

The Correlation Between Students' Vocabulary Mastery and Listening Achievement at 10th A Grade of Smks Keluarga Bunda Jambi

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Abstract

Language is the basic skills are needed for real communication among people. Vocabulary and listening is one of the problems confronted by English language learners. SMKS Kesehatan Keluarga Bunda Jambi is one of Islamic boarding school that have problem in English lesson. The students have low motivation for study English, especially in vocabulary and listening. Based on explanation above, it is interested to conduct the research with entitled "The Correlation Between Students' Vocabulary Mastery and Listening Achievement at 10th A Grade of SMKS Keluarga Bunda Jambi. Research design was use correlation research design with quantitative method. The population of the research was all students of 10th grade students' at SMKS Kesehatan Keluarga Bunda Jambi, Academic Year 2021. The sample in this research was 26 students from Nursing Class and Pharmacy Class. There is no significant correlation of students' vocabulary mastery and listening achievement at 10th A grade students of SMKS Keluarga Bunda Jambi, Academic Year 2021. It can be proved with the result is 0.670. The correlation is positive and can be categorized as substantial correlation.

Keywords: Students' Vocabulary Mastery And Listening Achievement.

1. Introduction

Language is the basic skills are needed for real communication among people. By using language, we will able to express our ideas and feeling. In Indonesia, English language is learned by students as a foreign language. English must be taught as early as possible, because language is a matter of behavior. For Junior High School student, English skill is very useful for their basic to learn English when entering Senior High School. Through vocabulary, the students are expected to be able to speak, write, listen and read. Vocabulary is part of the important aspects in learning a foreign language. According Burns (2010:8) vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. Vocabulary is one of the problems confronted by English language learners. Because of limited vocabulary, the learners cannot communicate to others early. According to Ricard and Schmidt (2010) cited in M. F Irvani (2020) that vocabulary supports other language skills such as listening, speaking, reading, and writing, and it must be mastered when learning a foreign language. It means that listening is one of the skills in English language which can be influenced by the mastery of vocabulary.

Expressive vocabulary knowledge and listening comprehension skills were found to be independently related to word identification abilities. It explains that the vocabulary has a special relationship with listening. This case can be seen when students have already known by rote a song lyric, they will easily sing that song while the song is being played. It can also be said that when people master in a listening then they must also master in vocabulary. In listening to a foreign language, the students have been on an experience of thinking that the language is a spoken abnormally fast.

They may be able to identify a single word or phrase, but by the time they have the impression of having blanked out. Sometimes they missed the words. So, when people listen to something they must concentrate of what the speaker said. However, they are able to listen to exactly the same data again; they quickly identify those words or phrases, which have been isolated in the previous hearing. They also are able to build their vocabulary quickly. Besides that, listening enriches their vocabulary because by listening they can get new words and spelling. From the description above, it can be said that more vocabulary people have, better they master the language.

Master in vocabulary becomes one of important elements in the knowledge field. Student who has lack of vocabulary will be fallen hard to learn English language and express their emotions, ideas, even romantic words. In senior high school commonly, students get new vocabulary by conventional strategy which is the simplest strategy in vocabulary teaching. Listening skills in the earliest activities performed by human when viewed from the process of language acquisition is very similar to the processing children use in acquiring first and second language. Based on the background above, the writers wants to do a research about “The Correlation Between Students’ Vocabulary Mastery and Listening Achievement at 10th A Grade of SKMS Keluarga Bunda Jambi”.

2. Literature Review

Definition of Vocabulary Mastery

Vocabulary mastery refers to the great skill in processing words of language is the basis of language. According to Henry and Prograntz (2006) as cited in Irvani (2020) Mastery is a term that all educators use and believe they understand well. But when press to describe precisely what it means to “master” a concept, skill, or subject, everyone has a different definition. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. Vocabulary mastery means the students having ability in understanding and using the vocabulary. According to Nunan (1991) as cited E. Sulistiana , Dkk (2019) states that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Vocabulary mastery refers to great skill of a list of words for a particular language including the meaning.

Passive Vocabulary

Passive Vocabulary

In intermediate levels and above the situation is rather more complicated. We can assume that students have a store of words. But a word that has been “active” through constant use may slip back into the “passive” store if it is not use. According to Campillo (2010), Passive vocabulary is the words they need to recognize only. Passive vocabulary also means the words needed merely it comprehend, especially in reading. The speakers in this situation will not reproduce some sentences, but they are asked to receive the messages by comprehending the passages or listening to some broadcasts. It can be concluded that passive vocabulary is words need in reading and listening. According John Haycraft

as cited I R Ali (2010), Respective vocabulary can be called passive vocabulary is that students recognize and understand when they occur in a context, but they cannot produce it by themselves. Besides, there are several classifications vocabulary knowledge concerns with word and meaning as the basic elements of vocabulary that should be known by language learners. The classification of words of a language depends on their function in communication. Words are classified based on functional words and content words. Functional words include nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions. Content words refer to a thing, quality, state, or action, and which lexical meaning. Functional words have major classes; there are pronoun, preposition, conjunction, and determiner. This is in accordance with the views expressed by Hatch and Brown (1995) as cited Irvani (2020).

Definition of listening

Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know. According to Amir (2019), listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. In Morley (1984) as cited in Sari (2017) says that listening refers to the ability to understand how particular sentence relates to what else has been said and its function in the communication. Listening is a process of listening to verbal symbols with caring, understanding, appreciation, and interpretation to obtain information, capturing the content or message, and understand the meaning of the communication submitted by the speaker of the speech or spoken language. According to Amir (2019) listening is a process that includes hearing, attending to evaluating, and responding to spoken language that speakers says. Based on explanation above, listening is an important to communication and information. To help student's knowledge of determining the word from contexts.

Extensive Listening

Extensive listening is type listening activities on matters that are more common and more freely against an utterance, no need under the direct guidance of a teacher. Basic usability extensive listening is capturing or recall of materials known or unknown in a new environment in a new way. One goal is the extensive listening restates old material in a new way. Extensive listening gives students the opportunity and freedom to hear and listen to the vocabulary and structures that are unfamiliar or new to him contained in the flow of speech that are within the reach and capacity to handle it. In extensive listening, the student are allowed to listen or pleasure or interest without having to make great effort to overcome linguistic difficulties and those in which they need to pay more attention to the content and language.

The Purpose of Listening

There are some purposes of the listening. According Hunt in Tarigan Logan & Shrope (2008), as cited in Sari 2016 as follows:

- Listen to get the information which is has the relation or connexion with job or profession.
- Listen to be more effective in interpersonal relations in everyday life, in the workplace, and in public life.
- Listen to give the right reponse toward all about what we hear.
- There are people who listen to the main purpose so he can gain knowledge materials of speaker utterances. In other words, he is listening for learn.
- There are people who listen with the intention that he can assess something he see it (good-bad, beautiful-ugly, etc.): in a nutshell, he listened to evaluate.

- There are people who listen so that he can enjoy and appreciate something that are heard (for example, the story talks, poetry readings, and others): the people listened to appreciate the material being heard.
- There are people who listen with the intention that he can communicate ideas, thoughts, or feelings to others with smooth and precise.
- There are people who listen with the intent and purpose so that he can distinguish sounds exactly: the sound that distinguishes meaning, which sounds not differentiate meaning.
- There are people who listen with the intention that he can solve problems creatively and analysis. Based on the explanation above, the purpose of listening is focusing to what other saying and what the meaning of that, then we can response based on the context.

Learning Achievement

Learning achievement is the results obtained from the learning process and learning experience, both in the form of good or bad value. According to Irham & Wiyani (2013) say that learning achievement is as a consequence, it means the student learning achievement in the form of value will be good or bad. This is a consequence of learning because learning achievement is very dependent on the learning process itself, the readiness of student, material, material or media, and so on. Thus there will always be a positive learning achievement and negative as a consequence of the implementation of learning whether sincerely or carelessly. Slameto (2013) that learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment. In simple terms of understanding learning as propounded by the above opinion, can take an understanding of the nature of learning activity is a change that occurs within the individual.

Based on explanation above, the learning achievement is a consequence of the value of learning students learn good or bad. The learning achievement also motivated the students in the learning process of students. However, academic achievement has positive and negative values of the process. It is understandable that learning achievements the result or level of ability that has been achieved by students after attending a teaching-learning process within a certain time in the form of changes in behavior, skills and knowledge and will then be measured and assessed and then realized in numbers or statement.

3. Methodology

Research design was use correlation research design with quantitative method. The population of the research was all students of 10th grade students' at SMKS Kesehatan Keluarga Bunda Jambi, Academic Year 2021. The sample in this research was 26 students from Nursing Class and Pharmacy Class. The researcher use listening test and vocabulary test as an instrument. The test has questions in the form of 25 multiple choices. The score in each item is 4 for correct answers. The student would get 100 point it all the answer correctly. The researcher analyze two variables, students' vocabulary mastery (X) and students' listening achievement (Y).

4. Result and Discussion

Description of The Data

This research is conducted to students at 10th A SMKS Keluarga Bunda Jambi, Academic Year 2021. This research is conducted on 19 February until 26 July 2021. Based on the research which is conducted by researcher in SMKS, there are some results found as follows: Students' vocabulary mastery from tests shows that the highest percentage is 9.52 % (2 students), and the lowest

percentage is 14.28 % (3 students). It means showed that the score of their vocabulary is poor. On the results of tests in their listening achievement showed the highest percentage is between 80.00 until 100.00 is 14.28 % (3 students), and the lowest percentage in the 00.00 and 49.99 is 33.33 % (7 students). It means showed that score of their listening vocabulary is not good. From discussion above, it can be concluded that the existence of a significant relationship between vocabulary mastery and listening achievement is positive. The data analysis is conducted using the Statistical Package for Social Science (SPSS) version 23 to calculate correlation statistical analysis as follows:

Analysis Testing

Analysis of testing Vocabulary Mastery

To find out the information about the students' vocabulary mastery, can be seen from the average gains that have been classified according to the level of high, medium and low. Find out by using the standard deviation formula as follows:

Table 1. Statistic

N valid	21
Missing	0
Mean	61.33
Std. Error of Mean	2.549
Median	60.00
Mode	52
Std. Deviation	11.684
Variance	136.533
Skewness	.633
Std. Error of Skewness	.501
Kurtosis	-.207
Std. Error of Kurtosis	0.972
Range	44
Minimum	44
Maximum	88
Sum	1288

From the processing result with SPSS 23 above, mean is another name for the average, which is the ratio between the amount of data. And the mean of the student is 61.33. Range student in vocabulary mastery are 44 and the result of it is not good, with the median is 60.00 students. While the number of the highest score is 88, and the lowest score is 44. Based on the data of vocabulary mastery score have categorized the students' which has the ability to vocabulary mastery with 5 categories that are very good, good, sufficient, poor and very poor. For the sample test were distributed to the students, the amount of student were 21 students. The following is a description of each student's score.

Table 2. The Tabulation of Students' Vocabulary Mastery

No.	Name Code	Score	Categories
1	MA	52	Very Poor
2	MIF	60	Poor
3	MAP	68	Poor
4	SA	48	Very Poor

No.	Name Code	Score	Categories
5	BH	80	Good
6	AS	72	Sufficient
7	ATA	52	Very Poor
8	SW	52	Very Poor
9	NF	44	Very Poor
10	EN	56	Very Poor
11	PD	48	Very Poor
12	PA	52	Very Poor
13	PP	56	Very Poor
14	SKS	60	Poor
15	RFR	60	Poor
16	RA	72	Sufficient
17	AY	68	Poor
18	RK	56	Very Poor
19	AW	76	Sufficient
20	AJ	88	Good
21	RA	68	Poor

Based on the table above can be conclude that researcher explains by using students code. MA he is get the score 52 in very poor category, MIF he is get the score 60 in poor category, MAP he is get the score 68 in poor category, SA he is get the score 48 in very poor category, BH he is get the score 80 in good category, AS she is get the score 72 in sufficient category, ATA she is get the score 52 in very poor category, SW she is get the score 52 in very poor category, NF she is get the score 44 in very poor category, EN she is get the score 56 in very poor category, PD she is get the score 48 in very poor category, PA she is get the score 52 in very poor category, PP she is get the score 56 in very poor category, SKS she is get the score 60 in poor category, RFR she is get the score 60 in poor category, RA she is get the score 72 in sufficient category, AY she is get the score 68 in poor category, RK she is get the score 56 in very poor category, AW she is get the score 76 in sufficient category, AJ she is get the score 88 in good category, RA she is get the score 68 in poor category. It is shown in table 3 below.

Table 3. Result of Vocabulary Mastery

NO	Categories	Scale Point	Students	Percentage
1	Very Good	90.00-100.00	0	0 %
2	Good	80.00-89.99	2	9.52 %
3	Sufficient	70.00-79.99	3	14.28 %
4	Poor	60.00-69.00	6	28.57 %
5	Very poor	00.00-59.99	10	47.61 %
TOTAL			21	100.00%

Based on the table above can be conclude means the majority of students' vocabulary mastery is 61.33 in categorize poor. The high percentage is 47.61 % with 10 students in score between 00.00-59.99 (very poor categorized), there is no 0 % in very good categorized. There is 2 students in score between 80.00-89.99 is 9.52 % (good categorized), there is 3 students in score between 70.00-79.99 is 14.27 % (Sufficient), there are 6 students in score between 60.00-69.99 is 28.57 % (poor recognized).

Analysis Testing of Listening Achievement

To find out the information about students' listening achievement, can be seen from the average gains that have been classified according to level of high, medium and low. Find out by using the standard deviation formula as follows;

Table 4. Statistic

N	Valid	21
	Missing	0
Mean		61.14
Std. Error of Mean		4.086
Median		60.00
Mode		72
Std. Deviation		18.725
Variance		350.629
Skewness		-.125
Std. Error of Skewness		.501
Kurtosis		.150
Std. Error of Kurtosis		.972
Range		80
Minimum		20
Maximum		100
Sum		1284

From the processing result with SPSS 23 above, range students in listening achievement is 80, the mean is 61.14 with the median is 60.00 students. While the number of the highest score is 100, and the lowest score is 20. Based on the data of listening achievement score. For the sample test were distributed to the students, the amount of student were 21 students. The following is a description of each student's score.

Table 5. The Tabulation of Listening Achievement

No.	Name Code	Score	Categories
1	MA	40	Very Poor
2	MIF	72	Sufficient
3	MAP	60	Poor
4	SA	52	Very Poor
5	BH	88	Good
6	AS	100	Very Good
7	ATA	60	Poor
8	SW	60	Poor
9	NF	48	Very Poor
10	EN	72	Sufficient
11	PD	72	Sufficient
12	PA	68	Poor
13	PP	44	Very Poor
14	SKS	48	Very Poor
15	RFR	72	Sufficient

No.	Name Code	Score	Categories
16	RA	72	Sufficient
17	AY	48	Very Poor
18	RK	80	Good
19	AW	72	Sufficient
20	AJ	36	Very Poor
21	RA	20	Very Poor

Based on the table above can be conclude that researcher explains by using students code. MA he is get the score 40 in very poor category, MIF he is get the score 72 in sufficient category, MAP he is get the score 60 in poor category, SA he is get the score 52 in very poor category, BH he is get the score 88 in good category, AS she is get the score 100 in very good category, ATA she is get the score 60 in poor category, SW she is get the score 60 in poor category, NF she is get the score 48 in very poor category, EN she is get the score 72 in sufficient category, PD she is get the score 72 in sufficient category, PA she is get the score 68 in poor category, PP she is get the score 44 in very poor category, SKS she is get the score 48 in very poor category, RFR she is get the score 72 in sufficient category, RA she is get the score 72 in sufficient category, AY she is get the score 48 in very poor category, RK she is get the score 80 in good category, AW she is get the score 72 in sufficient category, AJ she is get the score 36 in very poor category, RA she is get the score 20 in very poor category. It is shown in table 6 below.

Table 6. Result of Listening Achievement

NO	Categories	Scale Point	Students	Percentage
1	Very Good	90.00-100.00	1	4.76 %
2	Good	80.00-89.99	2	9.52 %
3	Sufficient	70.00-79.99	6	28.57 %
4	Poor	60.00-69.00	4	19.04 %
5	Very poor	0.00-59.99	8	38.09 %
TOTAL			21	100.00%

Based on the table above can be conclude the majority of students' listening achievement is 61.14 % in categorized poor. Have a high percentage is 38.09 % with 8 students in score between 00.00-59.99 (very poor categorized), there are 4 students in score between 60.00 -69.99 is 19.04 % (poor categorized), there are 6 students in score between 70.00-79.99 is 28.57 % (sufficient recognized), there are 2 students in score between 80.00–89.99 is 9.52 %. And there is 1 student in score between 90.00-100.00 is 4.76 %.

Hypothesis Testing

To know the correlation of variable X and variable Y, the researcher using SPSS 23 program, with Pearson Product Moment technique analysis. The result of correlation is as follows:

Table 7. Pearson Correlation

Correlations Pearson Product Moment			
		Vocab	Listening
Vocab	Pearson Correlation	1	.099
	Sig. (2-tailed)		.670
	N	21	21
listening	Pearson Correlation	.099	1
	Sig. (2-tailed)	.670	
	N	21	21

From the correlation table above, we can see that the correlation value between students' vocabulary mastery and students' listening achievement is .099. It means the correlation between two variables is Substantial correlation. The meaning of substantial here is that the correlation between students' vocabulary mastery (X) and listening achievement (Y) is positive correlation. And based on the correlation tables are calculate use SPSS obtained value is not significant correlation of students' vocabulary mastery and listening achievement is .099. It means $0.99 > 0.05 \alpha$ therefore H_0 is rejected and H_a is accepted or there is significant correlation between students' vocabulary mastery and listening achievement. So it can be concluded that there is no a significant correlation of students vocabulary mastery with listening achievement is .099.

Discussion Of The Result Of Data Analysis

In this discussion the researcher analyzes the correlation of students' vocabulary mastery and listening achievement. This research uses descriptive quantitative method, with the total sample are 21 students in the 10th A in SMKS Keluarga Bunda Jambi, which chose by simple random sampling. Based on research data, the students' vocabulary mastery as a variable X. The research fined the test of the research is reliable. Based on the functional words, so result of students' vocabulary mastery test find out that student the lowest score is 44, the highest score is 88 and the total of students' vocabulary mastery test is 1288 with the mean is 61.33. The researcher can be concluded that the students' answer sheet of vocabulary mastery test in highest percentage is 47.61 % with 10 students in score 00.00-59.99 (very poor categorized), there are 6 students is 28.57 % in score 60.00-69.99 (poor categorized), there are 3 students is 14.28 % in score 70.00-79.99 (sufficient categorized) and there are 2 students is 9.52 % in score 80.00-89.99 (good categorized). In Cameron (2001) as cited in I R Ali (2010), vocabulary is central to the learning of a foreign language at primary level. Vocabulary has moved to center stage in foreign language teaching in recent year, backed by substantial and increasing research. The discussed about the classified of word which are asked in vocabulary mastery test.

The test of students listening achievement based on the purpose of listening, so the result of students' listening achievement test find out that student the lowest score is 20 the highest score is 100 and the total of students' listening achievement is 1284 with the mean score is 61.14. The researcher can be concluded that the students' answer sheet of listening achievement test in highest

percentage is 66.66 % with 14 students in score between 80.00-100.00 (very good categorized), there are 2 students is 9.52 % in score between 70.00-79.99 (good categorized), there is 1 student is 4.76 % in score between 60.00-69.99 (sufficient categorized) and there are 4 students is 19.04 % in score 00.00-49.99 (very poor categorized). According to Tarigan (2010), there are some purpose of the listening include listening to get the information which is has the relation or connection with job or profession, listen to be more effective in interpersonal relations on everyday life, in the workplace and in public life, listen to give the right response toward all about what we hear. We remember only half of what we hear immediately after listening. We can learn by listening. It gives us time to think, it can help solves problems. It help us make better decisions and give us self-confidence. It can help us persuade others. With conscious practice of listening habits, the time we spend listening can be productive and creative, that mean the listening habits is formed from the time we spend to listen.

After finding the score from every variable of this research, the researcher found that to calculate the correlation between variable X and Y with Pearson Product Moment formula by using SPSS 23 program as the tool to count it. The result of the correlation between students' vocabulary mastery with listening achievement was getting score .099. It means the correlation between two variables is ignored correlation. So, the researcher it can be concluded that there is positive and there is significant correlation of students' vocabulary mastery and listening achievement the significant can be accepted. It is suitable with the research which is done by Yulinda Tyas dkk with the title "*The correlation between students' vocabulary and their reading comprehension of the third grade of Sma Negeri 7 Kediri in academic year 2016*". From the research which is done by Yulinda Tyas dkk it can be found that there is a significant and negative correlation between vocabulary achievement and speaking ability. The coefficient correlation is 0.5, it can be said as substantial correlation. Both of the researches show that there is a significant and negative correlation. This is accordance with the opinion by Brown (2006:4), listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.

5. Conclusion

This research title is the correlation between students' vocabulary mastery and listening achievement of 10th A grade students of SMKS Keluarga Bunda Jambi, Academic Year 2021. The researcher can take conclusion as bellow:

1. The students' vocabulary mastery at the 10th A grade students of SMKS Keluarga Bunda Jambi, Academic Year 2021 can be classified at very good categorized.
2. Students' listening achievement at the 10th A grade students of SMKS Keluarga Bunda Jambi, Academic Year 2021 can be classified at very good categorized as a highest score.
3. There is no significant correlation of students' vocabulary mastery and listening achievement at 10th A grade students of SMKS Keluarga Bunda Jambi, Academic Year 2021. It can be proved with the result is 0.670. The correlation is positive and can be categorized as substantial correlation.

Suggestion

From the finding and the discussion above, the suggestion are given as followed:

1. The teacher improves the teaching of vocabulary and listening material students in classroom.
2. The students should realize that listening ability is important. So that, they have to improve their vocabulary.

For the next researcher who interest with this title investigate about the indicator in this research and if possible find the other indicator for completing the research.

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