

CHAPTER 1

INTRODUCTION

This chapter explains the research that contains the background of the research, the questions of the research, the objectives of the research, the significance of the research, the research framework, the hypothesis, and previous studies.

A. Background

This research is intended to find out the effect of vocabulary preparation to improve listening comprehension. This research is important to know the significant difference before and after giving a student vocabulary preparation strategy. With the preparation of vocabulary, it is hoped to enrich students' linguistic knowledge and it can help students to understand deeply the information conveyed by the speakers.

It is widely acknowledged that listening plays a crucial role in language learning because it is one of four skills that greatly contribute to language acquisition, despite the fact that other skills such as reading, speaking, and writing are equally vital. It is critical to gain linguistic proficiency. Listening is important since it is the initial receptive skill that develops in human language development, and obviously learning to listen to the target language will improve language proficiency. Only via listening exercises may the language's pronunciation, intonation, rhythm, and stress be perfected (Renukadevi, 2014). Listening is the most important aspect of communication since it delivers significant and meaningful language inputs, especially when learned for communicative purposes. It aids language learners in the acquisition of sounds, pronunciation, word stress, and vocabulary. Good comprehension of spoken messages is only possible if these elements, as well as voice tones, pitches, and accents, are appropriately acquired. In other words, without properly digesting linguistic input, language acquisition cannot develop, and no communication can be made without listening.

According to Bonk (2000), listening is an interpretative action to comprehend and possibly make sense of what they hear. In other words, listening activity aim to achieve at least three key goals: students should be able to pronounce words clearly while listening to native speakers; they should also have a solid grasp of grammar; and finally, they should have a large vocabulary. Many variables contribute to difficulties with listening comprehension. The first is the audience as a whole. The language proficiency of the listeners can obstruct the processes of listening comprehension. Listeners' exposure to native speakers' pronunciation has a significant impact on their comprehension. The listeners' language proficiency may constitute an impediment to determining the general meaning or major point of the spoken conversation. The issues with listening comprehension could also be due to a lack of listening material.

Language learners with high listening skills will be able to grasp what others are saying regardless of word choice, accents, speaking speed, intonation, intricate syntax, or other language comprehension barriers. Nonetheless, hearing comprehension is viewed as less important in the English teaching and learning process. According to Richards and Renadya (2002), most English teachers overlook listening in favor of other language abilities such as reading, speaking, and writing. According to Wang and Fan (2015), L2 listening is rarely seen as worthy of serious research or pedagogical attention. Listening is regarded as a soft talent that can be acquired outside of school and is not officially taught by teachers. This thinking has resulted in interminable difficulties with listening comprehension.

Based on pre-observation to eighth-grade of Junior High School at MTs Miftahul Huda Bandung, It shows that student is barely doing exercise for listening, and this also makes students' listening skills still lacking. Although some of them have good speaking skills, the teachers at the school are more focused on their writing and reading skills. Their vocabulary is still less so it is difficult for them to understand various types of listening activity. Many students of get instantly bored and cannot understand what the speaker mean when given

certain English conversation. Their boredom and not knowing easily leads them either into lost motivation or low awareness.

However, the students had enough difficulties understanding the audio. It could be seen from the result of the listening test. The table below is the student's scores on the listening test:

Table 1.1 Student Score

No	Students	Score
1	Student 1	48
2	Student 2	62
3	Student 3	70
4	Student 4	65
5	Student 5	52
6	Student 6	48
7	Student 7	52
8	Student 8	61
9	Student 9	60
10	Student 10	52
11	Student 11	68
12	Student 12	48
13	Student 13	52
14	Student 14	43
15	Student 15	60

Based on the issues, efforts must be made to assist the students in improving their listening comprehension in a fun and effective way. Foreign language learners face many challenges when it comes to listening comprehension, including unfamiliar vocabulary, uncommon themes, rapid speech rates, and unusual accents. Students frequently encounter terms they do not understand during listening exercises. While this occurs, students may find it challenging to understand what is being said since, unlike when reading, students are unable to stop and carefully examine the words in context. It would be very easy for students to absorb listening materials if they contained known words. If kids understand the meaning of words, it can pique their interest and motivation, as well as improve their listening comprehension abilities. Many words have more than one meaning, and if they are not utilized correctly in their appropriate context, they might have several meanings.

Additionally, Nation (2001) noted that learning new words is not a goal in and of itself in his article on the subject. It is simpler to accomplish the listening, speaking, reading, and writing abilities when one has a large vocabulary. Since it is customary to practice your vocabulary before taking the hearing test. Provide students vocabulary practice so they can boost their self-esteem and avoid feeling overburdened by their listening activity.

There are some research related to vocabulary preparation in listening comprehension. First, the research conducted by Karimi, Chalak, & Biria (2019) about Pre-listening exercises to boost the listening comprehension of Iranian Elementary EFL students. The study found that pre-listening support had a substantial impact on the listening comprehension of Iranian Elementary EFL learners. Silver, Hu, & Iino (2002) stated in their study that helping students obtain a broad range of vocabulary knowledge is a critical issue for enhancing their general language proficiency around the world, and this is especially true in classes teaching English as a foreign language (EFL) in China. The debate frequently centers on the relative merits of purposeful learning vs incidental learning, in which learners unintentionally "pick up" lexical information while

focusing on grasping the meaning of the linguistic input (Hulstijn, 2001). Whereas vocabulary gains for the latter tend to be smaller Laufer & Girsai (2008), possibly because learners' attention is on global meaning rather than individual vocabulary items, pedagogical activities can be used alongside a focus on meaning to enhance salience of items, noticing and vocabulary learning.

The amount to which vocabulary knowledge may be acquired through listening has received less research attention than the extent to which vocabulary knowledge can be gained through reading. However, a common thread running through the literature is, first, that levels of vocabulary learning from listening are typically much lower than from reading; and, second, that listening may develop what refer to as the earlier-acquired aspects of vocabulary knowledge, such as form recognition (Brown, Waring, & Donkaewbua, 2008; Vidal, 2011).

B. Research Questions

From the discussion above, this research is designed to answer:

- a. How is the students' listening comprehension before using vocabulary preparation?
- b. How is the students' listening comprehension after using vocabulary preparation?
- c. Is there any effect and improvement on students' listening comprehension skills after being given treatment using vocabulary preparation strategy?

C. Research Purposes

From the research questions above, this research aims:

- a. To find out students' listening comprehension before using vocabulary preparation.
- b. To find out students' listening comprehension after using vocabulary preparation.
- c. To find out the effect and improvement on students' listening comprehension skills after being given treatment using a vocabulary preparation strategy.

D. Research Significances

This research is intended to provide information regarding how vocabulary preparation can improve listening comprehension. This research especially examines if giving students a vocabulary review before the listening test will affect their performance on the test.

Theoretically, this study expands on other studies by examining the connection between vocabulary preparation and listening comprehension. Practically, this study is anticipated to provide a significant contribution to:

- a. Student that might be want to improve their listening skills, particularly those related to listening comprehension, should be improved. Additionally, this study could provide information for the student to learn about the effect of vocabulary preparation to improve listening comprehension.
- b. By paying attention to the findings of this study, teachers who are interested in raising the achievement levels of their listening classes may also find this research to be useful.
- c. The writer expects that people who are want to investigated the relate topics or might want to explore English education might apply the findings of this research as references.

E. Research Scope

Based on identification of the problem describe in the previous section. This research investigated how students listening comprehension before and after giving the vocabulary preparation strategy in class. Furthermore, this research also analyze whether vocabulary preparation strategy has any effect and improvement on students' listening comprehension.

F. Conceptual Framework

Listening is possibly the most important aspect of language and language learning because it is the key to speaking, as well as reading and writing. That talent is used at least three times more than speaking and four to five times more than reading and writing, especially in the business. Listening and speaking are frequently taught together, although beginners, particularly those who are illiterate, should be given more listening practice than speaking practice. Listening is a complicated active interpretation skill in which listeners fit what they hear with what they already know. Vocabulary is important in listening comprehension.

Richards (2012) define language skills as a strategy or a manner of using language, often referring to the four language skills of speaking, listening, reading, and writing. Writing and speaking are typically classified as active/productive abilities, whereas listening and reading are considered passive/receptive skills. While productive skills create language, learners utilize receptive skills to infer meaning from the discourses they read or listen to. Students concentrate on conveying ideas and messages to others when employing productive talents. When practicing receptive skills, students' attention is concentrated on the concepts and information that are communicated to them.

Furthermore, listening is a process that entails paying attention, hearing, understanding, assessing, and responding to the uttered messages. Additionally, hearing requires a lot of concentration to absorb the information from the

speaker, but understanding the meaning of the information the speaker is conveying requires a deeper comprehension on the part of the listener. Additionally, interpreting the significance of what the speaker said to the listener is just as important as obtaining information from the speaker's main goal of listening.

Another definition of listening comprehension is the process through which listeners attempt to make sense of the information they receive from hearing sources (Gilakjani & Sabouri, 2016). According to Brown (2000, as cited in Rahayuningsih, 2010), listening is an action that involves paying attention and attempting to understand what is being said. By asserting that "hearing comprehension courses are vehicles for teaching grammatical structural features and enabling new vocabulary items to be contextualized within the body of communicative conversation," Morley (2001) highlights the significance of listening comprehension.

According to the definition given above, listening comprehension is the process of deciphering oral messages to learn information from the speaker. Then, the speaker receives comments or responses from the audience. Additionally, the primary goal of listening is to comprehend the speaker's intentions as well as to acquire or obtain information from the speaker.

Understanding spoken English is undoubtedly difficult for EFL students, claims Chang (2007). Boyle (1984; cited in Chang, 2007) claimed that one of the main reasons that become difficulty in listening comprehension is the lack of vocabulary. Other common challenges include limited vocabulary, quick speech speeds, foreign accents, and just hearing once. However, the researcher's findings on the effect of vocabulary preparation on listening comprehension differ. Several research supports the efficacy of vocabulary preparation.

Webb (2010) investigated about the influence of acquiring vocabulary items on television program comprehension and incidental vocabulary learning when watching television. The findings support the use of pre-learning vocabulary. Widdowson (1983; quoted in Farrokhi & Modarres, 2012) similarly proposed that supplying vocabulary items before listening comprehension could

compensate for a lack of linguistic understanding. Maximo (2000) cite various arguments for focusing on vocabulary. To begin, a vast vocabulary is, of course, required for language mastery. Second language learners are aware of this; they carry dictionaries rather than grammar books with them and frequently say that a lack of vocabulary is a major issue. On the other hand, vocabulary has been acknowledged as L2 learners' greatest single source of problems. This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules the learners may follow to acquire and develop their knowledge. In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learned first.

Vocabulary is one of the materials studied by students of all level of school in Indonesia. It should be mastered if they want to master English well. It impossible to be successful in study language without mastering the vocabulary. Vocabulary is a central of language and of a critical Importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used of basic foundation to construct a word into a good sequence of sentence.

G. Hypothesis

The hypothesis is a quantitative research statement that presents an independent and dependent variable to get the expected relationship. In this research, the researcher formulates the alternative hypothesis based on the previous explanation as follows:

- a. (Null Hypothesis) H₀: There was no effect from the use of vocabulary preparation in listening comprehension of the 8th grade EFL Students at MTS Miftahul Huda Mimha Bandung
- b. (Alternative Hypothesis) H_a: There was the effect from the use of vocabulary preparation in listening comprehension of the 8th grade EFL Students at MTS Miftahul Huda Mimha Bandung

H. Previous Studies

Staehr (2009) proposed the study on the effect of lexical knowledge on L2 Listening comprehension, he claimed that vocabulary knowledge is required for excellent listening comprehension in an EFL environment. This study examines the effect of vocabulary preparation time on the students' performances of vocabulary and listening comprehension, and how this preparation affected the students' confidence. Vocabulary preparation can be quite useful in a classroom test because it enhances the students' confidence and increases their willingness to complete the task. Teng (2016) identified a strong relationship between vocabulary knowledge and academic hearing comprehension, meaning that the vocabulary size and lexical coverage required for listening comprehension differed depending on the type of spoken text used.

A few studies are focusing on pre-teaching vocabulary. Chang and Read (2006) found that neither high nor low level learners seemed to have benefited from the vocabulary preparation they received immediately before the test. The study found that students had no time or very little time to practice the vocabulary before a test. It was revealed that neither high nor low-level learners appeared to benefit from immediate vocabulary drill before to the exam. The

author adds that when second language learners acquire a new portion of the language, they must first pay attention and think about it deliberately, which takes time and is tough to employ. In addition, the author noticed that students had no or very little time to practice vocabulary before taking the evaluation some of whom with lower levels of lexical knowledge achieved good comprehension, whereas others with higher levels had quite poor comprehension. These studies suggest that it might be useful to consider the effect of listening proficiency as well as vocabulary knowledge on how much vocabulary is acquired through spoken input.

Another similar research is from Karimi, et al (2019) about Pre-listening strategies to increase Iranian Elementary EFL students' listening comprehension. The study indicated that pre-listening support had a significant effect on the listening comprehension of Iranian Elementary EFL learners. Second, the research from Sadat Behnaz, Kheirzadeh, and Sheila (2018) studied about the impact of pre-listening activities on EFL learners' listening comprehension. The results showed that the vocabulary preparation and pre-reading questions groups outperformed the other two groups at the elementary level, while the vocabulary preparation and subject discussion groups outperformed the other two groups at the advanced level. As a result, pre-listening activities should emphasize vocabulary knowledge more.

The study by Zhang and Graham (2019) is one of a growing number exploring vocabulary enhancements in the form of explanations by the teacher, either before or after listening. Such explanations are considered to be especially useful for lower proficiency, beginning language learners in a classroom context, when listening exercises are frequently performed with the teacher's assistance rather than independently. The extent to which vocabulary knowledge is developed through listening may also depend on the type of listening activity engaged in and the types of additional support offered. Vocabulary learning during listening for meaning can be enhanced through a lexical focus-on-form approach