

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Vocabulary Mastery

According to Nation (2020:15), "Vocabulary mastery refers to the knowledge of word meanings and the ability to use those words appropriately in different language contexts." According to this theory of vocabulary mastery, it is not just about knowing lots of words; it is also about knowing about the words. Vocabulary mastery is an important aspect of understanding vocabulary since it forms an important part of vocabulary. It plays an important role in the growth and development of language acquisition skills, vocabulary included. This is particularly true since it is an essential aspect in the acquisition of language successfully.

According to Schmitt (2020:4), the mastery of the vocabulary means the learner is able to comprehend the meaning of the word, understands the correct application of the word, to be able to comprehend the word correctly, to be able to apply it correctly, to be able to do it with ease, to be able to do it appropriately, to be able to do it productively, and to be able to do it receptively. This implies the two sides of the mastery of the vocabulary, which comprises the productive vocabulary, the words which the learner can productively use, the receptive knowledge, the words which the learner can receptively comprehend. According to



Schmitt, the mastery of the vocabulary is achieved over a long period by repeated application in appropriate communication situations.

In regard to vocabulary mastery, Webb, knowing a word involves much more than simply being able to recognize its form or recall its meaning. It includes knowledge of pronunciation, spelling, grammatical behavior, collocations, frequency, and the constraints on its use in different contexts (Nation, 2020:18, quoted by Webb, 2020:22), characterize mastery over vocabulary mastery as comprising different dimensions. These dimensions include word knowledge's relation to word forms, word meanings, and word uses, all of which, according to these researchers, play an integral role. As such, vocabulary mastery and language use appear intertwined since, due to a student's need to instantly and appropriately access word meanings while making sense out of spoken or written language, vocabulary mastery is essential for effective listening because students need to instantly identify spoken words.

It is clear from the above definitions that vocabulary mastery consists of two parts, one referring to the skill of using a word and the knowledge another. Aside from being a linguistic tool, the vocabulary mastery is also a mental tool because it facilitates language output and input. Here, vocabulary mastery is included as an aspect of overall language competence as far as teaching EFL is concerned. It is so included because EFL mastery allows the student to comprehend and output language.



2. Vocabulary Mastery in EFL

In relation to teaching EFL, vocabulary has to deal with learners' competence in English vocabulary, as well as their ability to understand and interpret it in a foreign setting (Alqahtani, 2015:3). With regard to vocabulary, it was explained that vocabulary plays a critical role in teaching EFL students, as it equips learners with basic skills to enable them to understand it. Vocabulary, in this case, represents one of the critical elements used to enable students to grasp different aspects and engage in class activities in an EFL setting, in which speaking in English is not often used.

Milton (2020:7) states that "Vocabulary in EFL teaching strongly correlates with learners' breadth and depth in their lexical knowledge." The above quote points particularly to the fact that one should be aware of word use in various contexts aside from being simply aware of its meaning. Vocabulary in EFL classrooms largely reflects learners' language competence, as stated by Milton; learners with narrow knowledge have difficulty in understanding the language.

It is purported by Teng that the cognitive process of vocabulary development within the realm of EFL is gradual and continuous through constant exposure to language information (Teng, 2022:11). The idea focuses on the mental process involved in vocabulary development, especially where students have to learn new words through reading and listening comprehension tasks. In this context, vocabulary enables



learners to process language, construe meaning from texts, and comprehend meaning from listened content.

Thus, as the vocabulary affects learning directly and shapes learners' comprehension of language input, Qian maintains a standpoint on language learning where vocabulary mastery used in EFL learning is a key factor to predict learners' comprehension capacity "Vocabulary mastery used in EFL learning is a significant predictor to learners' comprehension capacity" (Qian, 2021:5). As such, vocabulary is a fundamental part which is intertwined with other language knowledge, as opposed to previously established viewpoints where it is a part of language learning on its own entity. Even if learners possess enough grammatical knowledge, they are unable to comprehend a language because they lack adequate vocabulary mastery.

The learning of vocabulary for EFL is a multifaceted phenomenon that seems to integrate linguistic and cognitive skills according to the numerous definitions given above. Firstly, vocabulary is seen as a linguistic skill for EFL, enabling students to decipher language meanings. On the other side, vocabulary operates as a cognitive skill that assists students in utilizing their language. Generally, vocabulary for EFL teaching seems to go past just memorization and can be seen as an important aspect that associates students' vocabulary with their capacity for comprehending and utilizing the language.





3. Components of Vocabulary Mastery

Being familiar with the definitions of words is just one part of the complex concept of vocabulary mastery. It encompasses students' knowledge of word meanings, forms, and use in context. Vocabulary mastery, as stated by Nation, is composed of a number of components that contribute to language understanding, particularly in the receptive skills of listening (Nation, 2020:15). Based on this theory, the three key components of vocabulary mastery in this research are word form, word meaning, and word use in context.

a. Word Form

According to Panocová (2021:21), word forms are the actual forms of the lexeme that appear in writing or spoken speech. It should be pointed out that the word forms can appear as orthographic words in writing or as phonological words in spoken language. For example, *smize*, *smized*, and *smizing* are the forms of one lexeme named *SMIZE*.

According to Litovkina and Varagya (2022:12), lexeme is the word in the form of its different forms. For example, *run*, *runs*, *ran*, and *running* are the different forms of the same lexeme named *RUN*. It becomes clear that word forms have something to do with the grammatical forms of the word but keeping the core meaning.

According to Jarrar (2025:5), inflectional morphology is the change of the words to express grammatical categories such as gender, number, voice, mood, aspect, and case but not changing the

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

meaning of the word. For example, write, writes, wrote, and writing are the word forms of the same verb because they have different grammatical forms but the same meaning.

The ability of students to recognize English words based on their word form in writing and pronunciation is referred to as word form. The ability to recognize how words look in writing and sound when pronounced is included in this skill. Since students need to recognize words first before they can understand their meanings or use them, Nation argues that word form recognition is a critical part of vocabulary mastery (Nation, 2020:16).

Since students need to process auditory input in real-time during listening activities, word form recognition is critical. When a word is pronounced, students who are only used to seeing the word in writing may struggle to recognize the word. In EFL contexts, where students are not exposed to much auditory input of English, this is a common problem (Field, 2021:71).

Word form recognition helps students to accurately recognize words in auditory inputs, which improves overall understanding. Students who can recognize words in their auditory forms are more likely to understand the message intended and follow the rhythm of spoken speech. Therefore, word form is considered a critical part of vocabulary mastery, which can then be measured by metrics related to students' recognition of English words.



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

b. Word Meaning

As indicated by Jarrar (2025:7), lexical semantics is concerned with the manner and the way words in a particular language mean something. Lexical semantics according to Jarrar (2025:7) can thus be described as the mapping of words to concepts. In this case, the meaning of a word or lexical item can be defined as the meaning associated with the word and the relation between it and the concept that it refers to.

Word meaning according to Bond (2021:3-4) can be analyzed from two different angles. As per the referential view, the meaning is connected with the association of an expression such as word or phrase to the objects within the world. On the other hand, according to the representative view, the mental concept mediates the relationship between words and the world. Therefore, word meaning consists not only of the referents of the term but also the mental concept associated with the terms.

According to Lake and Murphy (2023:401), word meaning is concerned with the human representation of meanings of words and their subsequent usage in order to create sentence meaning. Lake and Murphy (2023:401) also state that the word meanings need to be based on observability and action and the ability of combining in various ways.

This is known as word meaning. This section focuses on the connection between word meaning and word form. According to



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Schmitt, it is imperative for learners to comprehend and remember word meanings in order to master vocabulary. This is fundamental in understanding language (Schmitt, 2020:6).

Since it is imperative for learners to comprehend word meanings in order to comprehend spoken communication, word meaning is fundamental in listening comprehension. Learners will be unable to comprehend the overall meaning of a listening text despite being able to comprehend word sounds if they lack word meaning comprehension. This shows the strong connection between listening comprehension and vocabulary mastery at the word meaning level (Nation, 2020:18).

It is clear that word meaning is an imperative element in vocabulary mastery, which has a positive effect on learners' comprehension of spoken English. This is because learners can process spoken language better if they have a clear understanding of word meaning. This element can be translated into indicators to measure students' ability to comprehend the meaning of English words they come across during learning.

c. Word Use in Context

Saito et al. Define the use-in-context of a word use knowledge as one that enables access form-meaning knowledge in a way which fits its surrounding words not only semantically, but also collocationaly, and grammatically. They further specify use-in-context means more than the form knowledge and the form-meaning



Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

knowledge of a word used individually, and that it indicates the understanding in context wider than that within phrases such as clause- or sentence-level ones, therefore may be concluded as to use-interpret a word considering its surroundings (Saito et al., 2026:2). Fan et al. (2026:3-4) assert that word competency should include the process of applying its form and meaning knowledge in surrounding words, rather than merely knowledge on form and meaning.

According to them, use-in-context is associated with the skill required to use students' word knowledge in terms of semanticity, collocationality, and grammar in wider language contexts.

Namely, whether a word is appropriately understood can be seen in the light of students ability to appropriately and natually use the word in a sentence or in dialogue. Uchihara et al. Define the aspects of word knowledge such as collocationality, grammatical function and use constraints, or in short, the use-in-context knowledge, and clarify it enables one to recover and use language correctly in collocational, grammatical, and contextual senses over phrases (2024:8-9). Hence, word use in context is the one closely associated with the skill to choose a word that fits best in specific situation, combine it with allowable neighbours, and use it correctly in communicative use.

The capacity for students to understand how words function and convey meaning in sentences or spoken texts is word use in context. The section centers on analyzing words based on contextual



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

hints as opposed to word form and meaning identification. According to Webb, the capacity for students to understand terms based on how they are used in appropriate settings reflects their vocabulary mastery (Webb, 2020:42).

As opposed to being offered as separate units, words are offered as part of spoken continuous speech in listening comprehension. As a result, in order to understand word meanings and word relationships, learners must rely on contextual hints. Even in instances where learners are exposed to new vocabulary, learners with the capacity to understand terms in context are better placed to understand spoken text (Richards, 2021:94).

As a result, vocabulary mastery in context is critical for EFL learners to master. Learners with the capacity to understand words based on contextual hints are better placed to understand listening comprehension. The section provides a foundation for developing indicators to assess students' comprehension of vocabulary in sentences or short spoken texts.

4. Listening Comprehension

"In the teaching of EFL, listening comprehension ability is described as the ability of the learners to understand the spoken language while simultaneously processing sound, word, and their meaning" (Graham, 2022:6). Based on the above quote, it may be said that listening or "hearing" comprehension is not a simple or "passive" ability but a complex and dynamic ability in nature, as it helps the learners to "pick



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

up" even new forms or meaning by depending mostly on sound or "hearing" inputs in an EFL class; hence listening comprehension becomes a fundamental language ability facilitating language development in general.

According to Vandergrift and Goh (2020:12), listening comprehension is a cognitive process involving the decoding of verbal input to create meaning by making use of contextual cues and prior knowledge. This assertion forms the basis for indicating that successful hearing requires both top-down and bottom-up processing, for example, using prior knowledge to decode meaning and making sounds and words. This concept pinpoints that students cannot simply hear spoken English; this is further difficult in conditions where they are learning a foreign language.

Linguistic knowledge, listening comprehension, and knowledge of the subject matter all contribute to learner listening comprehension in the teaching of English for Foreign Learners, as described by Santos (Santos, 2021:9). It was shown above that problems with listening can be caused by the lack of exposure to natural speech and by the lack of grammar/phonetic knowledge. Therefore, the students may find it hard to comprehend even quite easy spoken language.

Listening comprehension is an important part of language learning, as noted by Rost, since it enables the students access to appropriate and needed information which is a pre-requisite in language learning (Rost, 2020:18). Listening is a critical process in assimilating language



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

structures, vocabulary, and conversation patterns, rather than a passive skill of automatic gift. Listening enables EFL students access an understanding of the use of language in real communication.

From the various meanings mentioned above, it can be observed that listening comprehension is a many-faceted skill that requires involvement from cognitive, strategic, and linguistic aspects. Decoding or understanding correctly spoken language can be identified as one of the dimensions of listening comprehension. At the other end, it requires learners to interpret meanings via making use of environmental information and prior knowledge. In summary, listening comprehension can be defined as a crucial skill that connects language input to learners' interpretation/communication competence in EFL settings.

5. Components of Listening Comprehension

The capacity of the students to understand speech through sound recognition, vocabulary processing, and meaning construction from the spoken input is referred to as listening comprehension. The act of listening is complex, involving the students in recognizing general concepts, understanding specific details, and decoding the term used in the speech. Good listening comprehension, according to Brown, involves understanding the overall message and the details the speaker wants to convey (Brown, 2019:123).

a. Identifying Main Ideas

As the Council of Europe (2020:47) pointed out that spoken comprehension involves face-to-face and live remote or mediated



Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri

audio communication. Moreover, the CEFR claims that spoken comprehension is receiving and absorbing of aural messages and understanding the central or most significant ideas of clear language. From these perspectives, we may comprehend the notion of detecting main ideas in spoken texts as the skill to recognize the primary points of any speakers who are speaking, no matter he/she is talking with others in conversation, speaking by himself/herself in monologues, lectures, speeches, announcements, stories, or he/she is speaking on some recording media.

Further The Council of Europe (2020:49) mentioned that with spoken comprehension of talks and lectures, candidates are expected to be able to follow the train of argument and to distinguish major ideas and differentiate them from other information and also, the candidate would be expected to tell the difference between major ideas and minor supporting ideas in a typical lecture on a familiar subject. Therefore, understanding the notion of detection of main ideas in spoken text involves listening not only for specific lexical items but also, recognizing what is paramount in a speaker's discourse and contrasting with supporting materials.

The Council of Europe (2020:51) proposed that listening comprehension for audio media and recorded matter involves being able to pick out the major issues and essential or salient points in the broadcast weather reports, news stories, narrative reports and discussions and interviews, documentaries, etc. Hence, to detect the



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

primary ideas in spoken text may refer to the ability to grasp the most significant points in the given conversations, and the overall message that is delivered.

As Educational Testing Service (2025:11-12) described, TOEFL iBT listening practice tasks aimed to evaluate a candidate's ability to understand the theme or central topic of a talk or conversation, and to comprehend the general intent of communication. In other words, listening for main ideas are one of the core skills for TOEFL iBT Listening according to the ETS, therefore to detect main ideas in spoken texts could refer to being able to understand what the speaker is principally concerned with, and why he /she has to deliver the message.

Moreover, Field (2023:154) elaborated that competent listeners can not only remember the main points but also understand the relationships between them. He further argued the importance of an ability to condense pertinent material and to identify the most important and the secondary ideas. Thus, to detect main ideas in spoken text is a sophisticated skill in listening, because listeners not only should try to mentally structure what they hear, relate different pieces of information with each other, but also decide which idea/ideas is the primary and most significant one.

This capacity for students to recognize the main idea or overall theme of a given spoken text is termed "main idea identification." This element, rather than requiring students to



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

understand specific details, seeks to understand the main ideas being communicated by the speaker. According to Brown, the main concept identification element is critical for effective listening comprehension since it helps the reader understand the topic and goal of the message being communicated (Brown, 2021:124).

In most cases, the listening comprehension exercises for students may be set up to require the learners to listen to a dialogue, discussion, or even a monologue and recognize the primary topic being discussed. This capacity for learners to recognize the main ideas being communicated helps learners organize the ideas and gain a general understanding of the text being communicated. Without this capacity, learners may find it difficult to comprehend the overall listening materials.

According to this argument, assessing the capacity for learners to recognize the primary subject or goal being communicated may be used as a way to assess their capacity for main idea identification. This element, therefore, forms the basis for developing the listening comprehension indicators.

b. Understanding Specific Information

As Cambridge Assessment English/UCLES (2020:1) explains, in B1 Preliminary for Schools Listening Part 1, the test includes finding the key information from seven short monologues or dialogues. Besides, the description of the test section gives the definition that the script is used by students in order to find the key



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

information and distractors. Therefore, the interpretation of specific information in spoken text can be understood as a skill of identification of specific information in spoken monologues or dialogues and differentiation from distractors.

According to Cambridge Assessment English/UCLES (2020:5), the listening comprehension that is tested here is listening for specific information. According to the document, besides listening for keywords when the spoken text can contain keywords regarding all options, one should also listen for details and understand what is said about those keywords. Therefore, the interpretation of specific information in spoken text includes attentive listening and detailed understanding.

According to Yasmee et al. (2025:138), listening comprehension at the macro-level include the skill of listening for particular information, getting the overall idea, and receiving instructions. The authors claim that the combination of micro and macro listening comprehension is needed for comprehensive listening and successful communication. In this case, listening for particular information in spoken text can be regarded as the macro-listening comprehension that helps students recognize particular information.

The capacity of students to recognize precise information given in spoken text is defined as understanding specific information. Examples of specific information include names,



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

places, time, and actions given in spoken text. Richards adds that in order for students to comprehend spoken text, they must be able to recognize specific information as well as comprehend the overall idea of a spoken text (Richards, 2021:90).

Vocabulary used in spoken text can present challenges for students in understanding specific information in EFL settings. However, it is imperative to note that precise listening comprehension involves understanding specific information given in spoken text, particularly in academic settings.

Understanding specific information has been identified as an important feature of listening comprehension. This feature can be quantified to establish criteria for measuring students' capacity to recognize specific information in spoken texts.

c. Understanding Vocabulary in Spoken Text

From the definition by Lange & Matthews (2020:724), one should be able to recognize and understand second language words in terms of their meaning in spoken form in order to be a good listener. Also, from the same authors, it is clear that recognition and understanding of the meaning of words in speech is an important pre-requisite in listening. Vocabulary in spoken discourse could be defined as the process of being able to recognize spoken words, linking the sound and its meaning and applying the knowledge in interpreting spoken text.



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

According to Wang (2023:105-106), even if the listener knows the meaning of a word in written form does not mean that the listener can recognize or understand the same word in spoken form. Wang further claims that knowledge of aural vocabulary is essential for second language listening comprehension success. Therefore, it could be deduced that for comprehension of vocabulary in spoken discourse, learners must know the words in written form and also recognize and understand them in spoken form.

Similarly, Saito et al. (2026:2-3) explain phonological vocabulary mastery via hearing in terms of form-meaning mapping and use in context. In form-meaning mapping, one makes a connection between the form of a word (sound) and its meaning. On the other hand, use in context refers to the understanding of word meaning in relation to other surrounding words. Consequently, the knowledge of vocabulary in spoken language calls for sound recognition and comprehension of meanings.

The students' capacity to recognize and understand the vocabulary used in listening texts is referred to as understanding vocabulary in spoken text. The students' vocabulary mastery helps to avoid difficulties in understanding spoken texts, as new vocabulary may hinder students' comprehension of spoken texts. As noted by Field, students with a limited vocabulary mastery are unable to recognize and understand the vocabulary used in spoken



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

texts, thus experiencing listening comprehension difficulties (Field, 2021:69).

During listening exercises, students are expected to process the vocabulary used in the texts, which requires both word form identification and understanding the vocabulary used. The students with adequate vocabulary mastery are able to understand spoken texts and interpret the meanings from the spoken input.

This approach argues that for students to understand spoken texts, they are expected to understand the language used in the spoken text. The students are offered a solid foundation for developing indicators to measure the students' understanding of the vocabulary used in listening texts.

B. Review of Related Findings

As revealed in the study conducted by Asrida et al. (The Correlation Between Students' Vocabulary Mastery and Their Listening comprehension, 2024), the second-semester students of the English Study Program at UIN Sjech M. Djamil Djambek Bukittinggi showed a very strong correlation between vocabulary mastery and listening comprehension. The findings of the study revealed that students' understanding of listening materials is strongly supported by vocabulary mastery. This finding is clear evidence that learners can better interpret the meaning of spoken texts if they are able to identify and understand language. It was also found that a limited vocabulary can be a major obstacle to listening comprehension. Therefore, this study confirms that vocabulary

mastery has a significant role in the development of listening comprehension in the context of EFL.

A study conducted by Subroto, which examined the correlation between vocabulary mastery and listening comprehension among eighth-grade students in Madrasah Tsanawiyah Muhammadiyah Tolitoli, also found similar results (*The Correlation Between Vocabulary Mastery and Listening comprehension of the Eighth Grade Students in Madrasah Tsanawiyah Muhammadiyah Tolitoli*, 2024). These two variables had a very high positive correlation. The findings imply that students who excel in language skills are good listeners. Further, the study showed that the main reason why students find it hard to understand the hearing material is the limitation in their vocabulary. Therefore, the study emphasizes the importance of vocabulary mastery as a basic skill in the development of listening comprehension in the context of junior secondary school students.

Moreover, a study conducted by Arasy, Hente, and Manangkari aimed to explore the relationship between listening comprehension and vocabulary mastery among eleventh-grade students at SMK Muhammadiyah 1 Palu (*The Correlation Between Vocabulary Mastery and Listening comprehension of Vocational High School Students*, 2023). The study revealed that there was a very strong positive relationship between listening comprehension and vocabulary mastery among students. Furthermore, the study revealed that “although the listening comprehension and vocabulary mastery of students were very poor, there was still a significant correlation between listening comprehension and vocabulary



mastery.” This indicates that the challenges students are facing in differentiating sounds and meanings are closely related to their vocabulary mastery. This is further evidence that vocabulary mastery is essential in improving listening comprehension in secondary education.

In addition, according to the results of the three previous studies, it can be stated that vocabulary mastery and listening comprehension have a significant correlation in different educational levels and EFL learning conditions. The strength of those studies lies in their consistent empirical evidence that vocabulary mastery plays a crucial role in developing learners’ comprehension of spoken English. However, each of those studies was conducted in a different context, namely university students at UIN Sjech M. Djamil Djambek Bukittinggi, eighth-grade students at Madrasah Tsanawiyah Muhammadiyah Tolitoli, and vocational high school students at SMK Muhammadiyah 1 Palu. Therefore, the findings of those studies cannot automatically represent the characteristics of eleventh-grade students in a public senior high school. Compared with those studies, the present research focuses on eleventh-grade students of Class XI.10 at SMA Negeri 1 Tembilahan Hulu, a public senior high school, and specifically examines the correlation by using indicators of vocabulary mastery and listening comprehension that are closely related to spoken texts. Thus, the difference and contribution of this research lie in its context, participants, and indicator focus. This research is expected to complement the previous findings by showing how the correlation appears in a public senior high



school context and by providing evidence that is more relevant to English teaching at the senior high school level.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri



C. Conceptual Framework



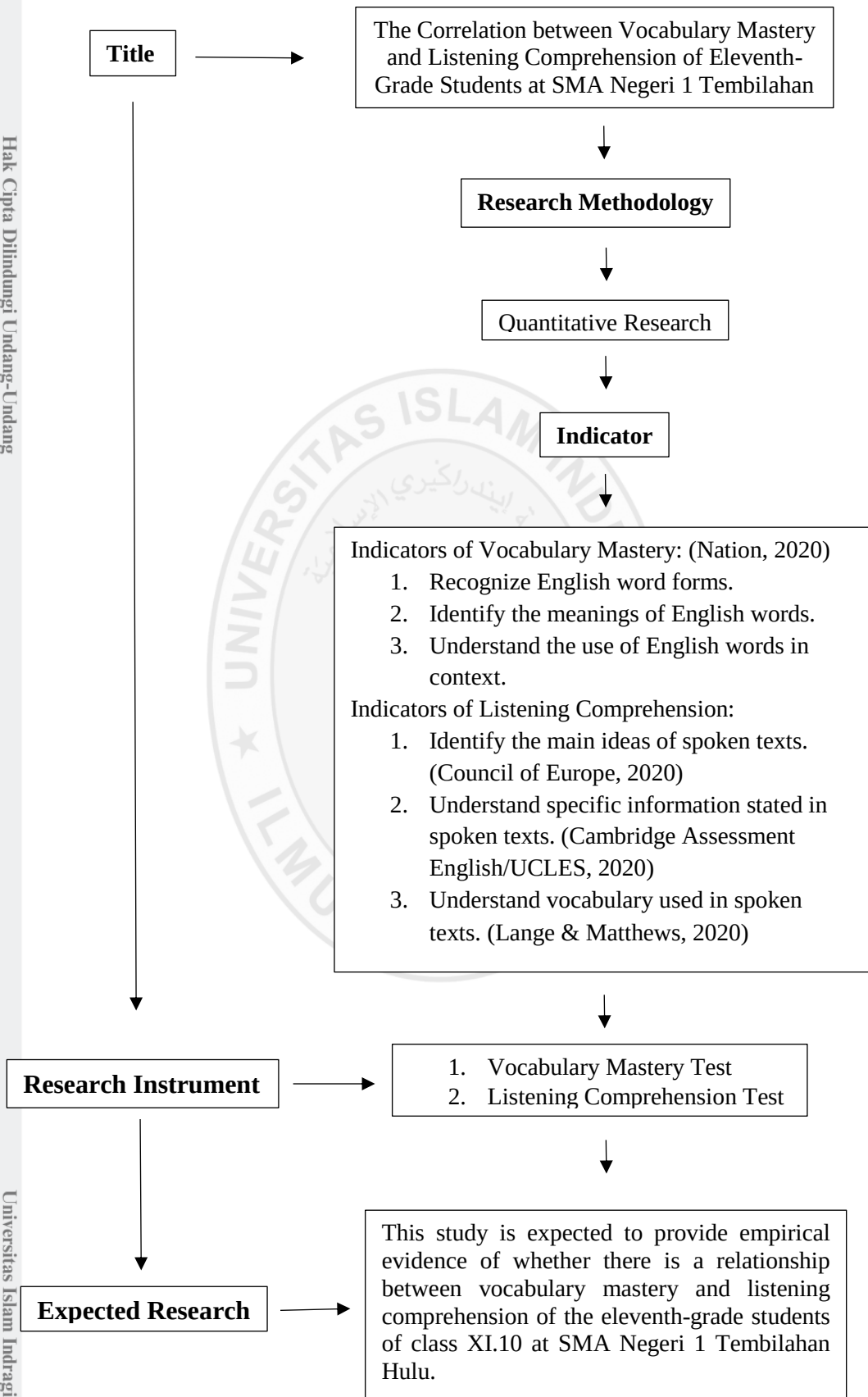
Hak Cipta Dilindungi Undang-Undang

1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.

2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia. Plagiarisme juga dilarang dan dapat dikenakan sanksi.

3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

Universitas Islam Indragiri





1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan tanpa izin untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

This study is going to explore the connection between vocabulary mastery and listening comprehension of Grade XI students from Class XI.10 at SMA Negeri 1 Tembilahan Hulu. According to the conceptual framework, this study is going to use a quantitative method with a correlational design to obtain objective and numerical information regarding the correlation between the two variables.

Two variables are present in this study. The independent variable is vocabulary mastery, while the dependent variable is listening comprehension. Vocabulary mastery is measured by using Nation's (2020) indicators, namely recognition of English word forms, identification of the meanings of English words, and understanding of the use of English words in context. Listening comprehension is measured by using three indicators, namely identifying the main ideas of spoken texts based on the Council of Europe (2020), understanding specific information stated in spoken texts based on Cambridge Assessment English/UCLES (2020), and understanding vocabulary used in spoken texts based on Lange and Matthews (2020).

The research tools in this study are a vocabulary mastery test and a listening comprehension test. Through these instruments, this study is expected to provide empirical evidence of whether there is a significant correlation between vocabulary mastery and listening comprehension among Grade XI students in Class XI.10 at SMA Negeri 1 Tembilahan Hulu.