

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research examined the correlation between vocabulary mastery and listening comprehension of the eleventh-grade students of Class XI.10 at SMA Negeri 1 Tembilahan Hulu. The data were obtained from 36 students through a vocabulary mastery test and a listening comprehension test, each consisting of 15 multiple-choice items. The results showed that the mean score of vocabulary mastery was 64.07, while the mean score of listening comprehension was 62.04. These results indicated that the students' achievement in both variables was generally concentrated in the fair and good categories.

Based on the Pearson Product Moment correlation analysis, the correlation coefficient was 0.692 with a significance value of less than 0.001. The coefficient was categorized as a strong positive correlation. Since the significance value was lower than 0.05, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Therefore, the answer to the research question is that there was a strong, positive, and statistically significant correlation between vocabulary mastery and listening comprehension among the students. This means that students who obtained higher vocabulary mastery scores tended to obtain higher listening comprehension scores.

The coefficient of determination was 47.87%, indicating that vocabulary mastery and listening comprehension shared approximately





47.87% of their variation in this sample. The remaining 52.13% represented variation not shared between the two variables and may reflect other factors that were not examined in this research, such as pronunciation knowledge, familiarity with accents, speech rate, concentration, background knowledge, motivation, listening strategies, anxiety, and exposure to spoken English. However, because this research employed a correlational design, the result demonstrates an association between the variables and should not be interpreted as proof of a cause-and-effect relationship.

This strong correlation in SMA Negeri 1 Tembilahan Hulu may be related to the characteristics of the participants and the learning context. The students in Class XI.10 had learned advanced English materials and had experience with vocabulary and listening comprehension activities. In this context, students who were better at recognizing English word forms, identifying word meanings, and understanding vocabulary in context also tended to be better at identifying the main ideas of spoken texts, understanding specific information stated in spoken texts, and understanding vocabulary used in spoken texts. Compared with previous studies conducted at the university level, Islamic junior high school, and vocational high school, this research specifically describes the correlation in a public senior high school context. Therefore, the contribution of this research lies in showing that a strong correlation also appears among eleventh-grade students at SMA Negeri 1 Tembilahan Hulu and in clarifying the school context that distinguishes this research from the previous related findings.

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B. Suggestion

Based on the conclusion of this research, the researcher proposes the following suggestions:

1. For English Teachers

English teachers are encouraged to integrate vocabulary instruction with listening activities. Vocabulary learning should not focus only on written meanings and word memorization, but should also include pronunciation, word stress, spoken-word recognition, and the use of vocabulary in context. Teachers may use short dialogues, recorded conversations, listening-for-keyword activities, and contextual vocabulary exercises to help students recognize familiar words when they occur in spoken English. Teachers are also advised to provide listening materials gradually, beginning with clear and familiar language before introducing faster speech and more varied accents.

2. For Students

Students are encouraged to improve their vocabulary mastery continuously and to connect new vocabulary with its spoken form. They should not only memorize word meanings, but also practice pronunciation, listen to the words in sentences, and understand how the words are used in different contexts. Regular exposure to English through conversations, podcasts, educational videos, songs, and other suitable listening materials may help students become more familiar with natural spoken English. Students should also practice listening strategies, such as identifying main ideas, focusing on specific



information, using contextual clues, and checking their understanding after listening.

3. For Future Researchers

Future researchers are suggested to conduct similar studies with a larger and more diverse sample from different classes, grade levels, or schools in order to obtain broader findings. They may also investigate other factors related to listening comprehension, including pronunciation knowledge, listening anxiety, motivation, background knowledge, listening strategies, and exposure to spoken English. In addition, future studies may employ mixed methods, longitudinal research, or experimental designs to obtain a deeper understanding of the relationship between vocabulary learning and listening comprehension.

