* silk


KIKY

Ingrid Annelia Dafunrolang
20126011
Semester 5.
Date: 9 sept 2023
No:
* ~~goods~~
* goods
* labores
* Devote
~~silk~~ wealth



No. : _____ Date. : _____
Name : Merlan Potabuga (20126016)
Semester 5
What is economics
~~to~~ goods
labors
devote
seek

UNIVERSITY OF OXFORD
No. : _____ Date: _____
 Nama : Nahoul T Taling
 Num : 20126032
 What is Economic
 Goods
 ~~Acc~~ Accomplished
 Laborer
 ~~See~~ Seek



No. 9/9/2022

Nurul Inayah (20126012)
Semester 5

gain, goods, exchange, Comptishe, labores, devote, taxes, wealth

NIRMALA S. Makalun Seago 20126021

No. : _____ Date : _____

What is economic

- * Goods
- * Intere
- * Accomplis
- * Laborex
- * Devote
- * Lesure
- * Sillk

UNIVERSITY OF OXFORD

No.: Name: Putra Kurnia 20126020

Date:

What is economic

Goods

Pes. H. Purnama / 20126017

TBI semester 5

What is economics?

- Labour
- Sewa
- Taxes
- ~~Food~~

No. _____
Date _____

Silfana Paloya (20/12/2007)

- What is economy
- Goods

No. _____

Nama : sri Ayu S. Labagou
Nim : 20126022
Semester : 5

What is economics ?

- goods
- labors
- Devote
- wealth

Tiara Funiati Putri Saini (20126001)
Semester 5

No.

Date

"What is economic?"

1. goods
2. laborates
3. devote
4. seek

Try Putri Ayu Nindya Muchtar
20126018
Semester 5 Tadris Bahasa Inggris

No.

Date

What Is Economics ?

Goods, Complishe, Labores, deVote, taxes, ~~seek~~ Seek,
Wealth

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Phone Number : 081356677648

Email : meganishamega@gmail.com

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Mother : Rahima Bone

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Junior High School : MTs Negeri 1 Gorontalo (2011-2014)

Senior High School : Man Model 1 Gorontalo (2015-2017)

Organizational Experience : HMPS TBI FTIK IAIN Manado 2018-2019 as a Member.

SEMA FTIK IAIN Manado 2020-2021 as a Leader.