

The Impact of English Listening Practice Frequency on Students' Vocabulary Skills at MAS Al-Qalam Tompong

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Abstract: *This study investigates the impact of English listening practice frequency on vocabulary skills among EFL learners at MAS Al-Qalam Tompong. A quasi-experimental design using a one-group pretest–posttest model was employed. Twenty-four eleventh-grade students participated in a series of activities including a pretest, four sessions of structured listening practice, a posttest, and a frequency-of-listening questionnaire. Data were analyzed using descriptive statistics, paired sample t-test, and simple linear regression. The results revealed a significant improvement in students' vocabulary skills following regular listening practice, with the mean score increasing from 48.33 to 67.70. The paired t-test confirmed the significance of this difference ($p < 0.05$). Regression analysis further indicated that listening practice frequency positively influenced vocabulary mastery ($\beta = 0.565$; $p = 0.004$). These findings highlight the importance of incorporating systematic listening activities in EFL instruction to enhance vocabulary acquisition and strengthen learners' overall communicative competence.*

Keywords: *Listening practice; Vocabulary skills; EF; Learners, Frequency, Language acquisition*

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh frekuensi latihan mendengarkan bahasa Inggris terhadap keterampilan kosakata pembelajar EFL di MAS Al-Qalam Tompong. Metode yang digunakan adalah kuasi-eksperimen dengan desain pretest–posttest tanpa kelompok kontrol. Sebanyak 24 siswa kelas XI mengikuti rangkaian kegiatan penelitian, mulai dari pretest, pemberian perlakuan berupa latihan mendengarkan terstruktur selama empat pertemuan, hingga posttest dan pengisian kuesioner frekuensi mendengarkan. Data dianalisis menggunakan statistik deskriptif, uji t sampel berpasangan, dan regresi linear sederhana. Hasil penelitian menunjukkan peningkatan signifikan pada keterampilan kosakata setelah perlakuan, dengan rata-rata skor meningkat dari 48,33 menjadi 67,70. Uji t menunjukkan perbedaan signifikan ($p < 0,05$), sedangkan analisis regresi menunjukkan bahwa frekuensi latihan mendengarkan berpengaruh positif terhadap kemampuan kosakata ($\beta = 0,565$; $p = 0,004$). Temuan ini menegaskan bahwa latihan mendengarkan secara teratur mampu meningkatkan perolehan kosakata dan memberikan kontribusi penting terhadap perkembangan kompetensi bahasa Inggris siswa.

Kata kunci: *latihan mendengarkan; kosakata; EFL; frekuensi; pemerolehan bahasa*

1. INTRODUCTION

Vocabulary plays a central role in second language acquisition, serving as a foundation for all communicative skills including listening, speaking, reading, and writing. As stated by Noviyanti et al. [1], vocabulary is the most crucial component in language learning, and limited lexical knowledge can hinder communication effectiveness. Students with strong vocabulary knowledge can express ideas clearly and comprehend academic texts more easily, allowing for improved performance in both oral and written contexts.

In many EFL environments, including Indonesian secondary schools, learners often encounter challenges in vocabulary development, such as limited word exposure, low confidence in communication, and difficulty recognizing pronunciation patterns [2]. These challenges are also observed at MAS Al-Qalam Tompong, where preliminary observations indicated that students possessed limited vocabulary, struggled with oral and written expression, and demonstrated inconsistent pronunciation accuracy. Listening practice has been identified as a key factor influencing vocabulary growth. Brown [3] found that frequent listening practice enhances vocabulary retention due to increased exposure to lexical items in authentic contexts. Similarly, Vandergrift and Goh [4] emphasize that listening provides meaningful input that facilitates vocabulary acquisition, aligning with Krashen's Input Hypothesis. Studies by Nation and Newton [5] and Milton [6] also affirm the positive relationship between listening frequency and long-term vocabulary retention.

Given these considerations, increasing English listening practice may serve as an effective strategy to enhance vocabulary proficiency among EFL learners. This study therefore investigates the extent to which listening practice frequency affects vocabulary skills at MAS Al-Qalam Tompong, providing empirical evidence to support more effective instructional practices.

2. RESEARCH METHOD

2.1 Research Design

This study employed a quasi-experimental design with a one-group pretest–posttest model. This design allows comparison of learners' vocabulary performance before and after listening practice without random assignment [7].

2.2 Participants

The participants were 24 eleventh-grade students at MAS Al-Qalam Tompong, selected as a whole class based on the school's academic schedule. All participants completed the treatment and assessments.

2.3 Instruments

Three instruments were used:

1. Vocabulary Test: 20 multiple-choice items administered as pretest and posttest.
2. Questionnaire: A Likert-scale instrument measuring listening practice frequency.
3. Documentation: Photos and recordings of learning activities.

All test items were validated using Pearson correlation, and reliability was confirmed with Cronbach's Alpha ($\alpha = 0.969$).

2.4 Data Collection Procedures

1. Pretest to measure initial vocabulary mastery.
2. Treatment: Structured listening practice across four sessions using audio materials containing target vocabulary
3. Posttest to measure vocabulary improvement.
4. Questionnaire to measure listening frequency during the study period.

2.5 Data Analysis

Data were analyzed using SPSS 25:

- Descriptive statistics
- Shapiro–Wilk normality test
- Paired sample t-test
- Simple linear regression

3. RESULTS AND DISCUSSION

3.1 Descriptive Statistics

Table 1. Pretest and Posttest Scores

Score Type	Minimum	Maximum	Mean	Mean
Pretest	35	65	48.33	7.75
Posttest	55	85	67.70	8.72

The mean improvement was +19.37 points, indicating substantial gains in vocabulary mastery.

Figure 1. Vocabulary Score Improvement

Pretest Mean: 48.33

Posttest Mean: 67.70

3.2 Normality Test

Shapiro–Wilk results:

- Pretest: $p = 0.059$ (>0.05)
- Posttest: $p = 0.067$ (>0.05)

Both distributions were normal.

3.3 Paired Sample t-Test

Measurement Mean Differencet-value Sig. (2-tailed)

Pretest–Posttest -19.375 -10.139 0.000

Since $p < 0.05$, the improvement is statistically significant.

3.4 Regression Analysis

Regression coefficient: $\beta = 0.565$, $p = 0.004$.

This indicates that listening frequency significantly predicts vocabulary performance.

Interpretation

The findings align with previous research indicating that repeated exposure to spoken English aids vocabulary learning [3]–[6]. Students reported feeling more confident and better able to recognize words after treatment. Regular listening practice exposes learners to varied lexical items, pronunciation patterns, and contextual usage, which accelerates vocabulary retention.

4. CONCLUSION

This study demonstrates that the frequency of English listening practice significantly improves vocabulary skills among EFL learners at MAS Al-Qalam Tompong. The substantial improvement between pretest and posttest scores supports the effectiveness of listening as a medium for vocabulary acquisition. Integrating listening activities consistently into EFL instruction is therefore recommended to enhance learner outcomes.

5. CLOSING STATEMENT

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