

Students' Accuracy in Acquiring Vocabulary Through Listening Comprehension and Reading Comprehension**Theodore Alexander Atmaja, Windy**

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Corresponding email: *theodore@widyadharm.ac.id***Abstract**

Teaching vocabulary is believed mostly to be the basis of teaching language. The teaching is not only limited to English, but it also exists in other foreign language as well. Vocabulary identification serves as the starter pack of learning language, and it may prelude to another steps of language learning in the future. The aim of this study is to define the accuracy of vocabulary learning through listening comprehension and reading comprehension. Classroom action research is applied in this research to conclude the suitable way of delivering vocabulary teaching in teaching English. The participants selected in this research were the 12th grade students of Science 1 in Gembala Baik Senior High School registered in the academic year of 2022-2023. The data of this research was collected from students' test applied in listening comprehension and reading comprehension. The data is analyzed by using statistical analysis. The first test was administered in listening comprehension. 33% of students achieved mostly 60s in their average and 23% of students reached the minimum passing grade of 70s. The second test was administered in reading comprehension with 30% of students managed to reach the minimum passing grade of 70s and 27% of students reached 80s as their score. The average score taken from both tests was quite high in reading comprehension with the average score of 74.16 and 69.17 in listening comprehension.

Keywords: *listening comprehension, reading comprehension, Classroom Action Research, passing grade, vocabulary*

INTRODUCTION

One of the ways in learning language that some people believe is identifying vocabulary. Each person has his own way of storing the number of vocabularies in his neural storage. The basic of vocabulary identification usually starts at the normal ages of children at 3 years old. The year that most children in common to receive vocabulary especially in production, although the production still in error since the speech is still far from perfect unlike the children in 5 years old. Technological advancement in digital ages improves a lot more than expected especially for youngsters in conjunction with gadget in their hands and the open access of video sources such as *Youtube* in providing various types of videos.

Palmer and Havelka (2010), on their study about word acquisition, justify that vocabulary identification comes from the process called memory representation. Memory representation is the process of acquiring an object during reading activity. Vocabulary is considered as an object acquired and stored by memory. For this occasion, memory justified in this research is the human brain. The human brain serves not only as a processing unit but also as memory storage locator. The brain is considered the most sophisticated computer in the world since every revolutionized invention came out from the brain's imagination. In acquiring vocabulary, reading is the most chosen way in teaching vocabulary since reading provides more to visual display in reading text and audio display in producing reading text delivered by the mentor/teacher. Nemati (2009) in his study about vocabulary teaching stated that vocabulary can be taught in different ways based on its own merits and demerits. In addition

to Nemati (2009), learning vocabulary can be learnt from incidental learning and it slowly growth by extensive reading.

Effective vocabulary teaching is a long-term problem. Attention to vocabulary development should start early in preschool and continue throughout school. The exact nature of effective teaching varies from grade to grade, but a focus and commitment to vocabulary teaching is an integral part of schooling. Hiebert and Kamil (2005) stated that the effective teaching in vocabulary must be also multifaceted. Teaching individual words and extensive exposure to rich language. Incorporating extensive reading also reinforces the effect of vocabulary management especially in maximizing the storage of newly obtained words from day to day. Vocabulary management concerns not only passive ability owned by students but also by common people in public. The benefits of vocabulary management will prelude to individual's productive skills in writing in both formal and non-formal atmosphere as well as productive actively in speaking.

LITERATURE REVIEW

1. Reading Comprehension

Reading comprehension is the ability to read, process and understand the meaning of text. The ability of reading comprehension does not only concern conventional reading but also the ability how to skim, scan and interpret the given reading text. Watkins (2017) in his theory about teaching vocabulary mentioned that the best technique in teaching vocabulary is to apply visualization. The role of visualization is conducted by the teacher especially during speaking. The speaking will have to be carried out in a slow and calm voice so that the interpretation can be easily obtained by the students.

2. Listening Comprehension

The process of understanding spoken language in receptive purposes. Rost and Homouda as cited by Gilakjani and Sabouri (2016) defined listening comprehension as interactive process in which listeners are involved in constructing meaning. In the concept of daily practice, learners usually do a self-repeating process as soon after the hearing process is delivered then soon after followed by direct speech process (self-pronounce). The process usually occurs whether the learners are in the middle of entertainment activity or school time.

3. Classroom Action Research

Syah (2016) mentioned that classroom action research is a systematic approach of investigation that enables people to find effective solutions to problems they confront in their everyday lives. The process of carrying out classroom action research is to assess the developmental process through the given material as for the aim of evaluation. The role of classroom action research is defined as the best solution for the material what is suit best for teaching. According to Pelton (2010), in classroom action research there are five steps in proceeding research as the process of future assessment. The five steps from classroom action research are (1) issue identification, (2) data collection, (3) action planning, (4) plan activation, and (5) outcome assessment.

METHODOLOGY

The method applied in this research was classroom action research. Classroom action research that is applied in this research conducts a study related to the accuracy in acquiring vocabulary in listening comprehension and reading comprehension. The previous study about classroom room action research as conducted by Norton (2009) has formulated two conceptions of teaching learning as applied in classroom action research. The conceptions as

formulated by Norton (2009) are teaching as information transmission and teaching as supporting students' learning.

The role of classroom action research in this study is to determine the best way of delivering vocabulary teaching in occasional classroom activities. The authors are going to analyze the significant results in acquiring vocabulary through listening comprehension and reading comprehension activity. In applying classroom action research, the authors are going to analyze the significant results of applying listening comprehension and reading comprehension in acquiring vocabulary of the 12th grade students of Gembala Baik Senior High School Pontianak. The authors applied listening comprehension and reading comprehension to determine the significance results and best way for the students in acquiring the vocabulary in the process of learning English.

In the previous teaching learning activity as carried out during the last period of covid-19 outbreak, the activities were mostly carried out in hybrid classes. Hybrid classes as carried out before were determined to accommodate some portions of students who were having some issue(s) with health problems and safety limits. However, the limitation of hybrid classes was soon lifted as the numbers of covid numbers slowly turned into a landslide numbering.

In order to conduct the research related to this study, the authors applied listening comprehension and reading comprehension and both activities were administered in students' examination. The results obtained from students' exams will be taken as determination for the best way of delivering vocabulary teaching as the advance for students' vocabulary acquisition.

As the preparation of classroom action research in this study, the authors classified the research data by creating a table classification which consists of student's test results based on listening comprehension and results obtained from reading comprehension. Classroom action research applied in this research is to determine the effectiveness of applying listening comprehension and reading comprehension in student's accuracy in acquiring vocabulary.

The steps of classroom action research in this study are defining the objectives in specific and clear terminology including (1) listening comprehension or reading comprehension is the most effective application in delivering vocabulary teaching, (2) what the problems encountered by the students in acquiring vocabulary are, (3) how the students response related to the applied application in vocabulary acquisition.

The data obtained from this research was from students' test results and the data have been separated into two different parts which consists of listening comprehension and reading comprehension. Classroom action research is applied in this research, the data were obtained from the students' exam. The steps of the data collection were as follows (1) preparing the test for listening comprehension, (2) preparing the reading text for reading comprehension, (3) collecting the test results from listening comprehension and reading comprehension, (4) categorizing separated parts into statistical data. The target data obtained from the research were students' test results from different applications and students' average score from 2 different applications.

FINDINGS AND DISCUSSION

Findings

After conducting the research, the authors found out that there were two categories of data collected from the research related to the effectiveness of applying listening comprehension and reading comprehension. The 2 different categories were obtained from 30 respondents and the results were taken from students' test results from different applications and administered in their daily test. The following findings from this research consist of three

statistical data obtained from student's test results and each part from the categories are presented and discuss further in discussion part.

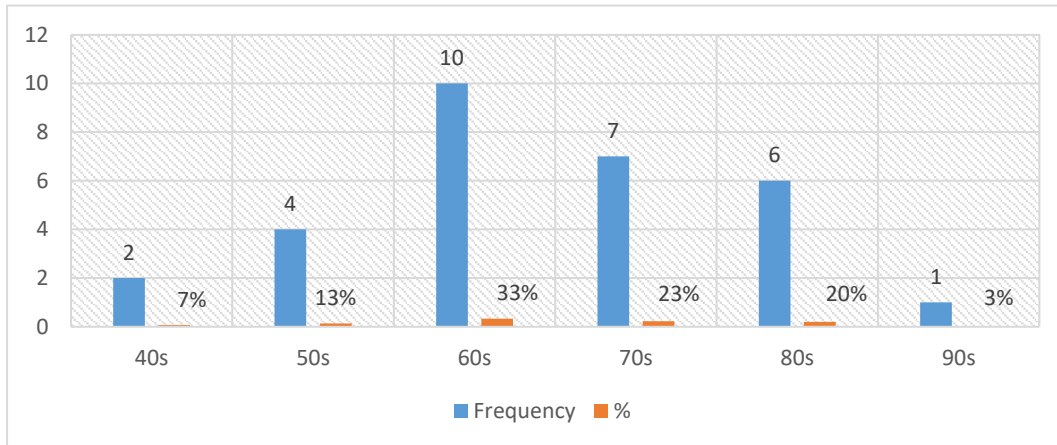


Figure 1. Students' test results in listening comprehension

The first test applied on listening comprehension to assess students' accuracy in acquiring vocabulary. From the presented finding, there are 33% of students did not pass during listening exam with the score resulted with 60s in average. The second results of the students' test resulted in 23% of data collected. Listening comprehension applied in the test is to assess student's accuracy in acquiring vocabulary but due to the limitation of audio replay also endure the significance results from students' achievement in their test. The case discovered in listening comprehension which caused the student's test results for not reaching the minimum passing grade of 70 is the condition where the limitation of audio repetition, speed of audio broadcasting.

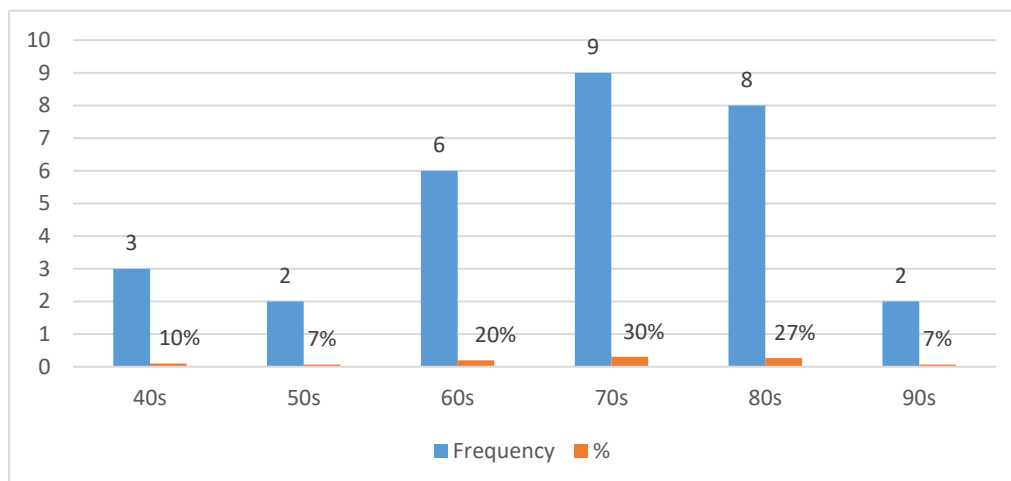


Figure 2. Students' test results in reading comprehension

Based on the data presented, there is a significant number of students who passed the test on reading comprehension. From the passing grade of 70, there are 30% of percentage from student who managed to gain the minimum passing grade of 70, the reach of the minimum passing grade of 70 were and the other frequency of the students who passed the minimum passing grade of 70 is resulted in 27%. The significance numbers of the students who passed reading comprehension as their second test were impacted from non-audio broadcasting as it

administered from the previous test in which caused only several students from 30 to reach minimum passing grade. The text provided in reading comprehension is provided in medium level as suitable for senior high school student as the concern to time limitation available in examination.

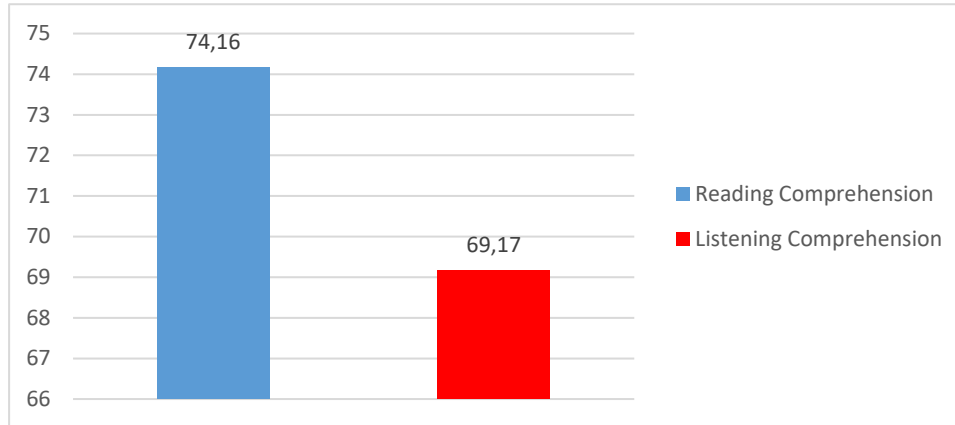


Figure 3. Student's average score administered in the test

The number of average scores indicated that applying listening comprehension shows a bit in difficulty for students to acquire vocabulary although the audio broadcasted in listening comprehension is set to 3 times of repetition. The significance number showed by reading comprehension proved that reading comprehension will do much more for students in acquiring vocabulary. This is analyzed that since reading comprehension administered in the test were also text provided. The main purpose is for each individual student to use the opportunity to gain more, not only in identifying the vocabulary but also learn how to write certain vocabulary to avoid mistakes, especially in typography.

Discussion

Developing vocabulary acquisition is another part of challenges that is still faced by many educators around the world. Vocabulary acquisition does not only concern to certain especially in English but also in other foreign languages as well. Gilakjani and Sabouri (2016) in their previous study related to the problems encountered in teaching listening mentioned that there are 5 problems that usually encountered by students during listening comprehension. The problems encountered by Gilakjani and Sabouri are (1) quality of recorded materials, (2) cultural differences, (3) accent, (4) unfamiliar vocabulary, (5) length and speed of listening.

Audio recording quality remains the major problem in teaching listening. Audio recording is essential in quality since quality of audio recording will endure in long term of teaching learning processes. Another part of problem is cultural differences even the problem may also come from the same English spoken country. Cultural problems also associated with accent; the same English spoken country may also come up with different accent in which also contribute a problem in teaching listening especially during audio recording session. Delivering in the context of teaching listening comprehension also introduces some vocabulary. However, during audio delivery, some students may encounter some difficulties with the vocabulary and the audio may contribute to small portion but unfamiliar vocabularies which may deliver some or even more in resulting in lower score in students' achievement. Listening comprehension requires not only high concentration but also careful attention in focus. Audio length and speed of listening are also possible to drive the students away from their focuses to both length and the speed of listening and the driveaway their focuses may produce a drawback to their achievement.

There are some parts of vocabulary acquisition that can be accepted such as providing text or printed vocabulary so the usage can be used and applied continuously. Delivering vocabulary for students to acquire is not just limited only to single vocabulary acquisition but for the improvement of continuous vocabulary production in reading comprehension. Waleed Abu Abeeleh et al. (2021) mentioned that in their previous study about reading comprehension that there were 4 factors affecting reading comprehension. The factors affecting reading comprehension are (1) text complexity, (2) environmental condition, (3) learner's motivation towards given material, (4) word recognition.

Text complexity shares the same correlation with unfamiliar vocabulary in some contexts. In the context of proficiency, it correlates with fluency production like how to pronounce the word for instance. Such case did not stop just in fluency but also the ability how to identify certain word available on the text. The other cases which share the same aspect in some terms are environmental condition and learner's motivation towards the given material. Both aspects develop the same manner in conjunction with behavior to each individual in common. The previous study about vocabulary teaching as mentioned by Xuelian (2018) concluded that in vocabulary teaching, behaviorism also correlated in the process. The process does not only involve teachers, apart from that, students' responses during teaching-learning also endure the upcoming process for another term to come.

Adapting to environmental events in the 21st century is another challenging part in vocabulary teaching especially in a long-term process for students to achieve their vocabulary acquisition. In delivering vocabulary, different teaching techniques is applied in different situation as well. The situation occurred especially during Covid-19 outbreak. Another different situation also occurred differently in live classroom interaction. In this conventional activity, the students were seeing each other. There are some conditions where some of them may feel shy or burdened to interact. Moreover, the condition of some of them cannot follow the condition in normal manner like when they mis-pronounce certain word for instance or cannot perform well whether in reading comprehension and listening comprehension.

Teaching vocabulary cannot solely rely on conventional methods such as teacher-based mentoring but the students themselves must be able to enable themselves as individuals to cope more on self-activation to study actively. The kinds of activities which are usually applied in structured learning are the principle of teaching where students are delivered to explore more about the teaching material or focus more on individual learning independently. Boettcher and Conrad (2016) mentioned that there are 10 core of learning principles that existed in teaching, the 10 core of teaching principles mentioned by Boettcher and Conrad are (1) every structured learning experience has four elements, with learner at the center, (2) learners bring their own personalized and customized knowledge, skills and attitude, (3) faculty mentors are the directors of the learning experience, (4) all learners do not need to learn all course content; all learners do need to learn the core concept, (5) every learning experience includes the environment or context in which the learner interacts, (6) every learner has a zone of proximal development that defines the space that a learner is ready to develop into useful knowledge, (7) concepts are not words but organized and interconnected knowledge clusters, (8) different instruction is required for different learning outcomes, (9) everything else is being equal, more time on task equals more learning, (10) maximizing the utility usage in teaching.

CONCLUSION

Conclusion

After conducting the research, based on the average score achieved in both listening comprehension and reading comprehension, it is concluded that reading comprehension is much more selected for delivering vocabulary teaching due to the availability of provided

resources which makes it possible for students to identify unfamiliar vocabulary and organize the unfamiliar vocabulary into their vocabulary management. Listening comprehension is less suitable for delivering vocabulary teaching since it has only audio broadcast available. Although the questions suited with the audio is provided, there are some parts of vocabulary teaching that are not available in listening comprehension. Moreover, on listening comprehension to be used in vocabulary teaching is suitable for advanced learners instead of beginners.

Suggestion

Vocabulary teaching is essential in most areas of teaching languages. Vocabulary is not limited to vocabulary management itself but also available in speaking and writing. It is suggested that vocabulary teaching can be delivered in a conventional way such as given material only to either printed text or audio. In addition, the material should be delivered more by using audio-visual like video with subtitles provided. Along with the displayed subtitles, students are not only studying vocabulary but within the same time of activity, students are also able to cope more on listening, speaking and writing.

In response to the results presented in listening comprehension, independent learning should apply more to student's initiative in perfecting themselves at home. To initiate self-study at home for the student to do more as their enhancement in listening comprehension, a resource of learning should be provided not only related to classroom environment but also other independent resources. Listening comprehension does not enhance student's skills of reception in vocabulary but in the manner of productive, it will engage student's will in both speaking and writing.

In the future, the utilization of teaching media usage will be more vital in enhancing more on technology usage to deliver not only 1 teaching material. As the emerge of technology especially during covid-19 outbreak, most school have spent and developed more in concern to infrastructure build-up due the only solution of delivering teaching learning through both inner and outer range of education area. Language teaching requires more on the use of teaching media like technology for instance, multimedia can be another consideration as the solution for conventional delivery in which focus on either part of delivering material.

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