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5
THE CORRELATION BETWEEN VOCABULARY MASTERY AND
1
LISTENING COMPREHENSION OF ELEVENTH-GRADE STUDENTS OF SMA
NEGERI 1 TEMBILAHAN HULU

A THESIS PROPOSAL

*Submitted to Fulfill One of the Requirements for the Award of
Sarjana Degree in English Study Program*



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I truly confess that this paper writing derived from my own work, except some quotation (directly or indirectly) which were adopted or taken from various sources include in "References", I took truthfulness of the data presented in this paper.

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ABSTRAK

Maysabella. 2026. Korelasi antara Penguasaan Kosakata dan Pemahaman Menyimak Siswa Kelas XI di SMA Negeri 1 Tembilahan Hulu.

Penguasaan kosakata berperan penting dalam pemahaman menyimak, tetapi observasi awal menunjukkan bahwa sebagian siswa masih kesulitan mengenali kosakata lisan serta memahami ide pokok dan informasi spesifik dalam teks lisan. Penelitian ini bertujuan untuk mengetahui korelasi antara penguasaan kosakata dan pemahaman menyimak siswa kelas XI.10 di SMA Negeri 1 Tembilahan Hulu. Penelitian ini menggunakan desain kuantitatif korelasional dengan sampel 36 siswa yang dipilih melalui purposive sampling karena telah mengikuti pembelajaran Bahasa Inggris tingkat lanjut dan memiliki pengalaman belajar kosakata serta pemahaman menyimak yang sesuai dengan indikator penelitian. Data dikumpulkan melalui dua tes yang masing-masing terdiri atas 15 soal pilihan ganda. Instrumen divalidasi melalui penilaian ahli dan memiliki koefisien Cronbach's Alpha 0,720 dan 0,708. Data dianalisis menggunakan statistik deskriptif, uji Shapiro-Wilk, dan korelasi Pearson Product Moment dengan SPSS versi 27. Hasil penelitian menunjukkan rata-rata penguasaan kosakata 64,07 dan pemahaman menyimak 62,04; kedua variabel berdistribusi normal. Analisis korelasi menghasilkan $r = 0,692$ dengan $p < 0,001$, sehingga H_1 diterima dan H_0 ditolak. Disimpulkan bahwa terdapat korelasi positif yang kuat dan signifikan antara penguasaan kosakata dan pemahaman menyimak siswa kelas XI.10, tetapi hubungan tersebut tidak membuktikan sebab-akibat.

Kata Kunci: *Penguasaan Kosakata, Pemahaman Menyimak, Korelasi, Siswa SMA.*

ABSTRACT

Maysabella. 2026. ⁴ The Correlation between Vocabulary Mastery and Listening Comprehension of Eleventh-Grade Students at SMA Negeri 1 Tembilahan Hulu.

³ Vocabulary mastery plays an important role in listening comprehension; however, preliminary observation showed that some students still had difficulty recognizing spoken ¹ vocabulary and identifying main ideas and specific information in spoken texts. This research aimed to determine the correlation between ¹ vocabulary mastery and listening comprehension among students of class XI.10 at SMA Negeri 1 Tembilahan Hulu. A quantitative correlational design was employed with 36 students selected through purposive sampling because they had received advanced English instruction and had relevant experience in vocabulary and listening comprehension activities. Data were collected through two tests, each consisting of 15 multiple-choice ¹²⁸ items. The instruments were validated through ² expert judgment and obtained Cronbach's Alpha coefficients of 0.720 and 0.708. Data were analyzed using descriptive statistics, the Shapiro-Wilk test, and Pearson Product Moment correlation with SPSS version 27. The results showed mean scores of 64.07 for vocabulary mastery and 62.04 for listening comprehension; both variables were normally distributed. ⁷⁹ The correlation analysis yielded $r = 0.692$ with $p < 0.001$; therefore, H1 was accepted and H0 was ⁴ rejected. In conclusion, there was a strong, positive, and statistically significant correlation between vocabulary mastery and listening comprehension among students of class XI.10, although the correlational design does not establish causality.

Keywords: *Vocabulary Mastery, Listening Comprehension, Correlation, Senior High School Students.*

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INTRODUCTION

A. Background of the Problem

In the context of English as a foreign language, vocabulary mastery plays a very vital role in the acquisition of language skills such as speaking, listening, reading, and writing. Vocabulary provides students with the means or tools needed to understand and communicate in the foreign language. Failure to master English vocabulary makes it very difficult for learners to communicate in English. Therefore, vocabulary mastery is an essential component of learning English as a foreign language.

Vocabulary refers more than just the meaning of words, but also include the understanding of the forms of words, their pronunciation, and the ability to use them effectively in context. Therefore, the ability of interpret language input language and construct meanings is important in language learning. Vocabulary mastery plays an important role in helping EFL learners develop their receptive skills, especially listening comprehension.

One of the abilities that can be challenging for students to acquire when acquiring communication skills through English language is listening, as they may face difficulties in terms of speech rate, vocabulary, pronunciation, and accent employed in the process of communication (Alzamil, 2021:366). In spoken English communication, words are said at a fast pace in many ways; hence, it is difficult for learners to understand

their meaning. Hence, learners must possess sufficient vocabulary in order to understand the message.

The connection ³ between vocabulary mastery and listening comprehension implies the ability of language learners to use their vocabulary mastery to enhance their ²⁵ listening comprehension in English as a foreign language (EFL) situations (Staehr, 2020:6). Vocabulary mastery is considered critical for listening comprehension as learners should first identify the words in ⁵⁰ the spoken text in order to understand its meaning. Limited of vocabulary often hinders the identification of key words by EFL learners.

In this regard, Hulstijn (2021:14) notes that having vocabulary mastery aids students in understanding spoken texts easily. Students who have an extensive vocabulary find it easier to parse speech, identify familiar words, and draw appropriate conclusions from spoken text. Having vocabulary mastery reduces cognitive load ¹²² in the process of listening comprehension.

In addition, Pham and Le (Pham & Le, 2025:7) claims that learners with more extensive vocabulary mastery have better listening comprehension since they are able to process spoken text at a faster rate and provide an appropriate interpretation given new information. Vocabulary mastery allows students to focus less on identifying individual words and more on understanding the overall meaning of the spoken text. Similarly, Van Zeeland (2020:9) said that vocabulary mastery has a great influence on listening comprehension, especially for learners who come across

unfamiliar words in authentic listening content. Although learners may know the grammatical rules of language, limited vocabulary mastery may hinder them from understanding spoken text because they cannot recognize the meaning of the words they hear.

Buck (2021:21) says that vocabulary is an important contributor to listening comprehension because learners' ability to comprehend the spoken language depends heavily on the level of vocabulary that he or she possesses. In this regard, it is crucial for EFL students who have little exposure to spontaneous spoken English. Therefore, students with limited vocabulary mastery may still find it difficult to comprehend spoken language even when they have been taught listening strategies.

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Although the relationship between vocabulary mastery and listening comprehension is strong, vocabulary instruction in EFL classes is still commonly delivered through written materials, with limited attention to listening-based vocabulary exposure. Other factors, such as English exposure, learning methods, and motivation, may also affects students' vocabulary mastery and listening comprehension. Because textual resources are widely used in EFL teaching and learning, learners in EFL contexts such as Indonesia may have limited access to vocabulary exposure through listening materials. Although students can learn vocabulary by themselves, the learning process may not always ensure adequate practice of proper pronunciation and application of vocabulary in spoken context.

This situation is particularly relevant for EFL learners in Indonesia because they receives so much of their English input from sources outside

the classroom environment. Although senior high school students are assumed to have basic vocabulary and exposure to various English learning media, many of them still have difficulty comprehending spoken English.⁵ This implies that there is a gap between the vocabulary mastery and their listening comprehension.

Based on the researcher's observation during the teaching and learning process at SMA Negeri 1 Tembilahan Hulu, the eleventh-grade students experienced difficulties in comprehending spoken English during listening activities.⁸ Based on the result of the preliminary observation, it was found that some students were not able to recognize familiar English words when those words appeared in spoken form, had difficulty identifying the main ideas and specific information in spoken texts, and still found it difficult to understand the vocabulary used in the listening materials. These conditions indicate that there is a gap between students' vocabulary mastery and their listening comprehension.⁹ Therefore, this research is considered urgent because it is expected to explain whether vocabulary mastery is significantly related to listening comprehension and to provide practical input for English teachers to integrate vocabulary learning with listening activities. Theoretically, this research is expected to provide a better understanding of the relationship between vocabulary mastery and listening comprehension among EFL learners.¹²⁵ Practically, this research may provide English teachers with useful information about the importance of integrating vocabulary learning into listening activities.¹³⁵ Therefore, the objective of this research is to examine the correlation between vocabulary mastery and

listening comprehension among eleventh-grade students of Class XI.10 of SMA Negeri 1 Tembilahan Hulu.

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B. Identification of the Problems

Based on the background of the problem, the problems identified in this study are as follows:

1. Although students have learned a significant amount of English vocabulary, they sometimes cannot recognize even very familiar words when listening to spoken English.
2. Since vocabulary acquisition is mainly focused on written forms, students' ability to identify vocabulary when it comes in spoken language becomes restricted.
3. Because of the speed in uttering speech sounds and pronunciation in English, there are those who find it difficult to understand it.
4. There is ample evidence of an existing gap in between, attributable to the difficulty of understanding English despite exposure to English learning medium/media containing listening materials/components.

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C. Limitation of the Problem

Based on the context and identification of the difficulties, this study will focus on the relationship between vocabulary knowledge and listening comprehension. The subjects of this study will be Grade XI students from Class XI.10 of SMA Negeri 1 Tembilahan Hulu. This class will be chosen because it satisfies the research criteria, particularly in terms of students' exposure to advanced English learning and their learning experiences with vocabulary and listening comprehension. As a result, the purpose of this

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study is to determine whether vocabulary knowledge has a substantial relationship with students' listening comprehension.

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D. Research Question

Based on the research, the researchers only determined the research question to be answered, namely:

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1. Is there a significant relationship between vocabulary mastery and listening comprehension of eleventh-grade students of class *XI.10* at SMA Negeri 1 Tembilahan Hulu?

E. Purpose of the Research

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The purpose of this research is to examine the relationship between vocabulary mastery and listening comprehension of eleventh-grade students of class *XI.10* at SMA Negeri 1 Tembilahan Hulu, in order to gain a clearer understanding of how students' vocabulary mastery is related to their listening comprehension.

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F. Significance of the Research

The findings of this research are hopefully to be beneficial for the following parties:

1. English Teachers

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It is expected that this study will provide insights into how vocabulary mastery improves the listening comprehension of students and could also help teachers design more effective exercises in listening and vocabulary learning.

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2. Students

The findings of this study will help students understand how vocabulary mastery influences listening comprehension and encourage them to expand their vocabularies for the purpose of enhancing their ability to listen.

3. Future Researchers

It is expected that future researchers who would want to conduct further research on vocabulary mastery and its effect on listening comprehension will refer to this study.

11 G. Definition of Key Terms

1. Vocabulary Mastery

The students' ability to recognize and comprehend English words, especially those used to communicate spokenly among themselves, is said to be Vocabulary Mastery. In essence, it is students understanding word meanings as well as responding to those word meanings appropriately when recognizing certain vocal communications among themselves. In EFL acquisition among students, mastering vocabulary is very crucial to their understanding of vocal communications among themselves and for building their auditory proficiency (Widyasari & Widodo, 2022:54).

2. Listening Comprehension

The capacity of students to recognize words in spoken texts to derive meaning is termed listening comprehension. For learners to derive meaning, it is imperative to understand the process of decoding used. Vocabulary is significant in listening comprehension in EFL classes, as

lack of adequate vocabulary may limit understanding of messages since just a little is required to impede understanding of messages (Hamouda, 2022, p.19).

3. ²⁵ English as a Foreign Language

English language ¹⁴⁸ learning in an environment wherein ⁹⁶ the English language is not the prevailing medium of native communication is referred to as English as a Foreign Language, or EFL for short. In English-speaking countries or locales such as Indonesia, English language knowledge among students is achieved through regular class practices with limited out-of-school English language contact hours (Derakhshan & Shakki, 2021:4).

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 ¹³ 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 ¹⁵³ 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 ¹³⁹ 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 ⁵⁶ 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 ⁸⁵ change of the words to express grammatical categories such as gender, number, voice, mood, aspect, and case but not changing the

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.

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 ¹⁰⁷ the mapping of words to concepts. ²¹ 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 ¹²⁰ 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

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 ¹⁰³ 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 ⁵² 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 ⁹⁸ 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 ¹¹⁴ 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 ²¹ 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 ¹³⁸ the form knowledge and the form-meaning

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 ⁹ students ability to appropriately and natually use the word in a sentence or in dialogue. Uchihara et al. Define the ¹³¹ 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

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

⁶⁶ "In the teaching of EFL, listening comprehension ability is described as ⁶⁶ 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

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.

⁸⁷ According to Vandergrift and Goh (2020:12), listening comprehension is a cognitive process involving the decoding of verbal input to create meaning ⁵⁰ by making use of contextual cues and prior knowledge. This assertion forms the basis for indicating that successful hearing ¹³⁷ 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.

¹⁸ 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

structures, vocabulary, and conversation patterns, rather than a passive skill of automatic gift. Listening enables EFL students access an understanding of ¹³⁴the 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

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

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 ⁹⁵ 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

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

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,

places, time, and actions given in spoken text. Richards adds that ⁷in 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.

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

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.

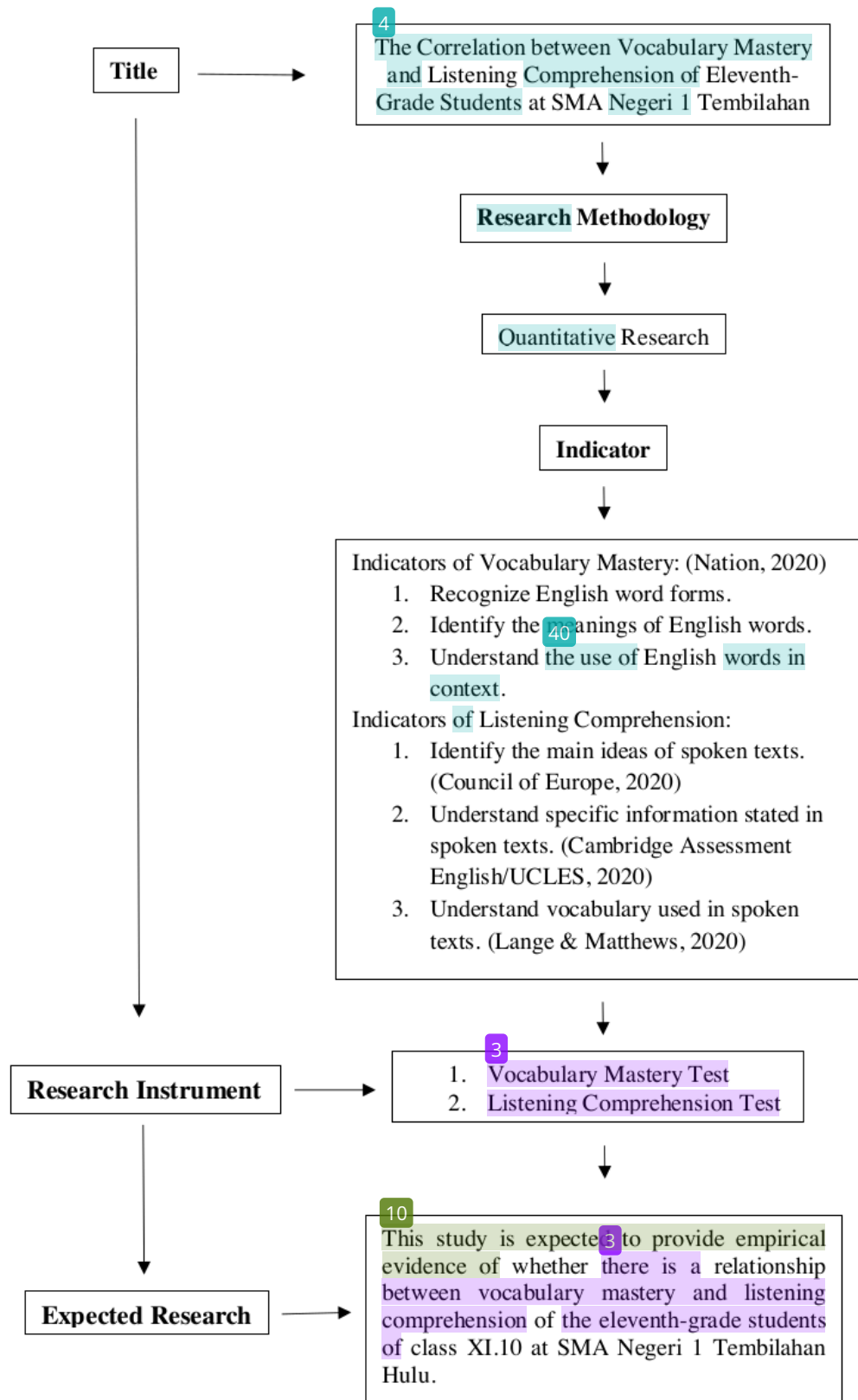
Moreover, a study conducted by Arasy, Hente, and Manangkari aimed to explore the relationship between listening comprehension and vocabulary mastery among eleventh-grade students at SMK Muhammadiyah 1 Palu (*The Correlation Between Vocabulary Mastery and Listening comprehension of Vocational High School 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 ³ 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 ³ 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, ⁵ 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 ²⁷ 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 ⁶⁷ at the senior high school level.

C. Conceptual Framework



²⁹ This study is going to explore the connection between vocabulary mastery and listening comprehension of Grade XI students from Class XI.10 at ¹ 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.

⁷⁵ 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 ¹⁴¹ 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).

⁵ The research tools in this study are a vocabulary mastery test and a ¹⁰ listening comprehension test. Through these instruments, this study is ³ 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.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a quantitative correlational research design. In educational research, quantitative research involves analyzing variables by using numerical data and statistical procedures. Correlational research determines the degree of association between two or more variables without manipulating them (Ary et al., 2018:349; Cohen et al., 2021:219).

Therefore, the design was appropriate for this research because the research aimed to determine the correlation between vocabulary mastery and listening comprehension. The research did not attempt to establish a cause-and-effect relationship; instead, it examined whether a significant relationship existed between the students' vocabulary mastery and listening comprehension.

B. Location and Time

This research was conducted at SMA Negeri 1 Tembilahan Hulu, located at Jl. Sapta Marga No. 70, Tembilahan Hulu, Indragiri Hilir Regency, Riau, Indonesia. The school was selected because it was relevant to the objectives of the research and provided access to participants who met the sampling criteria. The data collection was carried out from March to July 2026.

C. Population and Sample

1. Population

As stated by Creswell and Creswell (2021:146), a population is a group of individuals who share common characteristics related to the objectives of a study. Taherdoost (2022:24) similarly defines a population as a group of people who share certain characteristics and constitute the focus of an investigation.

Based on these definitions, the population of this research consisted of the eleventh-grade students of SMA Negeri 1 Tembilahan Hulu. The eleventh-grade students were selected as the population because they had studied English as a foreign language and had received learning materials related to vocabulary and listening comprehension. Since the amount of exposure to advanced English learning differed among the classes, the sample was selected according to specific criteria.

2. Sample

A sample is a selected part of a population that represents the characteristics required in a study. According to Creswell and Creswell (2021:158), a sample is a group of participants selected from a population based on criteria relevant to the research. In this research, the sample was selected by using purposive sampling because the researcher selected the participants according to predetermined criteria.

The sample consisted of 36 students from class XI.10 of SMA Negeri 1 Tembilahan Hulu. The class was selected because it met the criteria established for the research. First, the participants were eleventh-

grade students of SMA Negeri 1 Tembilahan Hulu. Second, they had experience in learning advanced English, including vocabulary and listening comprehension activities. Third, they had studied English materials that were relevant to the vocabulary mastery and listening comprehension indicators used in this research.

Based on these criteria, class XI.10 was selected as the sample. The selection of this class did not imply that the other classes did not study English. Class XI.10 was considered the most suitable class because its students met the criteria required for examining the relationship between vocabulary mastery and listening comprehension.

D. Research Instrument

Tests were used as the research instruments to collect the required data. The instruments consisted of a vocabulary mastery test and a listening comprehension test. The use of tests was appropriate because the research aimed to examine the relationship between the students' vocabulary mastery and their listening comprehension. The tests provided objective and quantitative data concerning the students' language abilities, which were required in correlational research (Ary et al., 2018:149).

1. Vocabulary Mastery Test

The vocabulary mastery test was used to measure the students' receptive vocabulary mastery. The test covered three indicators: identifying the meanings of English words, recognizing English word forms, and understanding the use of English words in context. Vocabulary mastery involves knowledge of word meaning, word form,

and word use, which enables learners to recognize and interpret words appropriately in different language contexts. Vocabulary knowledge was considered important for understanding spoken texts (Nation, 2020:37).

The vocabulary mastery test consisted of 15 multiple-choice items. Items 1–5 measured the students' ability to identify the meanings of English words. Items 6–10 measured the students' ability to recognize appropriate English word forms, including spelling and grammatical word formation. Items 11–15 measured the students' ability to understand and select appropriate English words based on sentence context.

Each item provided four answer alternatives, namely A, B, C, and D, with only one correct answer. Each correct answer received a score of 1, whereas each incorrect answer received a score of 0. Therefore, the maximum raw score was 15. The raw scores were subsequently converted into percentage scores.

The test items were developed based on the vocabulary mastery indicators used in this research and were adapted from English materials appropriate for eleventh-grade students. A test blueprint was prepared to ensure that every item was appropriately aligned with the intended indicator. Multiple-choice items were used because they enabled objective scoring and were commonly applied to assess receptive vocabulary knowledge in EFL contexts (Webb and Nation, 2020:112).

Table III.1. Blue Print of Vocabulary Mastery Test

No	Indicators	Item Numbers	Total Items
1.	Identify the meanings of English words.	1, 2, 3, 4, 5	5
2.	Recognize English word forms.	6, 7, 8, 9, 10	5
3.	Understand the use of English words in context.	11, 12, 13, 14, 15	5
Total			15

Table III.1 presented the blueprint of the vocabulary mastery test. The test consisted of three indicators, with five items assigned to each indicator. Items 1–5 measured the students' ability to identify the meanings of English words, items 6–10 measured their ability to recognize English word forms, and items 11–15 measured their ability to understand the use of English words in context. Thus, the instrument contained 15 items in total and provided a balanced measurement of the three vocabulary mastery indicators.

2. Listening Comprehension

The listening comprehension test was used to measure the students' ability to understand spoken English. The students listened to two English audio recordings and answered questions based on the information they heard. The test measured the students' ability to identify main ideas, understand specific information, understand vocabulary used in spoken texts (Graham, 2022:5).

The listening comprehension test consisted of 15 multiple-choice items based on the two audio recordings. Items 1–5 measured the students' ability to identify the main ideas and general context of spoken

texts. Items 6–10 measured their ability to understand specific information. Items 11–15 measured their ability to understand vocabulary used in spoken texts.

²⁶ Each correct answer received a score of 1, whereas each incorrect answer received a score of 0. The audio recordings were played once to provide the students with sufficient opportunity to understand the listening materials. Multiple-choice items were used because they allowed objective and consistent scoring (Buck, 2021:89). A listening comprehension test was considered appropriate for assessing the students' receptive listening ability (Vandergrift and Goh, 2021:67).

² **Table III.2. Blue print of Listening Comprehension Test**

No	Indicators	Item Numbers	Total Items
1.	Identify the main ideas of spoken texts.	1, 2, 3, 4, 5	5
2.	Understand specific information stated in spoken texts.	6, 7, 8, 9, 10	5
3.	Understand vocabulary used in spoken texts.	11, 12, 13, 14, 15	5
Total			15

Table III.2 presented the blueprint of the listening comprehension test. The instrument contained three indicators, with five items assigned to each indicator. Items 1–5 measured the students' ability ³¹ to identify the main ideas and general context of spoken texts. Items 6–10 measured their ability to understand specific information. Items 11–15 measured

their ability to understand vocabulary used in spoken texts. Therefore, the test consisted of 15 items in total.

E. Validity of the Instrument

1. Content Validity

According to Yusoff (2019:49),³⁶ content validity refers to the degree to which the elements of an assessment instrument are relevant to and representative of the construct² being measured. In this research, content validity was used to ensure that the vocabulary mastery test and the listening comprehension test adequately represented the indicators of the two variables.

The vocabulary mastery test was developed based on three indicators: identifying the meanings of English words, recognizing English word forms, and understanding⁷³ the use of English words in context. The listening comprehension test was developed based on three indicators: identifying the main ideas of spoken texts, understanding specific information, and understanding vocabulary used in spoken texts.

The content validity of the instruments was assessed through expert judgment. Roebianto et al. (2023:7) state that expert judgment is important because experts provide constructive feedback concerning¹²⁷ the relevance and quality of test items. The experts evaluated the alignment of each item with the research indicators,⁸⁶ the clarity of the instructions, the appropriateness of the language level, the quality of the answer

alternatives, and the suitability of the listening items with the audio materials.

The validation process included preparing validation forms, requesting expert reviews, examining the indicators and items, and revising the instruments based on the validators' suggestions. In this research, the expert review focused on item relevance, representativeness, clarity, simplicity, and possible ambiguity, as recommended by Yusoff (2019:50–51) and Roebianto et al. (2023:8–9).

²⁰ The vocabulary mastery test and the listening comprehension test were revised before they were administered to the students.

F. Data Collection Technique

The methods the researcher uses to obtain the required data for the study are called data collection techniques. Tests were the major data collection method since ⁵⁷ the main purpose of this study is to investigate the relationship between the vocabulary skill of the students and their listening comprehension. The following is the explanation of the data collection methods:

1. Vocabulary Mastery (Variable X)

- ¹⁰⁰ a. A vocabulary mastery test consisting of fifteen multiple-choice questions was designed by the researcher.
- ³ b. The researcher designed this test to measure the students' receptive vocabulary mastery, which included identifying the meanings of English words, recognizing English word forms, and understanding the use of English words in context.

- c. ¹¹ The researcher gave the vocabulary mastery test to the students of class *XI.10* SMA Negeri 1 Tembilahan Hulu.
- d. There was enough time for each student to take the test independently.
- e. ³⁰ One point was given for every correct answer, while zero points were given for every wrong answer. ⁸ The level of the students' vocabulary mastery could be seen from the results of the test.

2. Listening Comprehension Test (Variable Y)

- a. The researcher developed a listening test using an English audio recording for listening comprehension.
- b. ² The students were given 15 written multiple-choice questions to answer after listening attentively to the tape.
- c. The audio recording of the tape was played once to ensure students were given enough time to understand the listening material.
- d. ³⁰ One point was given for every correct answer, and zero points were given for every incorrect answer.
- e. ¹⁸ The results of the listening comprehension test were obtained and analyzed to determine their relationship with the vocabulary mastery test scores.

¹⁸ G. Data Analysis Technique

¹⁸ In this study, there were two types of data analyzed, namely data from ⁵ the vocabulary mastery test and the listening comprehension test. The data analysis procedures are explained as follows:

³ 1. Scoring of Vocabulary Mastery and Listening Comprehension Test

The same objective scoring technique was utilized in the listening comprehension test as well as the vocabulary mastery test. The test contained fifteen multiple-choice questions. An answer that was right was given a score of 1, and an answer that was wrong was given a score of 0. In language testing, such a scoring technique is often employed to ensure objectivity.

To standardize the students' score, the following formula was used:

$$\text{Score} = \frac{\text{Students' Correct Answers}}{\text{Total Number of Items}} \times 100$$

This formula was applied to both tests in order to convert raw scores into percentage scores (Ary et al., 2018:201).

2. Descriptive Statistical Analysis

Descriptive statistical analysis was done in order to summarize the students' performance after both tests were scored. Using the following formula, the mean score was determined in order to represent the students' average achievement:

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$ = Mean Score

$\sum x$ = Total Students' Score

N = Number of Students

(Source: Sugiyono, 2019:147)

3. Correlational Analysis

Pearson Product Moment Correlation analysis was conducted to examine the relationship between the students' vocabulary skills and their listening comprehension. The strength of the relationship between two quantitative variables can be determined (Hatch & Farhady, 1982:198).

$$r = \frac{N \sum xy - (\sum x) \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Table III.3. Interpretation of Correlation Coefficient

Correlation Coefficient (<i>r</i>)	Level of Correlation
0.00 - 0.19	Very Low
0.20 - 0.39	Low
0.40 - 0.59	Moderate
0.60 - 0.79	Strong
0.80 - 1.00	Very Strong

(Source: Sugiyono, 2019:184)

Although the correlation analysis has a formula, it will calculate using SPSS version 27 to obtain more accurate results.

4. Statistic Correlation Testing

The hypothesis testing was conducted at a significance level of $\alpha = 0.05$. The statistical hypotheses were formulated as follows:

- H1: Sig. (2-tailed) < 0.05 (There is a significant correlation between students' vocabulary mastery and listening comprehension).

- H_0 : Sig. (2-tailed) ≥ 0.05 (There is no significant correlation between students' vocabulary mastery and listening comprehension).

1 CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDINGS

A. Data Presentation

1. Results of Validity and Reliability Testing

a. Validity Testing

101 The validity of the research instruments was evaluated through expert judgment using content validity. 20 The vocabulary mastery test and the listening comprehension test were validated by two experts to ensure that each item accurately measured the constructs investigated in this research. The first validator, Mr. Syafrizal, M.Pd., evaluated the content validity of both instruments. 7 Based on the validation results, most of the test items were considered acceptable and relevant to the research indicators. The vocabulary mastery test covered word meaning, word recognition, and vocabulary in context, whereas the listening comprehension test covered identifying main ideas, understanding specific information, and understanding vocabulary used in spoken texts. However, several items required revision because some wording was unclear, several answer choices needed to be simplified, or possible overlap existed among the alternatives.

113 The second validator, Melda Yeni, M.Pd., focused on the language aspects of the research instruments. The validator suggested improvements concerning grammatical accuracy,

93 sentence clarity, the suitability of the vocabulary for eleventh-grade students, and the clarity of the test instructions. These revisions were made so that every item could be understood easily and would not lead to multiple interpretations when answered by the students. Based on the validation results from both experts, the instruments were revised according to the suggestions provided. Overall, 20 the vocabulary mastery test and the listening comprehension test were considered valid and appropriate for collecting data on the correlation between vocabulary mastery and listening comprehension among the students of class XI.10 at SMA Negeri 1 Tembilahan Hulu.

b. Reliability Testing

2
Table IV.1 Result of Reliability Testing

Instrument	Cronbach's Alpha	N of Items
Vocabulary Mastery Test	0.720	15
Listening Comprehension Test	0.708	15

7 The reliability of the two tests was examined by using Cronbach's Alpha in SPSS. Table IV.1 shows that the vocabulary mastery test obtained a reliability coefficient of 0.720, while the listening comprehension test obtained a coefficient of 0.708. Both coefficients were higher than the minimum criterion of 0.70. Therefore, the two instruments were considered reliable and sufficiently consistent for use in this research.

2. Results of the Tests

This chapter presents the data obtained from the vocabulary mastery test and the listening comprehension test administered to 36 students of class XI.10 at SMA Negeri 1 Tembilahan Hulu. Each instrument consisted of 15 multiple-choice items. A correct answer was scored 1, whereas an incorrect answer was scored 0. The raw score was converted into a percentage score by dividing the number of correct answers by 15 and multiplying the result by 100. The data were analyzed by using descriptive statistics, the Shapiro–Wilk normality test, Pearson Product Moment correlation, and hypothesis testing.

The purpose of presenting the data was to describe the students' achievement in both variables and to determine whether vocabulary mastery was significantly correlated with listening comprehension. The results are presented in the following sections.

a. The Scores of Students' Vocabulary Mastery and Listening

Comprehension Tests

Table IV.2 The Scores of Students' Vocabulary Mastery and Listening Comprehension Tests

No.	Student Code	Vocabulary Raw Score	Vocabulary Score	Listening Raw Score	Listening Score
1	S-01	10	66.67	9	60.00
2	S-02	13	86.67	9	60.00
3	S-03	5	33.33	7	46.67
4	S-04	10	66.67	11	73.33
5	S-05	10	66.67	9	60.00

No.	Student Code	Vocabulary Raw Score	Vocabulary Score	Listening Raw Score	Listening Score
6	S-06	8	53.33	7	46.67
7	S-07	11	73.33	10	66.67
8	S-08	9	60.00	9	60.00
9	S-09	9	60.00	8	53.33
10	S-10	10	66.67	9	60.00
11	S-11	8	53.33	8	53.33
12	S-12	9	60.00	9	60.00
13	S-13	11	73.33	13	86.67
14	S-14	7	46.67	4	26.67
15	S-15	15	100.00	12	80.00
16	S-16	8	53.33	8	53.33
17	S-17	7	46.67	8	53.33
18	S-18	9	60.00	10	66.67
19	S-19	10	66.67	11	73.33
20	S-20	13	86.67	12	80.00
21	S-21	8	53.33	11	73.33
22	S-22	12	80.00	10	66.67
23	S-23	10	66.67	12	80.00
24	S-24	9	60.00	11	73.33
25	S-25	13	86.67	15	100.00
26	S-26	9	60.00	6	40.00
27	S-27	9	60.00	11	73.33
28	S-28	9	60.00	10	66.67
29	S-29	5	33.33	5	33.33
30	S-30	11	73.33	10	66.67
31	S-31	9	60.00	8	53.33
32	S-32	10	66.67	10	66.67
33	S-33	10	66.67	8	53.33
34	S-34	15	100.00	11	73.33
35	S-35	8	53.33	7	46.67
36	S-36	7	46.67	7	46.67
36	Total	346	2306.67	335	2233.33
	Mean	9.61	64.07	9.31	62.04

Table IV.2 presents the scores obtained by the 36 students on both tests. The vocabulary mastery raw scores ranged from

5 to 15, while the listening comprehension raw scores ranged from 4 to 15. The different scores show that the students had different levels of vocabulary mastery and listening comprehension. This variation provided sufficient data for examining the relationship between the two variables.

b. The Frequency Distribution of Students' Vocabulary

Mastery Scores

Table IV.3 The Frequency Distribution of Students' Vocabulary Mastery Scores

Category	Score Interval	Frequency	Percentage
Very Good	81–100	5	13.89
Good	61–80	12	33.33
Fair	41–60	17	47.22
Poor	21–40	2	5.56
Very Poor	0–20	0	0.00
Total		36	100.00

Table IV.3 shows that 5 students (13.89%) were in the “Very Good” category, 12 students (33.33%) were in the “Good” category, 17 students (47.22%) were in the “Fair” category, and 2 students (5.56%) were in the “Poor” category. No student was classified in the “Very Poor” category. The largest number of students was found in the fair category, followed by the good category. This result indicates that the vocabulary mastery of the class varied, although most students were concentrated in the fair and good levels.

c. The Frequency Distribution of Students' Listening

Comprehension Scores

Table IV.4 The Frequency Distribution of Students' Listening Comprehension Scores

Category	Score Interval	Frequency	Percentage
Very Good	81–100	2	5.56
Good	61–80	15	41.67
Fair	41–60	16	44.44
Poor	21–40	3	8.33
Very Poor	0–20	0	0.00
Total		36	100.00

Table IV.4 indicates that 2 students (5.56%) were in the “Very Good” category, 15 students (41.67%) were in the “Good” category, 16 students (44.44%) were in the “Fair” category, and 3 students (8.33%) were in the “Poor” category. There was no student in the “Very Poor” category. Most students were classified in the fair and good categories. This distribution shows that the listening comprehension ability of the students also varied across the sample.

d. Descriptive Statistics of Students' Test Scores

Table IV.5 Descriptive Statistics of Vocabulary Mastery and Listening Comprehension Scores

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	36	33.33	100.00	64.07	15.31
Listening Comprehension	36	26.67	100.00	62.04	15.02

Table IV.5 shows that the mean vocabulary mastery score was 64.07, with a standard deviation of 15.31. The minimum score

was 33.33, and the maximum score was 100.00. Meanwhile, the mean listening comprehension score was 62.04, with a standard deviation of 15.02. The listening scores ranged from 26.67 to 100.00. The mean vocabulary score was slightly higher than the mean listening score, although the two variables showed a relatively similar distribution.

e. Normality Testing

Table IV.6 Tests of Normality

Variable	Shapiro-Wilk		
	Statistic	df	Sig.
Vocabulary Mastery	0.944	36	0.070
Listening Comprehension	0.980	36	0.745

Before Pearson Product Moment correlation was applied, the normality of the two variables was examined using the Shapiro-Wilk test because the number of respondents was fewer than 50. The vocabulary mastery score obtained a significance value of 0.070, while the listening comprehension score obtained a significance value of 0.745. Both values were greater than 0.05. Therefore, the data of both variables were considered normally distributed, and Pearson Product Moment correlation was appropriate for testing the research hypothesis.

f. Correlation Analysis

Table IV.7 Pearson Product Moment Correlation

		Vocabulary Mastery	Listening Comprehension
Vocabulary Mastery	Pearson Correlation	1.000	0.692**
	Sig. (2-tailed)		< .001
	N	36	36
Listening Comprehension	Pearson Correlation	0.692**	1.000

		Vocabulary Mastery	Listening Comprehension
	2 Sig. (2-tailed)	< .001	
	N	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

15
Table IV.7 shows that the Pearson correlation coefficient between vocabulary mastery and listening comprehension was 0.692. According to the interpretation of the correlation coefficient, this value was classified as a strong positive correlation. The positive direction indicates that students who obtained higher vocabulary mastery scores tended to obtain higher listening comprehension scores. The significance value was lower than 0.001, which was smaller than the significance level of 0.05. Therefore, the correlation between the two variables was statistically significant.

g. Hypothesis Testing

Table IV.8 Hypothesis-Testing Summary

N	Pearson r	Sig. (2-tailed)	t	df	Decision
36	0.692	< .001	5.588	34	H ₁ accepted; H ₀ rejected

68
The alternative hypothesis stated that there was a significant correlation between vocabulary mastery and listening comprehension, whereas the null hypothesis stated that there was no significant correlation. Table IV.8 shows a Pearson correlation coefficient of 0.692 with a significance value below 0.001. Since the significance value was smaller than 0.05, the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, there was

a significant positive correlation between vocabulary mastery and listening comprehension of the eleventh-grade students of class XI.10 at SMA Negeri 1 Tembilahan Hulu.

B. Research Findings

The main finding of this research was that vocabulary mastery had a strong, positive, and statistically significant correlation with students' listening comprehension. The correlation coefficient was 0.692, and the significance value was lower than 0.001. Based on the interpretation criteria used in this research, the coefficient was included in the strong correlation category. This result answered the research question by confirming that vocabulary mastery and listening comprehension were significantly related among the 36 students of class XI.10 at SMA Negeri 1 Tembilahan Hulu.

The descriptive results supported the correlation finding. The students obtained a mean score of 64.07 in vocabulary mastery and 62.04 in listening comprehension. The vocabulary mastery scores were distributed mainly in the fair and good categories, and the listening comprehension scores showed a similar pattern. Although individual students did not always obtain identical levels in both tests, the overall tendency showed that higher vocabulary scores were accompanied by higher listening scores.

The finding can be explained by the role of vocabulary in spoken text processing. During listening, students must recognize the sound form of a word, connect it with an appropriate meaning, and integrate it into the surrounding message. Students with broader and more accessible vocabulary knowledge require less effort to identify individual words.

Therefore, they can allocate more attention to understanding the main idea, identifying ² specific information, and interpreting the speaker's intended message. In contrast, students with limited vocabulary may spend more processing time attempting to recognize unfamiliar words, which can interrupt their comprehension of the spoken text as a whole.

³¹ This result is consistent with Nation's explanation ²⁴ that vocabulary knowledge involves knowledge of word form, meaning, and use (Nation, 2022:54). These three dimensions were represented in the vocabulary mastery test through word meaning, word recognition, and vocabulary in context. Students who performed well on these dimensions tended to be more capable of recognizing spoken information and constructing meaning from the listening material. The result also supports the view of Schmitt and ¹²⁴ Webb ¹²⁴ that vocabulary mastery is not limited to memorizing definitions, but includes the ability to recognize and interpret words appropriately in different contexts.

¹⁴² The result of this research was also in line with previous findings reviewed in Chapter II. Asrida ²² et al. (2024) reported a strong relationship between vocabulary mastery and listening comprehension among university students. Subroto (2024) also found a very high positive relationship among eighth-grade students, while Arasy, Hente, and Manangkari (2023) reported a positive relationship among vocational high school students. Although the participants and educational levels of those studies were different, their findings consistently indicated that vocabulary knowledge was an important linguistic resource for understanding spoken English. The present research

extends that pattern to eleventh-grade students in a public senior high school context.

The coefficient of determination was 47.87%. This means that approximately 47.87% of the variation shared by vocabulary mastery and listening comprehension was statistically associated in this sample, while the remaining 52.13% represented variation not shared between the two variables and may reflect other factors not examined in this research. These factors may include pronunciation knowledge, familiarity with different accents, speech rate, concentration, background knowledge, motivation, listening strategies, anxiety, and exposure to spoken English. Therefore, vocabulary mastery should not be interpreted as the only factor involved in listening comprehension.

Pedagogically, the findings suggest that vocabulary instruction should be integrated with listening practice. Vocabulary teaching should not focus only on written definitions and memorization. English teachers can connect new vocabulary with pronunciation, word stress, contextual meaning, and short spoken texts. Activities such as listening for key words, identifying vocabulary in dialogues, matching spoken words with meanings, and interpreting words from context may help students develop vocabulary knowledge that is directly accessible during listening. At the same time, students still need explicit practice in listening strategies and exposure to natural spoken English.

In conclusion, the research findings demonstrated that ³ vocabulary mastery and listening comprehension were significantly connected. Students with higher vocabulary mastery generally achieved higher listening comprehension scores. The finding supports the theoretical assumption that vocabulary knowledge facilitates the recognition and interpretation of spoken language and provides empirical support for integrating vocabulary learning with listening activities in the EFL classroom. However, because the research employed a correlational design, the result indicates an association and should not be interpreted as proof that vocabulary mastery alone causes improvement in listening comprehension.

2 CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

60 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. 46 These results indicated that the students' achievement in both variables was generally concentrated in the fair and good categories.

61 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. ¹³³ However, because this research employed a correlational design, the result demonstrates an association between the variables and ²² should not be interpreted as proof of a cause-and-effect relationship.

This strong correlation in ¹ 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 ¹¹² studies conducted at the university level, Islamic junior high school, and vocational high school, this research specifically describes the correlation ⁴⁶ in a public senior high school context. Therefore, the contribution of this research lies in showing that a strong correlation also appears ¹ 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.

² 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 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 ⁹⁷ 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.

²

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 ⁵¹ exposure to spoken English. In addition, future studies may employ mixed methods, longitudinal research, or experimental designs ²⁴ to obtain a deeper understanding of the relationship between vocabulary learning and listening comprehension.

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APPENDIX 1

DOCUMENTATION

The photographs below document the implementation of the vocabulary mastery and listening comprehension tests in class XI.10 at SMA Negeri 1 Tembilahan Hulu.



4

APPENDIX 2

RESEARCH INSTRUMENTS

VOCABULARY MASTERY TEST

Student Code: _____

Class: XI.10

Date: _____

Instructions:

1. Read each question carefully.
 2. Choose the best answer by circling A, B, C, or D.
 3. Each correct answer receives one point; an incorrect answer receives zero points.
 4. Do not use a dictionary or another reference source during the test.
-

1. The use of public transportation is **crucial** for reducing traffic congestion in large cities.

The word crucial is closest in meaning to...

- A. unnecessary
- B. essential
- C. temporary
- D. ordinary

2. Excessive screen time can have **detrimental** effects on students' physical and mental health.

The word detrimental is closest in meaning to...

- A. harmful
- B. beneficial
- C. limited
- D. unexpected

3. The writer presents **compelling** evidence to show that schools should reduce the use of single-use plastics.

The word compelling is closest in meaning to...

- A. confusing
- B. convincing
- C. irrelevant
- D. incomplete

4. Using reusable shopping bags is a **feasible** solution that can be applied by most people.

The word feasible is closest in meaning to...

- A. difficult to explain
- B. possible to carry out
- C. expensive to maintain
- D. unlikely to succeed

5. The local government should **prohibit** people from burning household waste in residential areas.

7

The word prohibit is closest in meaning to...

- A. officially forbid
- B. strongly support
- C. carefully observe
- D. frequently discuss

6. Air _____ is one of the most serious environmental problems in urban areas.

- A. pollute
- B. pollution
- C. polluted
- D. polluting

7. An analytical exposition should present a clear and _____ argument.

- A. persuade
- B. persuasion
- C. persuasive
- D. persuasively

8. Students should use social media _____ and avoid spreading unverified information.
- A. responsible
 - B. responsibility
 - C. responsibly
 - D. response
9. Regular physical exercise can _____ students' concentration and academic performance.
- A. improvement
 - B. improved
 - C. improve
 - D. improving
10. The final paragraph of a hortatory exposition usually contains a clear _____.
- A. recommend
 - B. recommends
 - C. recommendation
 - D. recommended
11. Many students arrive late because public transportation is limited. _____, the school should provide a shuttle service.
- A. However
 - B. Therefore
 - C. Meanwhile
 - D. Otherwise
12. Plastic bags are inexpensive and easy to obtain; _____, they create serious environmental problems.
- A. for example
 - B. therefore
 - C. however
 - D. similarly

13. In the recommendation section, the writer strongly _____ that the government improve public library facilities.
- A. recommends
 - B. describes
 - C. questions
 - D. ignores
14. The evidence in the second argument is not strong enough to _____ the writer's claim.
- A. support
 - B. prevent
 - C. replace
 - D. separate
15. To reduce air pollution, citizens are _____ to use bicycles or public transportation whenever possible.
- A. encouraged
 - B. damaged
 - C. refused
 - D. removed

LISTENING COMPREHENSION TEST

Student Code: _____

Class: XI.10

Date: _____

Instructions

1. Write your name, class, and date in the spaces provided.
 2. The test consists of two audio recordings. Each audio will be played once.
 3. Listen carefully and choose the best answer by circling A, B, C, or D.
 4. Each correct answer receives one point; an incorrect answer receives zero points.
-
-

1. What is Audio 1 mainly about?

- A. Activities at school
- B. Signs and causes of an unhealthy environment
- C. Different types of transportation
- D. Ways to prepare healthy food

2. What is the speaker's main purpose in Audio 1?

- A. To tell a personal experience
- B. To advertise a cleaning product
- C. To explain how dirty surroundings can affect health
- D. To compare life in different cities

3. Which statement best summarizes Audio 1?

- A. Factories are the only cause of environmental problems.
- B. Rivers are mainly used for transportation.
- C. Clean water is less important than clean air.
- D. Dirty air, polluted water, and garbage are signs of an unhealthy environment.

4. What is Audio 2 mainly about?

- A. Several habits that can help people stay healthy
- B. The causes of environmental pollution
- C. The rules of a sports competition
- D. The procedures for visiting a hospital

5. What does the speaker mainly encourage listeners to do in Audio 2?

- A. Memorize medical terms
- B. Avoid physical activities
- C. Follow several healthy habits
- D. Take medicine every day

6. According to Audio 1, which body system is particularly affected by dirty air?

- 71** A. The digestive system
- B. The respiratory system
- C. The skeletal system
- D. The reproductive system

7. What place is described as being full of garbage in Audio 1?

- 13** A. A classroom
- B. A factory
- C. A garden
- D. A river

8. Which sources of dirty air are mentioned in Audio 1?

- A. Smoke from factories and exhaust fumes from vehicles
- B. Rainfall and sunlight
- C. Trees and clean water
- D. Food waste and exercise

9. What is mentioned first as a way to stay healthy in Audio 2?

- A. Taking medicine
- B. Sleeping throughout the day
- C. Positive thinking
- D. Visiting a hospital

10. Which activity is mentioned as the fourth healthy habit in Audio 2?

- A. Reading
- B. Exercising
- C. Travelling
- D. Shopping

11. In Audio 1, what does the word polluted most nearly mean?
- A. Contaminated or made dirty
 - B. Protected from danger
 - C. Surrounded by trees
 - D. Prepared for public use
12. In Audio 1, the phrase respiratory health refers to the health of the...
- A. digestive system
 - B. bones and muscles
 - C. lungs and breathing system
 - D. eyes and visual system
13. In Audio 1, what does the phrase piles of garbage mean?
- A. Small pieces of clean paper
 - B. Large amounts of waste collected together
 - C. Containers used to store water
 - D. Materials used to build houses
14. In Audio 1, the phrase exhaust fumes from vehicles refers to...
- A. water released by vehicles
 - B. noise produced by engines
 - C. gases released by vehicles
 - D. lights attached to vehicles
15. In Audio 2, the word contribute in the sentence "things in our lives that contribute to being healthy" most nearly means...
- A. prevent something from happening
 - B. help produce or support something
 - C. remove something completely
 - D. make something more difficult

TRANSCRIPT OF THE LISTENING MATERIALS

The following transcripts correspond to Audio 1 and Audio 2 used in the listening comprehension test.

Audio 1: An Unhealthy Environment

Listen to the explanation and answer the questions.

Have you ever seen an unhealthy environment around you? Some of the signs of an unhealthy environment are polluted air, soil, and water. Dirty air is not good for respiratory health. Piles of garbage and a river full of garbage are also examples of an unhealthy environment. Polluted air may come from smoke from factories and exhaust fumes from vehicles.

Audio 2: Healthy Habits

Listen to the explanation and answer the questions.

Many people want to be healthy. There are many different things in our lives that contribute to being healthy. Number one is positive thinking. Number two, you need to get enough rest. Number three is good nutrition. Number four is exercise. If you have all of them, you will be healthy.

Source: Buku Audio Bahasa Inggris Tingkat Lanjut SMA Kelas XI

APPENDIX 3

INSTRUMENT BLUEPRINTS AND ANSWER KEYS

Table A3.1 Blueprint of the Vocabulary Mastery Test

No.	Indicator	Item Numbers	Number of Items	Maximum Score
1	Identify the meanings of English words	1-5	5	5
2	Recognize English word forms	6-10	5	5
3	Understand the use of English words in context	11-15	5	5
	Total		15	15

Table A3.2 Blueprint of the Listening Comprehension Test

No.	Indicator	Item Numbers	Number of Items	Maximum Score
1	Identify main ideas and the general context of spoken texts	1-5	5	5
2	Understand specific information stated in spoken texts	6-10	5	5
3	Understand vocabulary used in spoken texts	11-15	5	5
	Total		15	15

Table A3.3 Answer Keys

A. Vocabulary Mastery Test

Item	Key	Item	Key	Item	Key	Scoring
1	B	6	B	11	B	Correct = 1
2	A	7	C	12	C	Correct = 1
3	B	8	C	13	A	Correct = 1
4	B	9	C	14	A	Correct = 1
5	A	10	C	15	A	Correct = 1

B. Listening Comprehension Test

Item	Key	Item	Key	Item	Key	Scoring
1	B	6	B	11	A	Correct = 1
2	C	7	D	12	C	Correct = 1
3	D	8	A	13	B	Correct = 1
4	A	9	C	14	C	Correct = 1
5	C	10	B	15	B	Correct = 1

APPENDIX 4

CALCULATION OF TEST SCORES AND MEAN SCORES

A. Individual Test Score

$$\text{Score} = (\text{Number of correct answers} / 15) \times 100$$

Example:

A student who answered 10 items correctly obtained $(10 / 15) \times 100 = 66.67$.

B. Vocabulary Mastery Mean Score

$$\text{Total vocabulary raw score} = 346$$

$$\text{Maximum possible class raw score} = 36 \times 15 = 540$$

$$\text{Mean raw score} = 346 / 36 = 9.61$$

$$\text{Mean percentage score} = (346 / 540) \times 100 = 64.07$$

C. Listening Comprehension Mean Score

$$\text{Total listening raw score} = 335$$

$$\text{Maximum possible class raw score} = 36 \times 15 = 540$$

$$\text{Mean raw score} = 335 / 36 = 9.31$$

$$\text{Mean percentage score} = (335 / 540) \times 100 = 62.04$$

D. Correlation-Related Calculations

$$\text{Coefficient of determination} = r^2 \times 100\% = (0.692)^2 \times 100\% = 47.87\%.$$

$$t = r\sqrt{(n - 2) / \sqrt{(1 - r^2)}} = 5.588, \text{ with } df = n - 2 = 34.$$

Because this research used a correlational design, the coefficient of determination describes shared statistical variation and should not be interpreted as proof that vocabulary mastery caused the listening comprehension results.

APPENDIX 5

4

Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	36	33.33	100.00	64.07	15.31
Listening Comprehension	36	26.67	100.00	62.04	15.02
Valid N (listwise)	36				

3

Tests of Normality

Variable	Shapiro-Wilk		
	Statistic	df	Sig.
Vocabulary Mastery	0.944	36	0.070
Listening Comprehension	0.980	36	0.745

Correlations

Variable	Statistic	4 Vocabulary Mastery	Listening Comprehension
Vocabulary Mastery	Pearson Correlation	1.000	0.692**
	Sig. (2-tailed)		< .001
	N	36	39 36
Listening Comprehension	Pearson Correlation	0.692**	1.000
	Sig. (2-tailed)	< .001	
	N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics - Values Currently Reported in Chapter IV

Instrument	3 Cronbach's Alpha	N of Items
Vocabulary Mastery Test	0.720	15
Listening Comprehension Test	0.708	15

Hypothesis-Testing Summary

N	Pearson r	Sig. (2-tailed)	t	df	Decision
36	0.692	< .001	5.588	34	H1 accepted; H0 rejected

APPENDIX 6

DATA RESULTS

The following table contains the anonymous score-level data used in the descriptive and correlational analyses. Student identities are represented by codes to protect confidentiality.

No.	Student Code	Vocabulary Raw Score	Vocabulary Score	Listening Raw Score	Listening Score
1	S-01	10	66.67	9	60.00
2	S-02	13	86.67	9	60.00
3	S-03	5	33.33	7	46.67
4	S-04	10	66.67	11	73.33
5	S-05	10	66.67	9	60.00
6	S-06	8	53.33	7	46.67
7	S-07	11	73.33	10	66.67
8	S-08	9	60.00	9	60.00
9	S-09	9	60.00	8	53.33
10	S-10	10	66.67	9	60.00
11	S-11	8	53.33	8	53.33
12	S-12	9	60.00	9	60.00
13	S-13	11	73.33	13	86.67
14	S-14	7	46.67	4	26.67
15	S-15	15	100.00	12	80.00
16	S-16	8	53.33	8	53.33
17	S-17	7	46.67	8	53.33
18	S-18	9	60.00	10	66.67
19	S-19	10	66.67	11	73.33
20	S-20	13	86.67	12	80.00
21	S-21	8	53.33	11	73.33
22	S-22	12	80.00	10	66.67
23	S-23	10	66.67	12	80.00
24	S-24	9	60.00	11	73.33
25	S-25	13	86.67	15	100.00
26	S-26	9	60.00	6	40.00
27	S-27	9	60.00	11	73.33
28	S-28	9	60.00	10	66.67
29	S-29	5	33.33	5	33.33
30	S-30	11	73.33	10	66.67
31	S-31	9	60.00	8	53.33
32	S-32	10	66.67	10	66.67
33	S-33	10	66.67	8	53.33
34	S-34	15	100.00	11	73.33
35	S-35	8	53.33	7	46.67
36	S-36	7	46.67	7	46.67
36	Total	346	2306.67	335	2233.33
	Mean	9.61	64.07	9.31	62.04

APPENDIX 7



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Tembilahan, 20 Juli 2026

Nomor : 129/UNISI/G/VII/2026
 Lampiran : -
 Sifat : Rutin
 Perihal : **Mohon Izin Penelitian**

Kepada Yth:

Kepala Sekolah SMA Negeri 1 Tembilahan Hulu

Di -

Tempat

Dengan Hormat,

Melalui surat ini kami informasikan kepada Bapak/Ibu, bahwa salah seorang mahasiswa Program Strata 1 (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Indragiri Tembilahan yang namanya tertera dibawah ini :

Nama : **Maysabella**
 NIM : 502221010006
 Program Studi : Pendidikan Bahasa Inggris

Akan melaksanakan penelitian di Sekolah yang Bapak/Ibu pimpin dalam rangka penulisan Tugas Akhir dengan judul : ***"The Correlation Between Vocabulary Mastery and Listening Comprehension of XI Grade Students at SMA Negeri 1 Tembilahan Hulu"***

Untuk kelancaran kegiatan tersebut, kami mengharapkan bantuan dan izin Bapak/Ibu.

Demikian disampaikan, atas perhatian dan kerjasama Bapak/Ibu kami haturkan terima kasih.

UNIVERSITAS ISLAM INDRAGIRI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 DEKAN,



[Handwritten Signature]

Andriansyah, M.Pd
 NIDN. 1006078902



Ilmu Karya Abdi

APPENDIX 8



PEMERINTAH PROVINSI RIAU
SMA NEGERI 1 TEMBILAHAN HULU

Jalan Sapta Marga No.70 Tembilahan Hulu Kabupaten Indragiri Hilir, Kode Pos 29213

E-mail : sman1tembilahanhulu@gmail.com Website : sman1tembilahanhulu.sch.id



Tembilahan Hulu, 04 Agustus 2026

Nomor : 400.3.8.1/SMAN1TBHHULU/2026/1076
 Lampiran : -
 Perihal : Selesai Riset

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Tembilahan Hulu Kecamatan Tembilahan Hulu Kabupaten Indragiri Hilir Provinsi Riau dengan ini menerangkan kepada :

Nama : MAYSABELLA
 NIM : 502221010006
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan ilmu pendidikan
 Semester : VIII (Delapan)/ 2026
 Tahun Akademik : 2025/2026

Telah melakukan Riset di SMA Negeri 1 Tembilahan Hulu mulai tanggal 20 Juli 2026, untuk mendapatkan data yang berhubungan dengan judul "Correlation Between The Vocabulary Mastery and Listening Comprehension Of Grade XI At SMA Negeri 1 Tembilahan Hulu"

Demikianlah surat ini kami sampaikan untuk dapat dipergunakan seperlunya.



Kepala Sekolah

AGUS PURWANTO, S.Pd

Penata.Tk. I / III. D

NIP. 197708072005011009

APPENDIX 9

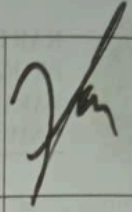
Lampiran 16: Kartu Bimbingan Proposal / Skripsi



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM INDRAGIRI

NAMA : Naysabella
NIM : 502221010006
JUDUL SKRIPSI : The Correlation Between Vocabulary
Mastery and Listening Comprehension
of XI Grade Students of SMA
Negeri 1 Tembilahan Hulu.
PEMBIMBING I : Syafrizal, M.Pd
PEMBIMBING II : Melda Yeni, M.Pd

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2	07/02/2016	Blueprint, Soal, Indicators.		
3	10/02/2016	Indicators, jumlah Soal, Validitas Content		
4	11/02/2016	Indicators.		
5	21/07/2016	Theory, Total score for every test, frequency distribution.		

6	22/04/2016	Tambahan lampiran, sesuaikan table		
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