

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND
LISTENING SKILL OF THE EIGHTH GRADE STUDENTS IN
MADRASAH TSANAWIYAH MUHAMMADIYAH
TOLITOLI**



THESIS

*Presented as a Partial Fulfilment of the Requirement for the Degree of Sarjana
Pendidikan at English Tadris Study Program on Tarbiyah and Teacher
Training Faculty in Datokarama State Islamic University Palu*

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2024**

STATEMENT OF THE THESIS AUTHENTICITY

The researcher hereby declares that the researcher wrote this thesis himself and did not use any unnamed sources or assistance. Therefore, to the best of our knowledge and belief, this thesis does not contain any material previously published or written by anyone else unless proper citation is made to it. If it is later proven to be a duplicate, imitation, plagiarism, or created by someone else, either in whole or in part, then the thesis and title obtained are null and void.

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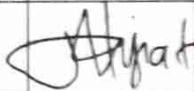



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A thesis by **Andika Putra Subroto**, NIM. 17.1.16.0077 entitled “**The Correlation Between Vocabulary Mastery and Listening Skill of the Eighth Grade Students in Madrasah Tsanawiyah Muhammadiyah Tolitoli**” which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 28th August 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadriss Study Program.

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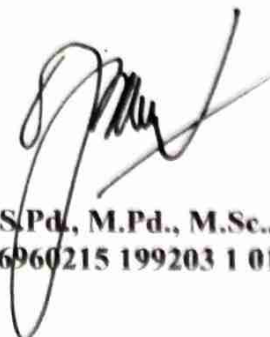
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This thesis is proposed as one of the requirements for taking a Bachelor of Education degree in the English Tadris Study Progra at Datokarama State Islamic University Palu. In preparing this thesis, the researcher realizes that this thesis is still far from perfection, and there are still many shortcomings due to all the limitations and abilities that the researcher has. However, the researcher tries to present this thesis as well as possible so that it can provide benefits to many parties. Therefore, the researcher will accept all constructive criticism and suggestions for improving this thesis.

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The Researcher

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14. Undangan Ujian
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ABSTRACT

Name : Andika Putra Subroto
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Listening is an essential skill in English learning, yet many students struggle to understand spoken language. At Madrasah Tsanawiyah Muhammadiyah Tolitoli, eighth-grade students face challenges in listening due to limited vocabulary mastery. Vocabulary plays a crucial role in comprehension, as students often find it difficult to grasp spoken English when unfamiliar words hinder their understanding.

This study aimed to investigate whether there is a correlation between vocabulary mastery and listening skill among eighth-grade students at Madrasah Tsanawiyah Muhammadiyah Tolitoli. The research sought to answer the question: "Is there any correlation between vocabulary mastery and listening skill of the eighth grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli?"

A quantitative correlational research design was employed. The population consisted of 86 students, and a cluster random sampling technique was used to select 22 participants. Data were collected through two types of tests: a written vocabulary test and a listening comprehension test. Pearson Product Moment Correlation was used to analyze the data using SPSS version 26.

The results showed a significant positive correlation between vocabulary mastery and listening skill, with an r value of 0.832 ($r > 0.537$) and $p = 0.000$ ($p < 0.05$). These findings indicate that students with higher vocabulary mastery tend to have better listening skills, supporting the alternative hypothesis and rejecting the null hypothesis. Thus, it can be concluded that there is correlation between vocabulary mastery and listening skill of the eighth grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli.

The findings suggest that teachers should emphasize vocabulary development to enhance students' listening comprehension. Students are encouraged to engage in activities that improve both vocabulary and listening skills simultaneously. Future researchers may explore other factors influencing listening comprehension, such as pronunciation or listening strategies, to provide further insights into effective English language learning.

CHAPTER I

INTRODUCTION

A. Background of the Research

English is an important language in this world. English is an international language that people use to communicate each other. In the countries where English is a second language, people use it as a media in communication beside their mother tongue. This is supported by Rajathurai Nishanti's statement that in the contemporary interconnected world, the significance of the English language cannot be overlooked. because English serves as the predominant universal language, extensively employed across various sectors such as medicine, engineering, and education, thanks to advancements in technology. It holds immense importance for both professional and personal endeavors.¹

English is considered as a second language in Indonesia. where it is not really used as a basic language in social life such as in education, work, etc. Students in junior high school are instructed in the English language as part of the curriculum in Indonesia that has been decided by the governments. Mastering the four essential

¹Rajthurai Nishanthi, "The Importance of Learning English in Today World," *International Journal of Trend in Scientific Research and Development* 3, no.1 (2018): 871.

English language skills—reading, writing, speaking, and listening—is highly crucial for students.

Listening, one of the fundamental English language skills, plays a crucial role in effectively receiving messages. It encompasses not only hearing the words spoken but also engaging psychologically with the speaker. Effective listening requires a sincere willingness to understand others, along with an approach characterized by respect, acceptance, and empathy. Achieving effective listening requires intense focus, mental energy, and the ability to temporarily set aside personal biases and perspectives in order to empathize and understand from the speaker's point of view.²

Listening is a form of language engagement that requires active participation from an individual. It encompasses the interaction between a speaker, information, and a recipient, involving the mental processes involved in receiving, focusing on, interpreting, and responding to both verbal and nonverbal communication.³ Listening skill is very important to be mastered because effective listening skills enhance productivity in the workplace. Attentive listening enables individuals to grasp assignments more thoroughly, discern expectations, foster positive relationships with colleagues and supervisors, address inquiries, and uncover underlying messages within conversations.⁴

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

³Ibid.

⁴Ibid, 5

Based on the explanation provided, it can be inferred that possessing proficient listening skills allows individuals to understand and engage effectively in communication, students will get many advantages. They can understand what people say so that it will facilitate smoother communication and interaction with others, build connections, avoid missing critical information and increase their knowledge and understanding of various topics. English learners derive numerous advantages from listening exercises. They acquire a wealth of information, absorb linguistic patterns, and glean knowledge directly from instructors. This auditory approach complements other learning styles like visual and kinesthetic methods, serving as a primary avenue for acquiring information.⁵

However, within the realm of the four English language skills, the most difficult skill than others is listening skill. According to Smith in Nurani, there are a lot of students got that Listening is widely regarded as the most challenging aspect of mastering English. Its complexity lies in the requirement for heightened attention and concentration to accurately comprehend auditory stimuli.⁶ Drawing from interviews and observations that the researcher did at Madrasah Tsanawiyah Muhammadiyah Tolitoli, the researcher found that there are many students find difficult in listening skill, and when the researcher asked them about the reason, most of them said that

⁵Mohammad Husni Prayogo, "The Correlation Between Vocabulary Mastery and Listening Skill of The Students of English Education Department of UMY," *Universitas Muhammadiyah Yogyakarta Research Repository*, (2017): 4.

⁶Dewi Nurani, "The Correlation Between Vocabulary Mastery and Listening Skill at The Fourth Semester Students in English Department of IAIN Antasari Academic Year 2012/2013," *Institutional Digital Repository*, (2013): 2.

vocabulary is the big obstacle for them to master the listening skill. When the researcher interviewed one of the students at the school about the learning system in the school, the student said that the material provided by the teacher was easy for him to understand because when explaining the material the teacher used both English and Indonesian. Apart from that, according to him, the quality of teaching of the teachers is good because the way of teaching is very pro-active and detailed. Vocabulary is a word that is familiar in a person's language. Vocabulary, typically expanding over time, plays a vital role in communication and knowledge acquisition. Building a comprehensive vocabulary presents a significant hurdle in second language acquisition. It encompasses understanding word meanings and definitions, often organized alphabetically for reference.⁷

An extensive vocabulary is essential for proficient communication. Mastery of diverse words enhances writing, speaking, listening, and reading skills. Research indicates that students with robust vocabularies excel academically, while efforts to enrich limited vocabularies correlate with academic success. In professional settings, a strong vocabulary often outweighs other factors in fostering successful careers.⁸ In language learning, vocabulary holds greater significance than grammar, especially in the initial stages where students prioritize acquiring basic words essential for communication. Additionally, since the lexical system continually expands, even

⁷Iman Alizadeh, *Vocabulary Teaching Techniques : A Review of Common Practices* (Iran: Lahijan Branch, Islamic Azad University, 2016), 22.

⁸Jhon Langan, *College Writing Skill With Reading* (America: McGraw-Hill, Inc, 1993), 432.

after mastering grammar, advanced learners are driven to enhance their vocabulary to grasp subtle meanings and refine their language proficiency through nuanced word choices and expressions.⁹

From the explanation of vocabulary above, we can know that vocabulary can affect students' listening skill because vocabulary comprises all the words utilized in a language, each possessing its own distinct meaning. When the students master and have much knowledge about vocabulary, they can grasp the significance of each word uttered by the speaker. When the speaker talks to them, they can understand the speech. It is hard for us to get what people say just by knowing the structure of a sentence without knowing the meaning of every words.

Given the explanation provided, it is plausible to suggest a potential relationship between vocabulary proficiency and students' listening skills. Hence, the researcher is motivated to undertake a study titled "The Correlation between Vocabulary Mastery and Listening Skill of the Eighth Grade Students in Madrasah Tsanawiyah Muhammadiyah Tolitoli".

B. Problem Statement

Building upon the background of the research, the researcher poses the following problem statement: "Is there any correlation between vocabulary mastery and listening skill of the eighth grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli?"

⁹Roger Gower, Diane Phillips, and Steve Walters, *Teaching Practice A Handbook for Teachers in Training* (London: Heinemann, 1983), 142.

C. Objective and Significance of the Research

To address the aforementioned problem statement, the research aims to: “To find out whether there is a correlation between vocabulary mastery and listening skill of the eighth grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli”, and for the significances of this research can be seen as follows:

1. The findings of this study aim to expand understanding among students, teachers, and readers regarding the relationship between vocabulary proficiency and listening skills among eighth-grade students at Junior High School/Madrasah Tsanawiyah.
2. It is anticipated that this research will serve as a reflective tool for teachers to enhance their instructional methods concerning vocabulary and listening skills. Furthermore, it can inspire students to deepen their grasp of vocabulary mastery and listening skills, recognizing them as fundamental pillars for acquiring proficiency in other language skills.
3. Future researchers can utilize the outcomes of this study as a foundational reference in their own research endeavors.

D. Content Outline

Content outline aims to facilitate understanding and research review. In this research proposal, the content outline consists of three chapters, each of which can be described in outline as follows:

Chapter I introduction, this chapter serves as an introduction, consolidating elements from a research proposal, including the background of the research, problem statement, objectives, significance of the research, and an outline of the content.

Chapter II, in this section, the researcher delves into pertinent theories and provides an in-depth discussion encompassing previous research, literature review, theoretical frameworks, and hypotheses.

Chapter III research methodology, this chapter outlines the research design, population and sample, variables of the research, operational definitions, research instruments, data collection procedures, and techniques of data analysis.

Chapter IV Result and Discussion, here, the researcher presents and discusses the findings of the conducted research.

Chapter V Conclusion and Suggestion, this section offers conclusions drawn from the research and provides recommendations for future studies based on the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Research

The previous researches is literature reviews or previous study that has a common theme which is usually used by the next researchers can utilize previous studies to identify gaps in the existing research landscape and explore areas that have not yet been investigated. The existence of previous research also proves the authenticity of the researcher's work and also avoids the assumption that the researcher commits plagiarism.

The researcher presents three previous researches related to the same theme with this research, such as :

First research was conducted by Eva Nurchuriviani entitled "*The Correlation Reading Habit and Vocabulary Mastery with Listening Skill in English (Correlational Study Islamic Senior High School Student in As-Syafiiyah 02 Pondok Gede)*". The research question for this study focused on exploring the correlation between vocabulary proficiency and reading habits with English listening skills of students at SMA Islam Assyafi'iyah 02 Pondok Gede and then the objective of this study was to examine the associations among reading habits and English listening skills, vocabulary proficiency and English listening skills, and the combined impact of

vocabulary proficiency and reading habits on students' English listening skills. The findings revealed positive correlations between reading habits and listening skills, vocabulary mastery and English listening skills, as well as reading habits, vocabulary mastery, and listening skills.¹ The differences between the research above and this research are the population, sample and variable of the research. The researcher above did her research in SMA Islam Assyafi'iyah 02 Pondok Gede with total number of sample were 30 students. The research mentioned involves three variables: reading habit, vocabulary master and English listening skill. Both the aforementioned research and this study share similarities in terms of research techniques, methods, and design. The previous researcher also employed quantitative techniques, utilizing the correlation design and method.

The second research was conducted by Eska Norma Fatikhah with the title "*The Correlation between Learning Motivation, Vocabulary Mastery and Listening Comprehension*". The research question of this research was whether there is a correlation of the two variables, learning motivation and proficiency in vocabulary through comprehension of spoken language and how strong is the correlation according to correlation coefficient. The objective of this study was to investigate and present results regarding the relationship between learning motivation, vocabulary proficiency, and listening comprehension. According to the analysis results, there

¹Eva Nurchuriviani, "The Correlation Reading Habit and Vocabulary Mastery with Listening Skill in English (Correlational Study Islamic Senior High School Student in As-Syafiiyah 02 Pondok Gede)," *LENTERA STKIP-PGRI Bandar Lampung* 1, (2016): 1.

existed a positive correlation among (1) listening comprehension and learning motivation; (2) listening comprehension vocabulary mastery; and (3) vocabulary mastery, simultaneous learning motivation, and listening comprehension.² The differences between this research and the second previous research is the previous researcher wanted to find out the correlation between three variables those are learning motivation, vocabulary mastery and listening comprehension. Beside that, the previous research aimed to discuss and present the findings of a study regarding the correlation between vocabulary mastery, learning motivation, and listening comprehension. The similarities between this research and the second previous research are the previous researcher also found that there was a positive correlation between the variables.

Zara First Meutia conducted the third study titled "A Correlational Study between Habit of Listening to English Songs, Vocabulary Mastery, and Listening Skill". The research aimed to explore any correlation between vocabulary mastery, listening skill and the habit of listening to English songs among tenth-grade students of SMA Negeri 3 Surakarta during the academic year 2012/2013. The findings revealed a positive correlation between the practice of listening to English songs and vocabulary proficiency with listening skills, both individually and when considered together. This positive correlation implies that alterations in the habit of listening to English songs and improvements in vocabulary

²Eska Norma Fatikhah, "The Correlation Between Learning Motivation, Vocabulary Mastery and Listening Comprehension," *English Education Journal* 6, no. 2 (2018): 231.

mastery tend to correspond with enhancements in students' listening skills.³ The third previous research, conducted at SMA Negeri 3 Surakarta during the academic year of 2012/2013, involved tenth-grade students with a total sample size of 30 students. Similar to this research, both studies employed the cluster random sampling technique to select their samples. Additionally, both studies found a positive correlation between the variables under investigation.

Drawing from the previous researches, this study shares several similarities, including its utilization of a correlational design and quantitative methodology to explore the correlation between variables. However, differences exist in various aspects such as the research location, population and sample, research instrument, data analysis technique, and the number of variables under investigation. Unlike the previous researches, which focused on three variables, this study solely concentrates on examining the correlation between two variables.

B. Literature Review

1. The Concept of Vocabulary.

Vocabulary constitutes the inventory of words employed by individuals, groups, or fields of study. Communication relies on the exchange of information, which is primarily conveyed through words. Proficient comprehension of English words enables students to effectively formulate ideas and information for

³Zara Firsty Meutia, Abdul Asib, and Ahmad Dahlan Rais, "A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill," *English Education* 2, no. 3 (2014): 341.

communication. Additionally, it facilitates easier text composition and comprehension of written content, including that of their peers.⁴

Vocabulary refers to the repertoire of words known in a language. Generally, vocabulary grows and develops as individuals age, playing a crucial role in communication and the acquisition of knowledge.⁵ Vocabulary represents a foundational component of language acquisition, often considered the initial aspect that learners must prioritize. Mastering vocabulary is essential for effective English language learning.⁶ Vocabulary is an essential prerequisite that significantly influences students' success in learning English. Without a sufficient vocabulary, communication, reading, writing, and listening become challenging. Vocabulary encompasses a comprehensive collection of words essential for expressing thoughts. A solid grasp of vocabulary also contributes to students' success in English assessments.⁷

Based on the definitions provided, the researcher concludes that vocabulary constitutes a set of words possessed by individuals for conveying ideas in

⁴Peter C. Burns & B.L. Broman, *The Language Arts in Childhood Education. A Rational for Pedagogy* (Cambridge: Cambridge University Press, 1975), 295.

⁵Evita Zahara, Urai Salam, and Zainal Arifin, "Improving english vocabulary mastery using jumbled letters game," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 6, no. 3 (2017): 5.

⁶Nadya Aprilia, "The Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension In Descriptive Text At State Senior High School 2 Pekanbaru," *Universitas Islam Negeri Sultan Syarif Kasim Riau Repository*, (2019): 27.

⁷Ananda Wilsana, "Teaching Vocabulary to Grade VIII Students at SMP Negeri 9 Palu by Using Word Wall Strategy," *BAHASANTODEA* 3, no. 2 (2015): 25.

communication. Proficiency in vocabulary enables individuals to comprehend the meanings of words used by others and facilitates effective communication.

2. The Importance of Vocabulary

Vocabulary holds significant importance in foreign language acquisition, often perceived by learners as a crucial or even the primary element in language learning. Acquiring vocabulary facilitates comprehension, enhances communication, and fosters the exchange of knowledge, ultimately leading to better language mastery.⁸ Based on that statement, the researcher thinks that vocabulary plays a crucial role because it serves as the foundation for understanding sentence structure and other language skills. Proficiency in a wide range of vocabulary makes it easier to engage in reading, writing, listening, and speaking English.

Mastery of vocabulary plays an important role in expressing ideas and also an opportunity to understand communication between people. Vocabulary plays a central role in language and is exceedingly important for language learners. This is an important element that everyone should have in order to communicate with others. Teaching vocabulary is a vital aspect in constructing sentences or components to ensure accurate form and meaning in language, enabling clear and accessible communication. Hence, educators must meticulously craft study materials to assist students in acquiring specific English vocabulary.⁹

⁸Paul Nation, *Teaching and Learning Vocabulary* (Boston: Heinle & Heinle, 1990), 2.

⁹James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition: A Rationale for Pedagogy* (Cambridge: Cambridge University Press, 1997), 5.

When acquiring a foreign language, mastering vocabulary stands out as arguably the most crucial aspect for students, alongside fundamental components like grammar and pronunciation. Proficiency in vocabulary serves as the foundational step in the learning process. With a solid foundation in vocabulary, students can effectively comprehend reading texts with proper pronunciation and understanding, aided by their knowledge of grammar.¹⁰

Additionally, vocabulary serves as a crucial component in language teaching and learning, supporting English language skills. Limited vocabulary leads to restricted understanding in speaking, reading, writing, and listening. Indeed, learning a language without vocabulary is virtually impossible.¹¹

Based on some of the explanation above, the researcher makes a conclusion Vocabulary constitutes a vital component of language acquisition. Mastering vocabulary is crucial because students need to acquire it before they can effectively speak, write, and listen in a language.

3. The Concept of Vocabulary Mastery

Mastery of vocabulary involves comprehending words in a foreign language to a significant extent to explain or describe them to others, ensuring comprehension

¹⁰Rani Rian Sari, "The Correlation Between Vocabulary Mastery and Listening to Short Conversation at the Second Year Students of SMAN 12 Pekanbaru," *Universitas Islam Negeri Sultan Syarif Kasim Riau*, (2010): 16.

¹¹Yulinda Tyas Armykirana, "The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension of the Third Grade of SMA Negeri 7 Kediri in Academic year 2016/2017," *Universitas Nusantara PGRI Kediri*, (2017): 4.

by the listener.¹² Vocabulary mastery refers to the familiarity with a specific set of words in a language, essential for both oral and written communication. It holds paramount importance for students in foreign language learning, as it forms the foundation of language and is fundamental to communication. Mastering vocabulary precedes the mastery of other language skills for students.¹³

Proficiency in vocabulary significantly facilitates students' comprehension of a language, particularly English. Therefore, it's undeniable that vocabulary forms the foundation of a language and is essential to learn before other skills and components. Without knowledge of vocabulary, students may encounter difficulties in communication, reading, grammar learning, and listening. When embarking on the journey of learning a foreign language, particularly English, mastering vocabulary serves as the foundational step.¹⁴

Mastery of vocabulary is integral to language proficiency; proficiency in a language implies proficiency in vocabulary. Vocabulary mastery holds significant importance because expressing ideas accurately relies on choosing the right words.¹⁵

¹²Nina Dwiastuty, "The Effects of Vocabulary Mastery and Logical Reasoning Towards Student's Listening Skill," *Deiksis* 6, no. 01 (2015): 14.

¹³Mohamad Isya Anshori, "The Correlation Between Students' Habit in Listening to English Songs and Their Vocabulary Mastery of the Tenth Grade Students at MA Sunan Ampel Pare Kediri," *IAIN Tulungagung*, (2019): 25.

¹⁴Dasep Samsul Bahri, "The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension at The Seventh Grade Students' of MTs Daarul Ihsan," *PROJECT (Profesional Journal of English Education)* 1, no. 2 (2019): 78.

¹⁵Bradhiansyah Tri Suryanto, Ahmad Arif Imron, and Diyah Ayu Rike Prasetyo, "The Correlation Between Students' Vocabulary Mastery and Speaking Skill," *International Journal of English Education and Linguistics (IJoEEL)* 3, no. 1 (2021): 13.

In conclusion, vocabulary mastery will increase self-confidence. People will feel more capable if they have good vocabulary mastery. They will be more daring to practice the language directly and will also improve language skills so that in the future they will be faster in mastering the language.

From some of theories presented, it can be concluded that vocabulary mastery is an ability of people in remembering the words. It includes the capability in comprehending or knowing all the words not only about the spelling or the structures but also including the meaning of the words itself.

4. Assessing Vocabulary Mastery

According to Bc. Ivana Pavlu, we can use a lot of types of techniques when testing vocabulary, such as:

- True/False
- Translation
- Gap-filling
- Multiple Choice
- Questions and answers
- Dictation
- Transformation
- Matching
- Error correction
- Essay
- Cloze Test
- Rearranging words
- Information transfer
- Rewriting

She say that multiple choices is the most used one. This type of question presents a stem followed by four options, with only one being correct. The primary advantage of this testing format is its objectivity, as there is only one correct answer.

Additionally, it simplifies the grading process for examiners, who merely need to mark correct or incorrect responses. However, while easy to score, designing such tests can be challenging. This technique is versatile and can be used to assess individual words, words within sentences, or even within texts.

Individual words can be assessed through definitions, such as:

1. Tangle refers to:
 - a) A confused mass (Correct Answer)
 - b) A kind of fruit
 - c) A type of dance
 - d) A tropical forest

Vocabulary can be assessed within sentences, for instance:

2. Tonight, there is a good _____ at the Odeon.
 - a) Film
 - b) Screen
 - c) Acting (Correct Answer)
 - d) Showing

In such cases, we need to consider the possibility of multiple correct answers, as illustrated in the following example where both B and D are viable options:

3. Last night, we dined at Jimmy's Restaurant and enjoyed an excellent _____.
 - a) Cook
 - b) Dish (Possible Answer)

c) Plate

d) Meal (Possible Answer)¹⁶

Based on the explanation provided, the researcher is interested to use one of the types of test in testing the students' vocabulary mastery which is multiple choice tests.

6. Vocabulary Learning Strategy

Vocabulary learning strategy (VLS) is a strategy designed to assist students in facilitating and streamline their vocabulary learning in order to achieve optimal goals.

There are several types of vocabulary learning strategy, those are :

a. Strategy Determination (DET)

DET is an individual strategy used to understand the meaning of words without help from others, for example like guessing context, guess from L1 (first language) cognate, using reference materials such as dictionaries, analyzing affixes and roots, and use a dictionary to convey certain words. This strategy is usually used to find the meaning of new words rather than remembering already learned words.

b. Social Strategy (SOC)

This approach entails engaging with others to acquire new words, such as consulting teachers or classmates. This social strategy serves not only to discover new vocabulary but also to reinforce words previously encountered by students. Hence, the foundation of this strategy lies in social interaction and engagement.

¹⁶Bc. Ivana Pavlu, *Testing Vocabulary* (Brno: Masaryk University, 2009), 18 & 31.

c. Memory Strategy (MEM)

This strategy is commonly known as a mnemonic strategy. Those who use this strategy are used to remember the vocabulary that has been studied. With this strategy, students will integrate their existing knowledge with the target word by categorizing words based on form or topic, establishing imaginary associations, employing physical gestures, relating new words to past experiences, practicing word spelling, and verbalizing the words aloud during their study sessions.

d. Cognitive Strategy (COG)

This strategy shares similarities with memory techniques but places less emphasis on cognitive processes. This cognitive strategy mechanically means understanding known words. Therefore, cognitive strategies utilize special tools to learn vocabulary. This COG strategy is carried out by repeating words orally and writing them on paper, create word lists, and label them things and their meaning in target language.

e. Metacognitive Strategy (MET)

MET, or Metacognitive Enhanced Training, is a strategy where learners actively discern the most effective approach to organize, integrate, and enhance their vocabulary learning strategies. Utilizing this metacognitive strategy, students can strategically select which words to prioritize and undertake deeper examination. Students also check their understanding by doing a word test. Examples of metacognitive strategies including the use of English-language media, skipping new

words, constantly learn new words, and test yourself with using word tests or games.¹⁷

7. The Concept of Listening

Listening is the act of comprehending and recognizing the message conveyed through auditory means. Additionally, it constitutes a vital component of the communication process. In educational settings, students devote significant time to listening activities, such as engaging with music. Moreover, many students expand their vocabulary through listening. Furthermore, listening serves as a means for students to acquire additional information. Throughout this process, listening entails more than just receiving and interpreting information; it also entails evaluating whether the data will be stored in long-term memory or short-term.¹⁸

Listening and hearing are distinct concepts. Hearing is a physiological ability, whereas listening is a skill that is acquired through learning and practice. Listening entails actively focusing and attempting to comprehend auditory input. In essence, listening skills enable individuals to grasp the meaning behind spoken communication.¹⁹ Listening represents the foundational skill in acquiring a new language, especially for beginners. It serves as a receptive skill, where learners absorb

¹⁷Kristin Natalina Nugraha Bakti, "Vocabulary Learning Strategies Used by Junior High School Students," *Indonesian Journal of English Language Studies* 3, no. 2 (2017): 43-45.

¹⁸Andrew D. Wolvin, *Listening and Human Communication in the 2nd Century* (UK: Willey Blackwell, 2010), 23.

¹⁹Jiati Endah Sari, "The Correlation Between Students' Ability in Listening to the English songs and Their Vocabulary Mastery," *e- Journal of ELTS* 1, no. 1 (2013): 1.

new vocabulary through auditory exposure. Proficiency in receiving information influences one's ability to produce language. Effective listening abilities are associated with improved comprehension and proficiency in productive language skills, including writing and speaking.²⁰

Listening holds paramount importance in the language classroom as it offers essential input for learners. Effective comprehension of input at an appropriate level is foundational for initiating any learning process. Consequently, listening serves as a fundamental precursor to speaking proficiency.²¹ Mastering listening is often perceived as challenging. It involves dedicating full attention to auditory stimuli, suggesting that it engages not only the ears but also the mind. Unlike listening, hearing simply involves the detection of sounds without necessarily focusing on their meaning.²²

After considering various definitions of listening from the aforementioned theories, the researcher concludes that listening in English entails our capability to comprehend what others are saying effectively. Furthermore, listening skills are essential for obtaining information through various forms of media.

²⁰Nurmala Hendrawaty, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya," *Loquen English Studies Journal* 12, no. 1 (2019): 57.

²¹Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), 238.

²²Harry A. Green And Kate, *Basic Language* (New York: English Curriculume, 1982), 27.

8. Kinds of Listening

According to Brown, there are four kinds of listening performance:

a. Listening Extensively

Listening is essential for gaining a comprehensive understanding of spoken language, spanning from extended lectures to casual conversations, with the goal of comprehending the main message or purpose. Extensive listening involves pinpointing key ideas and deriving conclusions, contributing to a thorough comprehension of the language being heard.

b. Responsive Listening

Listening involves engaging with brief language expressions such as greetings, questions, commands, and comprehension checks, and responding succinctly in kind.

c. Intensive Listening

Listening encompasses perceiving various linguistic components such as phonemes, words, intonation, and discourse markers from a diverse array of languages.

d. Selective Listening

Selective listening involves processing a segment of discourse, such as a brief monologue lasting a few minutes, to extract specific information. The objective is not solely to grasp the overarching or broad significance but rather to understand the detailed information referenced in extended verbal communication contexts, including examples like teaching directives within a classroom setting, television or radio news, or narratives. Evaluation assignments in selective listening may prompt

students to focus on details such as numbers, names, directions (in map exercises), grammatical categories, or events and specific facts.²³

9. The Importance of Listening Skill

In the realm of language acquisition, especially in English, there exist four fundamental skills: reading, writing, listening and speaking. Among these, the listening skill is regarded as fundamental and requires development as it offers auditory input essential for acquiring language and facilitates engagement in verbal communication.²⁴ Listening holds significant importance in the classroom of foreign language. The listener acquires information from the speaker, stimulating imagination and understanding. Communication arises from a person's need to express desires, alleviate discomfort, or convey feelings and thoughts. When initiating communication, individuals select a method or code they believe will effectively convey their message, thoughts, attitudes, beliefs, and emotions to the recipient. Successful communication transpires when the recipient interprets and comprehends the message conveyed by the sender in accordance with the sender's intentions.²⁵

Listening serves a fundamental role in comprehending the information conveyed by speakers and recalling vocabulary. It is crucial for obtaining and

²³H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Fransisco: Longman, 2004), 120.

²⁴Jiati Endah Sari, "The Correlation Between Students' Ability in Listening to the English songs and Their Vocabulary Mastery," *e- Journal of ELTS* 1, no. 1 (2013): 1.

²⁵Nurkholis Solehudin, "The Correlation Between Students' Listening English Songs Habit and Their Listening Skill at the Second Semester of the Eleventh Grade of MA Al Islam Bunut Pesawaran in the Academic Year of 2016/2017," UIN Raden Intan Lampung, (2018).

retaining information, enabling individuals to understand its significance.²⁶ Listening is of paramount importance in everyday life and serves as the cornerstone skill in language learning. Furthermore, it is the skill most commonly employed in educational settings, as a substantial portion of the learning process hinges on effective listening. Students typically dedicate a significant amount of time to listening to their instructors, assimilating lectures, explanations, and classroom directives.²⁷

Based on the theories provided, the researcher's conclusion is that acquiring proficient listening skills is vital for students in English as it facilitates the acquisition of information. Listening skill serves as a cornerstone for efficient communication. Without the capacity to listen attentively, messages can be easily misconstrued or misinterpreted. So, communication will be cut off and the people delivering the message will easily become irritated because what they are saying is not understood.

10. The Concept of Listening Skill

The listening skill is regarded as foundational and in need of improvement, as it offers auditory input essential for language acquisition and facilitates interaction in

²⁶Ellys Rafika Sari Turnip, Suprayitno, and Yulia Nugrahini, "Correlation Between Listening Ability And Vocabulary Mastery At Stkip Pgri Trenggalek," *Journal of English Language Teaching Learning and Literature* 1, no. 2 (2018): 90.

²⁷Lelly Auliani, "Improving The Students' Listening Skills Of Eleventh Grade Students Of Madrasah Aliyah Tahfizhil Quran Yayasan Islamic Centre Sumatera Utara Through Computer Assisted Language Learning (Call) Method," *State Islamic University*, (2019): 23.

spoken communication.²⁸ Listening skill entails actively engaging in appreciation, attention, and comprehension while listening. This process necessitates the integration of multiple language skills, including reading, pronunciation, speaking, writing, and vocabulary mastery.²⁹ Effective listening proficiency entails the ability to segment speech into meaningful units, recognize interpret rhythm, and word classes, intonation, and stress to discern information emphasis attitudinal nuances or emotional.³⁰

Listening skill refers to the capacity to recognize and comprehend what others are expressing, including the pronunciation or speaker's accent, vocabulary, grammar, and understand the meaning contained in it. In other words, in listening, the listener is emphasized to be able to describe sounds, comprehend the pronunciation or speaker's accent, the grammar and the speaker's vocabulary, and understand the meaning contained in a sentence. In addition, listening also requires high concentration, sincerity, and motivation to support the learning process.

²⁸Jiati Endah Sari, "The Correlation Between Students' Ability in Listening to the English songs and Their Vocabulary Mastery," *e- Journal of ELTS* 1, no. 1 (2013): 1.

²⁹Hasyuni, "The Students' Preferred Activities for English Listening Classes (A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP Universitas Bengkulu Academic Year 2005/2006" (Unpublished Thesis, Teacher Training and Education Faculty, University of Bengkulu, Bengkulu, 2006), 2.

³⁰David Nunan, *Designing Tasks for the Communicative Class* (Cambridge: Cambridge University Press, 1989), 3.

Therefore, In conclusion, listening is an active receptive activity that requires the learner to mobilize all the linguistic skills possessed.³¹ Listening skill requires linguistic and nonlinguistic knowledge to support the learning process. Linguistic knowledge or linguistic knowledge includes vocabulary, pronunciation, intonation, pressure, grammar, the meaning of language, morphology, and syntax, while non-linguistic knowledge includes the psychological learners, culture, and background of learners. In this instance, the researcher places greater emphasis on learners' linguistic proficiency, especially aspects of vocabulary mastery and sentence comprehension. Why are these two elements important in listening? Good vocabulary mastery makes it easy for learners to comprehend the ideas, the messages, or ideas of speakers or speakers. The mastery of vocabulary should be improved and continued to be studied because it cannot be denied that there are many English vocabulary that is less familiar in non-native speakers' ears.³²

Listening skill is pivotal for effectively receiving messages. It involves not only hearing what another person says but also engaging psychologically with the speaker. As a language skill, listening necessitates a sincere willingness to comprehend others, acceptance and a respect attitude, and a readiness to adopt another's perspective.³³

³¹Aminah Maulida, "Students' Vocabulary Mastery in Listening," *UHAMKA International Conference on ELT and CALL*, no. 1 (2017): 2.

³²Ibid, 3

³³Lelly Auliani, "Improving the Students' Listening Skills of Eleventh Grade Students of Madrasah Aliyah Tahfizhil Quran Yayasan Islamic Centre Sumatera Utara Through Computer Assisted Language Learning (Call) Method," *State Islamic University*, (2019): 30.

Based on the provided explanation, it is concluded that listening skill entails the ability to concentrate on the speaker to grasp the information and messages being conveyed, and to respond to the information attentively.

11. Assessing Listening Skill

There are some assessment methods (item formats, assignments) commonly employed at the different levels, those are:

a. Assignments of intensive listening

- 1) Differentiate phonemic pairs, example: leave – live; grass – glass
- 2) Differentiate morphological pairs, example: sniff – sniffed;
- 3) Differentiate stress patterns, example: photograph – photographer;
- 4) Paraphrasing recognition, example: I am from Japan; I'm Japanese
- 5) Repetition (students repeat a word)

b. Assignments of responsive listening

- 1) Inquiry, example: What is the current time? – open ended response
- 2) Inquiry, example: What is the current time? – Multiple choice responses
- 3) Simple discourse sequences, example: Hi, lovely weather. That was a challenging test.

c. Assignments of selective listening

- 1) Chart filling (students are required to fill in or complete a chart or grid with relevant information)
- 2) Oral Communication of Information (students are required to convey information orally, either in response to a prompt or question)

- 3) Sentence repetition (students repeat stimulus sentence)
 - 4) Cloze Listening Exercise (The students' task is to listen attentively and fill in the blanks with the correct missing words based on what they hear)
 - 5) Visual Prompted Information Exchange (students select or are provided with a picture that serves as a cue or stimulus for conveying or acquiring information)
- d. Assignments of extensive listening
- 1) Narrative, stories (students are expected to orally or in written form, convey the events, characters, and plot points of a story they have heard)
 - 2) Dialogue (students hear dialogue – open – ended response)
 - 3) Transcription (students listen to a passage being read aloud, typically three times, and then transcribe what they hear by writing it down to form a paragraph)
 - 4) Conversation (students will listen to a conversation or exchange between speakers, and then they will be presented with multiple-choice comprehension questions based on the dialogue they heard)
 - 5) Interpretive tasks (students hear a poem – interpret meaning)
 - 6) Speech (students are expected to engage in active listening by taking notes, summarizing key points, or listing the main ideas discussed by the speaker)³⁴

³⁴Kristanti Ayuanita, "Assessing Listening in the Language Classroom," *OKARA: Jurnal Bahasa dan Sastra* 7, no. 1 (2013): 119-120.

The researcher is interested to use one of the types of task above. That is intensive listening tasks.

12. The Correlation Between Vocabulary Mastery and Listening Skill

Mastering vocabulary is crucial when learning a foreign language as it contributes to the development of other language skills such as reading, writing listening, and speaking by providing support. This implies that proficiency in vocabulary can impact one's ability to comprehend and engage effectively in listening activities in the English language.³⁵

There exists a distinct interconnection between vocabulary and listening skills. This becomes apparent when students can effortlessly sing along to a song whose lyrics they have memorized upon hearing it being played. It can thus be asserted that proficiency in listening skills often goes hand in hand with mastery of vocabulary.

When listening to a foreign language, students often encounter the challenge of perceiving the speech as being unnaturally fast. They may recognize individual words or phrases, but sometimes find themselves unable to catch every word due to the rapid pace. Therefore, attentive listening is crucial for accurately comprehending the speaker's message. By focusing on what is being said, listeners can better retain the information and easily recognize words or phrases upon subsequent exposure. This active listening process contributes to the rapid expansion of vocabulary.

³⁵David Nunan, *Practical English Language Teaching*, (Singapore: MC Graw Hill, 2003), 179.

Additionally, listening serves as a means of vocabulary enrichment by exposing individuals to new words and their spellings.³⁶

Based on the provided explanation, it can be assumed that the researcher posits a correlation between vocabulary mastery and listening skills or perhaps these both variables affect each other. Hence, the researcher is intrigued to conduct a study titled, “The Correlation between Vocabulary Mastery and Listening Skill of the Eighth Grade Students in Madrasah Tsanawiyah Muhammadiyah Tolitoli.”

C. Theoretical Framework

Vocabulary mastery is the wealth of all the words contained in a language that is controlled or owned by someone. A person's vocabulary can be influenced by several factors. Vocabulary plays a crucial role as a determinant of a student's language success. Because the more vocabulary you have, the language skills will also increase.

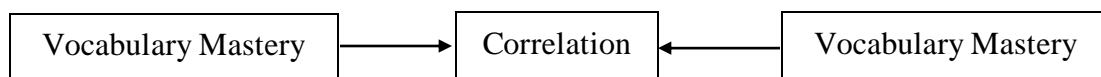
Listening skill in English refers to the capability to comprehend spoken language effectively, including the information obtained through other media. When people hear, they have carried out activities in capturing sounds, both sounds in language and non-language, whether they do it intentionally or unintentionally. Vocabulary mastery is a critical skill in acquiring any language, including English as a foreign language. Learners must consistently strive to expand their vocabulary. It

³⁶Fathul Qorib, “The Correlation Between Vocabulary Mastery and Listening Achievement at the Tenth Grade Students of SMAN 1 Rantau Panjang in Academic Year 2014 2015,” *Islamic University of OKI (UNISKI)*, (2014): 10-11.

can support the English learners in developing their skills in English including listening skill.

In this study, the researcher aims to investigate the correlation between students' vocabulary mastery and their listening skills at Madrasah Tsanawiyah Muhammadiyah Tolitoli. The researcher is curious about understanding the connection between these two variables.

Figure 2.1 Conceptual Framework



D. Hypothesis

Based on the theories discussed, the hypothesis is formulated as follows:

H_a : If the value of r counted is higher than the value of r table, the alternative hypothesis is accepted. It means there is a correlation between vocabulary mastery and listening skill of the eighth grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli.

H_0 : If the value of r counted is lower than the value of r table, the null hypothesis is accepted. It means there is no correlation between vocabulary mastery and listening skill of the eighth grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Research Design

The researcher employed quantitative research methodology to gather and analyze the data, as well as to interpret the test results because the researcher conducted a research with the title the correlation between vocabulary mastery and listening skill. Quantitative research is a research where the research data is quantitative data so that in analyzing the data also uses quantitative analysis (inference). The quantitative research method is rooted in the positivist philosophy, focusing on the examination of specific populations or samples. Sampling techniques are commonly conducted randomly, while data collection utilizes research instruments. Data analysis is quantitative and statistical, with the aim of testing predetermined hypotheses.¹

The design of this study is correlational research design. Correlational research examines the connection between one or more variables and how they change together. This type of research, also referred to as associational research, investigates

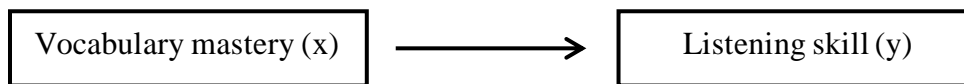
¹Sugiyono, *Memahami Penelitian Kualitatif: Dilengkapi Contoh Proposal dan Laporan Penelitian* (Bandung: Alfabeta, 2009), 142.

the connections between multiple variables without seeking to influence those variables.²

Phenomena that occur in the field of education, various relationships exist among its components, including the connections between teachers and students, teachers and instructional materials or curriculum, instructional materials and learning evaluation, and numerous others. Correlational research methods scientifically and statistically determine the level of correlation between variables.

The variables in this research are as follows:

Figure 3.1 Variables



B. Population and Sample

1. Population

The population refers to all the data or individuals within a specified scope and time frame that are relevant to the researcher's study. The population is also the whole of the unit of analysis in accordance with the information to be desired. The population can consist of humans/individuals, animals, plants, objects, or specific items that have been identified and defined by the researcher.³ The eighth-grade students of Madrasah Tsanawiyah Muhammadiyah Tolitoli in academic year

²A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, (Jakarta: Kencana, 2014), 64.

³Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2004), 118.

2021/2022 are the population in this research. The population totals 86 students, consisting of 47 female students and 39 male students which is divided into 4 classes.

Quantity of population in Madrasah Tsanawiyah Muhammadiyah Tolitoli is presented below:

Table 3.1 Population

Class VIII Population of MTs Muhammadiyah Tolitoli		
No	Class	The number of students
1	VIII A	22 students
2	VIII B	19 students
3	VIII C	23 students
4	VIII D	22 students
Total Population		86 students

2. Sample

The sample can simply be said to be part of the population that is selected by a researcher who represents the population. The sample in this study represents a portion of the total population and possesses characteristics similar to those of the population. If the population has certain characteristics than some and representative in this case should include some of the characteristics of the population. In addition,

from each characteristic is taken from a small in adherence to the pertinent regulations in determining the size of the sample.⁴

The sampling technique in this research was cluster random sampling which it entails dividing the population into clusters or groups and then selecting entire clusters instead of choosing individual participants becoming the sample.⁵

The steps that the researcher took in using cluster random sampling to determine the sample is by selecting from the four VIII classes in Madrasah Tsanawiyah Muhammadiyah Tolitoli by doing random selection. The step taken is that each class is given a name with the initials A to D then the raffle is done by random selection of four classes that has been written on a sheet of paper and coiled it and then the result is taken one class to be sampled. Class VIII D was chosen as the sample in this study with the total of the students was 22 people.

C. Variable of the Research

1. Definition of Variable

A variable is a concept that can assume different quantitative values. As an example, income, height, and weight, are instances of variables. Qualitative phenomena or attributes are likewise assessed by determining the presence or absence of the attribute in question.⁶

⁴Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2015), 118.

⁵C.R. Khotari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International (P) Ltd, 2004), 12.

⁶ *Ibid.*, 34

2. Types of Variable

There are 3 types of variable in research as follows :

- a. Continuous variables are phenomena that can assume quantitatively different values even within infinitesimally small intervals. Age is an example of a continuous variable.
- b. All variables are those that can only be expressed in integer values and cannot assume values between two consecutive points. An illustration of a discrete variable is the number of children.
- c. In a research context, the dependent variable is impacted or affected by another variable, known as the independent variable. As an example, if we assert that height is influenced by age, then height becomes the dependent variable, while age serves as the independent variable. Furthermore, if apart from age, height is also based on gender, then height is a variable and gender is determined. Likewise, variables such as film and lecture readiness are considered independent variables, as they are factors that can be manipulated or controlled. On the other hand, changes that occur as a consequence of behavioral responses to the environment are regarded as dependent variables, as they are influenced by the independent variables.⁷

⁷ Ibid., 34

3. Variable in Correlational Research

In actual correlation, the terms dependent variables and independent variables are not known. Typically, symbols X and Y are commonly used in calculations to represent variables. In the context of the relationship between remuneration and work satisfaction, the variable representing remuneration is denoted as X, while the variable representing job satisfaction is denoted as Y.⁸ Thus in this research to facilitate the calculation process, the researcher used the terms variable x and y, namely vocabulary mastery is variable x and listening skill is variable y.

D. The Operational Definition of the Variable

1. Correlation means "relationship", or in another sense correlation is generally understood as a relationship or interconnected or reciprocal relationship. In statistical analysis, the relationship or connection between two or more variables is referred to as correlation. When considering the relationship between exactly two variables, it is referred to as bivariate correlation. Conversely, when examining the relationship among multiple variables, it is termed multivariate correlation.⁹
2. Vocabulary encompasses a collection of words that individuals or entities possess, constituting an integral component of a specific language.¹⁰

⁸ Budi Subandriyo, S.ST, M.Stat, *Bahan Ajar Analisis Korelasi dan Regresi* (Diklat Statistisi Tingkat Ahli BPS Angkatan XXI Badan Pusat Statistik, 2022), 2.

⁹ Imam Machali, *Statistik Itu Mudah: Menggunakan SPSS Sebagai Alat Bantu Statistik* (Yogyakarta: Ladang Kata, 2015), 101.

¹⁰ Iman Alizadeh, *Vocabulary Teaching Techniques : A Review of Common Practices* (Iran: Lahijan Branch, Islamic Azad University, 2016), 22.

3. Listening skill involves comprehending spoken communication to gather information, characterized by an objective stance towards understanding the speaker's message.¹¹

E. The Research Instrument

A variety of instruments can be employed to measure and gather data on each variable, including questionnaires, tests, interview protocols, and observation guides, tailored to suit specific research requirements. The data is collected with these instruments must be in numerical form. In this research, the researcher utilized tests as the research instruments. Specifically, two tests were employed: a vocabulary test and a listening test.

F. The Procedure of Data Collection

Some procedures were undertaken by the researcher in collecting the data. Data collection process involved administering two tests to the students: a listening test and a vocabulary test. The listening test was designed to evaluate their listening skills, while the vocabulary test aimed to assess the students' mastery of vocabulary.

In vocabulary test, the researcher gave multiple choices and there were 40 number questions which are vocabularies that involves part of speech. The students have to choose the correct meaning in answering of every questions, four choices

¹¹Aminah Maulida, "Students' Vocabulary Mastery in Listening," *UHAMKA International Conference on ELT and CALL*, no. 1 (2017): 2.

were available such as a, b, c and d. The students also were given 75 minutes for doing the test itself.

While for the listening test, the researcher gave the test by using audio media for measuring the listening skill of the students. The test was administered by the researcher through the playback of a speaker media, during which some vocabulary in English was mentioned by a native speaker. The students had to guess the words that are mentioned and also answered the meaning of every word. The students were given three times opportunity for answering each test. The both of tests itself were adopted from book by the Indonesian Ministry of Education and Culture 2017 that is Bahasa Inggris "When English Rings a Bell".

The scoring technique used by the researcher is where in each correctly answered item receives a value of one (adjusted for item weight), resulting in the students' scores being calculated based on the total number of correctly answered questions. The formula is as follows:

$$Score = \frac{B}{N} \times 100 \text{ (scale 0 - 100)}$$

Description:

B = Number of correct answers

N = Total number of questions¹²

Example:

¹²Kang Olis "Cara Menghitung Skor Pilihan Ganda (PG) pada Soal Tes," (home-edukasi.blogspot.com) (May 27, 2013), <https://home-edukasi.blogspot.com/2013/05/skor-pilihan-ganda.html> (Feb 18, 2024)

On a test question there are 50 items, Andika answered correctly 25 items, then the scores achieved by Andika is:

$$Score = \frac{25}{50} \times 100 = 50$$

G. The Technique of Data Analysis

In this research, the data was analyzed using the Product Moment Correlation method by the researcher to determine if there is a correlation between the two variables. The analysis was carried out using the 20th version of SPSS application. The strength and direction of the relationship between the independent variable (X) and the dependent variable (Y) were determined using the Pearson Product Moment Correlation. Data that is used in this analysis technique are interval and ratio data with certain requirements. The conditions for using the Pearson Product Moment analysis technique are as follows:

1. The variables that are connected have data that is distributed normal.
2. The variables that are connected have linear data.
3. The variables that are linked have data that are selected randomly random.
4. The variables that are linked have the same pair of subjects the same (variation of scores linked must be the same).
5. The variables connected have interval or ratio data.¹³

¹³Imam Machali, *Statistik Itu Mudah: Menggunakan SPSS Sebagai Alat Bantu Statistik* (Yogyakarta: Ladang Kata, 2015), 104.

The strength and degree of correlation can be categorized as illustrated in the subsequent table:

Table 3.2 Correlation Level and Relationship Strength

Correlation value (r)	level of relationship
0.00 – 0.199	Very low correlation
0.20 – 0.399	Low correlation
0.40 – 0.599	Average/enough correlation
0.60 – 0.799	High correlation
0.80 – 0.100	Very high correlation

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The following is the pearson product moment test formula :

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Which are:

N : Number of pairs of X and Y values

XY : Sum of the product of X and Y values

r : Pearson correlation coefficient

Y : Sum of Y values

X : Sum of X values

Y² : Sum of the squares of Y values

X² : Sum of the squares of X values¹⁵

¹⁴Imam Machali, *Statistik Itu Mudah: Menggunakan SPSS Sebagai Alat Bantu Statistik* (Yogyakarta: Ladang Kata, 2015), 103.

¹⁵Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 224.

1. Normality Test

In using parametric analysis such as Pearson correlation analysis, two-average difference test, one-way analysis of variance, etc. Before conducting parametric analysis, it is essential to assess the normality of the data. Normality is a fundamental assumption in parametric tests as it indicates that the data represents the population accurately. To determine normality, the Shapiro-Wilk test was employed. In this test, the data is considered normally distributed if the significance value exceeds 0.05, while the data is regarded non-normally distributed if the significance value is less than 0.05.¹⁶

2. Linearity Test

Linearity test aims to demonstrate that the means derived from the sample data group adhere to a linear pattern. After knowing that the research variables are normally distributed, then the linearity test is then carried out for each independent variable to the dependent variable. The researcher conducted a linearity test using the SPSS 20 program. The basis for decision-making is as follows: It indicates a significant linear relationship between the X and Y variables if the Deviation from Linearity value is greater than 0.05. However, it suggests that there is no significant

¹⁶Singgih Santoso, *Panduan Lengkap SPSS Versi 20* (Gramedia, 2014), 191.

linear relationship between the X variable and the Y variable if the Deviation from Linearity value is less than or equal to 0.05.¹⁷

3. The Hypothesis Test

The researcher conducted data analysis using SPSS application version 20, employing Pearson correlation analysis, also referred to as product moment correlation. This analysis aims to assess the degree of linear relationship between two variables assuming normal distribution of data. The data utilized falls into the interval or ratio type. For decision-making criteria in Pearson correlation analysis, the significance value (2-tailed) is considered: if it exceeds 0.05, it indicates no correlation; however, if it is less than 0.05, it signifies a correlation between the variables.¹⁸

The hypothesis to be demonstrated is as follows:

H0: If the (2-tailed) significance value is higher than 0.05, the alternative hypothesis is rejected and the null hypothesis (H0) is accepted. This implies that there is no correlation between vocabulary mastery and listening skill of the eighth grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli.

¹⁷Elis Rumini, "Kontribusi Hasil Belajar Manajemen Usaha Boga Dengan Pendekatan Cooperative Dan Motivasi Berwirausaha Terhadap Kesiapan Berwirausaha," *Universitas Pendidikan Indonesia*, (2012): 85-88.

¹⁸Rochmat Aldy Purnomo, *Analisis Statistik Ekonomi Dan Bisnis Dengan SPSS* (Ponorogo: Wade Group, 2016), 137-142.

Ha: If the (2-tailed) significance value is less than 0.05, the null hypothesis is rejected and the alternative hypothesis (Ha) is accepted. This implies that there is a correlation between vocabulary mastery and listening skill of the eighth grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli.

CHAPTER IV

RESULT AND DISCUSSION

A. The Description of Research Results

This part provides an overview of the research data concerning two variables: students' vocabulary mastery and students' listening skill. The purpose of this study is to investigate the correlation between vocabulary mastery and listening skill among eighth-grade students at Madrasah Tsanawiyah Tolitoli during the academic year 2021/2022, with a total sample size of 22 students. Two types of tests were administered to assess vocabulary mastery and listening skill, conducted on July 10th and 13th, 2023, respectively. The tests were administered during regular English class sessions designated as the research sample. Below are the findings pertaining to the two variables.

1. The Vocabulary Test Result

In assessing vocabulary mastery, the researcher administered a written test consisting of multiple-choice questions. The test comprised 50 questions related to nouns, wherein students were required to select the correct answer based on pictures provided in the question sheet. Each student had a single opportunity to answer the multiple-choice questions within a time limit of 75 minutes. Scoring was based on a point system, with each correct answer earning one point. To calculate the score, the

number of correct answers was divided by 50 (the maximum score) and multiplied by 100 (a constant value).

The results of the vocabulary test are summarized on the following table:

Table 4.1 Score of Students' Vocabulary Test

NO	Name	Vocabulary Scores
1	CKA	67
2	DFD	77
3	FDL	55
4	FNR	60
5	FHI	65
6	HRI	71
7	IDZ	65
8	JMS	66
9	MAP	70
10	MLS	65
11	MRS	60
12	MFL	50
13	MZR	57
14	MDS	74
15	MHF	56
16	NRH	70
17	NVT	73
18	RYS	73
19	RSS	65
20	SJH	72
21	SHA	68
22	ZKA	73

Based on the table depicting students' vocabulary scores, the researcher conducted frequency statistics, yielding the following results:

Table 4.2 Frequencies Statistics of Vocabulary Test

Statistics		
Vocabulary		
N	Valid	22
	Missing	0
Mean		66.00
Median		66.50
Mode		65
Std. Deviation		7.118
Range		27
Minimum		50
Maximum		77
Sum		1452

The table above indicates that there were 22 respondents in total. Among those respondents, the lowest score obtained was 50, while the highest score was 77. The range of scores, which is the difference between the minimum and maximum values, is 27. Additionally, the sum of all the scores achieved by the 22 students was 1452. The average score, or mean, among the respondents was 66.00. The median score was 66.50, and the most frequently occurring score, or mode, was 65. The standard deviation of the scores was calculated to be 7.118.

To comprehend the distribution of scores, frequencies, and percentages pertaining to students' vocabulary mastery, the researcher employed SPSS for analysis, and the findings are presented on the following table.

Table 4.3 Frequencies Statistics Table

		Vocabulary				
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	50	1	4.5	4.5	4.5	
	55	1	4.5	4.5	9.1	
	56	1	4.5	4.5	13.6	
	57	1	4.5	4.5	18.2	
	60	2	9.1	9.1	27.3	
	65	4	18.2	18.2	45.5	
	66	1	4.5	4.5	50.0	
	67	1	4.5	4.5	54.5	
	68	1	4.5	4.5	59.1	
	70	2	9.1	9.1	68.2	
	71	1	4.5	4.5	72.7	
	72	1	4.5	4.5	77.3	
	73	3	13.6	13.6	90.9	
	74	1	4.5	4.5	95.5	
	77	1	4.5	4.5	100.0	
	Total		22	100.0	100.0	

Subsequently, the students' grades were categorized by the researcher based on Suharsimi Arikunto's grading system to elucidate their performance in the vocabulary test.¹

¹Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2012), 281.

Table 4.4 Students' Achievement Classification

Value	Achievement Level	Frequency	Percentage
80-100	Very good	0	0%
66-79	Good	12	54.5 %
56-65	Fair	8	36.4 %
40-55	Poor	2	9.1 %
<39	Fail	0	0%
Total		22	100 %

According to the data provided, it indicates that 2 students (9.1%) scored in the poor level, 8 students (36.4%) attained a fair level, and 12 students (54.5%) reached a good level. This suggests that the students' performance in vocabulary mastery was satisfactory, with 12 students scoring between 66-79.

2. The Listening Test Result

Based on the testing instrument employed, the researcher utilized audio media to evaluate students' listening skills. The researcher gave the test by playing a speaker media and there were some vocabulary about noun in English that was mentioned by native speaker. The students had to guess the words that were mentioned and also answered the meaning of every word. The students were given three times opportunity for answering each question. To calculate each student's score, their raw

score underwent division by the maximum score (50) and subsequently was multiplied by a constant value (100). The results of the listening test are presented on the following table:

Table 4.5 Score of Students' Listening Test

NO	Name	Listening Scores
1	CKA	63
2	DFD	75
3	FDL	57
4	FNR	63
5	FHI	69
6	HRI	70
7	IDZ	63
8	JMS	60
9	MAP	73
10	MLS	73
11	MRS	67
12	MFL	60
13	MZR	62
14	MDS	75
15	MHF	61
16	NRH	75
17	NVT	77
18	RYS	75
19	RSS	67
20	SJH	75
21	SHA	70
22	ZKA	70

The table above presents the frequency statistics for students' listening scores as follows:

Table 4.6 Frequencies Statistic of Listening Test

Statistics	
Listening	
N	Valid 22
	Missing 0
Mean	68.18
Median	69.50
Mode	75
Std. Deviation	6.169
Range	20
Minimum	50
Maximum	77
Sum	1500

The tables above provide information regarding the listening scores of 22 students. The smallest score obtained by a student is 50, while the largest score is 77, resulting in a range of 20 points. The total sum of scores for all 22 students is 1500. The average score, or mean, among the respondents is 68.18, with a median score of 69.50. The mode, or most frequently occurring score, is 45. The standard deviation for the scores is calculated to be 6.169.

To comprehend the distribution of scores, frequencies, and percentages of students' listening skills, the researcher conducted an analysis using SPSS and presented the findings on the following table.

Table 4.7 Frequencies Statistics Table

		Listening			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	57	1	4.5	4.5	4.5
	60	2	9.1	9.1	13.6
	61	1	4.5	4.5	18.2
	62	1	4.5	4.5	22.7
	63	3	13.6	13.6	36.4
	67	2	9.1	9.1	45.5
	69	1	4.5	4.5	50.0
	70	3	13.6	13.6	63.6
	73	2	9.1	9.1	72.7
	75	5	22.7	22.7	95.5
	77	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Subsequently, the students' grades were categorized by the researcher based on Suharsimi Arikunto's grading system to elucidate their performance in the vocabulary test.²

Table 4.8 Students' Achievement Classification

Value	Achievement Level	Frequency	Percentage
80-100	Very good	0	0%
66-79	Good	14	63.5%
55-65	Fair	8	36.5 %

²Ibid., 281.

40-55	Poor	0	0%
<39	Fail	0	0%
Total		22	100 %

According to the provided data, 8 students (36.5%) achieved a fair level, while 14 students (63.5%) attained a good level in the listening skill test. This indicates that the majority of students performed well in the listening test, with 16 students scoring between 66 and 79.

According to the preceding explanation, the researcher has provided the scores for students' vocabulary and listening skill, which are displayed on the following table:

Table 4.9 Students' Vocabulary and Listening Score

NO	Name	Vocabulary Scores	Listening Scores
1	CKA	67	63
2	DFD	77	75
3	FDL	55	57
4	FNR	60	63
5	FHI	65	69
6	HRI	71	70
7	IDZ	65	63
8	JMS	66	60
9	MAP	70	73
10	MLS	65	73
11	MRS	60	67
12	MFL	50	60
13	MZR	57	62
14	MDS	74	75

15	MHF	56	61
16	NRH	70	75
17	NVT	73	77
18	RYS	73	75
19	RSS	65	67
20	SJH	72	75
21	SHA	68	70
22	ZKA	73	70

3. Data Analysis Result

a. Data Normality Result

Data normality assessment was employed to determine if the data adheres to a normal distribution. The outcomes of the normality tests for both vocabulary and listening are displayed on the following table:

Table 4.10 Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Vocabulary	.171	22	.092	.947	22	.277
Listening	.163	22	.132	.918	22	.070
a. Lilliefors Significance Correction						

The provided table indicates that the degree of freedom (df) values for both the vocabulary and listening data are 22. This signifies that the sample sizes for each variable are below 50. Hence, the utilization of the Shapiro-Wilk technique in this research to assess data normality is deemed appropriate.

The table of normality tests indicates significant values of 0.277 for the vocabulary data and 0.070 for the listening data. Since both significant values are greater than 0.05, according to the decision-making criteria outlined for the Shapiro-Wilk normality test, it can be inferred that the data for both the vocabulary and listening variables follow a normal distribution.

b. *Result of Linearity Test*

The researcher utilized SPSS 20 for Windows to compute the linearity value, as illustrated in the table below:

Table 4.11 Test of Linearity

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Vocabulary * Listening	Between (Combined)	845.533	10	84.553	4.257	.013
	Groups Linearity	736.030	1	736.030	37.060	.000
	Deviation from Linearity	109.503	9	12.167	.613	.765
Within Groups		218.467	11	19.861		
Total		1064.000	21			

From the provided Anova table, it is evident that the deviation from linearity value is 0.765, which exceeds the significance threshold of 0.05. Thus, it showed that there is a significant linear relationship exists between the vocabulary mastery (x-variable) and the listening skill (y-variable).

c. *Hypothesis Test Result*

The next step after the data is normally distributed and the linear significant is observed, is processing the data with Pearson's Product Moment on SPSS to calculate the coefficient of correlation. This coefficient helps elucidate the relationship between vocabulary mastery and the listening test. The analysis results are presented below:

Table 4.12 Correlation Analysis Result

Pearson's Product Moment Correlation Analysis Result

		Vocabulary	Listening
Vocabulary	Pearson Correlation	1	.832**
	Sig. (2-tailed)		.000
	N	22	22
Listening	Pearson Correlation	.832**	1
	Sig. (2-tailed)	.000	
	N	22	22

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the significance (2-tailed) and Pearson correlation values from the provided output table, it is evident that the significance value (sig. 2-tailed) between vocabulary mastery (x) and listening skill (y) is 0.000, which is less than 0.05, indicating statistical significance. Additionally, the coefficient of correlation Pearson between vocabulary mastery (x) and listening skill (y) is 0.832, which is greater than 0.05.

Consequently, the null hypothesis (Ho) is rejected in favor of the alternative hypothesis (Ha). This implies that there is a significant correlation between the vocabulary mastery variable and the listening skill variable. Furthermore, with a

correlation coefficient of 0.832, indicating a very high correlation, it can be inferred that a strong relationship exists between the two variables. This suggests that if the vocabulary variable is strong, the listening variable is likely to be strong as well.

B. The Discussion of Research Results

Upon conducting a correlation analysis via the SPSS program, the researcher obtained both the coefficient of correlation and the significance value. The coefficient of correlation was utilized to assess the strength and direction of the connection between variables, while the significance value served to determine the significance and meaningfulness of this relationship.

The objective of this research was to investigate the correlation between students' vocabulary mastery and their listening skills. Tests conducted using the Product Moment Correlation in the SPSS application was used for collecting and analyzing the data. Two types of tests were administered: a vocabulary mastery test and a listening skill test. These tests were chosen specifically to assess the correlation between students' vocabulary mastery and their listening skills. Following the collection of data values for variables X and Y, the researcher proceeded to conduct tests for normality and linearity to determine if the data exhibited normal distribution and linear relationships. This preliminary phase was necessary before performing a correlation test utilizing the Pearson product moment correlation in the SPSS application.

Based on the data analysis, it was found that the significant value for the vocabulary data was 0.277, and for the listening data, it was 0.070. Both of these values exceeded the threshold of 0.05. This suggests that the data for both vocabulary and listening were normally distributed. Additionally, it was observed that there was a significant deviation from linearity with a value of 0.765, which also surpassed the 0.05 threshold. Consequently, this indicates a significant linear relationship between vocabulary mastery and listening skills.

Based on the research data analysis result, a significant and positive correlation was observed between the students' vocabulary mastery and their listening skills at the eighth-grade level in Madrasah Tsanawiyah Tolitoli. The correlation analysis revealed a positive correlation coefficient of 0.832, with a significance level of 1%. According to Imam Machali's classification, this correlation coefficient falls within the category of very high correlation, typically ranging from 0.80 to 1.00.³ Interpreting this positive correlation, it can be inferred that as students' vocabulary mastery increases, their listening skills also tend to improve, and conversely, if their vocabulary mastery decreases, their listening skills may decline as well.

Based on the correlation analysis result between students' vocabulary mastery and their listening skill, the correlation coefficient (r value) was calculated to be 0.832, with a p-value of 0.000 ($p < 0.05$), indicating a significant positive

³Imam Machali, *Statistik Itu Mudah: Menggunakan SPSS Sebagai Alat Bantu Statistik* (Yogyakarta: Ladang Kata, 2015), 103.

relationship. This supports the acceptance of the alternative hypothesis. In conclusion, the research formulation is affirmed: there exists a correlation between vocabulary mastery and listening skill among eighth-grade students at Madrasah Tsanawiyah Tolitoli during the academic year 2021/2022.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this research showed that the calculated correlation coefficient (r) of 0.832 surpasses the critical value of 0.537. This suggests a very high correlation between students' vocabulary mastery and their listening skill. Additionally, the hypothesis test results confirm a significant and positive correlation between the vocabulary mastery and listening skills of eighth-grade students at Madrasah Tsanawiyah Muhammadiyah Tolitoli in the academic year 2021/2022. The significance value of 0.000 (< 0.05) indicates that the null hypothesis was rejected and the alternative hypothesis was accepted. These findings indicate that students with higher vocabulary mastery tend to have better listening skills, supporting the alternative hypothesis and rejecting the null hypothesis. Thus, it can be concluded that there is correlation between vocabulary mastery and listening skill of the eighth grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli.

B. Suggestions

1. To the Teachers

The English teachers can motivate the student to improve their vocabulary memorization and understanding about part of speech especially noun. As educators, it's imperative to convey to students that building a rich vocabulary is essential for effective communication.

2. To the Students

The students can increase their ability about English especially in listening skill. Students are anticipated to have the ability to comprehend when they listen to someone speaking English, whether they hear it directly through a native speaker or when they watch television or other social media.

3. To the Subsequent Researcher

Future researchers can use this thesis as reference material in conducting related or similar research. It is anticipated that future researchers will be capable of advancing research in a similar manner, so that readers can know how important it is to learn every aspect, language rules and skills in a language.

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https://home-edukasi.blogspot.com/2013/05/skor-pilihanganda.html#google_vignette

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Appendix 1

Vocabulary Test

A. Choose the most appropriate answer!

1. I love all fruit, but _____ strawberries.
 - a. Especially
 - b. Specifically
 - c. Specially
 - d. Mostly
2. You can't smoke here – please _____ your cigarette.
 - a. Put out
 - b. Put down
 - c. Put up with
 - d. Put away
3. It's a good idea, but it's _____ that the boss will agree with you.
 - a. Likely
 - b. Unlikely
 - c. Improbably
 - d. Unprobably
4. I _____ swimming every Saturday morning.
 - a. Do
 - b. Play
 - c. Played
 - d. Go
5. What time is it?
It's 6.15 – a _____ past six.
 - a. Fifteen
 - b. Fourth
 - c. Half
 - d. Quarter
6. I've been so busy all week. I don't want to do anything at the weekend – I'll just stay at home and _____ .
 - a. Make a rest
 - b. Have a relax
 - c. Make it easy
 - d. Take it easy
7. We nearly missed the plane – we were only just _____.
 - a. In time
 - b. On time
 - c. Timely
 - d. In time for

8. "Happy" is the _____ of "sad".
- a. Oppose
 - b. Opposite
 - c. Opposed
 - d. Opposite
9. If I were you, I'd leave earlier, so you can avoid the _____.
- a. Peak time
 - b. Traffic time
 - c. Rush hour
 - d. Peak hour
10. He's a waiter, she's a _____.
- a. Waiter
 - b. Waitress
 - c. Waitress
 - d. Waitree
11. She's a police officer, so she has to wear a _____ at work.
- a. Police suit
 - b. Clothes
 - c. Uniform
 - d. Dress
12. She doesn't have brothers or sisters – she's _____.
- a. a lonely child
 - b. a single child
 - c. an alone child
 - d. an only child
13. Breakfast, lunch and dinner are _____.
- a. Foodtimes
 - b. Meals
 - c. Food
 - d. Eatings
14. What time do you go to _____ every day?
- a. Work
 - b. Workplace
 - c. Job
 - d. Office
15. Excuse me, I think you've _____ a mistake in our bill.
- a. Given
 - b. Made
 - c. Had
 - d. Done
16. I don't like my job very much, I'm going to _____ and look for another one.
- a. Resign
 - b. Retire
 - c. Fired
 - d. Finish

17. Fruit and vegetables are healthy. = Fruit and vegetables are _____.
a. Healthsome
b. Good for health
c. Good for you
d. Benefit for you
18. I've got all the data. Now I just need to _____ the answer.
a. Work out
b. Make out
c. Count out
d. Think out
19. Are you planning to go _____ for the weekend?
a. Far
b. Out
c. Off
d. Away
20. He studies maths at University. He's a _____.
a. Studier
b. Pupil
c. Professor
d. Student
21. Apartment : Flat
Elevator : Lift
Gasoline : _____
a. Petrol
b. Oil
c. Coal
d. Fuel
22. What size do you need: small, medium or _____?
a. Big
b. Huge
c. Giant
d. Large
23. Our teacher doesn't _____ us use mobile phone in class.
a. Let
b. Make
c. Forbid
d. Allow
24. Argh! This noise is giving me a _____.
a. Headouch
b. Headache
c. Headhurt
d. Headpain

25. I don't _____ going out tonight.
- | | |
|--------------|-----------------|
| a. Want to | c. Have mood to |
| b. Feel like | d. Like |
26. I'm a bit lost. Can you tell me how to _____ to the University?
- | | |
|----------|---------|
| a. Reach | c. Go |
| b. Get | d. Find |
27. They never argue and they enjoy spending time together. = They _____.
- | | |
|------------------------------|---------------------------|
| a. Like themselves very much | c. Relationship very good |
| b. Relate very well | d. Get on very well |
28. Friendly : Unfriendly
Honest : Dishonest
Polite : _____
- | | |
|--------------|-------------|
| a. Dispolite | c. Unpolite |
| b. Inpolite | d. Impolite |
29. Imagine : Imaginative
Rely : Reliable
Ambition : _____
- | | |
|----------------|----------------|
| a. Ambitiabile | c. Ambitiative |
| b. Ambitious | d. Ambitionful |
30. Do you live in a house or _____?
- | | |
|--------------|-----------------|
| a. A village | c. A building |
| b. A home | d. An apartment |
31. Tired : exhausted
Small : Tiny
Angry : _____
- | | |
|--------------|------------|
| a. Vexed | c. Annoyed |
| b. Irritated | d. Furious |

32. He's so _____! I'm not _____ in anything he says.
- a. Boring ... interested
 - b. Bored ... interested
 - c. Boring ... interesting
 - d. Bored ... interesting
33. The weather was great. It was really _____.
- a. Sunny
 - b. Sun
 - c. Sunshine
 - d. Strong sun
34. Every time I wear something white. I _____ coffee or orange juice or something on it.
- a. Spill
 - b. Drop
 - c. Let
 - d. Pour
35. It's the _____ building in the city.
- a. Fattest
 - b. Highest
 - c. Tallest
 - d. Greatest
36. At the weekend, I _____ with some friends. We went for a curry, then had a couple of drinks.
- a. Enjoyed
 - b. Went out
 - c. Went for fun
 - d. Played
37. Your father's brother's daughter is your _____.
- a. Niece
 - b. Sister
 - c. Cousin
 - d. Cousina
38. Let's go to a restaurant for dinner tonight = Let's _____ tonight.
- a. Eat outside
 - b. Eat outwardly
 - c. Eat away
 - d. Eat out
39. Her hair isn't completely straight. It's slightly _____.
- a. Curl
 - b. Bent
 - c. Waved
 - d. Wavy

40. Are you planning to go _____ for the weekend?
- a. Off
 - b. Out
 - c. Far
 - d. Away

Source: <https://www.oxfordonlineenglish.com/english-level-test/vocabulary>

Appendix 2

Answer Key of Vocabulary Test

1. A	6. D	11. C	16. A
2. A	7. A	12. D	17. C
3. B	8. D	13. B	18. A
4. D	9. C	14. A	19. D
5. D	10. C	15. B	20. D
21. A	26. B	31. D	36. C
22. D	27. D	32. A	37. B
23. A	28. D	33. A	38. C
24. B	29. B	34. D	39. D
25. B	30. D	35. A	40. D

Appendix 3

Listening Test

A. Listen to two people talking about their favorite rooms. What is in their rooms?

Tick FIVE things for each person.

1. What's in Jess's favorite room?

- | | |
|---------------|-------------|
| e. Single bed | l. Table |
| f. Double bed | m. Chair |
| g. Cupboard | n. Sink |
| h. Desk | o. Fridge |
| i. Lamp | p. Painting |
| j. Sofa | q. Rug |
| k. Cooker | r. Shelves |

2. What's in David's favorite room?

- | | |
|---------------|--------------|
| a. Single bed | h. Table |
| b. Double bed | i. Chairs |
| c. Cupboard | j. Sink |
| d. Desk | k. Fridge |
| e. Lamp | l. Paintings |
| f. Sofa | m. Rug |
| g. Cooker | n. Shelves |

B. Listen to a student talk about his daily routines. Choose the correct answer!

1. What time does he wake up?

- a. At 7.30 b. At 8.00 c. At 7.00

2. Which of these things does he NOT have for breakfast?

- a. Fruit b. Toast and jam c. Juice

3. How does he go to school?
 - a. He goes by bus
 - b. He goes by car
 - c. He walks
4. What time does he have a break for lunch?
 - a. At 11.00
 - b. At 12.00
 - c. At 12.40
5. Where does he have lunch?
 - a. In the town centre
 - b. At the school
 - c. At home
6. What does he think about school food?
 - a. It isn't good
 - b. It's good
 - c. It's very good
7. What does he do when he arrives home?
 - a. He relaxes
 - b. He helps his mom
 - c. He has dinner

Source: <https://test-english.com/listening/>

Appendix 4

Answer Key of Listening Test

Answer Key A

- | | |
|----------------------|------------------|
| 1. Single bed | 2. Lamp |
| Cupboard | Table |
| Desk | Chairs |
| Chair | Paintings |
| Shelves | Rug |

Answer Key B

- | | |
|-------------|-------------|
| 1. C | 5. A |
| 2. A | 6. A |
| 3. C | 7. A |
| 4. C | |

Appendix 5

**The following is the distribution of the r table value of significance of 5%
and 1%.**

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 6. Lembar Pengajuan Judul Skripsi



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PALU
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460165 Palu 94221
email: humas@iainpalu.ac.id - website: www.iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: Andika Putra Subroto	NIM	: 171160077
TTL	: Tolitoli, 07-03-2000	Jenis Kelamin	: Laki-laki
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: VIII
Alamat	: Jln. Samudera 2, lorong 3	HP	: 081243428790
Judul			

Judul I 27/07/2021

The Correlation Between Vocabulary Mastery and Listening Skill at the Eight Grade Students at MTs. Muhammadiyah Tolitoli

Judul II

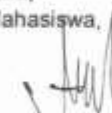
The Correlation Between Vocabulary Mastery and Reading Comprehension at the Eight Grade Students at MTs Muhammadiyah Toli-Toli

Judul III

The Correlation Between Reading Comprehension and Writing Skill at the Eight Grade Students at MTs. Muhammadiyah Tolitoli

Palu, 2021

Mahasiswa,


Andika Putra Subroto
NIM. 171160077


Telah disetujui penyusunan skripsi dengan catatan :

Read more references related to the target sources.


Pembimbing I : Prof. H. Nurdin, S.Pd., S.Soc., M.Com., Ph.D.

Pembimbing II : Apriah, S.Pd., M.Pd.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,


Drs. SYAHRIL, M.A.
NIP. 196304011992031004

Ketua Jurusan,


RASMI, S.Pd., M.Pd.
NIP. 198606242019032011

Appendix 7. SK Pembimbing

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 790 TAHUN 2021

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 31/In.13/KP.07.6/01/2021 masa jabatan 2020-2021

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
- KESATU : Menetapkan saudara :
1. Prof. H. Nurdin, S.Pd., S.Sos., M.Com, Ph.D
2. Afifah, M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Andika Putra Subroto
- NIM : 171160077
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : THE CORRELATION BETWEEN VOCABULARY MASTERY AND LISTENING SKILL AT THE EIGHT GRADE STUDENTS AT MTS MUHAMMADIYAH TOLITOLI.
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 7 Oktoberr 2021

Dekan



Dr. Hamian, M.Ag
NIP. 196906061998031002




FOTO 3 X 4	KARTU SEMINAR PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
NAMA	: Andika Nur Subroto
NIM	: 1711 600 77
PROGRAM STUDI	: Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Senin / 07-09-2020	ISIMAN NURDIN	Proses Pembinaan Penelitian Agama Islam Melalui Perbaikan Sikap, itikad, dan kesadaran pada narapidana muslim tambora mesra	1. Dri Sagir M. Amin M.Pd. 2. Hildawati S. Pd., M.Pd.I	
2	Kamis / 17 September 2020	ULMA NADILA	The Using of Morphological Awareness To Improve student's vocabulary knowledge	1. Dr. Abdul Gafor Marzuki, M.Pd 2. Anzi Muli-Dakhlan, S.Pt., M.Pd	
3	Kamis / 17 September 2020	HELSAIMAH	mengembangkan kearifan anak melalui Permainan Sapi peran di era ummae di yena palu	1. Dra. Retalia M.Pd.1	
4	Jumat / 18-09-2020	Nur Jannah	Peran duta wah pengaji siswa dalam meningkatkan kemampuan ajaran Islam pada masyarakat di Desa Kanyawati Kecamatan Galang Kabupaten Teluk Teli	1. Drs. H. Ahmad Asse, M.Pd.1 2. Sulwanis, S. Ag. M. Ag.	
5	Rabu / 3 Agustus 2020	Nira apri lianti	The influence of teaching a local or student's ability to speak English at tenth grade of Madrasah aliyah Muhammadiyah balaupantai timur	1. Drs. Muhammad Ihsan, M. Ag. 2. Apifah, S. Pd., M. Pd	
6	Jumat / 20 Desember	Higrawati	The effective of using online accent reduction online software to improve student pronunciation at the eleventh grade of men 1 palu	1. Dr. Nur Asma'ubi, S. Ag. M. Pd. 2. Apifah, S. Pd., M. Pd.	
7	Senin / 08 Januari 2021	Nurul Khaeriyah	Self assessment in increasing students learning motivation in English : A Case Study at Smp Al-Andalus Manado Palu	1. Kuslin, S. Pd., MSc., Ph. D. 2. Dzakiah, S. Pd., M. Pd.	
8	Senin / 18 Januari 2021	Nurul Sakinah	The implementation of English learning media through etno English application to increase vocabulary of Eleventh Grade students of MAN 1 Palu	1. Prof. H. Nurhan, S. Pd., S. 203, M. Ed. Ph. D. 2. Apifah, S. Pd., M. Pd.	
9	Senin / 28 Februari 2021	Alhik Uluwalidah	An analysis of students learning saturation on English subject at the eighth grade of mtsn 2 palu	1. Drs. Muhammad Ihsan, M. Ag. 2. Apifah, S. Pd., M. Pd.	
10	Kamis / 21 Maret 2021	Suryani	Implementing youtube education in teaching English at the eighth grade of Smpn world Kespaw madani palu	1. Fitriingsih, S. S. Sp. M. Hum 2. Apifah, S. Pd., M. Pd.	


Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

**JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI**

Nama : Andieca Putri Subroto
 NIM : 171166079
 Program Studi : Tadris Bahasa Inggris
 Judul Skripsi : The correlation between Vocabulary Mastery and Listening Skill of the eight grade students in Madrasah Ibtidaiyah Muhammadiyah Faltel.
 Pembimbing I : Prof. H. Nuridin, S.Pd., S.Sos., M.Com., Ph.D.
 Pembimbing II : Appiah, M.Pd

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Selasa, 9/11/2021		<p><u>Table of content:</u></p> <ul style="list-style-type: none"> - Move the definition of the terms to Chapter III! - Provide the content outline! <p><u>I. Subgroups:</u></p> <ul style="list-style-type: none"> - Fix the functional errors! - Develop the poor paragraph! 	



4




No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
2.	Dimas, 14/1/2022		<p><u>Table of content:</u></p> <ul style="list-style-type: none"> - Provide the sub parts in chapter 1 as written in Pedoman KT1! - Fix the grammatical errors! - Combine the paragraph having the same idea! - Revise your sentences of present & omit the experimental statement! 	






5

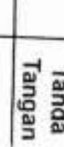





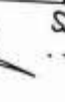
No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
3.	Jumat, 11/2/2022		<ul style="list-style-type: none"> - Fix the approval page! 1 - Check the names of the authors in the body of the proposal! 2 - Provide formulas! - Provide table of population - Explain how you will select the cluster sampling! - Provide the definition of variable! - Operational definition: Correlation Vocabulary mastery listening skill 	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	Jumat, 18/3/2022	Cover	<ul style="list-style-type: none"> - Provide the test! - Provide formulae! iii: Provide definition of sample variable! - Write types of variable in correlational study! - Provide source for all quotations! - Provide source of r-test formulae! - Provide the vocabulary test and listening test used in correlation 	Dr.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
5.	Jumart, 1/9/2022	Cover	Fix the margin! 1. Footnote: omit space! 2. Fix the grammatical errors! Fix the footnotes! 3. Fix footnotes! References? Check reference FTI!	
6.	Slam, 3/5/2022	2	- Fix the grammar total error! - Find original sources from experts! - Develop paragraph by using concluding sentences! Reference: Remove paper!	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
7.	Kamis, 16/6/2022	II	- Fix the grammatical error! - Fix the margin! - Check the paper of article in the journals in your reference! - Provide: vocabulary test and listening skill! - Provide the answer keys! - Provide table!	
8.	Rabu, 6/7/2022		- Provide: vocabulary test and listening skill! - Provide the answer keys! - Provide table!	
9.	Rabu, 3/8/2022		- Provide: • Vocabulary test • Listening test • Answer keys! • Table	

No.	Har/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
10.	Selon, 23/8/2022		ATC	
1	02/09/2022	II	Page 16 add poin & vocabulary learning strategy	
		III	page ?? make questions for vocabulary and listening text	
		III	put in text Appendix page ?? explore the scoring technique	
			ATC	

No.	Har/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Rahm, 7/2/2024		Signature to: - Relevance of their authenticity! - Unit address of this! - Provide chapter 10 & 11 in title of content and chapter 1 (content outline)!	
			- Complete list of appendices!	
			- Complete & research your abstract!	
			- Provide good theory in Chapter 11!	
			- Fix the list of appendices!	
			- Provide number and diversity of previous research	
			- Provide good theory	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
3.	Semin, 19/2/2024		<p>- Consider the possibility of having the same idea!</p> <p>- Provide plagiarism check result!</p> <p>Page 42 these - those</p> <p>Page 57 SPSS? why?</p> <p>Page 59 mention where / what page the source?</p> <p>Page 46 add description of research location.</p>	<p>OK</p> <p>M</p> <p>M</p>

Seminar 20/4/24

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

Appendix 9. Undangan Seminar Proposal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 434/Un.24/F.I/PP.00.9/11/2022
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi** Palu, 07 November 2022

Kepada Yth.

1. Prof. Nurdin, S.Pd., S.Sos., M.Com, Ph.D. (Pembimbing I)
2. Afifah, M.Pd. (Pembimbing II)
3. Fitriningsih, S.S., S.Pd., M.Hum. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:


Nama : Andika Putra Subrata
NIM : 17.1.16.0077
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Correlation between Vocabulary Mastery and Listening Skill of the Eighth Grade Students in Madrasah Tsanawiyah Muhammadiyah Tolitoli

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu, 09 November 2022
Waktu : 09.00 Wita - Selesai
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix 10. Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 1916 /Un.24/F.I/PP.00.9/6/2023
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 8 Juni 2023

Yth. Kepala Madrasah Tsanawiyah Muhammadiyah Toli-Toli

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Andika Putra Subroto
NIM : 171160077
Tempat Tanggal Lahir : Toli-Toli-, 07 Maret 2000
Semester : XII (DuaBelas)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Samudra II, lorong III
Judul Skripsi : The Correlation Between Vocabulary Mastery And Listening Skill Of The Eighth Grade Students In Madrasah Tsanawiyah Muhammadiyah Tolitoli
No. HP : 081243428790

Dosen Pembimbing :
1. Prof. H. Nurdin, S.Pd., S.Sos., M.Com., Ph.D
2. Afifah, S. Pd., M. Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.



Wassalam,
Dekan,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005



**MADRASAH TSANAWIYAH
MUHAMMADIYAH TOLITOLI**

Terakreditasi dengan Nomor : 126/BAN-SM/SK/2021
Alamat : Jl. Sultan Hasanuddin No. 45 ☎ 081364499411 Tolitoli

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

NO : III.A/9.b/Skt.MTs.M/12/2023

Menindak lanjuti surat permohonan izin penelitian an. Bidang akademik IAIN Fakultas Tarbiyah dan ilmu keguruan dengan Nomor : 1946/Un.24/F.I/PP.00.9/6/2023 pada tanggal 08 juli 2023.

Nama : Suhaili, S.Pd.I
Nip : 19790705 200501 1 007
Pangkat/Gol : Pembina / IVa
Jabatan : Kepala Madrasah
Unit Kerja : MTs. Muhammadiyah Tolitoli
Alamat : Jl. Sultan Hasanuddin No. 45 Tolitoli

Dengan ini menerangkan bahwa :

Nama : Andika Putra Subroto
Nim : 171160077
Program Study : Tadris Bahasa Inggris

Bahwa benar yang bersangkutan telah melaksanakan penelitian di MTs Muhammadiyah Tolitoli pada tanggal 20 Juni s.d 20 Juli 2023. dalam rangka penyusunan skripsi dengan judul “THE CORRELATION BETWEEN VOCABULARY MASTERY AND LISTENIN SKILL OF THE EIGHTH GRADE STUDENTS IN MADRASAH TSANAWIYAH MUHAMMDIYAH TOLITOLI”

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Tolitoli, 25 Juli 2023

Kepala Madrasah,



SUHAILI, S.Pd.I

NIP. 19790705 200501 1007

Appendix 12. Documentation





The Students did the Vocabulary Test



The Students did the Listening Test

CURRICULUM VITAE

A. Personal Details

Name : Andika Putra Subroto
Date of Birth : Tolitoli, 07-03-2000
NIM : 171160077
Address : Jln. Veteran Lrg III Kelurahan Baru Kecamatan
Baolan Kabupaten Toliloli Provinsi Sulawesi Tengah
Religion : Muslim
Nationality : Indonesian
Phone Number : 081243428790
E-mail : andikaputrasubroto@gmail.com
Father's Name : Subroto
Mother's Name : Dra. Nurpaidah Kilabe
Brother's Name : Aditya Dwi Cahyo Putra Subroto

B. Education Details

SD/MI, Graduated year : 2011
SMP/MTS, Graduated year : 2014
SMA/MA, Graduated year : 2017
College, Graduated year : Bachelor of English Education Department,
State Islamic University (UIN) Datokarama
Palu, 2024

Palu, 1st August 2024 M
The Researcher,



Andika Putra Subroto
NIM: 17.1.16.0077