The effect of students' perception of using teaching media and vocabulary mastery on students' listening skill

Lilik Yuliawati[1], Endang Sri Andayani[2], Aprillia[2]
[1]Department of Business Administration, Bina Sarana Informatika University, Indonesia
[2]Department of English, Bina Sarana Informatika University, Indonesia

Article Info	ABSTRACT
	This research aimed to analyze the effect of students' perception of using teaching media and vocabulary mastery on students' listening skill. The method used in this research surveyed with a double regression technique. It was conducted at a Private Vocational School in North Jakarta. The numbers of the samples were 60 students. The researchers got the data from the questionnaire by using the Likert Scale. The result of this research showed that: 1) There is a significant effect of students' perception of teaching media and vocabulary mastery jointly on students' listening skill; 2) There is a significant effect of students' perception of teaching media on students' listening skill; 3) There is a significant effect of vocabulary mastery on students' listening skill.

Corresponding Author:

Lilik Yuliawati,
Departement of Business Administration,
Bina Sarana Informatika University,
Jl. Kamal Raya No.18, Ringroad Barat, Cengkareng, Jakarta Barat.
Email: lilik.lyw@bsi.ac.id

1. INTRODUCTION

As a global language, English has been learned by Indonesian people since they were in primary school. Even some kindergarten has taught English to their students. Thus, students have to learn English from primary school until university. Unfortunately, there are still many students that have difficulties in using English although they have learned it for so much time. The English skill that must be mastered by the students involves listening, speaking, reading, and writing. Speaking and writing belong to active or productive skills whereas listening and reading belong to passive or receptive skills. In order to master all the four skills, students need to learn some aspects in English language, such as vocabulary, grammar, and mechanics. Vocabulary is very crucial in language learning since it can help students communicate effectively. Vocabulary is knowledge of word and its meaning (Alizadeh, 2016). Whereas, a word can be described as a set of properties or features. It is the combination of meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation), and frequency as well. Thus, to master a word is not only to learn its meaning but also to learn seven other aspects (Schmitt, 2000).

Having known enough vocabulary will help students make their learning process go easier with the maximum result. Besides, having rich vocabularies will make students able to express more ideas because students can learn and understand unfamiliar words and the concept of using the words. Students can not make meaningful sentences in communication without having good vocabulary (Manik & Christiani, 2016). Furthermore, (Thornbury, 2002) stated that even vocabulary is more important than grammar because

students can see most improvement and say almost anything by learning more words and expressions, while they can say very little with grammar.

By looking at the importance of vocabulary in English learning, it can be said that to get proficiency in English, students must have vocabulary mastery. Vocabulary mastery can be defined as someone's proficiency in using words and their meanings appropriately in the language (Yuliawati, 2018). Therefore, vocabulary mastery can help students understand and catch the idea when they listen to someone talking English. In other words, vocabulary mastery can improve students' listening skill. This is in line with the research conducted by (Frijuniarsi & Marlianingsih, 2016) which shows that vocabulary mastery has a significant effect on students' listening skill.

Based on (Nunan, 2003), listening is a process of decoding the sounds that are heard from the phonemes to the text completely. Whereas, listening skill means the skill of listening in order to understand the meaning of what is being listened to (Yusnida, Muslem, & Manan, 2017). In language learning, listening is very important since students understand the content of spoken language by listening. (Wah, 2019) explained that listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken language. Considering the importance of listening skill in daily communication, students should work hard to practice and improve their listening ability, and English teachers are demand to be more creative in teaching (Mukarrama, Mardianah, & Said, 2015). Unfortunately, most students get difficulties when they have listening classes. It is difficult for them to memorize and comprehend what they listen to. Teacher has responsible to help learners on knowing worthwhile things and make learners easily adapt to all environments surrounding the place of learning process. How teacher teaches will influence the learners. That is why teacher has to be creative in using various methods, techniques, and teaching media in order to make the students master all the four English skills especially listening skill.

One of the media which may be chosen is audio-visual media. English movies and songs are examples of media that can be used to teach listening because by watching movies and listening to songs, students can practice their listening skill and learn vocabulary, pronunciation and expression as well. The result of the research conducted by (Arjulayana, 2018) shows that through watching a video or movie as learning media students become enjoy, easy to absorb and get high stimulation to learn. Moreover, through the video they not only listen to the words that the speakers say but also know their expressions.

Based on the problems above, the writer would like to conduct research about "the effect of students' perception on using teaching media and vocabulary mastery on students' listening skill". Terminologically, the definition of perception is the way people think about something and their idea of what it is (Summers, 1987). While, in psychology science perception refers to the process of attaining awareness or understanding of sensory information (Qiong, 2017). Thus, in this research students' perception is defined as what students think about the use of teaching media and the sense of it.

2. RESEARCH METHOD

The method used in this research surveyed with a double regression technique. The use of this survey method was conducted to collect data on students' perception of teaching media (X1), vocabulary mastery (X2), and students' listening skill (Y). This research will be seen clearly by enclosing the research design in the following table:
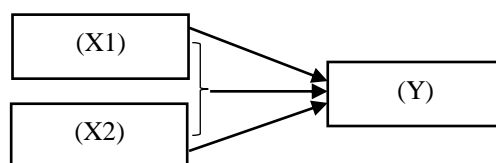

Figure 1. Research design

This research was conducted at a Private Vocational School in North Jakarta. This survey method, according to (Sevilla, 1993), pointed out the determination of information about population by taking the sample. In collecting the data, (Arikunto, 2002) states that if the subject is less than 100, it is better to take them all, than we can name it as population research. Whereas, if the subject is more than 100, the researcher can take 10 – 15% or 20 – 25% or more. In this research, the total numbers of students are 302 students, so we can take 10% of the whole population. The numbers of samples: 20% x 302 = 60 students.

There are two independent variables and one dependent variable: students' perception of teaching media (X1), vocabulary mastery (X2), as well as students' listening skill (Y). Data from each variable were obtained without tests (non-tests) but obtained by filling out questionnaires by students who were predicated as samples. The researchers got the data from the questionnaire by using Likert Scale. There are two kinds of statements. In the positive statement there are five answers to the statements. Each of the statement answers

has different point. The answers for positive statements consist of *Strongly Agree* which the point is 5, *Agree* which the point is 4, *Neutral* which the point is 3, *Disagree* which the point is 2, and *Strongly Disagree* which the point is 1. On the other hand, the answers for negative statements consist of Strongly Agree which the point is 1, Agree which the point is 2, Neutral which the point is 3, Disagree which the point is 4, and Strongly Disagree which the point is 5. It can be seen in the table below:

Table 1. Points used in Skala Likert

Positive Statement	Negative Statement
Strongly Agree → 5	Strongly Agree → 1
Agree → 4	Agree → 2
Neutral → 3	Neutral → 3
Disagree → 2	Disagree→ 4
Strongly Disagree → 1	Strongly Disagree → 5

3.   RESULTS AND DISCUSSION
Research Hypothesis Test

The recapitulations of the research hypothesis test can be seen in the set of following tables:

Table 2. Multiple Correlation Coefficients of the Effects of X1 and X2 on Y

Model Summary

Model					Change Statistics				
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.724[a]	.524	.513	4.172	.524	47.810	2	87	.000

a. Predictors: (Constant), Vocabulary_Mastery, Students'_Perception

Table 3. Regression Coefficient Significance Test of the Effects of X1 and X2 on Y

ANOVAᵃ

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	972.268	2	486.134	12.219	.000[a]
	Residual	2267.732	57	39.785		
	Total	3240.000	39			

a. Dependent Variable: Listening skill

b. Predictors: (Constant), Vocabulary mastery, Students' perception

Table 4. Linear Regression Equality Test of the Effects of X1 and X2 on Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.866	6.345		4.392	.000
	Students'_Perception	.257	.092	.235	3.460	.001
	Vocabulary_Mastery	.409	.060	.580	2.148	.001

a. Dependent Variable: Students' Listening Skill

3.1 The Effect of Students' Perception of Using Teaching Media (X1) and Vocabulary Mastery (X2) Jointly on Students' Listening Skill

Referring to table 2 above, it can be seen that the coefficient correlation of the effect of students' perception of using teaching media and vocabulary mastery jointly on students' listening skill is 0.724. It indicates that among variables has strong effect because R_o is close to 1.

Meanwhile, the coefficient of determination of students' perception of using teaching media and vocabulary mastery variables to listening skill is 0.524. It means that the contribution of students' perception of using teaching media & vocabulary mastery jointly on students' listening skill is 52.4% and the rest (47.6%) is determined by other factors.

According to table 3, we can see that *Sig.* = 0.000 < 0.05 and F_o = 12.219 which means there is a significant effect of students' perception of using teaching media and vocabulary mastery jointly on students' listening skill.

Based on table 4, we may drag a conclusion that students' perception of using teaching media and vocabulary mastery contributes to the same effect since they have the same *Sig.* value (0.001).

3.2 The Effect of Students' Perception of Using Teaching Media (X1) on Students' Listening Skill (Y)

Referring to table 4 above, it can be seen that *Sig.* = 0.001 < 0.05 and t_o = 3.460. It means that there is a significant effect of students' perception of using teaching media (X1) on students' listening skill (Y). It reflects that students' perception of using teaching media is important to improve their listening skill. According to (Thoha, 1986), perception is essentially psychological processes experienced by every person in understanding any kind of information about their environment through sight, hearing, feeling, and smelling. People who have positive perception of pleasure on a particular object or behavior will be trying to adjust to the object or behavior. Hence, people who have negative perception would not happy, would be shy away from the object, and manifested to the behavior. As a result, students' perception of using teaching media will influence their motivation in practicing their listening skill and give impact on their achievement as well.

3.3 The Effect of Vocabulary Mastery (X2) on Students' Listening Skill (Y)

Reffering to table 4 above, it can be seen that *Sig.* = 0.001 < 0.05 and t_o =2.148. It means that there is a significant effect of vocabulary mastery (X2) on students' listening skill (Y). Vocabulary is one of linguistic features that influences communicative competence and plays great role in determining the success of foreign language learning. It means that without having good vocabulary, a foreign learner will have problems in improving their listening skill. Listening skill is the ability to receive and interpret messages accurately in communication process. Hence, it is obvious that by mastering English vocabulary, students can understand the messages delivered by other people and communicate effectively. Moreover, it is strengthened by (Lessard-clouston, 2013) with some useful words and expressions, someone can often manage to communicate even without grammar. Therefore, vocabulary mastery also helps students master English for their purposes, including listening skill.

3.4 Regression Line Equation

The regression line equation which represents the effect of students' perception of using teaching media and vocabulary mastery on students' listening skill is as follow:

$$\hat{Y} = 27.866 + 0.257 \, X1 + 0.409 \, X2$$

$\hat{Y}$: dependent variable

X : independent variables

Explanation:

a. The value of constant is 27.866. It means that if the students' perception of using teaching media and vocabulary mastery is considered constant, the students' listening skill value is 27.866.

b. The value of regression coefficient of X1 is 0.257. It means that each addition of one unit of students' perception of using teaching media will have an impact on the increased students' listening skill in the amount of 0.257.

c. The value of regression coefficient of X2 is 0.409. It means that each addition of one unit of vocabulary mastery will have an impact on the increased students' listening skill in the amount of 0.409.

4. CONCLUSION

In conclusion, this research shows that there is a significant effect of students' perception of using teaching media and vocabulary mastery jointly on students' listening skill. Separately, there is a significant effect of students' perception of using teaching media on students' listening skill. Besides, there is a significant effect of vocabulary mastery on students' listening skill.

This research is still very short in detail. Hence, we need to conduct further research to find out more about students' perception of using teaching media, vocabulary mastery, and listening skill.

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