REVEALING THE RELATIONSHIP BETWEEN VOCABULARY MASTERY AND LISTENING SKILLS

by Bradhiansyah Tri Suryanto

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Abstract

The relationship between vocabulary mastery and English listening skills at a given level—in this case, at the basic level—is examined in further detail, it will become more exciting and remarkable. This study attempts to demonstrate the connection between vocabulary knowledge and English listening skills in order to comprehend the relationship between the two on a basic level. This study used a correlational research methodology. This research technique looked at the relationship between vocabulary mastery and students' basic listening skills in English. The summary of the research findings above makes it evident that there is a weak but favourable correlation between basic vocabulary mastery and basic level listening skills. 0.0339 is the correlation coefficient. This suggests that other factors have a greater impact than basic vocabulary proficiency, which only has a 3.39% effect on the worth of basic listening skills. Based on the results of the ANOVA study, it is then found that the significance value of F is higher than the alpha value. As a result, there is less of a connection between basic vocabulary knowledge and basic listening skills. Additionally, by rejecting H0 and accepting H1, this study establishes a nonlinear regression line for the relationship between variables X and Y.

Keywords: Correlation, Basic Vocabulary Mastery, Basic Listening Skills

INTRODUCTION

According to earlier studies, vocabulary mastery has an important correlation with an impact on students' English speaking skills (Suryanto et al., 2021). In contrast, it has been demonstrated in previous studies that students have a very weak positive correlation between their English speaking and writing abilities (Rahman & Suryanto, 2022). So how do basic listening skills and basic vocabulary mastery relate to one another? This time, research would be conducted in this area.

The ability to actively receive and decipher the verbal and nonverbal cues given out by another person is known as listening (Remland, 2016). The ability to properly hear, decipher, and comprehend verbal and nonverbal communication is known as listening skills. Effective communication and interpersonal connections require good listening skills. In order to listen effectively, one must not only hear what is being said but also comprehend the meaning behind it and react properly. Good listening entails paying attention to the speaker's tone of

voice, body language, and any other contextual indicators that might be used to interpret what they are saying.

Some essential elements of effective listening skills include (Gilakjani, 2016):

1. Paying attention entails giving the speaker your undivided attention while remaining totally present and concentrated on them.

2. Maintain eye contact, nod your head, and offer questions that are pertinent to what the speaker is saying to demonstrate your interest in what they are saying.

3. Attempt to comprehend the speaker's sentiments and point of view through empathising.

4. Let the speaker finish their sentence before responding or raising a question.

5. To make sure the message is understood, paraphrase what was heard and then repeat it back.

6. Providing a summary at the conclusion of the talk will ensure that the main topics were correctly comprehended.

Relationships on a personal and professional level as well as the efficiency of all communication can benefit from better listening skills. The ability to communicate effectively with others can be significantly improved by practising and working on one's listening skills (Krebt, 2017)..

Understanding spoken English is referred to as having English listening skills. This entails understanding not only the words' meanings but also the speaker's context, intonation, and pronunciation. Communication with English-speaking people in a variety of situations, including academic lectures, job interviews, and social encounters, require the ability to listen in English (Luk & Lin, 2017).. In situations where English is spoken, it is a crucial component of language acquisition and communication.

Here are some pointers for acquiring better English listening skills (Hwang et al, 2017):

1. Frequent practice is key to improving listening skills. Constant exposure to spoken English is also crucial. You can do this by viewing English movies or TV shows, listening to English podcasts, or even speaking with native English speakers.

2. When listening to English, pay attention to the speaker and make an effort to comprehend the conversation's context. To assist in determining the meaning, pay attention to the speaker's emphasis, cadence, and tone.

3. Employ visual aids: By establishing a link between the spoken and written languages, watching English movies or TV episodes with subtitles can help with listening skills.

4. Expand your vocabulary: Learning additional terms in the language will make it easier to understand spoken English. Learning and using frequently used English phrases and idioms is a good place to start.

5. Write down: Make notes of important ideas, words, and phrases as you listen to ensure that you fully get the information.

6. Working on a partner drill: It can be enjoyable and helpful to practise your English listening with a companion. This can be accomplished through conversing or by listening to one another and giving comments.

Yet it's important to realise that while it takes time and practice, developing one's English listening skills will likely result in significant gains in one's capacity for comprehension and communication.

But learning a language is also very important. The ability to understand, remember, and employ a variety of terms in a language is known as vocabulary mastery (Munir, 2016). Having a broad vocabulary is essential for communication skills and language proficiency.

Here are some pointers for strengthening vocabulary (Graves, 2016):

1. Read a lot: Learning new words and phrases can be made easier by regularly reading books, articles, and other things. To increase your vocabulary expertise, it's critical to read across a range of topics and genres.

2. Make use of context cues: While learning a new term, try to deduce its meaning from the sentence or passage's context. This can aid in your comprehension of the word's usage and definition.

3. Employ a dictionary to understand the definition, pronunciation, and usage of unfamiliar words, look them up in a dictionary or online.

4. Make flash cards by: For regular study and practice, make flashcards with new terms and their definitions.

5. New vocabulary in context: To help others understand the meaning and usage of new terms, use them in sentences or conversations.

6. To practise and increase your vocabulary, take part in word games, crossword puzzles, and word associations.

7. Attend a program to increase your vocabulary: A controlled and methodical approach to learning new words can be provided by enrolling in a vocabulary-building program, such as an online course or app.

Although it takes time and effort to increase vocabulary mastery, language and communication skills can be improved more successfully with regular practice and exposure to new words. The capacity to comprehend and employ a variety of English words accurately and fluently is also referred to as having a strong command of the language's lexicon (Sari & Aminatun, 2021). This entails a thorough comprehension of the subtleties, meanings, and contexts of words as well as the capacity to employ them appropriately and successfully in both spoken and written English (Friedberg et al., 2017) .

Here are some pointers for increasing your English vocabulary (Graves, 2016):

1. Read a lot: One of the best ways to increase your vocabulary is to read a lot of books, articles, and other things written in English. As you read, try to pay attention to newly taught vocabulary and read broadly across a range of themes and genres.

2. employ a dictionary When considering unknown words, consult a dictionary to understand their meanings, pronunciations, and usage.

3. Examine word families: Several English words share similar roots, prefixes, and suffixes with one another. One can quickly increase their vocabulary and create connections between related terms by studying these word clusters.

4. Create flash cards: To assist reinforce vocabulary acquisition, make flashcards with new terms and their definitions and review them frequently.

5. Learn new words and practice using them in speech and writing. Ask for feedback from others to be sure you're using them correctly.

6. Play games with words: Crossword puzzles, word associations, and other vocabulary games can all be used to make learning new words more enjoyable and interesting.

7. Joining a program in English: A structured and encouraging atmosphere for learning and practising English vocabulary can be found by enrolling in an English program, whether it be online or in person.

It is intended that by implementing these suggestions into daily activities, language knowledge can be progressively developed and enhanced over time. The relationship between vocabulary knowledge and English listening skills can also be highlighted. One needs a firm grasp of English terminology in order to comprehend spoken English (Brown, 2017). On the other hand, enhancing one's listening skills might expose one to new terminology and increase their command of it (Sadiku, 2015).

One's capacity to comprehend and speak in English can be significantly improved by regularly exercising their vocabulary and listening skills (Simamora & Oktaviani, 2020). However, the relationship between vocabulary knowledge and English listening skills is fraught with problems (Dóczi & Kormos, 2015). Here are a few such issues (Dóczi & Kormos, 2015):

1. Limited Vocabulary: When listening to English, it can be challenging to grasp what people are saying if your vocabulary is restricted. This can make it challenging to interpret spoken language and follow discussions, which might impair listening skills.

2. Word recognition challenges: It might be challenging to identify some words when listening to their pronunciation if you are not familiar with how they are said. When a word has multiple possible pronunciations or isn't phonetically spelt, this might be very problematic.

3. Lack of context: If a word is used in English without sufficient context, it may be challenging to grasp what it means. Foreign terms are challenging to understand out of context, which can restrict vocabulary mastery.

4. Limited exposure to English: It will be challenging to build listening skills and vocabulary if English isn't used frequently. People who don't live in an environment where English is the dominant language may find this particularly difficult.

5. Lack of practice: Listening and vocabulary development require practice in order to advance. The inactivity in honing these skills causes the ability to stagnate over time.

The relationship between vocabulary proficiency and students' English listening skills has been the subject of much research. Numerous research have revealed a strong association between the two.

Students who had a higher level of vocabulary knowledge had better English listening comprehension, according to Wang & Treffers-Daller. According to the study, which comprised 60 Chinese students studying English as a second language, those with a greater vocabulary were better able to understand spoken English than those without one (Wang & Treffers-Daller, 2017).

Afshari, S., & Tavakoli, M. (2017) conducted another study to investigate the connection between vocabulary knowledge and listening comprehension in Iranian EFL students. The research discovered a significant link between language proficiency and listening comprehension. According to the study's findings, children who had a broader vocabulary were also more likely to have stronger listening comprehension skills.

In addition, Zhang, S., & Zhang, X. (2022) conducted a meta-analysis of numerous research to explore the connection between vocabulary knowledge and listening comprehension. The meta-analysis discovered that across a range of age groups, skill levels, and test formats, there was a substantial positive association between vocabulary knowledge and listening comprehension.

According to these studies, vocabulary mastery and English listening skills are positively correlated. Therefore, it's crucial for language learners to concentrate on expanding their vocabulary in order to improve their capacity for listening comprehension. The relationship between vocabulary mastery and English listening skills at a certain level, in this case at the basic level, will, however, become more intriguing and striking if it is investigated in greater detail. In order to understand the connection between the two at the basic level, this study aims to show the relationship between vocabulary mastery and English listening skills. Additionally, to emphasise the value of these two skills in learning English and to demonstrate how they are interdependent.

METHOD

A correlational research methodology is used in this study. The association between vocabulary mastery and students' listening skills in English at the basic level was examined using this research methodology.

Respondents

Purposive sampling was used in this study's sampling process because only one group of participants later participated as respondents. The respondents to this study were 24 first semester English education majors who studied Vocabulary 1 and Basic Listening courses in the odd semesters of the 2022-2023 academic year.

Instruments

Assessments or examinations that gauge vocabulary proficiency and listening ability are used to collect data. A sample of 24 first-semester English education majors who took Vocabulary 1 and Basic Listening courses in the odd semester of the 2022–2023 academic year took the test.

Procedure

The steps taken in this correlation study are as follows:

1. Formulate research questions: This study asks whether there is a correlation and how it works between vocabulary mastery and basic English listening skills.
2. Choose variables: Basic English listening skills and basic vocabulary knowledge serve as the study's independent variables.
3. Collecting data: Data was gathered by giving two written exams, one measuring listening comprehension and the other basic vocabulary proficiency in English.
4. Analyse the data.
5. Explain the outcomes.
6. Summarise the results.

Data Analysis

Regression Analysis

A statistical method for establishing the link between two or more variables is regression analysis. It is widespread practice to forecast future results using data from the past in research, economics, and business. A strong tool for understanding the relationship between

variables and drawing conclusions from the findings is regression analysis (Montgomery et al., 2021).

Estimating the relationship between a dependent variable and one or more independent variables is the primary goal of regression analysis (Kumari & Yadav, 2018). The independent variable is the variable that is used to predict the dependent variable, whereas the dependent variable is the variable that is being forecasted. The degree and direction of the association between the variables can be found using regression analysis. The correlation coefficient, which ranges from -1 to +1, quantifies the strength of a link.

Regression analysis comes in a variety of forms, such as logistic regression, multiple regression, and linear regression (Judd et al., 2017). Data analysis: A model comparison approach to regression, ANOVA, and beyond. Routledge.. When there is a linear relationship between the dependent and independent variables, linear regression is performed. When two or more independent variables are used to predict the dependent variable, multiple regression is used. When the dependent variable is a categorical variable, logistic regression is utilised.

This study used linear regression analysis because there are only two variables—vocabulary mastery as the independent variable and listening skills as the dependent variable. The formula for the linear regression analysis employed in this study is as follows:

$$Y = a + bX$$

According to the above formula, Y is the dependent variable, or the variable that is predicted, X is the independent variable, or the variable used to predict Y, a is the intercept, or constant value on the Y axis as $X = 0$, and b is the regression coefficient, which describes the change in Y as a result of a change in X of one unit.

Correlation Analysis

The basic English listening skills variable and the basic English vocabulary variable were the two variables that were the subject of the data analysis in this correlation study. The Pearson's correlation coefficient is the statistical technique used to examine the correlation data.

The Pearson correlation coefficient ranges from -1 to +1, with -1 denoting a perfect negative correlation, +1 denoting a perfect positive correlation, and 0 denoting no correlation.

It is used to assess the magnitude and direction of the linear relationship between two variables.

Moreover, the correlation coefficient is explained as follows:

Table 1. Interpretation of the Correlation Coefficient

Coefficient Interval	Relationship Level
0,80 → 1,000	Very strong positive correlation
0,60 → 0,799	Strong positive correlation
0,40 → 0,599	Enough positive correlation
0,20 → 0,399	Weak positive correlation
0,00 → 0,199	Very Weak positive correlation

The intensity and direction of the association between vocabulary mastery and listening skills were then determined using statistical methods of correlation analysis on the obtained data. Overall, standardised tests were used in the quantitative research approach to examine the relationship between students' vocabulary mastery and English listening skills.

The Pearson correlation coefficient employed in the present research has the following formula:

$$r = (\Sigma((Xi - \bar{X}) * (Yi - \bar{Y}))) / (\text{sqrt}(\Sigma(Xi - \bar{X})^2) * \text{sqrt}(\Sigma(Yi - \bar{Y})^2))$$

The above equation can be understood by understanding the following terms: **r** is the Pearson correlation coefficient, **Xi** and **Yi** are the value pairs of the two variables being analysed, **$\bar{X}$** is the average of the **X** variables, **$\bar{Y}$** is the average of the **Y** variables, and **Σ** is the sum symbol, meaning we add the values in the equation above.

FINDINGS AND DISCUSSION

23 first-semester students' grades for basic vocabulary mastery and listening skills courses served as the source of the study's data. The SPSS 16.0 program was used to process the data with the aid of a computer. Table 2 below provides a statistical breakdown of all data.

Table 2. Statistical Analysis ofVocabulary Mastery (X) and Listening Skills (Y)

	Vocabulary Mastery (X)	Basic Listening (Y)
Mean	67,75041667	81,29166667
Standard Error	2,957610698	5,21372185
Median	70,67	92
Mode	70	100
Standard Deviation	14,48927414	25,54191639
Sample Variance	209,939065	652,3894928
Kurtosis	23,5629017	3,236723537
Skewness	-4,83410732	-1,801228344
Range	74	100
Minimum	0	0
Maximum	74	100
Sum	1626,01	1951

Count	24	24
Largest(1)	74	100
Smallest(1)	0	0
Confidence Level(95,0%)	6,11828388	10,78540538

Data Analysis on Variable X (Vocabulary Mastery)

Based on table 2 above, it can be observed that students in the basic level vocabulary mastery course received an average grade of 67.75, a median grade of 70.67, and a majority of students received a grade of 70. In addition, it can be noted that students in the basic level vocabulary mastery course received a maximum score of 74. The basic level vocabulary mastery course's overall student score was 1626.

Table 2 above shows that the basic level vocabulary mastery course's standard deviation is 14.489. In contrast, this course's diverse level was 209.9. The grades for basic level vocabulary mastery courses then tend to be spread to the right, as statistical evidence may be seen from the distribution of results. This is depicted in Figure 1 where a skewness value of -4.83 indicates it. Additionally, the value of basic level vocabulary mastery exhibits a horizontal distribution pattern with a value of 23.56 when looked at in terms of kurtosis. The basic vocabulary mastery course grade data is represented in the histogram below.
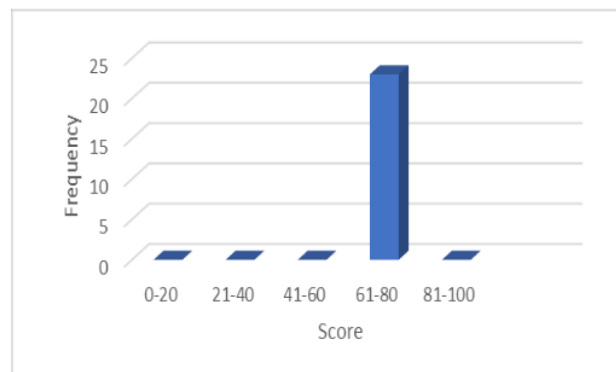

Figure 1. Histogram of Student Vocabulary Mastery Score Data

Data Analysis on Variable Y (Listening Skills)

Table 2 above also shows that most students got 100, the median score was 92, and students in the basic listening skills course earned an average grade of 81.29. Additionally, it should be

emphasised that students in the course on basic listening skills obtained maximum marks of 100. The student received a 1951 overall grade in the basic listening skills course.

Furthermore, Table 2 above demonstrates that the basic listening skills course's standard deviation is 25.54. On the other hand, this course has a diversity level of 652.38. Because the statistical evidence is seen in the distribution of outcomes, the scores for the basic listening skills course tend to spread to the right. Figure 2 provides an illustration of this with a skewness of -1.8. In addition, when measured in terms of kurtosis, the value of basic listening skills has a horizontal distribution pattern with a value of 3.236. The histogram below shows the results of the basic listening skills training.
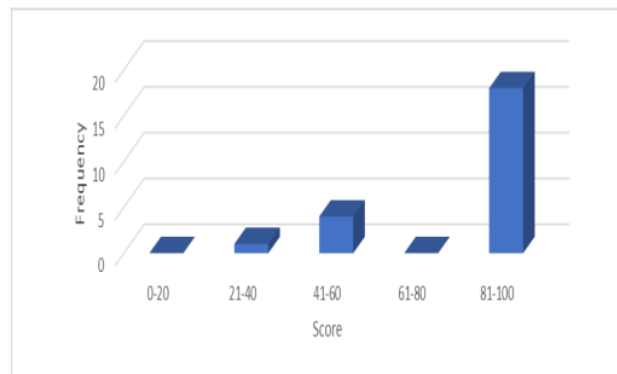
Figure 2. Histogram of Student Listening Skills Score Data

Test for Regression Linearity

The following was the hypothesis employed in this study's linearity testing:

H0: The correlation between variables X and Y has a linear regression line.

H1: The correlation between variables X and Y has a nonlinear regression line

If the p value (sig)> 0.05 (H0 is accepted), then the program's applicable conditions are met, and the prerequisites for data normality are satisfied. The regression line is linear if H0 is accepted. The number in the row sig column Deviation from Linearity of the ANOVA table is the sig value.

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Table 3. Regression Statistic
Regression Statistics

Multiple R	0,278993904
R Square	0,077837599
Adjusted R Square	0,033925103
Standard Error	18,87060648
Observations	23

The Multiple R value, or correlation value, between basic vocabulary mastery and basic listening skills is 0.2789, as seen in table 3 above. Thus, it can be claimed that there is a weak positive correlation between basic vocabulary mastery and basic level listening skills. The coefficient of determination is 0.0339 as well. This suggests that the value of basic listening skills is influenced by basic vocabulary mastery by 3.39%, with the remaining influence coming from other factors.

Table 4. ANOVA Analysis

ANOVA

	df	SS	MS	F	Significance F
Regression	1	631,2087776	631,2087776	1,772561504	0,19733859
Residual	21	7478,09557	356,0997891		
Total	22	8109,304348			

Table 4 also displays the results of the ANOVA output and the significance value of F, which is 0.19. The significance value of F is bigger than the alpha value with an alpha value of 0.05. This means that basic vocabulary mastery and basic listening skills have less of an impact on one another.

Table 5. Regression Linearity

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95,0%	Upper 95,0%
Intercept	369,5710375	213,9089039	1,727702918	0,098721029	-75,27688061	814,4189556	-75,27688061	814,4189556
Vocabulary Mastery	-4,027732832	3,025241147	-1,331375794	0,19733859	-10,3190662	2,26360054	-10,319066 2	2,26360054

The intercept value for table 5's Regression Linearity above is 369.57, as can be seen in the coefficient column. This indicates that the value of basic listening skills is 369.57 if the value of basic vocabulary mastery is 0. Because basic vocabulary knowledge has a rating of -4, it has a detrimental impact on basic listening skills.

CONCLUSION

It is clear from the summary of the research findings above that basic vocabulary mastery and basic level listening skills are positively correlated, albeit weakly. The correlation coefficient is 0.0339. This implies that fundamental vocabulary proficiency has a 3.39% impact on the value of basic listening abilities, with other aspects having a larger impact. The significance value of F is then discovered to be greater than the alpha value based on the findings of the ANOVA study. Thus, there is less of an interaction between basic listening abilities and basic vocabulary knowledge. Additionally, this study establishes a nonlinear regression line for the association between variables X and Y, rejecting H0 and accepting H1.

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