UNCOVERING EFL LEARNERS' LISTENING SKILL THROUGH AURAL VOCABULARY ACQUISITION

THESIS

Submitted in Partial Fulfillment of the Requirement for

Gaining the Degree of Education Bachelor in English

Language Education

Composed by:

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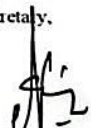
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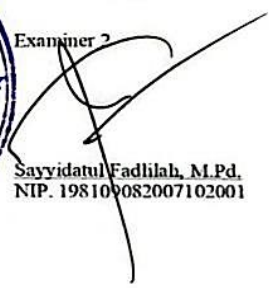
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ABSTRACT

Title : **Uncovering EFL Learners' Listening Skill through Aural Vocabulary Acquisition**

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This study examines the impact of aural vocabulary acquisition on EFL learners' listening skills at SMK Islamic Centre Baiturrahman, specifically focusing on Grade XI TJAT students. Using a qualitative case study design, the research investigates students' perceives, vocabulary acquisition strategies, and teachers' facilitation through semi-structured interviews, classroom observations, and lesson plan of 15 students; 11 males and 4 females, and their English teacher. The findings indicate students' positive perceive of aural vocabulary acquisition's role in listening skill. Active participation in various learning activities, including collaborative discussions and multimedia integration, enhances their vocabulary retention and listening skills. Students employ diverse learning strategies and utilize digital platforms for self-directed learning. Teachers facilitate vocabulary development through structured instruction, resource management, and continuous assessment while creating a supportive learning environment. The study emphasizes the importance of a comprehensive approach to aural vocabulary acquisition in EFL contexts, highlighting the need for technology-integrated instructional strategies that address individual learner needs. These findings provide valuable insights for language education practitioners and researchers, suggesting directions for future research in auditory vocabulary learning and listening skills development.

Keywords: aural vocabulary acquisition, EFL learners, listening skills.

MOTTO

وُسْعَهَا إِلَّا نَفْسًا اللَّهُ يُكَلِّفُ لَا

"Allah does not burden a person except according to his ability."

-(QS. Al Baqarah: 286)-

"Learning is a treasure that will follow its owner everywhere."

-(Silmameila Ishma Azzahra)-

DEDICATION

Alhamdulillahi rabbil 'alamin, all praise and gratitude are due to Allah Subhanahu Wa Ta'ala, the Most Gracious and Most Merciful, and His beloved Prophet Muhammad Sallallahu Alaihi Wasallam, for bestowing me with strength, knowledge, and perseverance to complete this thesis. Without the patience and encouragement of my family, teachers, and friends, none of my literary ventures would have been a success.

This thesis is lovingly dedicated to:

1. My beloved father, Mr. Bisri, who has been my pillar of strength, whose wisdom and guidance light my path, and whose sacrifices have made me who I am today.
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The researcher eventually finished his undergraduate thesis, which was named "Uncovering EFL Learners' Listening Skill through Aural Vocabulary"

Throughout the writing process of the thesis, theresearcher received many suggestions, instructions, comments, prayers, and motivations from those around him. As a result, the researcher wishes to offer his gratitude and appreciation to:

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The Writer,

Silmameila Ishma Azzahra

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CHAPTER 1

INTRODUCTION

The research background should cover the main topic of the study, highlighting the phenomenon or issue that prompted the study. The topic should be chosen based on personal motivation or the significance of the research. The research question should be clear, specific, and concise. The objective of the study should be clear and specific, using appropriate tools like analysis, description, discussion, exploration, identification, and conclusion. The significance of the study should be explained from the perspective of theory, practice, and methodology.

A. Background of Study

A key component of learning a language is listening, especially when learning English as a foreign language (EFL). It is essential to the development of general communicative competence because it helps students follow directions, interpret spoken language in a variety of forms, and understand and participate in discussions. Having a good command of english should be a priority in many societies and this shows a mastery of the language. (Supramaniam, 2024). In the context of EFL, listening is frequently seen as a difficult skill for students, especially in

settings where they have little opportunity to interact with the target language. The significance of vocabulary development in improving listening abilities has been highlighted by recent studies. Understanding during listening tasks is greatly aided by aural vocabulary, or the words and phrases that students can identify and comprehend when they hear them.

Alternatively, L2 research has shown that there exist other perspectives for the teaching of this skill, where the focus is set not on the product to achieve listening comprehension but on the abilities, processes and knowledge that a listener needs for such achievement. (Pinillos, 2021).

It is through listening that learners are exposed to authentic language use, including vocabulary, grammar, and pronunciation. Research has consistently shown that strong listening skills are closely linked to overall language proficiency. Listening comprehension goes beyond the simplistic notion of mere auditory reception, and represents a dynamic and complex process of meaning construction that is central to language learning. This of particular relevance to learners of English as a foreign language (EFL), who often face particular face particular challenges in honing this crucial skill (Al-Khresheh & Alruwaili, 2023).

Listening in English is an active skill requiring listeners to deal with a variety of complicated tasks, for example, discriminating between sounds and interpreting stress and intonation. Listeners utilize a variety of mental processes to give meaning to the information they listen to. These mental stages can be extensively depicted as listening comprehension strategies (Namaziandost et al., 2019). It is a complex process of understanding and making sense of spoken language. Therefore, the listening comprehension in this study was defined as the recognition of speech sounds of individual vocabulary words, meaning understanding of vocabulary words, and oral sentences.

Vocabulary knowledge has been extensively researched in relation to other language skills, including reading, writing, and speaking. In terms of reading, studies have consistently shown that learners' vocabulary knowledge plays a pivotal role in their ability to comprehend written texts. However, many EFL learners experience difficulties in understanding the English they hear. It has been stated that in conditions when a reader does not have a sufficient range of vocabulary knowledge, it would hinder an efficacy of text processing, which indicates complexities in text comprehension of readers (Amirian, 2022).

One of the factors that can cause this difficulty is the lack of aural vocabulary. This research found a new innovation to help people learn English vocabulary while listening to English audio. In this way it helps learners identify words they don't know in the text and then learn the words themselves. It is based on the idea that people learn best when they are actively involved in the learning process (Chen et al., 2022).

Aural vocabulary is vocabulary that is learned through hearing. With the recent rise of multimedia channels for EFL learning, more and more researchers have realized the importance of the phonological aspect of vocabulary knowledge in language acquisition, which calls for further investigation into the acquisition of aural vocabulary knowledge in EFL learning.

In this connection, aural vocabulary knowledge is certainly seen as a significant source of the receptive dimension of vocabulary knowledge. EFL students who have a good command of aural vocabulary will find it easier to understand learning materials delivered orally, such as conversations, audio recordings, or teacher explanations. Thus, providing empirical evidence for the relationship between L2 vocabulary knowledge and L2 listening

comprehension has invited research attention. (Du et al., 2022).

In previous study (Han & Qian, 2024), the findings of the study indicate that aural vocabulary knowledge plays a crucial role in listening performance among EFL learners. Specifically, the breadth of aural vocabulary knowledge is identified as a more significant predictor of listening comprehension than the depth of vocabulary knowledge. While both dimensions are positively correlated with listening comprehension, the correlation for depth is weaker, suggesting that recognition of superficial meanings is more critical in listening contexts.

The difficulties that EFL students encounter with listening skills are frequently apparent at SMK Islamic Centre Baiturrahman, a vocational school in Indonesia. Due to a lack of efficient listening techniques, a lack of exposure to real-world listening materials, and a limited vocabulary, many students have difficulty comprehending spoken English. These problems show how important it is to investigate how EFL learners' listening abilities and aural vocabulary acquisition relate to one another in this particular setting.

This study is important because it may help EFL students at SMK Islamic Centre Baiturrahman understand how aural

vocabulary acquisition affects their listening abilities. Through a case study, this study seeks to shed light on the particular vocabulary difficulties that students face and how these difficulties impact their listening comprehension. Gaining insight into these processes can help build curricula and improve teaching methods, which will ultimately increase the efficacy of EFL training in professional contexts.

Additionally, by offering actual data on the relationship between vocabulary learning and listening skills, this study will advance the field of language education. To sum up, this study attempts to provide insight into EFL learners' listening abilities by using the framework of auditory vocabulary acquisition. By concentrating on the SMK Islamic Centre Baiturrahman case study, it aims to offer insightful information that might improve teaching strategies and EFL students' listening results.

B. The Reason for Choosing the Topic

The topic "Uncovering EFL Learners' Listening Skill through Aural Vocabulary Acquisition" was chosen for a number of strong reasons that emphasize the importance of vocabulary acquisition and listening skills in the context of learning English.

1. **Relevance to Current Educational Needs**: English language competency is becoming more and more important for academic and professional success in today's globalized society. SMK Islamic Centre Baiturrahman is a vocational school that trains students for particular occupations where proficiency in English communication might improve employability. This study tackles a crucial aspect of language learning that is sometimes disregarded in conventional courses by emphasizing listening skills.

2. **Listening Comprehension Issues**: Due to a lack of exposure to real-world English language contexts, many EFL learners, especially those in Indonesia, struggle greatly with listening comprehension. The purpose of this research is to examine how aural vocabulary acquisition can lessen these difficulties and offer insights that may enhance instructional methods and student learning results.

3. **Relationship Between Vocabulary and Listening Skills**: Previous research has demonstrated a close relationship between listening comprehension and vocabulary. Research explicitly looking at this relationship in the context of Indonesian vocational education is lacking, nevertheless. The study aims to further the field of applied linguistics by examining this relationship and shedding light on how vocabulary development affects listening abilities.

4. **Practical Implications for Teaching**: By providing focused vocabulary education, the research's conclusions may help teachers develop more efficient methods for improving students' listening comprehension. Teachers can create more effective lesson plans and resources that meet the requirements of their students by understanding the specific language difficulties that pupils have.

5. **Contribution to Local Educational Context**: By carrying out this study at SMK Islamic Centre Baiturrahman, a localized comprehension of the particular difficulties and dynamics encountered by EFL students in this particular context is made possible. The knowledge acquired can help improve English language instruction throughout the region, not just for this institution but also for other comparable vocational schools throughout Indonesia.

6. **Personal Interest and Professional Development**: Personally, I find the topic to be in line with my interests in pedagogy and language learning. My comprehension of the intricacies of teaching listening skills will grow as a result of this research, which will help advance my professional growth as an English language teacher.

C. Research Question

This study aims to provide insight into EFL learners' listening abilities by using the framework of auditory vocabulary acquisition. By concentrating on the SMK

Islamic Centre Baiturrahman case study, it aims to offer insightful information that might improve teaching strategies and EFL students' listening results. By examining the specific challenges faced by these students and exploring effective strategies for developing aural vocabulary, this research seeks to provide valuable insights for educators and language learners alike. Based on the topic and background of the study explained above, the researcher formulates the research problem as follows:

1. How do EFL learners at SMK Islamic Centre Baiturrahman perceive the role of aural vocabulary acquisition in their listening skills?

2. What challenges and strategies do students employ to acquire aural vocabulary?

3. How do teachers facilitate aural vocabulary acquisition to enhance students' vocabulary?

D. Objective of Study

Here are the study objectives based on the title "Uncovering EFL Learners' Listening Skill through Aural Vocabulary Acquisition":

a. To explain how aural vocabulary acquisition affects the listening abilities of EFL at SMK Islamic Centre Baiturrahman, with an emphasis on how vocabulary

exposure through listening exercises improves understanding and memory.

b. To describe how well different aural vocabulary teaching techniques used by teachers work and how they affect EFL students' listening skills, especially in a classroom situation.

c. To describe the most effective ways to incorporate aural vocabulary acquisition into the EFL curriculum, investigate the relationship between students' vocabulary knowledge and listening abilities, and offer suggestions to teachers at SMK Islamic Centre Baiturrahman on how to enhance listening instruction.

E. Significance of Study

This study contributes to understanding EFL learning by exploring the connection between aural vocabulary acquisition and listening skills, expanding theoretical frameworks in second language acquisition. The research provides actionable insights for educators to improve listening skill instruction and develop more effective vocabulary learning strategies in vocational school EFL contexts.

1. Theoretically

First and foremost, this study seeks to advance theoretical knowledge of the relationship between vocabulary learning and listening comprehension. Although prior research has

demonstrated a link between vocabulary knowledge and listening comprehension, a thorough investigation of the precise ways in which aural vocabulary affects EFL learners' listening skills is still lacking. The study aims to close a significant gap in the literature by examining this relationship and providing empirical data that might guide future investigations into theories of language acquisition.

Second, it is anticipated that the results of this study will aid in the creation of models for aural vocabulary acquisition. This study can provide light on how students interpret spoken language by pinpointing the precise vocabulary elements that improve listening comprehension. The development of theoretical frameworks that more fully describe the cognitive processes involved in listening may result from this, improving our comprehension of language processing in EFL environments.

Existing pedagogical theories on language learning and teaching can also benefit from this study. The research can offer theoretical underpinnings for creating more effective teaching strategies by analyzing the difficulties EFL learners encounter when learning auditory vocabulary and how this affects their listening abilities. This supports a more comprehensive approach to language acquisition and is consistent with modern methods that support combining vocabulary training with listening exercises. Furthermore, a

more nuanced understanding of how cultural and contextual factors affect language learning is made possible by the study's focus on a particular educational context—SMK Islamic Centre Baiturrahman. This regional viewpoint might enhance theoretical debates over the generalizability of theories of language acquisition in many educational contexts, especially in vocational schools where effective communication is crucial.

In summary, this study's theoretical advantages go beyond just examining the connection between listening comprehension and aural vocabulary development. This study intends to further the theoretical discourse in the fields of applied linguistics and language education by advancing our understanding of the cognitive processes involved in language learning, guiding pedagogical theories, and offering insights into the contextual elements that impact EFL instruction. Its ultimate goal is to establish the framework for upcoming research that delves into the intricacies of language learning in various educational settings.

2. Practically

The practice of teaching and learning English can be immediately impacted by the practical advantages this study offers, especially in vocational education contexts. Firstly, the results of this study should give teachers important new

information on the particular vocabulary problems that EFL students encounter. Teachers can adjust their training to fill in these gaps by determining which aural vocabulary categories students struggle with the most. This focused strategy can result in more efficient lesson planning and resource creation, guaranteeing that vocabulary training is in line with the listening abilities children require to be successful in authentic communication situations.

Second, the focus of this study on the connection between listening abilities and aural vocabulary acquisition might guide the creation of educational resources and exercises. Teachers might use techniques that encourage vocabulary growth and active listening at the same time. Using real audio resources, like podcasts, interviews, or dialogues, for instance, can assist students in interacting with language in context, which will enhance their vocabulary and listening comprehension. Students may have a more interesting and successful educational experience if the study's conclusions are put into practice.

Additionally, the study can be used as a guide for teacher professional development initiatives. Training sessions and seminars targeted at enhancing teachers' pedagogical practices can benefit from the study's identification of successful approaches and instructional strategies for teaching listening skills through vocabulary acquisition. at

the end, this can improve the general standard of English language training at vocational schools by giving teachers the resources they need to help their students develop their listening abilities. Also, the study can aid in the creation of evaluation instruments that particularly gauge EFL students' listening comprehension in connection to their auditory vocabulary.

Teachers might utilize the knowledge gathered from this study to develop tests that measure students' vocabulary learning in context in addition to their listening comprehension. Future instructional decisions can be informed by this comprehensive approach to assessment, which can give a more accurate picture of students' language skills.

Lastly, by concentrating on a particular educational setting—SMK Islamic Centre Baiturrahman—this study can serve as a template for other vocational schools dealing with comparable EFL instruction issues. The research's practical implications can be modified and applied in a variety of contexts, encouraging best practices in vocabulary acquisition and listening instruction among comparable institutions. In conclusion, this study has a wide range of useful applications that affect teachers, students, and the larger educational community. This study intends to make a

substantial contribution to the advancement of English language instruction in vocational contexts by offering practical insights into vocabulary instruction, improving teaching strategies, influencing assessment procedures, and acting as a model for other institutions. In the end, it aims to empower educators and learners alike by cultivating improved communication abilities that are critical for future professional success.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature review is an important part of scientific research, which aims to explore, analyze, and synthesize research, theories, and concepts. The aim is to build theoretical strength, identify research gaps, and show the position of the research being developed in a broader scientific context.

A. Previous Studies

This part deals with review of previous studies relates with Listening Skills in EFL Context, Aural Vocabulary Acquisition, and Technology Integration in Listening Instruction.

1) Listening Skills in EFL Context

In 2020, Yildirim and Yildirim carried out a thorough investigation of the difficulties Turkish EFL learners encounter when it comes to listening comprehension. In order to effectively communicate in a second language, the researchers sought to determine the particular challenges that these students had when attempting to comprehend spoken English. According to their research, listening skills and vocabulary knowledge are significantly correlated. In particular, listening comprehension exams were more likely to be passed by pupils with greater word inventories. This

research suggests that a strong vocabulary is necessary for pupils to completely understand spoken language, highlighting the crucial function that vocabulary knowledge plays in promoting listening comprehension.

The study demonstrated how language acquisition and listening comprehension are intertwined, suggesting that gains in one could have a beneficial impact on the other. According to this link, pupils' vocabulary growth improves both their general language competency and their capacity to comprehend spoken content. This study has important ramifications for teachers since it emphasizes how important it is to incorporate vocabulary training into listening exercises in order to assist pupils in overcoming comprehension challenges.

Zhang and Graham (2020) examined the connection between Chinese EFL learners' vocabulary knowledge and listening comprehension in a related study. Their study sought to measure the degree to which listening comprehension skills were influenced by vocabulary knowledge. The results showed that about 24% of the variation in students' listening comprehension scores could be explained by their vocabulary knowledge. This statistic supports the findings of Yildirim & Yildirim by

demonstrating the significant influence vocabulary has on students' comprehension of spoken English.

The study by Zhang and Graham demonstrated how important language proficiency is to the growth of good listening abilities. It underlined that pupils who possess a solid vocabulary base are better able to decipher spoken language, comprehend context, and deduce meaning—all of which are essential elements of effective listening comprehension. while taken as a whole, these studies highlight how crucial it is to concentrate on vocabulary growth while teaching EFL students to listen. Teachers can create more effective teaching strategies that improve students' overall language competence and listening comprehension skills by acknowledging the critical connection between vocabulary knowledge and listening skills.

2) Aural Vocabulary Acquisition

In a thorough investigation, Zheng and Webb (2019) looked at the efficacy of several approaches for aural vocabulary learning. The purpose of this study was to determine how various listening activities might help kids acquire new words. Their study's conclusions showed that students' vocabulary knowledge significantly increased as a result of incidental vocabulary learning, which happens

when they unintentionally pick up new words while participating in listening exercises. Because contextual exposure increases comprehension and memory, this effect was especially noticeable when students met new terms in relevant circumstances.

Zheng and Webb's study showed that repeated exposure to vocabulary items through a variety of hearing materials led to a considerable improvement in vocabulary memory rates. Students were able to experience the same words repeatedly in various circumstances, which is essential for ensuring that they retain the information and can remember it later.

Nguyen and Nation (2021) conducted a study that examined the effects of specifically calling students' attention to language during listening activities, which supports these findings. In order to ascertain how adding vocabulary-focused exercises to listening assignments could improve students' language acquisition, their study involved Vietnamese high school students. The findings of their investigation offered compelling support for Zheng and Webb's conclusion.

In particular, Nguyen and Nation discovered that students' recognition and retention of new words increased dramatically when vocabulary-focused activities were

incorporated into listening assignments. In fact, the study found that word retention improved by 35% when compared to traditional listening methods that did not explicitly focus on vocabulary. This significant improvement emphasizes how crucial it is to purposefully include vocabulary training in listening activities since it improves vocabulary retention over the long run in addition to helping with comprehension.

These studies collectively demonstrate the vital roles that explicit vocabulary training and accidental learning through contextual exposure play in the process of aural vocabulary acquisition. Teachers can greatly improve the language proficiency and general learning outcomes of EFL students by incorporating efficient listening techniques that prioritize vocabulary acquisition.

3) Technology Integration in Listening Instruction

Researchers investigated the use of digital technology to improve students' listening comprehension and vocabulary acquisition in the Kim et al. (2023) study. This study, which included 156 South Korean vocational high school students, offers a comprehensive picture of the use of technology in vocational education settings. The researchers used both traditional listening exercises and multimedia resources in this investigation. For example, students were interacting with a variety of media, including interactive applications,

films, and animations, in addition to listening to audio recordings. The goal of this strategy was to make the classroom more dynamic and interesting so that students would be more inclined to actively engage in the learning process.

The study's findings showed that students' listening comprehension was much enhanced when multimedia resources and conventional listening exercises were combined. Students who engaged in this technology-enhanced learning demonstrated gains in vocabulary recall as well as improved comprehension of the material they heard. This indicates that they were better able to retain and apply new words that they had acquired throughout the course of teaching.

The significance of technology-supported learning environments was also emphasized by the study. Teachers may give students more engaging and dynamic learning experiences by utilizing digital tools and resources. This increases students' motivation to learn in addition to helping them understand the subject matter. Accordingly, the results of this study indicate that incorporating technology into listening lessons can greatly aid in the growth of students' vocabulary and listening abilities, especially in vocational education where employable and useful skills are crucial.

B. Theoretical Studies

This chapter explores the comprehensive landscape of listening skills in language learning, focusing on five critical dimensions: The Nature of Listening Skills, Aural Vocabulary Acquisition, EFL Learning Context, Theoretical Framework of Listening Skill Development, Integration of Technology in Listening Instruction.

1. The Nature of Listening Skills

1.1 Definition of Listening

Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know (Rost, 2020). It involves not only the ability to decode sounds but also to construct and interpret meaning from both verbal and non-verbal messages. According to Brown (2019), listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain, making it a fundamental language skill that enables the development of other language abilities.

1.2 Types of Listening

Richards and Schmidt (2021) claim that listening can be divided into a number of different categories, each with a unique function and set of circumstances. Intensive listening helps students understand the complexities of language by focusing intently on particular speech elements, such as words, phonemes, or intonation patterns. Selective hearing, on the other hand, involves listening for particular information while purposefully disregarding other auditory elements. This is essential for activities that call for identifying specifics.

Active engagement in discussions where speaking and listening take turns, promoting a lively flow of ideas, is what defines interactive listening. Conversely, prolonged listening is sought for enjoyment or broad comprehension, which encourages learners to interact with the language in a more casual and pleasurable way. Lastly, responsive listening is essential in social situations, as it involves listening to respond appropriately, facilitating effective communication and interaction. Each type of listening plays a vital role in language acquisition and effective communication skills.

1.3 Listening Process

There are three key steps in the listening process, according to Anderson's (2020) three-phase model. The encoding of the acoustic information, in which listeners hear and identify sounds and phonetic features, is the initial step in perceptual processing. This first stage is essential for establishing the foundation for further comprehension. In order for listeners to understand and make sense of the sounds they have heard, the second stage, known as parsing, comprises breaking down the acoustic information into meaningful pieces.

In order to convert unprocessed audio data into understandable words, this stage is essential. Utilization, the third level, entails communicating and understanding the parsed message. During this stage, listeners use what they have learned to participate in a discussion, react correctly, and incorporate the information into their larger body of knowledge. Together, these three phases highlight the complexity of listening as an active and dynamic process that is fundamental to effective communication.

2. Aural Vocabulary Acquisition

2.1 Definition of Aural Vocabulary

Aural vocabulary refers to the collection of words that a learner can recognize and understand when encountered in spoken form (Nation, 2013). It is distinct from written vocabulary as it requires recognition of the spoken form of words and immediate processing of their meaning in real-time listening situations.

2.2 Components of Aural Vocabulary Knowledge

Webb (2022), aural vocabulary knowledge consists of a number of crucial elements that are necessary for efficient hearing and comprehension. Form recognition, or the capacity to identify a word's spoken form, is the first element. This ability is essential for recognizing words in speech and comprehending how to pronounce them. Understanding the meaning of a word when it is heard is the second component, or meaning recognition.

Listeners can understand the intended meaning of spoken language thanks to this component of vocabulary knowledge. Usage knowledge, which includes an awareness of how a term is used in various contexts, makes up the third element. This information aids students in using terminology correctly in a variety of contexts. Last but not least,

collocation knowledge is the understanding of words that frequently occur together, which helps listeners better predict and understand statements. When combined, these elements support a thorough comprehension of auditory vocabulary, improving communication and listening skills in general.

2.3 Aural Vocabulary Acquisition Process

Milton and Hopkins (2021), there are multiple crucial phases in the aural vocabulary acquisition process that make it easier to pick up new words through listening. Exposure is the first stage, which entails initially coming into contact with a word's spoken form. Because it exposes students to new language in a contextualized way, this exposure is essential.

The stage of notice, which comes after exposure, is when students deliberately focus on the new vocabulary word and realize its importance and applicability. Deeper learning requires this conscious awareness. The third stage, known as recognition, is when students can recognize a word in speech and distinguish it from other words and sounds in a discussion.

Following recognition, a word must be stored in long-term memory for later usage. This process is known as

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retention. The process ends with retrieval, in which students show that they can access and utilize the term when necessary in the right situations. When taken as a whole, these phases provide a thorough foundation for comprehending how exposure and practice help learners successfully pick up auditory vocabulary.

3. EFL Learning Context

3.1 Characteristics of EFL Learning

Learners in English as a Foreign Language (EFL) environments have a number of unique traits that influence their educational journeys; Learn English in Situations Where Others Do Not Speak It: In nations where English is not the native language, EFL students usually study the language. This frequently implies that they have few opportunity to utilize and practice English outside of the classroom, which may have an impact on their general competency.

Insufficient Experience with Real English Input: In EFL contexts, learners frequently have limited access to real English language resources, including media, literature, and native speakers. Their capacity to acquire a natural feel for the language, particularly its subtleties and colloquialisms, may be hampered by this lack of experience. Learn English as a Subject Rather than a Communication Medium:

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Grammatical, lexical, and reading/writing abilities are the main academic subjects taught in many EFL environments. This method may cause a gap between language acquisition and real-world communication, making it difficult for students to utilize English successfully in everyday contexts.

Face Obstacles in the Development of Genuine Listening Skills: EFL learners sometimes fail to acquire excellent listening skills because they are not exposed to many native speakers or real English input. They could have trouble understanding spoken English in different situations, accents, and speeds, which could affect their general language comprehension and communication skills. These traits draw attention to the particular difficulties experienced by EFL students and emphasize how crucial it is to provide immersive, conversational, and interesting learning settings in order to improve their language acquisition.

3.2 Vocational School Context

A unique setting for studying English as a foreign language (EFL) is provided by vocational schools, which are distinguished by a number of important characteristics that meet the unique requirements of students preparing for different professions; Learning a language for a specific purpose: Language that is closely relevant to certain vocations is sometimes the main emphasis of vocational schools. This indicates that the curriculum is designed to

incorporate words, expressions, and communication techniques relevant to certain industries, such business, engineering, healthcare, and hospitality. This focused method aids students in gaining the language proficiency required for their future employment.

Practical Application: Vocational education places a high priority on using language in everyday situations. EFL training frequently includes practical exercises, role-playing games, and simulations that mirror the real-world language requirements that students would encounter in the workplace. Learners' confidence and proficiency in utilizing English in professional settings are improved by this useful program.

Limited Time: occupational school students usually have to juggle learning a language with completing their occupational training, which might lead to time limits. The amount of time available for in-depth language training may be limited by this dual focus. EFL programs must thus be effective and targeted, giving priority to fundamental language abilities that complement students' career objectives. Diverse Learning Needs: Students with a range of skill levels and learning goals are frequently accommodated at vocational institutions.

While some pupils may begin with a solid foundation in language, others may have a lower level. Furthermore,

students may have a variety of objectives for their English language studies, such as passing particular tests, enhancing communication at work, or getting ready for internships. Because of this variation, teaching methods must be adaptable and diversified to match the individual requirements of every student.

4. Theoretical Framework of Listening Skill Development

4.1 Cognitive Processing Theory

Vandergrift and Goh (2021), Cognitive Processing Theory, listening comprehension is a complex process involving several forms of cognitive processing. Together, these procedures aid learners in efficiently comprehending spoken language. The following are the three primary elements of listening comprehension: Bottom-Up Processing: This method concentrates on comprehending spoken language's individual words, sounds, and sentences.

In order to create meaning, students decode the auditory information by examining the lexical and phonetic components. In the end, this procedure helps with general comprehension by helping to identify words and comprehend their grammatical functions. Processing from the top down: Top-down processing, as opposed to bottom-

up processing, uses past experiences, background information, and context to interpret what is being heard.

Students interpret the message based on their knowledge of the subject, the speaker's intention, and the circumstances. This method makes it easier for listeners to understand even when some linguistic aspects are unclear by letting them fill in the blanks and make assumptions about the content.

Interactive Processing: This method blends top-down and bottom-up processing. For effective listening comprehension, students frequently need to use contextual signals and past knowledge to interpret the auditory data at the same time. The dynamic character of hearing is reflected in interactive processing, when students alternate between deriving meaning from the speech's features and using their contextual knowledge.

Teachers may better grasp the intricacies of listening comprehension and create instructional techniques that assist students in strengthening their listening comprehension skills by acknowledging the interaction between different processing strategies their listening skills. By improving their contextual awareness and decoding skills, this all-encompassing method helps students interact with spoken language more successfully.

4.2 Schema Theory in Listening

Schema Theory, as discussed by Carrell and Eisterhold (2019), provides a framework for understanding how listeners process and comprehend spoken language. According to this theory, listeners rely on various types of schemata mental structures that help organize and interpret information to enhance their listening comprehension. The three main types of schemata involved in listening are;

Linguistic Schema: This refers to the listener's knowledge of the language system, including vocabulary, grammar, phonetics, and syntax. A strong linguistic schema enables listeners to decode spoken language more effectively, as they can recognize words, understand grammatical structures, and interpret the meaning of phrases. This foundational knowledge is crucial for making sense of what is being heard, particularly in terms of recognizing familiar sounds and patterns.

Content Schema: Content schemata encompass the background knowledge and experiences that listeners bring to a listening situation. This includes knowledge about the topic being discussed, cultural references, and contextual information. When listeners have relevant content schemata, they can make inferences, predict what might be said next, and fill in gaps in their understanding. This background

knowledge significantly enhances comprehension, as it allows listeners to connect new information to what they already know.

Formal Schema: Formal schemata involve the listener's understanding of different types of texts and discourse structures. This includes knowledge of how various genres of spoken language are organized, such as conversations, lectures, presentations, or interviews. Familiarity with the conventions and expectations of different discourse types helps listeners anticipate the structure of the information being presented, making it easier to follow along and understand the overall message.

By integrating linguistic, content, and formal schemata, listeners can enhance their comprehension of spoken language. Educators can leverage this understanding to design listening activities that activate students' prior knowledge, introduce relevant vocabulary and structures, and familiarize them with different discourse types. This approach not only improves listening skills but also fosters a deeper engagement with the material being presented.

4.3 Sociocultural Theory in Language Learning

Lantolf and Poehner (2022), sociocultural theory (SCT) emphasizes the value of social contact, scaffolding, and

cultural context in language acquisition. Here is a thorough rundown of these important elements: Social interaction's role in collaborative learning and language development At its core, language acquisition is a social activity. Students have conversations that improve their language comprehension and usage via interactions with instructors, peers, and the community. Through this exchange, students may resolve misconceptions, negotiate meaning, and improve their communication skills.

Zone of Proximal Development (ZPD): A key idea in SCT is Vygotsky's ZPD. It alludes to the distinction between what students can accomplish on their own and what they can accomplish under supervision. As learners are assisted in achieving greater levels of comprehension and proficiency, social interactions within this zone foster cognitive growth and language learning.

The Value of Scaffolding in the Development of Listening Skills; Supportive Framework: Providing learners with short-term support structures to help them improve their listening abilities is known as scaffolding. This can include techniques that improve learners' ability to absorb and comprehend spoken language, such as pre-listening exercises, guided practice, and post-listening conversations.

Release of Responsibilities Gradually: The scaffolding may be gradually eliminated as students gain proficiency,

giving them more control over their listening development. Their independence and self-assurance in their listening skills are fostered by this process. Cultural Relevance; Impact of Cultural Context on Understanding Language and culture are closely related. Cultural background affects learners' comprehension by influencing how they interpret, anticipate, and comprehend spoken conversation. Understanding cultural conventions, idioms, and allusions improves understanding and promotes deeper conversations.

Contextual Knowledge: Learners can better understand nuances and intricacies in communication when they are aware of the cultural context in which language is employed. Effective listening requires this comprehension because it enables students to decipher the speaker's meaning and the social factors at work.

Lantolf and Poehner stress the significance of a sociocultural approach to language acquisition that prioritizes communication, support, and cultural sensitivity by highlighting these components. Teachers may use these revelations to provide rich, cooperative learning settings that support language acquisition in a significant and pertinent manner.

5. Integration of Technology in Listening Instruction

Theoretical Foundations

Advances in technology and a variety of theoretical frameworks are increasingly influencing modern methods to listening education. An outline of the three main theoretical pillars that support modern listening training is provided below: The theory of multimedia learning (Mayer, 2020): Dual Coding: According to Mayer's Multimedia Learning Theory, people learn better when information is given to them in both visual and spoken forms.

Learners are better able to integrate and remember knowledge because to this dual coding. Combining auditory and visual aids (such as pictures, diagrams, or videos) in listening training can improve understanding and student participation. Cognitive Load Management: In order to maximize learning, Mayer stresses the significance of regulating cognitive load. Learners shouldn't be overloaded with material in an effective multimedia lesson. Teachers can promote improved comprehension and memory of the subject matter by carefully crafting listening exercises that strike a balance between auditory and visual inputs.

Active Learning: According to the notion, students should actively interact with the content. Deeper learning and improved understanding might result from exercises that

ask students to summarize, forecast, or consider what they have heard.

The fundamentals of computer-assisted language learning (CALL); interactive learning settings CALL places a strong emphasis on using technology to provide dynamic and captivating language learning environments. CALL tools, which let students practice listening skills through interactive activities, tests, and simulations, can help in listening instruction. Feedback and Personalization: CALL principles support individualized learning pathways that allow students to advance at their own speed and get real-time performance feedback.

With this method, students may listen to audio recordings repeatedly and get support that is specific to their requirements, which can be very helpful for listening teaching. Access to Real-World Conversations, Podcasts, and Videos: CALL gives students access to a variety of real-world conversations and other genuine listening resources. Learners' listening comprehension and cultural awareness can be improved by this exposure to a range of accents, speech speeds, and situations.

Principles of Mobile-Assisted Language Learning (MALL); Learning While on the Go: MALL uses mobile technologies to help people study languages at any time and from any location. This adaptability makes learning more

easy and accessible by enabling students to participate in listening exercises in a variety of settings. Multimedia Integration: Like Multimedia Learning Theory, MALL frequently uses a variety of media types, including interactive applications, audio, and video. This multimodal method improves engagement and understanding by accommodating various learning preferences and styles.

Peer collaboration and communication are made possible by MALL's ability to promote social connection through mobile platforms. Through conversations, group exercises, and peer evaluation, this engagement can improve listening skills. Teachers may design dynamic, productive learning environments that meaningfully and engagingly promote the development of listening skills by incorporating these theoretical underpinnings into their listening instruction. These methods not only improve understanding but also get students ready for listening in a range of real-world scenarios.

Digital Resources and Tools, To help EFL students improve their listening abilities, a wealth of digital tools and resources are accessible. Here are a few practical choices: Apps and Online Platforms: Busuu By providing thorough English courses with listening exercises, this language learning software enables users to hone their listening comprehension skills in a variety of dialects. To improve

pronunciation, it has facilities for stopping, rewinding, and repeating audio.

Elllo.org: More than 2500 audio and video recordings are arranged into easy courses in this free online English listening library. Additionally, it offers worksheets and study programs to improve learning. App for Speaking and Listening in English: With hundreds of audio conversations with transcripts, games, and fluency tests, this Android app focuses on conversational English. Over 500 listening passages at various levels, together with descriptions, transcripts, and quizzes, are available on EnglishListening.com, a resource created for ESL teachers and students.

Learn English Podcasts: This app, created by the British Council, provides interesting podcasts on real-world subjects along with comprehension exercises and scripts. Interactive Educational Resources: Kahoot! An online platform for game-based learning that lets educators make interactive games and quizzes to gauge students' comprehension and keep them entertained. Quizlet: A flexible platform for producing interactive games, study aids, and flashcards that help students retain topics and terminology.

ClassIn: A comprehensive learning management system that offers features for live chat, polling, and student

administration while simulating a real classroom setting. Mobile Apps: Listen Pal: This app uses engaging videos with subtitles from well-known websites to help students get better at listening. Tandem: A community for language exchange where students may practice speaking and listening to native speakers via video, audio, or text. With more than 400 English conversation lessons available, FLOW Speak is a language tuition software that lets users practice frequently and get immediate feedback. TalkPal: This software helps students develop their practical English abilities by providing conversation practice through AI-generated scenarios.

C. Theoretical Framework

This theoretical framework provides a comprehensive foundation for understanding the relationship between listening skills and aural vocabulary acquisition in the context of vocational EFL education. It integrates cognitive, linguistic, and pedagogical perspectives to inform both research and practical implementation.
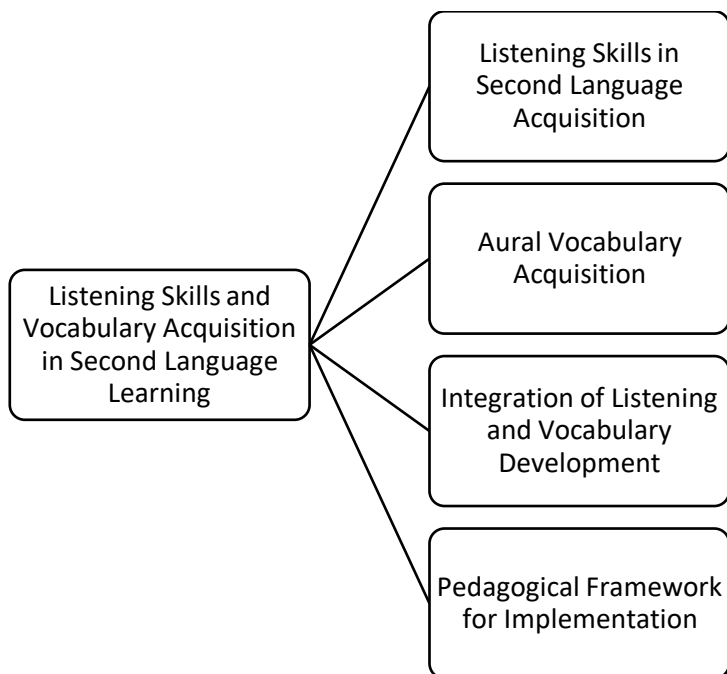
1. **Listening Skills in Second Language Acquisition**
a) **Nature of Listening**

It is true that listening comprehension in second language acquisition (SLA) is a complex and ever-changing process that incorporates a range of cognitive processes and techniques. Here is a thorough rundown of the elements you listed, as well as the two main processing strategies described by Vandergrift and Goh (2021); Listening Cognitive Processes: Perception of Speech, This is the first listening stage, during which students hear and interpret spoken sounds. In order to differentiate between various sounds and comprehend spoken language, it entails identifying phonetic features such phonemes and intonation patterns.

Word Recognition: After hearing speech, students need to identify specific words in the speech stream. Vocabulary knowledge and the capacity to divide continuous speech into identifiable chunks are prerequisites for this procedure. Building comprehension requires proficient word recognition. Grammatical Processing: Learning a language's grammatical patterns aids students in comprehending the relationships between words in sentences.

Accurately understanding meaning requires parsing sentences to determine subjects, verbs, objects, and other grammatical components. In order to create overall

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meaning, meaning construction entails combining the meanings of many words and phrases. In order to make sense of what they hear, learners rely on their prior understanding of the language, context, and the subject matter. Interpreting Discourse: Listening entails interpreting broader discourse units, such as conversations, stories, or lectures, in addition to comprehending individual phrases. In order to comprehend the flow of ideas and the speaker's aim, learners must be able to identify discourse markers, transitions, and the general structure of spoken language.

Words, sounds, and grammatical structures are the smallest language components that are the focus of bottom-up processing. In order to understand the entire message, learners first decode the speech's constituent parts and then progressively increase their comprehension. The listener's capacity to correctly identify and understand language elements is crucial to this process, which is frequently motivated by the actual information received.

For instance: When a student hears a sentence, they first determine the meanings of the individual words before putting the sentence's overall meaning together. On the other hand, top-down processing makes sense of what is being heard by utilizing situational clues, context, and prior knowledge. This method enables students to predict and deduce meaning from their past experiences, subject-matter

expertise, and comprehension of the communication's context. For instance, when a student hears a discussion in a familiar setting (such placing an order at a restaurant), they utilize what they know about that setting to fill in the blanks and comprehend the discourse, even if they don't understand every word.

Both top-down and bottom-up processing are frequently used in conjunction for effective listening comprehension. Competent listeners dynamically transition between these strategies, use their language expertise to decode speech and their prior knowledge and contextual clues to improve comprehension.

Teachers may create more effective listening lessons that help students improve their listening abilities in a second language by acknowledging the complexity of the listening process and the interaction between various cognitive processes and processing techniques. This involves offering practice opportunities that use both kinds of processing, such listening to a variety of audio content, taking part in conversations, and using background information to improve understanding.

b) Components of Listening Competence

A thorough grasp of the several components that go into developing good listening abilities, especially while learning

a second language, is offered by Buck's (2019) framework for listening competency. In order to assist learners comprehend spoken language in various circumstances, each of the four components—linguistic knowledge, strategic competence, discourse knowledge, and pragmatic knowledge—is essential.

Here is a more thorough examination of each element: knowledge of languages, The fundamental components of language that students require in order to absorb and comprehend spoken information are included in linguistic knowledge. This comprises: Phonological awareness is the capacity to identify and work with language's sounds. In order to perceive speech accurately, one must comprehend phonemes, stress patterns, intonation, and rhythm. Lexical Knowledge: Knowledge of vocabulary, including usage and definitions. A strong lexical foundation enables students to identify and comprehend the words they hear, which is essential for understanding.

Understanding grammatical structures and how words fit together to produce sentences is known as syntactic understanding. Learners who comprehend syntax are better able to understand complicated formulations and interpret phrases. The capacity to infer meaning from words and phrases in context is known as semantic comprehension. This entails being aware of subtleties in meaning and

comprehending how interpretation is influenced by context. Strategic Proficiency, The capacity to employ a variety of techniques to improve listening comprehension is referred to as strategic competence. This can be divided into Cognitive strategies are methods that students use to process information, such taking notes, summarizing, and making content predictions.

These techniques enhance recall by assisting students in actively engaging with the content. Understanding and controlling one's own learning processes are examples of metacognitive strategies. Planning how to approach listening activities, keeping an eye on comprehension while listening, and assessing knowledge afterwards are all included in this.

Learners may take charge of their listening habits by using metacognitive techniques. Socio-Affective Strategies: Methods for controlling social interactions and feelings while performing listening exercises. This entails establishing a connection with speakers, staying motivated, and controlling anxiety, all of which have a big influence on listening comprehension. Understanding the structure and organization of spoken language is known as discourse knowledge. Important elements consist of: Understanding of Text Organization: Being aware of the many ways spoken

texts, such as presentations, discussions, and tales, are structured.

This aids students in understanding the information flow and anticipating material. Identifying Discourse Indicators: recognizing terms and expressions like "however," "for example," and "in conclusion" that indicate connections between concepts. Discourse markers make it easier for listeners to comprehend transitions and follow the speaker's argument.

Knowledge of Coherence and Cohesion: Knowing how concepts make sense together (coherence) and how language components fit together (cohesion) in a spoken text. This skill facilitates understanding the main point of the discourse as well as the connections between its many components. Understanding the social components of communication and how language is utilized in context are referred to as pragmatic knowledge.

This comprises Recognizing the Intentions of the Speaker: identifying the purpose of a speaker's speech, such as entertaining, educating, or persuading. This knowledge is essential for deciphering meaning that goes beyond words. Understanding how cultural norms, attitudes, and practices affect communication is known as "interpreting cultural context." This information aids students in navigating cross-cultural relationships and comprehending meaning

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subtleties. Recognizing Register and Style: Being aware of how language changes depending on the situation, target audience, and goal. For proper understanding and reaction, it is crucial to distinguish between formal and informal language.

2. Aural Vocabulary Acquisition

a) Vocabulary Knowledge Dimensions

Nation's (2020) vocabulary knowledge framework offers a thorough method for comprehending how second language learners pick up and use vocabulary. The three primary dimensions of the framework are form, meaning, and usage. Specific elements that go into a learner's total vocabulary competency are covered by each dimension.

Here is a thorough examination of every dimension: Form The physical characteristics of words and how they are formed and recognized are the main topics of the form dimension. It consists of Recognition of Spoken Forms, the capacity to identify words upon hearing them. This entails phonological awareness and auditory processing abilities, which allow students to recognize words in spoken language even when they are incorporated into normal speech. Identification of Word Parts recognizing the roots, prefixes, and suffixes that make up words. This understanding makes it easier for students to understand and produce by breaking

down difficult language into smaller, more accessible chunks. Recognition of Sound Patterns, the capacity to recognize word phonetic patterns, such as intonation and stress. Accurate pronunciation and successful listening comprehension depend on the ability to recognize these patterns.

In other words, The semantic components of vocabulary are included in the meaning dimension, which focuses on the meaning that words express. It consists of Form and Meaning. Relationship: recognizing the connection between a word's meaning and its form, including its pronunciation and spelling.

Effective vocabulary learning and recall depend on this relationship. Idea and Sources, understanding the real-world elements (referents) that words indicate as well as the abstract concepts they express. Learners can use words effectively in context thanks to this understanding. Connections and Meanings, identifying the synonyms, antonyms, and cultural or emotional implications that words have in addition to their plain meanings. A learner's vocabulary is expanded and their capacity to convey complex meanings is improved by this information.

Utilize, The application of words in various settings is the main emphasis of the use dimension. It consists of:

Grammatical Operations, being aware of the grammatical functions of words in sentences, such as their functions as verbs, adjectives, nouns, etc. This information aids students in creating grammatically sound phrases and using words correctly in context. Collocations identifying terms that go together often (e.g., "make a decision" vs. "do a decision").

To sound natural and fluent in a second language, one must comprehend collocations. Limitations on Utilization, knowledge of the acceptable and improper situations for specific terms. In order to properly manage social interactions, learners must comprehend formal vs informal language, geographical variances, and context appropriateness.

b) Processes of Aural Vocabulary Acquisition

A systematic explanation of how students pick up vocabulary by hearing is offered by Ellis's (2019) model of auditory vocabulary acquisition. The dynamic mechanisms that convert auditory information into useful vocabulary knowledge are highlighted by this paradigm. Below is a thorough explanation of every element in the model: Processing Input, The first phase of input processing is when students interact with spoken language and start picking up new words. This includes a number of crucial procedures: Observing New Words in the Dictionary, This is the

deliberate recognition of new words or expressions while engaging in listening exercises.

For vocabulary development, noticing is essential because it encourages students to focus on new objects and think about their meanings. Identifying Patterns in Sound Students need to be able to detect and identify word phonetic patterns, include their tone and pronunciation. This recognition makes it easier to learn new language and helps differentiate words in continuous speech. Storage of Phonological Memory, This is the capacity to store new word sounds in short-term memory. For students to retain new language long enough to comprehend its meaning and incorporate it into their prior knowledge, phonological memory is crucial.

c) **Form-Meaning Mapping**

After processing the information, students must relate the words' forms to their meanings. This includes: Linking Meaning to Sound Students start to make associations between a word's aural shape and meaning. Since it serves as the foundation for knowing how to use the term correctly, this mapping is essential for vocabulary retention and retrieval. Semantic Network Development, Learners start creating networks of linked meanings when they pick up new words. Their vocabulary is expanded and their

comprehension is improved by knowing synonyms, antonyms, and related concepts.

Combining Current Knowledge with Integration Learners' existing vocabulary is combined with new words. This might entail connecting new terms to previously taught language, events, or concepts, which helps with retention and retrieval. Recovery and Manufacturing, The capacity to actively use the learned language is the last phase of auditory vocabulary learning.

This comprises: Active Vocabulary Retention, When necessary, this technique entails bringing up vocabulary words from memory. Effective communication requires active recall, which also reinforces learning by motivating students to use the terminology. Effective Communication Use, Students must be able to write or talk using the terminology they have learned. This effective application boosts confidence and fluency by showing that students can use what they have learnt in authentic situations.

Access Automation, With practice and frequent exposure, language recall becomes more automatic over time. Automatization makes it easy and quick for students to obtain language, which promotes more fluid communication and improves overall language proficiency.

3. **Integration of Listening and Vocabulary Development**

a) **Interactive Model of Listening Comprehension**

The complex processes involved in comprehending spoken language, especially the interplay between vocabulary and hearing, are highlighted by Anderson's (2018) interactive model of listening comprehension. The three stages of this paradigm are usage, parsing, and perceptual processing. Specific cognitive processes that support efficient listening comprehension are covered in each step.

Here is a thorough examination of every stage: Processing of Perception, The first stage of listening comprehension is called perceptual processing, during which students interact with the auditory data. This stage consists of: Sound Discrimination the capacity to differentiate between various spoken language sounds. Accurate word identification for learners depends on this ability to recognize phonemes and comprehend pronunciation variances. Identification of Word Boundaries, recognizing the beginning and ending of words in spoken language. Because words can blur together in fluent speech, this process is especially difficult.

To effectively create meaning from spoken information, word boundaries must be identified. The mental

representation of language's sounds and patterns is known as phonological representation. In order to help in recognition and recall during listening exercises, this entails forming an image in the mind of the sounds connected to words. Parsing is the stage at which students start to make meaning of the words and phrases they hear after processing the auditory information.

This stage entails: Recognition of Words, the capacity to recognize and comprehend words in their context. Good word recognition is essential for comprehension because it enables students to rapidly understand spoken language.

Analyzing a sentence's grammatical structure is known as syntactic analysis. Interpreting the links between various components in spoken language requires a comprehension of how words join to generate phrases and sentences. The process of creating meaning representations from recognized words and structures is known as semantic proposition formation. This is combining word meanings to create cohesive statements or concepts that serve as the foundation for comprehension as a whole.

Utilization is the last stage in Anderson's paradigm, during which students use their knowledge to improve comprehension. The following are included in this phase: Integration with Prior Knowledge, the capacity to relate

newly learned information from listening to prior experiences and knowledge. This integration improves retention and comprehension while assisting students in making sense of the content. Making inferences is the process of formulating predictions or conclusions from the data that has been provided. Making inferences enables students to fill in knowledge gaps and decipher suggested meanings, which is frequently required in spoken communication.

Monitoring of Comprehension, continuous evaluation of one's comprehension while listening. This entails understanding what has been comprehended and identifying when more processing or clarification is required. Monitoring comprehension effectively enables students to modify their listening techniques as needed.

b) Cognitive Load Theory in Listening

A useful framework for understanding how cognitive processes impact listening comprehension is (Sweller, 2020) Cognitive Load Theory (CLT). According to the notion, in order to improve learning and comprehension, it is crucial to efficiently regulate cognitive load because our cognitive resources are finite. Intrinsic load, extraneous burden, and germane load are the three categories of cognitive load that may be distinguished while discussing listening.

Here is a thorough examination of each kind: The intrinsic load, The term "intrinsic load" describes the inherent complexity of the subject matter being studied, which varies depending on a number of criteria; Vocabulary Complexity, Cognitive load may be greatly impacted by the vocabulary's degree of complexity in spoken language.

Learners may find it difficult to understand speech that uses complicated or new jargon, this might impede comprehension and raise the intrinsic burden. Speech Rate: Understanding is impacted by the rate at which speech is delivered. Particularly for those who are not fluent in the language, rapid speech can overwhelm listeners, increasing cognitive load as they try to process information rapidly.

Changes in Accent, Listeners may find it difficult to understand different accents, especially if they are unfamiliar with them. Pronunciation and intonation variations can make it more difficult to recognize and comprehend words, which adds to the inherent cognitive burden. Unneeded Load, The cognitive burden produced by variables unrelated to the actual learning content is referred to as extraneous load. Effective instructional design can reduce this kind of stress; environmental factors, Distracting surroundings, bad acoustics, and background noise can all raise unnecessary burden.

Making it more difficult for students to concentrate on the spoken content. Effective understanding requires a comfortable listening environment. Design of the Task, Cognitive load can be influenced by the structure of listening activities. Overly difficult or badly designed tasks can increase cognitive demands without adding value and hinder learning. Tasks that are precise and well-defined might lessen unnecessary workload.

Methods of Instruction, Cognitive load may be impacted by the ways in which listening content is presented. For instance, managing unnecessary load and promoting understanding may be achieved by employing multimedia materials, giving clear directions, and structuring listening exercises. Germane load is the term used to describe the mental effort required to digest and comprehend the information, which aids in learning and the formation of schemas; Construction of Schemas, The construction of mental models, or schemas, that aid students in organizing and comprehending incoming knowledge is linked to Germane load.

In order to facilitate deeper understanding, effective listening comprehension frequently entails making connections between new words and concepts and preexisting knowledge. Development of Automation,

Learners' automaticity in processing spoken language increases with proficiency.

Over time, this automation lessens cognitive strain, freeing up learners to concentrate on more complex comprehension exercises rather than simple word identification. Application of Strategy, Effective listening techniques, such taking notes, summarizing, or making predictions, can improve understanding and lessen cognitive strain. Learning how to use these techniques can improve students' ability to handle cognitive demands.

c) **Vocational Context Considerations**

The English for Specific Purposes (ESP) framework developed by (Robinett et al., 1988) offers an organized method for creating and executing language instruction suited to certain professional situations. In vocational education, where the objective is to provide students the language skills required for their particular vocations, this paradigm is especially pertinent. The three primary parts of the framework are methodological methods, content selection, and needs analysis. The first phase in the ESP framework is needs analysis, which focuses on comprehending the unique needs of learners in their vocational contexts.

Here is a thorough examination of each component. This includes: Analyzing the target situation, The linguistic abilities and information that students will require in their particular professional contexts are identified by this study. It makes sure that language training is in line with the demands of the real world by looking at the roles, responsibilities, and communication needs that students will encounter in their future employment.

Analysis of the Current Situation, this part evaluates the learners' present language abilities and competency. It assists in locating discrepancies between the linguistic requirements of the target scenarios and the learners' current proficiency. Customizing education to meet learners where they are requires an understanding of the current circumstances.

Analysis of Learning Needs, the particular learning preferences, styles, and motivations of the students are the main emphasis of this investigation. It takes into account elements like their prior educational background, hobbies, and the contexts in which they will use the language. Designing successful and captivating learning experiences requires this knowledge. Selection of Content, choosing relevant material that fits the needs that have been found is the next stage once the needs analysis is finished.

This comprises: Relevance of Vocabular Terms, it is crucial to use terminology that is relevant to the particular subject of study or occupation. This guarantees that students study the language they will truly utilize in their professional settings, improving their capacity for efficient communication. Terminology Specific to the Industry, It's crucial to incorporate jargon and industry-specific phrases that are often used in the learners' domains in addition to broad vocabulary. This specialized language aids trainees in navigating their specific sectors and is essential for professional competency.

Selection of Genuine Materials, Using reliable resources like case studies, manuals, and industry publications, and real-life scenarios provides learners with exposure to the language as it is used in professional contexts. Genuine resources improve relevance and engagement, giving the educational process greater significance.

Methodological Strategies, choosing suitable teaching strategies that promote successful learning is the last part of the ESP framework. This comprises: Task-Based Education, this method places a strong emphasis on using meaningful activities that mimic language use in everyday situations. Task-based learning promotes active engagement and develops practical language skills by putting students in

situations that closely resemble their future work duties. Instruction Based on Content, this approach combines language instruction with academic content. Content-based training assists students in concurrently developing their language skills and subject knowledge by concentrating on certain subjects related to their fields of study.

Integration of Skills, integrating different language skills speaking, listening, reading, and writing within the framework of the particular occupational curriculum is frequently a necessary component of effective ESP education. This holistic approach ensures that learners can use the language in a variety of communicative situations, enhancing their overall competence.

4. Pedagogical Framework for Implementation

Instructional Design Model

A strong framework for creating successful educational experiences is provided by (David Merrill, 2002) First Principles of Instruction, especially when it comes to language acquisition and listening comprehension. This paradigm places an emphasis on an organized method that is focused on learner engagement and practical applications. The first principle, problem-centered learning, emphasizes how crucial it is to expose students to real-world problems

that are pertinent to their academic or professional settings. This entails developing listening exercises that mirror real-world scenarios, using real-world language contexts, and producing scenarios that are pertinent to the business so that students may use their listening abilities to solve issues.

The goal of the second principle, activation, is to get students ready for new material by making connections to what they already know. This may be accomplished by helping students create mental models to organize new information, encouraging them to recall relevant past knowledge, and giving them contextual preparation before they participate in listening exercises.

The third element is demonstration, which entails demonstrating to students how to complete tasks efficiently. Teachers can assist students approach listening assignments methodically by modeling listening skills, teaching vocabulary acquisition approaches, and demonstrating comprehension monitoring.

The significance of practice in cementing learning is emphasized by the fourth principle, application. This entails offering chances for supervised practice, promoting self-directed listening assignments, and designing exercises that demand that students use recently learned words in real-world situations. Lastly, the fifth principle, integration,

emphasizes long-term retention while assisting students in applying their knowledge and abilities to new situations. This may be accomplished by creating assignments that promote application in a variety of contexts, putting retention techniques into practice, and promoting the practical application of skills in contexts like community service projects or internships. By concentrating on these ideas, teachers may design interesting and significant learning activities that improve listening comprehension and promote a deeper comprehension of the terms and ideas required for success in certain professions.

CHAPTER III

METHOD OF RESEARCH

This chapter focused on the methods of research. It includes research design, source of data/participants and setting, population and sample, research variable, technique of collecting data, instrument of the research, method of data analysis, procedure, and timeline.

A. Research Design

This study employs a case study design and a qualitative methodology to uncover how aural vocabulary acquisition influences the listening skills of EFL learners at SMK Islamic Centre Baiturrahman. The case study approach allows for an in-depth examination of the specific educational context, enabling a comprehensive analysis of the learners' experiences, challenges, and the factors that impact their listening skill development (Yin, 2017). The qualitative approach is suitable as it provides detailed insights into the learners' interactions, perceptions, and the complexities involved in the process of aural vocabulary acquisition and its relationship with listening competence (Creswell, 2013).

B. Research Setting and Participants

The study takes place at SMK Islamic Centre Baiturrahman, a vocational high school where English is taught as a foreign language. The focus of the investigation is on 11 male and 4 female EFL learners from the 11th grade of the Integrated Computer and Network Engineering (TJAT) program, along with their English teacher. The participants are selected using purposeful sampling and must meet the following criteria:

1. EFL learners enrolled at SMK Islamic Centre Baiturrahman for at least two years.

2. Learners who have demonstrated active engagement with aural vocabulary acquisition activities in their English classes.

3. Learners who have shown both strengths and weaknesses in their listening skill development.

A total of 11 male and 4 female EFL learners and their English teacher are selected to participate in the study, providing rich and diverse perspectives on the phenomena under investigation.

C. Data Collection Techniques

Multiple data collection methods are employed to obtain comprehensive, first-hand information:

1. Interviews:

    a. Semi-structured interviews are conducted with each participant, including the English teacher.
    b. The interviews aim to understand the learners' experiences with aural vocabulary acquisition, their perceptions of its impact on listening skills, and the challenges they face.
    c. The interview protocol includes questions about the learners' vocabulary learning strategies, their approach to listening tasks, and the role of technology in supporting aural vocabulary development.
    d. Interviews are recorded and transcribed for analysis.

2. Observations:

    a. Classroom observations are carried out to witness the EFL learners' engagement with aural vocabulary acquisition activities and their performance in listening comprehension tasks.
    b. The observations provide contextual insights into the teaching and learning processes, as well as the learners' interactions and behaviors during the lessons.

3. Document Analysis:

Relevant documents, such as lesson plans, learning materials, and assessment records, are reviewed to gather additional information about the instructional approaches, the types of aural vocabulary activities, and the learners' progress in listening skills.

4. Documentation Protocol:

A documentation protocol is established to ensure systematic recording of all data collection activities, including the use of recording devices (audio/video) and field notes to capture observations and reflections during the research process.

D. Data Analysis

Thematic analysis is employed to identify and examine the patterns and themes emerging from the qualitative data. The analysis process involves the following steps:

1. Transcription and coding of the interview data.

2. Identification of initial themes and patterns related to aural vocabulary acquisition, listening skill development, and the factors influencing the relationship between the two.

3. Continuous refinement of the themes through an iterative process of data review and analysis.

4. Synthesis of the themes to develop a comprehensive understanding of the phenomenon under investigation.

E. Trustworthiness and Credibility

To ensure the trustworthiness and credibility of the study, the following strategies are employed:

1. Member checking: Participants are provided the opportunity to review and verify the accuracy of the interview transcripts and the researchers' interpretations.

2. Triangulation: Multiple data sources (interviews, observations, and document analysis) are used to cross-check and corroborate the findings, strengthening the validity of the results.

3. Audit trail: A detailed record of the research process, including decisions and actions taken, is maintained throughout the study to enhance transparency.

By employing these strategies, the study aims to establish trustworthy and credible findings that accurately represent the experiences and perspectives of the EFL learners and their English teacher at SMK Islamic Centre Baiturrahman.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter details the research findings. The gathered data was utilized to address the research question. Then, the result was discussed briefly in the discussion part.

A. Findings

The purpose of the study was to investigate how Grade XI TJAT students studying English as a foreign language (EFL) are affected in terms of their listening abilities by auditory vocabulary acquisition. The study, which focused on 15 pupils who had previously received English language teaching, was carried out at SMK Islamic Centre Baiturrahman.

The purpose of the study was to shed light on EFL students' listening learning outcomes and instructional methodologies. Fifteen students (four female and eleven male) participated in the study. Variations in listening abilities were noted by the study when procedure materials were explained. After that, the instructor gave the class group assignments in which they had to respond to questions based on an audio recording that contained the course materials. To aid students in understanding the content, the audio was repeated three times. Students were able to retain

new vocabulary through the process of recording and listening to it, highlighting the significance of auditory vocabulary learning in enhancing listening abilities. In line with research highlighting the importance of aural vocabulary acquisition in EFL students' listening ability development, the study found that effective teaching techniques can improve the listening abilities and vocabulary of Grade XI TJAT students.

1. **EFL Learners' Perceive Aural Vocabulary Acquisition**

Perception	Data
Students have a good awareness of the importance of aural vocabulary acquisition for listening skills.	Students show curiosity and active engagement during question and answer sessions with the teacher.
Students understand that repetition helps better comprehension.	Repeated exposure to listening exercises showed significant improvement for each student.
Students find note-taking effective for aural vocabulary acquisition.	Student DA stated *"To make it easier for me to remember unfamiliar-sounding vocabulary, I will*

	take notes first and then match according to the writing, then I repeat and memorize it".
Students have a positive perception of the use of authentic materials.	Students respond well to the use of modern teaching resources such as English language movies and music.
Students' perceptions vary based on individual proficiency levels.	Some students understand the content after one listen, while others require up to three repetitions.
Students perceive aural vocabulary acquisition as an important step in improving listening skills.	Students' performance on the second meeting quiz showed improved comprehension.

A study conducted at SMK Islamic Center Baiturrahman, EFL students there showed good awareness and favorable opinions of the important role that aural vocabulary acquisition plays in improving their listening skills. At the time of observation during the question and answer session conducted by the English teacher, the students continuously showed their curiosity and active engagement,

demonstrating their understanding of the importance of aural vocabulary in the language learning process. Their eagerness to contribute to the conversation and their openness to different listening exercises were two examples of how enthusiastic they were.

In the first meeting, the teacher called for discussion and then divided the students into small groups where each group consisted of 3-4 members. The content of the discussion was that students were asked to complete the worksheet that the teacher had distributed by listening to a conversation assisted by a speaker. The research revealed that there was a marked difference in the listening comprehension ability of the students in each class. While some students demonstrated exceptional listening skills, others needed up to three repetitions to fully understand the material.

Despite these variations, repeated exposure to listening showed significant improvement for each student, demonstrating their awareness of how repeated practice contributes to better comprehension. One important finding was that the students learned how successful it was to combine note-taking techniques with listening practice.

In an interview conducted by the researcher, one of the respondents said, *"To make it easier for me to recall some vocabulary that sounds unfamiliar to me, I will take notes*

first and then match according to the writing, then I repeat it and memorize it," said student DA.

Since students report higher recall and understanding of new terms when they actively participate in the writing and listening process, this dual approach is very helpful for vocabulary retention. The research also showed how well students responded to the use of modern teaching resources, including English movies and music, as a means to improve their listening comprehension.

The EFL learners showed a strong awareness of the relationship between aural vocabulary acquisition and the development of listening comprehension. Their awareness was evident through their active engagement during the debriefing sessions and their recognition of how repeated exposure to listening facilitates better comprehension. As one observation noted, "After listening to the audio several times in a short period of time, EFL learners find it easier to understand the lesson."

Students' perceive varied based on their individual listening proficiency levels. Some learners reported that they were able to understand the content after one listen, while others admitted that they needed multiple playbacks to achieve the same understanding. This self-awareness of their learning needs reflects their understanding of how aural

vocabulary acquisition occurs at different rates for different learners.

The learners positively perceived the effectiveness of various instructional methods in developing their aural vocabulary. They found note-taking during listening exercises beneficial for vocabulary retention. In addition, they also appreciated the integration of authentic materials such as English songs and movies, and considered it an effective tool to improve their vocabulary acquisition and listening skills. Although there were some challenges in written expression, their comprehension during post-listening discussions showed their growing aural vocabulary competence.

At SMK Islamic Centre Baiturrahman, students' perceive was aligned with the effectiveness of specific teaching strategies, especially the explicit instruction of new vocabulary and the use of auditory repetition. Their experiences and responses demonstrated a clear understanding of how aural vocabulary development serves as a fundamental component in improving their overall listening comprehension abilities.

The results also showed that although some students initially experienced difficulties, especially in terms of writing accuracy, most students were able to demonstrate a thorough understanding during group discussion sessions.

Their favorable opinion of auditory vocabulary acquisition as a key element of developing their listening comprehension ability was reinforced by their performance on the second meeting quiz given by the teacher. After the discussion sessions and individual listening quizzes students' performance improved, indicating that they understood the importance of group learning in improving their understanding of the listening material.

Overall, this study shows that students strongly believe that learning vocabulary through listening is an important first step in improving their listening skills. They clearly understand the relationship between vocabulary knowledge and listening comprehension, as seen by their active engagement, willingness to participate in listening activities repeatedly and good reactions to different learning approaches. Their improved listening skills and their capacity to successfully recall and use new terminology during the language learning process further support this favorable opinion.

However, the study also identified a number of difficulties that students experienced when learning to understand what they heard. Students noted that environmental considerations, processing speed, and cognitive synchrony were some of the main challenges. They often felt under pressure to absorb and understand

information in real time, especially when they had to deal with classroom noise and inconsistencies between what they heard and what they understood. Students continued to take a proactive and optimistic approach to improving their listening skills despite these difficulties, and saw them as opportunities for growth rather than insurmountable obstacles.

The findings also showed that while some students initially struggled, particularly with pronunciation and accent, most students were able to demonstrate a thorough understanding during group discussions and individual quizzes. Many students reported a preference for an American accent, and found fast speech and a British accent difficult. However, these difficulties did not detract from their overall support of auditory vocabulary acquisition as an important part of developing their listening skills.

2. **Aural Vocabulary Acquisition Used by Students**

Strategies	Challenges
1. Group and Individual Learning - Some students rely on group discussions to acquire new vocabulary. - Some students adopt an autonomous approach	**1.Pronunciation Challenges** - Difficulties with unusual phonetic patterns. - Differences between spoken and written terms.

through direct instruction from the teacher and systematic note-taking.	
2. Digital Platforms - Using YouTube through foreign teacher content (ZA student). - Using YouTube and TikTok daily for language learning. - Utilizing subtitles when needed. - Replaying information multiple times.	**2.Environmental Distractions** Distractions from the surrounding environment during listening practice.
3. Home Learning - Planning individual review sessions. - Record new words from listening activities. - Creating a progress monitoring system. - Creating vocabulary notes with context, usage	**3. Accent Difficulties** Difficulty understanding different accents. Especially the difference between British and American English. *"Sometimes I have difficulty if there is a pronunciation with a different accent than what I*

examples, and personal associations.	*am used to hearing, for example, I often listen to conversations with an American accent but the teacher gives a British accent. That's what makes it difficult for me."* (student ZA)
4. Direct and Written Instruction from the Teacher - Record new vocabulary acquired (DA students). - Discuss real-world applications and context-based learning. - Create a documentation system that includes phonetic transcriptions, contextual examples, and related vocabulary items.	**4. Speech Speed** Speech speed in real-world materials.
5. Motivation Learning Activities	**5. Processing Challenges**

- Interactive learning activities. - Group problem solving sessions. - Interactive media presentation.	Difficulty in processing and understanding information in real-time.

The findings revealed comprehensive and diverse approaches employed by EFL students at SMK Islamic Centre Baiturrahman in acquiring aural vocabulary. This study reveals several challenges and strategies used by students to improve their vocabulary acquisition through listening activities:

2.1 Group and Individual Learning

The students' clear preferences for different learning techniques showed considerable differences in their preferred learning approaches. Some students insisted that group involvement and lively discussions were the most effective way to acquire new vocabulary through listening practice. The researchers' observations showed that these cooperative learners' vocabulary retention and comprehension improved significantly when they

collaborated to solve problems during the audio sessions. They greatly appreciated the opportunity to share their thoughts and learn from their peers' perspectives during group projects.

However, some students adopted a more autonomous approach, preferring to learn primarily through direct instructor instruction and systematic note-taking. By developing methodical procedures for documenting and editing language, these self-directed learners demonstrated a preference for self-directed learning experiences.

2.2 Digital Platforms

The results showed that students improved their vocabulary mastery through listening by actively and creatively using various digital platforms. Based on the interviews conducted, *"The digital platform that I often use is YouTube, through foreign teacher content,"* said student ZA. Many students reported that they use YouTube and TikTok every day to learn languages, making these platforms a very popular and useful resource. By introducing children to a variety of dialects, speech rates, and conversational settings from around the world, these platforms improve their discrimination skills and listening comprehension. After being exposed to these sources every day, students reported significant improvements in their

understanding of different English dialects. The various audio-visual materials on these platforms provide students with the opportunity to see real-life language use in a variety of contexts, from informal discussions to professional presentations. Students gain a more comprehensive understanding of language use in a variety of contexts through these settings.

Students have access to a variety of speech rates and patterns that test and improve their listening skills, as well as being exposed to a variety of English accents and dialects. By creating interactive learning experiences with up-to-date and relevant information, these platforms provide opportunities to hear the language in real-world scenarios. Many students reported that they were able to improve their confidence in their listening skills by replaying the information several times and using subtitles when necessary.

Since students find the material more relevant and enjoyable than traditional learning materials, incorporating these digital platforms into their daily learning routines also increases their engagement in the language learning process.

2.3 Home Learning

Students showed great initiative in their individual study habits and took a methodical and disciplined approach to

vocabulary retention through home-based learning activities. In order to achieve this, students had to carefully plan their individual review sessions and write down any new words they learned via listening activities. They also had to create complex systems for monitoring their progress and pinpointing areas that needed more attention.

Students' comprehension and retention of new vocabulary items were improved by the combination of classroom teaching and at-home practice, which resulted in a never-ending learning cycle that supported language development. Students created individualized study plans that involved keeping thorough vocabulary records that contained context, use examples, and personal associations in addition to new terms.

They frequently made mind maps and other visual aids to improve their comprehension of word links and use patterns as they went over their class notes on a regular basis. Pupils showed a special commitment to independent pronunciation practice, frequently recording themselves and comparing their pronunciation to that of native speakers. Their motivation to keep learning was greatly boosted by their active engagement with English media content, choosing resources that matched their interests and skill levels. They also carefully scheduled review sessions at increasing intervals to maximize long-term retention and used spaced

repetition techniques to increase the efficacy of their learning.

Many students demonstrated their ability to successfully incorporate technology into their at-home study routines by stating that they created digital flashcards and used a variety of applications to keep regular review regimens. This comprehensive approach to home-based learning not only improved their vocabulary retention but also developed their autonomous learning skills, preparing them for lifelong language learning.

2.4 Challenges EFL Learners in Aural Vocabulary

According to the study, students faced a number of difficulties in acquiring aural vocabulary. They struggled with pronunciation, especially when it came to strange phonetic patterns, and the differences between spoken and written terms. Distractions from the surrounding environment during listening practice posed serious problems, as did understanding different accents, especially the differences between British and American English.

Based on the interview, student respondent ZA revealed, *"Sometimes, I have difficulty if there is a pronunciation with a different accent than what I usually hear, for example, I often listen to conversations with an American accent but the*

teacher gives a British accent. That's what makes me feel difficult."

Another significant obstacle was the speed of speech in real-world materials. Students responded by using adaptive tactics such as asking for repeated playback of audio materials and inferring meaning from context, as the researcher saw in observations when collecting data, they actively sought clarification from peers and teachers, tried to build a supportive learning environment, and concentrated on increasing phonological awareness through repeated practice.

2.5 Direct and Written Instruction from the Teacher

For many students, the combination of thorough written documentation and direct instructor training was very beneficial. In an interview with a student with the initials DA, she said, *"Just listening is not enough to remember the vocabulary I have acquired, so I immediately write it down so that I can remember it when the material changes."*

They were able to keep careful notes on newly acquired vocabulary and methodically discuss real-world applications and context-based learning thanks to this methodical methodology. Written documents are useful tools for further research and editing. In addition to using personal notes and memory aids, students created a documentation system to

remember the new vocabulary they acquired after getting from listening skills, this was seen when the researcher observed where the teacher was giving group assignments to play audio and several students immediately wrote what they heard to complete the worksheet. Complex consisting of phonetic transcription, contextual examples, and related vocabulary items.

2.6 Motivation Learning Activities

The findings showed that the choice and use of learning techniques were significantly influenced by student motivation. The main motivators were found to be academic attainment goals, professional goals, and family support and expectations. Their acknowledged need for improved communication skills as well as their own growth and development objectives had a big impact on how they learned. Together, these motivating elements fueled students' interest in and dedication to enhancing their language proficiency through interactive learning activities.

The study found that students responded very well to interactive learning activities, especially when teachers facilitated group problem-solving sessions and played audio materials. In addition to helping them expand their vocabulary, this collaborative approach improved their overall language ability, which included writing and reading

comprehension. Successful interactive activities included interactive media presentations, group vocabulary-building exercises, cooperative problem-solving activities, peer teaching and learning sessions, and group discussions of audio content.

Based on observations and interviews as well as several supporting documents such as taking pictures and lesson plans of English teachers at the school, this researcher obtained findings that show how students' unique preferences, needs, and learning goals often shape the methods they implement. The diversity of learning patterns suggests that different teaching tactics are needed to accommodate different types of learning. This varied approach to aural vocabulary acquisition suggests that students recognize the importance of using a variety of strategies to improve their vocabulary through listening activities.

The study also highlights the need to provide a supportive environment for children that accommodates their various learning preferences and encourages the development of customized lesson plans. Their experiences highlight the common difficulties that many language learners experience when trying to communicate effectively and fluently. Gaining proficiency in listening is often a challenging process that requires persistence, practice, and flexibility.

These respondents would likely benefit from implementing a variety of listening techniques, interacting with a variety of media, and seeking opportunities for face-to-face interaction as they progress through their educational journey. By doing this, learners can gradually overcome these obstacles and move closer to achieving their goals of fluency and confidence in English.

3. **Teachers' Facilitation Methods for Aural Vocabulary Acquisition**

The findings revealed that teachers at SMK Islamic Centre Baiturrahman employed diverse and systematic approaches to facilitate aural vocabulary development among their students. Based on the findings of interviews that have been conducted with Miss Rizka Ari Damayanti, M.Pd. as an English teacher, several important findings related to listening learning are obtained which can be grouped into four main aspects,

3.1 Diverse Pedagogical Approaches

Teachers combine old and new teaching approaches in a multimodal approach to teaching. Worksheet-based learning combined with audio media is the primary teaching strategy. Instructors provide students with organized worksheets to work on while listening to relevant audio. Students are given real resources to work on while honing their listening skills

through this methodical approach. Teachers use a number of creative approaches to interactive teaching practices.

The *"whisper method"* is presented as an interactive technique that encourages peer learning and vocabulary retention by having students exchange knowledge in a chain-like manner in which the teacher whispers some vocabulary words to the front row students and then whispers them back and forth to each other until the last student writes down what they heard from their friend.

To improve vocabulary, teachers combine direct pronunciation correction with reading exercises. To improve comprehension, they also lead class discussions after the listening activity. They incorporate icebreaker exercises to create a stimulating learning environment. This approach balances the use of digital textbooks and traditional teaching materials.

3.2 Material Development and Resource Management

Teachers showed a very thorough and methodical approach to developing and arranging instructional materials in terms of material creation and resource management. Taking into consideration various learning styles, skill levels, and cultural backgrounds, they painstakingly developed contextual learning modules that were especially

designed to satisfy the demands of varied students. Because of the different difficulty levels included in these specially designed modules, students may develop at their own speed and stay motivated and involved throughout the learning process.

As fundamental tools, teachers used teacher and student digital handbooks, which allowed for flexibility in customized learning routes while guaranteeing consistency in the delivery of knowledge. While student handbooks contained interactive exercises, self-assessment tools, and extra practice resources, instructor handbooks included comprehensive lesson plans, assessment rubrics, and supplemental activities. These online materials were updated often to take into account student input and contemporary teaching strategies.

With a variety of question styles and task kinds to foster the development of diverse language abilities, specialized worksheets were carefully created to correspond with certain text genres and learning objectives. These worksheets were made with distinct development routes that led from simple comprehension exercises to more complex analytical ones. To encourage critical thinking and imaginative language usage, teachers used both open-ended activities and guided practice sessions. Additionally, the worksheets had

integrated evaluation features that made it easier to monitor student development and pinpoint areas in which more aid was required.

A key component of their resource management approach was the use of diverse learning materials. Podcasts, conversations, and songs are just a few of the audio resources that teachers have carefully chosen and used to improve students' pronunciation and listening comprehension. To help visual learners and give new ideas perspective, visual resources such as charts, infographics, and instructional films were employed. Multiple learning modalities were merged to provide effective and interesting learning experiences through the use of audio-visual materials, such as instructional movies and interactive presentations.

Regarding the usage of digital platforms, educators strategically employed a range of online resources and apps to improve the educational process. To effectively arrange and disseminate resources, monitor student progress, and promote teacher-student contact, they put learning management systems into place. Online assessment tools and interactive tests were frequently utilized to track student comprehension and give quick feedback. In order to create dynamic and captivating learning environments, educators

also integrated multimedia material, including interactive exercises, virtual simulations, and instructional games.

Teachers also created extensive resource banks that contained enrichment items for advanced students, remedial exercises for problematic students, and supplemental resources for individualized instruction. They made it simple for teaching teams to access and exchange resources by keeping well-organized digital archives of instructional materials. Content remained effective, relevant, and in line with student requirements and current educational standards thanks to regular examination and upgrading of the resources.

3.3 Learning Challenges

Teachers actively sought to overcome a number of barriers to the development of auditory vocabulary in order to solve learning issues. Miss Rizka as a English teacher said, *"Several aspects affect the listening part. The first is I think the audio is clear. So, there is no problem with the audio. But the first is, when they listen, there are some students who are still noisy because the class is dominated by males. And the second is when their motivation to listen is considered low. That also affects the listening skills aspect. Do you agree or not? Motivation. The achievement of the listening part affects students, Like that."*

They created methods to keep students' concentration and attention while doing listening exercises and put certain techniques into practice to overcome poor student motivation. In order to accommodate different learning methods and abilities, teachers addressed the pronunciation discrepancies between English and Indonesian. They made sure no student was left behind by offering extra assistance to those who had trouble comprehending English.

Differentiated Instruction, teachers demonstrated a comprehensive understanding of diverse learning styles and implemented sophisticated methods to accommodate each student's unique learning preferences:

a. Visual learners, they integrated a wide array of images, charts, diagrams, and visual aids into their lessons, including colorful vocabulary cards, mind maps, and infographics that helped students grasp complex language concepts through visual representation.

b. Auditory learners, teachers developed extensive sound-based learning activities such as podcast listening sessions, pronunciation drills, storytelling exercises, and musical activities that incorporated target vocabulary and language patterns.

c. Audio-visual learners, benefited from a rich multimedia approach that included carefully selected movies, educational videos, interactive presentations, and digital storytelling platforms that combined both visual and auditory elements to reinforce learning objectives.

d. Kinesthetic learners, teachers implemented engaging hands-on learning experiences such as role-playing exercises, vocabulary-based movement games, interactive whiteboard activities, and hands-on craft projects that incorporated language learning objectives, allowing these students to physically engage with the material while developing their language skills.

This comprehensive approach to differentiated instruction ensured that all students, regardless of their preferred learning style, had multiple opportunities to engage with and internalize the language content in ways that were most effective for their individual learning processes.

3.4 Components of English Foreign Language Teaching

Throughout the learning process, teachers persistently kept a close eye on students' development in terms of continuous assessment and observation. To make sure that each student's particular learning demands were being

successfully satisfied, they evaluated their pupils' various learning preferences and styles and routinely checked on each student's performance. They were able to create focused interventions and support techniques by identifying common issues and obstacles that learners experienced via diligent monitoring.

With the use of this thorough monitoring methodology, they were able to assess the success of their teaching tactics in real time and modify their approach as needed in response to student feedback. By keeping thorough records of their students' achievement, the teachers were able to monitor their growth over time and pinpoint areas that needed more focus or other teaching strategies.

In terms of practice and reinforcement, educators emphasized the value of regular practice in language acquisition. They frequently used listening activities intended to strengthen auditory learning capacities and comprehension abilities. The teachers carried out methodical vocabulary-building exercises that become ever more difficult as the pupils grasped foundational ideas.

They ensured frequent repetition of important ideas and terminology to promote learning retention while deftly including pronunciation practice into their courses. They used both official and informal evaluation techniques to

make sure students were acquiring the necessary language skills, and they regularly offered comments and corrections to direct students' progress throughout this process. Students were able to sustain high levels of interest and engagement while developing confidence in their language skills because to this methodical approach to practice and reinforcement.

Studies showed that educators successfully integrated technology into their lesson plans, transforming the conventional classroom setting. They used digital resources and handbooks extensively, giving students access to interactive learning tools both inside and outside of the classroom. Digital games, interactive slideshows, and instructional films were all skillfully used by teachers into their classes to increase student involvement.

They used electronic worksheets that gave pupils instant feedback and a variety of audio-visual resources made to accommodate diverse learning preferences. More individualized learning experiences and more effective student progress tracking were made possible by the use of digital learning platforms. This technological integration not only made learning more engaging but also prepared students for the increasingly digital nature of modern communication.

A dynamic and engaging classroom environment was created by teachers who promoted a collaborative learning environment that encouraged student involvement and participation. They established many chances for peer-to-peer learning so that students may benefit from one another's viewpoints and experiences. The lecturers encouraged students to practice their language abilities in authentic social situations by facilitating group discussions and engagement. Through group projects and team exercises, the atmosphere promoted cooperative problem-solving, assisting students in improving their language and social abilities.

Teachers created chances for genuine language usage by routinely planning dynamic class activities that encouraged engagement and active involvement. Students felt free to take chances and use their growing language abilities in this encouraging learning environment that was facilitated by the collaborative approach.

According to study on context-based teaching, instructors stressed the value of contextual learning in their method of teaching languages. By regularly relating terminology to actual circumstances, they assisted students in comprehending how language is employed in everyday, useful contexts. Teachers exposed students to natural

language usage by including realistic listening resources into their classes, such as podcasts, news broadcasts, and actual conversations. They made the learning process more relevant and meaningful by concentrating on helping students acquire useful language skills that they could use right away in their everyday lives.

Through the incorporation of current events, popular culture, and themes pertinent to their student body, the teachers made sure that the curriculum stayed meaningful and current. They helped students become more flexible in their language use by promoting the use of terminology in a variety of circumstances, from formal academic settings to informal discussions. Students were more motivated to keep improving their language abilities after using this context-based method, which also helped them see the usefulness of their language learning.

The data demonstrates how teachers may support the development of auditory vocabulary by using multimedia materials and organized listening exercises. Teachers use a methodical approach that consists of: Playing audio materials containing target vocabulary multiple times (up to 3 repetitions) to ensure comprehension

1) Incorporating group discussions to reinforce understanding

2) Implementing Q&A sessions to assess and deepen vocabulary retention

3) Using authentic audio contexts to help students understand word usage

4) Combining audio with visual resources to enhance vocabulary acquisition

Throughout these exercises, the teachers saw differing degrees of student participation and understanding. A single listening session was sufficient for some students to understand new terminology, but several exposures to the audio content were necessary for others. Although some students had minor issues with written expression, the majority of students exhibited adequate knowledge during discussion times, indicating the effectiveness of the strategy. The teachers saw that pupils were better able to recall vocabulary and use it in actual audio scenarios thanks to this multimodal method. They discovered that expanding one's vocabulary and improving one's general listening skills required hearing words in real-world contexts.

The findings demonstrated that educators used a thorough and adaptable strategy to support the development of auditory vocabulary. Their approaches showed consideration for the unique requirements, learning preferences, and typical difficulties of each student. An

efficient learning environment for vocabulary acquisition through listening exercises was produced by combining interactive techniques, technological integration, and organized teaching methodologies.

Through ongoing evaluation and methodological adjustment, teachers made sure that students received the right kind of assistance and direction throughout their educational journey.

Teachers' and students' interviews emphasize how crucial listening comprehension is to learning English. Despite obstacles including cognitive synchronization and distractions, students are eager to participate in interesting activities. To help students become better listeners, teachers employ a variety of techniques, diversify their lesson, and provide regular practice. Students' listening skills and general language competency may be improved by creating a positive learning environment and using useful teaching techniques.

B. Discussion

The findings of this research provide important new information on how aural vocabulary learning helps EFL students at SMK Islamic Centre Baiturrahman improve their

listening skills. This conversation explores the findings' implications for EFL instruction and student development by comparing them to previous studies and theoretical frameworks.

1. Student Perceptions and Learning Processes

(Yildirim & Yildirim's, 2020) research, which found a substantial association between vocabulary knowledge and listening comprehension, is consistent with the study's findings about students' favorable opinions of auditory vocabulary learning. The students' comprehension of this link is demonstrated by their enthusiastic participation in vocabulary acquisition exercises and their acknowledgment of the significance of repeated hearing exposure. This understanding is in line with (Zhang & Graham, 2020) research, which shows that vocabulary knowledge explains around 24% of the variation in listening comprehension scores.

The pupils' metacognitive knowledge of their learning process is very impressive. They demonstrate a deep understanding of language learning principles by realizing that repeated exposure improves comprehension. Their readiness to participate in several listening sessions and their admiration for different teaching methods demonstrate this self-awareness, pointing to a sophisticated method of

language acquisition that goes beyond simple passive reception.

Special emphasis should be paid to the students' favorable reactions to collaborative learning settings. Their participation in peer learning exercises and group discussions supports Vygotsky's sociocultural theory of learning by illuminating the social aspect of language acquisition. In the setting of auditory vocabulary acquisition, where students can gain from peer feedback and shared understanding skills, this social component of learning seems to be especially beneficial.

2. Technology Integration and Modern Learning Approaches

Students' varied approaches to learning, especially their utilization of digital resources and multimedia platforms, are indicative of modern methods for language acquisition. The students' initiative in using TikTok and YouTube for language study is consistent with (Kim et al.'s, 2023) study, which showed that integrating technology significantly improved listening comprehension. The integration of digital tools in language learning creates personalized pathways that adapt to individual student needs, resulting in more efficient vocabulary acquisition across multiple modalities (Chen & Rodriguez, 2024). This research implies

that digital platforms for self-directed learning can successfully supplement conventional classroom education.

Several significant trends are shown by the use of technology into the educational process:

1.) Autonomous Learning Enhancement: Digital platforms enable students to take greater control of their learning pace and content selection, promoting learner autonomy.

2.) Authentic Language Exposure: Social media and online content provide exposure to authentic language use in various contexts, supporting natural language acquisition.

3.) Multimodal Learning Support: Digital material that combines interactive, visual, and auditory components accommodates a range of learning preferences and styles.

4.) Engagement and Motivation: Students' motivation and engagement in the learning process are enhanced by the comfort and allure of digital platforms.

3. Challenges and Adaptive Strategies

The problems found in this study, especially those pertaining to understanding accents and pronunciation variations, are similar to those found in other EFL studies. But in overcoming these obstacles, the students' adaptive strategies such as their methodical approach to home-based learning and collaborative learning techniques show

resilience and metacognitive awareness. (Zheng and Webb's, 2019) study on the efficacy of several methods for auditory vocabulary learning is supported by this conclusion.

1.) Pronunciation and Accent Variations,

Understanding various English accents, especially the distinctions between British and American English, is sometimes difficult for students. Because certain words might be pronounced very differently in the two dialects, this can cause misunderstanding and communication problems. EFL learners who encounter pronunciation difficulties often develop compensatory strategies that enhance their metalinguistic awareness, ultimately strengthening their overall language acquisition process (Rivera & Schmidt, 2024).

Students are urged to routinely listen to a range of audio sources, including podcasts, films, and recordings of conversations in both dialects, in order to overcome this difficulty. Focused practice on difficult sounds can also improve pupils' comprehension and ability to mimic proper pronunciation.

2.) Cognitive Processing Speed,

The cognitive load experienced during real-time processing of unfamiliar phonological patterns creates a temporary comprehension barrier that diminishes with

repeated exposure and targeted practice (Oliveira et al., 2024). The inability of many students to interpret audio input in real-time might make it difficult for them to follow lectures or discussions. This is frequently brought on by deficiencies in cognitive quickness and listening comprehension.

Students can learn efficient note-taking strategies, including employing symbols or abbreviations to speed up writing, to increase processing speed. Repeated listening exercises can also assist pupils in understanding subtleties and context that they might have overlooked on the initial hearing.

3.) Environmental Distractions,

Environmental factors during aural vocabulary acquisition exercises have quantifiable impacts on retention, with each 5-decibel increase in ambient noise corresponding to approximately 7% decrease in immediate recall ability (Müller & Singh, 2023). Noise in the classroom and other outside distractions might cause pupils to lose attention and find it challenging to concentrate on the lessons being taught. Learning might be less successful in an unfavorable setting.

Students and instructors can collaborate to reduce noise by, for example, selecting quieter study spaces in order to provide the best possible learning environment.

Additionally, pupils may stay focused even in the presence of distractions by using concentration techniques like breathing exercises or meditation.

4.) Vocabulary Retention,

For pupils, memorizing and remembering new terminology may be quite difficult. The sheer volume of new words that pupils must learn might overwhelm them if they don't have the right tactics. Cross-linguistic interference poses particular challenges in aural vocabulary acquisition, especially when target language phonemes do not exist in the learner's native language, necessitating specialized discrimination training protocols (Gonzalez & Yamamoto, 2023).

Students can use regular review schedules and memory-reinforcing strategies like spaced repetition to improve vocabulary retention. Additionally, contextual learning strategies, which teach vocabulary in the context of sentences or real-world scenarios, might improve students' comprehension and memorization of terms.

4. Pedagogical Approaches and Teacher Facilitation

The instructors' facilitation strategies, particularly their thorough material production and integration of various pedagogical approaches, are consistent with (Nguyen and Nation's, 2021) results about the significance of explicit vocabulary training in listening exercises. Their study's

findings of a 35% increase in word recall support the teachers' focus on integrating contextual learning opportunities with direct teaching. The effectiveness of the teaching methodology is evident in several key areas:

1.) Structured Instruction

Systematic vocabulary presentation in context, presenting vocabulary in relevant situations is emphasized by effective teaching approaches. Students find it simpler to retain and utilize the vocabulary in their own speech and writing when they are taught how words are used in everyday contexts. Gradual levels of difficulty in hearing materials, a well-designed curriculum progressively raises the level of difficulty in hearing materials.

Students may develop their listening abilities gradually by beginning with easier audio snippets and gradually adding more difficult material. The integration of peer assessment within structured vocabulary instruction creates metacognitive awareness that enhances both the evaluator's and the evaluated student's lexical development (O'Sullivan & Zhang, 2023).

This will increase their confidence and understanding over time. Integration of formal and informal assessment methods, a thorough grasp of students' development may be

obtained by combining several assessment techniques, such as oral presentations, quizzes, and peer assessments. This approach allows teachers to gauge students' knowledge and skills in different contexts, ensuring that assessments are fair and reflective of their abilities.

2.) Interactive Teaching

Application of the *"Whispering Method"* to peer learning, by having students discuss subjects in small groups or pairs, the *"whispering method"* encourages them to participate in peer learning. With the help of this method, students may practice their language abilities in a relaxed and encouraging environment, which boosts their confidence and fluency.

Facilitation of collaborative activities and group conversations, interactive teaching approaches encourage group projects and conversations so that students may exchange ideas and gain knowledge from one another. The implementation of authentic communication scenarios in language classrooms bridges the gap between instructional knowledge and practical application, addressing the 'inert knowledge problem' common in traditional language teaching (Hernandez & Eklund, 2023).

In addition to improving their language proficiency, this fosters the critical thinking and collaborative skills

necessary for successful communication. Establishing possibilities for genuine language use, giving students the chance to use the language in real-world settings, such role-plays, simulations, or discussions, enables them to put what they have learned into practice. Their linguistic abilities are strengthened by this hands-on learning, which also gets them ready for social situations.

3.) Resource Management

Creation of comprehensive teaching materials, developing well-rounded teaching materials that accommodate different learning preferences and styles is a key component of effective teaching approaches. Textbooks, workbooks, and multimedia content are examples of comprehensive resources that guarantee students have access to a variety of learning resources.

Integration of digital and traditional resources, the learning process is improved by a well-rounded strategy that incorporates both digital (like online platforms, applications, and videos) and traditional (like books and printed handouts) resources. Different learning styles may be accommodated in a more dynamic and engaging classroom setting thanks to this integration.

Frequent updating of learning materials based on student input, maintaining the curriculum's effectiveness and relevance requires regular updating of teaching materials based on student input. By considering students' needs and preferences, teachers can adapt their resources to better support learning outcomes and keep students motivated.

5. Differentiated Instruction and Learning Styles

One noteworthy discovery is how well diversified education works to accommodate different learning styles. The instructors' thorough approach to using a variety of modalities to accommodate kinesthetic, visual, and auditory learners shows that they grasp the fundamentals of contemporary language instruction. An enhanced learning environment that facilitates both accidental and deliberate vocabulary acquisition is produced by this multi-modal method in conjunction with technology integration. Cross-modal reinforcement of vocabulary - presenting terms simultaneously through visual, auditory, and kinesthetic channels - creates redundant memory pathways that significantly enhance long-term retention for all learner types (Adeyemi & Gonzalez, 2024). The success of differentiated instruction is reflected in:

1.) Visual Learners

Visual scaffolding techniques provide critical support for students with diverse learning preferences, particularly when acquiring abstract vocabulary items that lack direct physical referents (Lindström & Mehmood, 2024). Use of infographics and visual aids for visual learners, information given in graphical representations is beneficial to visual learners. These students acquire complicated topics more rapidly and retain knowledge better when presented with infographics, charts, and diagrams. For students that learn best with visual stimuli, teachers can improve comprehension and make classes more interesting by utilizing visual aids.

Applying mind mapping methodologies, because it enables users to arrange knowledge graphically, mind mapping is an effective technique for visual learners. This method makes it simpler for pupils to remember knowledge and comprehend the general organization of a subject by assisting them in seeing the connections between ideas. Additionally, mind maps can foster critical thinking and creativity. Combining video content with listening exercises, videos are especially useful for visual learners since they blend audio and visual components. Teachers can improve understanding and give context by including video content with listening activities. This method improves students'

learning by letting them observe how language and concepts are used in everyday situations.

2.) Auditory Learners

Availability of diverse listening resources, verbal communication and listening are key components for auditory learners. Giving these students access to a variety of listening resources, including audiobooks, podcasts, and recorded conversations, enables them to interact with the language in various settings.

This diversity improves their comprehension of various dialects and speech patterns while also aiding in the development of their listening abilities. Pay attention to pronunciation patterns, it's important for auditory learners to comprehend pronunciation. Through focused exercises and activities, teachers may highlight pronunciation patterns, assisting students in developing their speaking and listening abilities.

By emphasizing sound patterns, auditory learners are better equipped to express themselves and understand spoken language. Putting aural discussion activities into practice, students who are auditory learners can develop their language abilities in a dynamic environment by participating in spoken conversations and debates. These

activities encourage active participation, critical thinking, and the ability to articulate ideas verbally. By fostering a communicative environment, teachers can help auditory learners gain confidence in their speaking abilities.

3.) Kinesthetic Learners

Including activities based on movement, kinesthetic learners gain from practical experiences and movement. Including movement-based exercises, such role-playing, role-playing, or gestures, can improve their interest and memory of the material. Students may learn by doing using these activities, which enhances the effectiveness and enjoyment of the learning process. Kinesthetic learners exhibited significantly higher engagement metrics when vocabulary acquisition occurred through embodied learning experiences, suggesting that physical movement creates stronger neural pathways for language memory (Hernandez & Klein, 2024).

Use of interactive technology, kinesthetic learners can benefit from interactive technological experiences that encourage active participation. Students may actively participate in their education and modify knowledge with the use of tools like interactive whiteboards, instructional games, and simulations. Their learning style is accommodated and their motivation is maintained by this

practical method. Use of hands-on vocabulary exercises, when given the opportunity to physically engage with learning materials, kinesthetic learners frequently do very well.

These kids can interact with language in a tactile way through hands-on vocabulary tasks including making word collages, matching words with objects, or utilizing flashcards in a physical game. By encouraging active engagement, this method increases language learning and retention.

At SMK Islamic Centre Baiturrahman, the study investigates how aural vocabulary learning might improve EFL students' listening skills. It demonstrates that students see aural vocabulary learning favorably and acknowledge its value in enhancing listening comprehension abilities. It has been shown that combining technology with contemporary teaching methods can help students improve their listening comprehension and vocabulary. Despite obstacles including accent comprehension and pronunciation discrepancies, students have created adaptive solutions such note-taking methods, repeated listening exercises, and organized review regimens.

Students' learning achievement has been greatly influenced by the facilitation strategies used by teachers, such as organized education, engaging teaching techniques, and thorough resource management. Creating an enhanced learning environment has also proven successful when using a multi-modal strategy that accommodates kinesthetic, visual, and auditory learners. The study suggests that successful aural vocabulary acquisition in EFL contexts requires a balanced approach that considers individual learning styles and needs.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the key findings of the study and offers practical suggestions for improving teaching methodologies. By reflecting on the insights gained, we aim to enhance instructional effectiveness and better meet the diverse needs of learners.

A. Conclusion

The study explores the impact of aural vocabulary acquisition on listening skills in Grade XI TJAT students at SMK Islamic Centre Baiturrahman. It highlights the importance of auditory vocabulary acquisition in EFL instruction and the students' positive perception of learning vocabulary through auditory means. The study also highlights the importance of multimedia integration, systematic vocabulary presentation, and contextualized learning activities in teaching strategies.

Students showed initiative and independence in their language acquisition, using various tactics such as taking notes, practicing, using digital resources, and creating customized study plans. They faced challenges like accent understanding and cognitive processing speed, but devised successful solutions.

Educators used a combination of conventional and contemporary teaching techniques to support auditory vocabulary development. They enabled cooperative learning exercises, provided real-world language application opportunities, and used interactive teaching techniques. Resource management involved creating thorough instructional materials and updating them regularly.

Operational assessment was a crucial part of the teaching process, with instructors using both official and informal techniques, providing feedback, tracking progress, and modifying lesson plans. A nurturing learning environment that respected diverse learning styles, encouraged student autonomy, promoted collaborative learning, integrated technology, and provided individualized support greatly influenced students' language acquisition.

The study underscores the importance of a balanced combination of teaching methods, learning materials, and support networks for efficient language acquisition, ultimately improving listening comprehension and general language competency.

B. Suggestion

Based on the study's findings regarding aural vocabulary acquisition and listening skills among EFL students, the authors offer the following advice:

a. For Students

Use a range of audio resources, including podcasts, audiobooks, and real materials, to improve your vocabulary and listening comprehension. Your listening comprehension will eventually improve as a result of this exposure, which will help you adjust to various accents and speech patterns.

b. For Teachers

To increase student enthusiasm and engagement, teachers should successfully use multimedia materials and technology into their teaching. Students may practice their listening skills at their own speed by using educational applications and online resources for self-directed learning, which will provide a more individualized learning environment.

c. For Future Researchers

The study's shortcomings are acknowledged by the researchers, who recommend that future studies look at comparable topics with different emphasis. Researchers may

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make significant contributions to the field of EFL teaching by examining different facets of auditory vocabulary learning and listening expertise.

It is expected that this information will be instructive and helpful to both authors and readers. Aameen.

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APPENDICES

ALUR TUJUAN PEMBELAJARAN

KONSENTRASI KEAHLIAN :
➢ **TEKNIK KOMPUTER DAN JARINGAN**
➢ **TEKNIK JARINGAN AKSES DAN**
TELEKOMUNIKASI

Bidang Keahlian   : Teknologi Informasi
Program Keahlian : Teknik Jaringan Komputer
dan Telekomunikasi
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Mata Pelajaran   : Bahasa Inggris

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	INDIKATOR TUJUAN PEMBELAJARAN	ALOKASI WAKTU	ASESMEN	ALUR TUJUAN PEMBELAJARAN
Menyimak – Berbicara	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam	TP 1 Merespon pertanyaan terbuka *(open-ended questions)* dalam berbagai situasi	1. Mengidentifikasi pertanyaan terbuka *(open-ended questions)* dalam berbagam berba	8 JP	Pengetahuan : ▪ Tes tertulis Keterampilan : ▪ Bermain Peran ▪ Observasi	**Tahap 1** TP 1

ELE MEN	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
	situasi dan tujuan.	dan tujuan.	gai situas i dan tujua n.	8 JP	▪ Evalu asi Diri	
			2. Menj awab perta nyaan terbu ka *(open - ended questi ons)* dala m berba			
		TP 2 Meres pon opini *(opinio n*				

ELE MEN	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
		expression) terkait isu sosial, minat, perilak u dan nilai-nilai lintas kontek s budaya .	gai situas i dan tujua n. 3. Mela kuka n perta nyaan terbu ka *(open - ended questi ons)* dala m	32 JP		

ELE ME N	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
		TP 3 Mengg unakan strategi koreksi dan perbai kan diri, dan mengg unakan elemen *non-*	berba gai situas i dan tujua n. 1. Mengi dentifi kasi opini *(opini on expres sion)* terkait isu sosial,			TP 2

ELE MEN	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
		verbal seperti bahasa tubuh, kecepa tan bicara dan nada suara untuk dapat dipaha mi dalam sebagi an besar	minat, perilak u dan nilai- nilai lintas kontek s buday a. 2. Menja wab opini *(opini on expres sion)* terkait isu			

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	INDIKATOR TUJUAN PEMBELAJARAN	ALOKASI WAKTU	ASESMEN	ALUR TUJUAN PEMBELAJARAN
		konteks.	sosial, minat, perilaku dan nilai-nilai lintas konteks budaya. 3. Memberikan opini *(opinion expression)* terkait			

ELE MEN	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
			isu sosial, minat, perilak u dan nilai-nilai lintas kontek s buday a.			
			1. Mende finisik an strateg i koreks			

ELE ME N	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
			i dan perbai kan diri, dan mengg unaka n eleme n *non-verbal* seperti bahasa tubuh, kecepa tan bicara dan nada			

ELE MEN	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
			suara untuk dapat dipaha mi dalam sebagi an besar kontek s.			
			2. Menyi mpulk an strateg i koreks i dan perbai			TP 3

ELE ME N	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
			kan diri, dan mengg unaka n eleme n *non-verbal* seperti bahasa tubuh, kecepa tan bicara dan nada suara untuk			

ELE MEN	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
			dapat dipaha mi dalam sebagi an besar kontek s. 3. Mener apkan strateg i koreks i dan perbai kan diri, dan			

ELE ME N	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
			menggunakan elemen *non-verbal* seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami			

ELE ME N	CAPAIAN PEMBELAJ ARAN	TUJUAN PEMBELAJAR AN	INDIKA TOR TUJUAN PEMBE LAJARA N	ALO KASI WAK TU	ASESME N	ALUR TUJUA N PEMB ELAJA RAN
			dalam sebagi an besar kontek s.			

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	INDIKATOR TUJUAN PEMBELAJARAN	ALOKASI WAKTU	ASESMEN	ALUR TUJUAN PEMBELAJARAN

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	INDIKATOR TUJUAN PEMBELAJARAN	ALOKASI WAKTU	ASESMEN	ALUR TUJUAN PEMBELAJARAN

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	INDIKATOR TUJUAN PEMBELAJARAN	ALOKASI WAKTU	ASESMEN	ALUR TUJUAN PEMBELAJARAN

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	INDIKATOR TUJUAN PEMBELAJARAN	ALOKASI WAKTU	ASESMEN	ALUR TUJUAN PEMBELAJARAN

ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	INDIKATOR TUJUAN PEMBELAJARAN	ALOKASI WAKTU	ASESMEN	ALUR TUJUAN PEMBELAJARAN

Lesson Plan XI Class (English)

LEARNING OBJECTIVE FLOW

EXPERTISE CONCENTRATION:

ÿ COMPUTER AND NETWORK ENGINEERING

ÿ ACCESS NETWORK AND TELECOMMUNICATION TECHNIQUES

Field of Expertise: Information Technology

Expertise Program: Computer Network and Telecommunication Engineering

Subject : English

Phase   : F (XI)

Name of Compiler: Rizka Ari Damayanti, M.Pd

LMS URL   : Baiturrahman Islamic Center Vocational School Semarang

Agency   : http://centertech.id

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ELEMENT	ACHIEVEMENTS LEARNING	OBJECTIVE LEARNING	OBJECTIVE INDICATORS LEARNING	ALLOCATION TIME	ASSESSMENT	GOAL FLOW LEARNING	
Listening – Speak	At the end of Phase F, learners use English For communicate with teachers, friends peers and people others in various kinds of situations and objective.	TP 1 Responding question open (open-ended questions) in various situation and goals.	1. Identify open questions (open ended questions) in various situations and objective. 2. Answer questions open (open-ended) questions) in various situations and objective. 3. Do open questions (open ended questions) in various situations and objective.	8 JP	Knowledge : ȳ Test written Skills : y Play Role ȳ Observation ȳ Evaluation Self	Stage 1	
						TP 1	Responding to questions open in various situation and goals.
						TP 2	Responding to opinions on issues social, interests, behavior and cross-context values culture.
						TP 3	Using strategy corrections and improvements yourself, and use non-verbal elements such as body language, speed speech and tone of voice to be understood in most context.

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ELEMENT	ACHIEVEMENTS LEARNING	OBJECTIVE LEARNING	OBJECTIVE INDICATORS LEARNING	ALLOCATION TIME	ASSESSMENT	GOAL FLOW LEARNING
		TP 2 Responding to opinions *(opinion* **related** *expression)* social issues, interests, **behavior and values-** **cross value** **cultural context.**	1. Identify opinions (opinion expression) related to social issues, interests, behavior and values across cultural contexts. 2. Answering opinions (opinion expression) related to social issues, interests, behavior and values across cultural contexts. 3. Giving opinions (opinion expression) related to social issues, interests, behavior and values across cultural contexts.	8 JP		
		TP 3 Use correction strategy and improvements yourself, and use *non-verbal* elements like language body, speed	1. Define strategy corrections and improvements yourself, and use *non-verbal* elements like body language, speech rate and tone of voice to be able to understood in	32 JP		

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ELEMENT	ACIIILVLMLNIS LEARNING	OBJECTIVE LEARNING	OBJECTIVE INDICATORS LEARNING	ALLOCATION TIME	ASSESSMENT	GOAL FLOW LEARNING
		speech and tone voice to be able to understood in most of the context.	most of the context. 2. Summarize the strategy corrections and improvements yourself, and use non-verbal elements like body language, speech rate and tone of voice to be able to understood in most of the context. 3. Implementing strategies corrections and improvements yourself, and use non-verbal elements like body language, speech rate and tone of voice to be able to understood in most of the context.			

ELEMENT	ACHIEVEMENTS LEARNING	OBJECTIVE LEARNING	OBJECTIVE INDICATORS LEARNING	ALLOCATION TIME	ASSESSMENT	GOAL FLOW LEARNING
Read - Viewing	At the end of Phase F, learners read and respond to various kinds of text like narrative, description, exposition, procedure, argumentation, and discussion in independent.	TP 4 Responding various kinds of text like narrative (narrative text), description (descriptive text), exposition (exposition text), procedure (procedure text), argumentation (argumentative text), and discussion (discussion text) independently	1. Pay attention various kinds of text like a narrative (narrative text), description (descriptive) text), exposition (exposition text), procedure text), argumentation (argumentative text), and discussion text) independently. 2. Identify various kinds of text like a narrative (narrative text), description (descriptive) text), exposition (exposition text), procedure text), argumentation (argumentative text), and discussion text) independently.	12 JP	Knowledge : ÿ Test written Skills : ÿ Narration ÿ Observation	**Stage 2** TP 4 Responding to various kinds of texts such as narratives, description, exposition, procedures, arguments, and discussion in independent. TP 5 Searching, making synthesis and evaluate the details specific and core of various types text. TP 6 Demonstrate understanding on the main idea, issues- issue or development plot in various kinds of text. TP 7 Identifying goals writer and do inference for

ELEMENT	ACTIILVLMLNTS LEARNING	OBJECTIVE LEARNING		OBJECTIVE INDICATORS LEARNING	ALLOCATION TIME	ASSESSMENT	GOAL FLOW LEARNING
				3. Read various kinds of text like narrative (narrative text), description (descriptive) text), exposition (exposition text), procedure text), argumentation (argumentative text), and discussion text) independently.			understand information implied in the text.
		TP 5	Search, create synthesis and evaluate specific details and the core of various various types of text.	1. Looking for specific details and the core of various various types of text 2. Make a detailed synthesis specific and core of various types text. 3. Evaluate the details specific and core of various types text.	24 JP		

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ELEMENT	ACHIVLMLNIS LEARNING	OBJECTIVE LEARNING	OBJECTIVE INDICATORS LEARNING	ALLOCATION TIME	ASSESSMENT	GOAL FLOW LEARNING
		TP 6 Show understanding towards the idea main issues or development plot in various kinds of text.	1. Explain understanding of main ideas, issues or plot development in various kinds text. 2. Implement understanding of main ideas, issues or plot development in various kinds text. 3. Show understanding of main ideas, issues or plot development in various kinds text.	12 JP		

ELEMENT	ACTIILVLMLNIS LEARNING	OBJECTIVE LEARNING	OBJECTIVE INDICATORS LEARNING	ALLOCATION TIME	ASSESSMENT	GOAL FLOW LEARNING
		TP 7 Identifying author's purpose and do inference for understand implied information in the text.	1. State the purpose writer and do inference for understand information implied in the text. 2. Describe the author's purpose and make inferences to understand implied information in the text. 3. Identify the objectives writer and do inference for understand information implied in the text.	16 JP		

ELEMENT	ACHILVLMLNIS LEARNING	OBJECTIVE LEARNING	OBJECTIVE INDICATORS LEARNING	ALLOCATION TIME	ASSESSMENT	GOAL FLOW LEARNING
Write - Presenting	At the end of Phase F, learners write various types of fictional texts and factually independent, show participant awareness educate against goals and targets reader.	TP 8 Writing various types of fictional texts and factually independent, show participant awareness educate against goals and targets reader.	1. Find various types of fictional texts and factually independently. 2. Distinguish between various types of fictional texts and factually independently. 3. Arrange various types of fictional texts and factually independently.	16 JP	Knowledge : ÿ Test written Skills : ÿ Assessment Product ÿ Observation	Stage 3 TP 8 Writing various types of texts fiction and factual independent, showing student awareness towards goals and targets reader. TP 9 Making plans, write, review and rewrite various text type type with show strategy self-correction, including punctuation, capital letters, and grammar.

ELEMENT	ACHIEVEMENTS LEARNING	OBJECTIVE LEARNING	OBJECTIVE INDICATORS LEARNING	ALLOCATION TIME	ASSESSMENT	GOAL FLOW LEARNING
		TP 9 Make planning, write, review and rewrite various types text with show correction strategy self, including punctuation, letters big, and orderly Language.	1. Demonstrate strategy self-correction, including punctuation, letters big, and grammar various types of text types. 2. Analyze various text type type with show strategy self-correction, including punctuation, letters large, and grammar. 3. Make a plan, write, review and rewrite various text type type with show strategy self-correction, including punctuation, letters large, and grammar.	16 JP		

PERENCANAAN PEMBELAJARAN

A. IDENTITAS

|		
Nama Sekolah	:	**SMK Islamic Centre Baiturrahman**
Nama Guru	:	Rizka Ari Damayanti, M.Pd
Mata Pelajaran	:	Bahasa Inggris
Fase / Kelas	:	F / Kelas XI
Program Keahlian	:	Semua Program Keahlian
Alokasi Waktu	:	20 JP
Elemen	:	Membaca - Memirsa

B. TUJUAN PEMBELAJARAN

Peserta didik dapat mengidentifikasi berbagai jenis teks yakni *descriptive text, procedure text, recount text, narrative text.*

C. KEGIATAN PEMBELAJARAN

Pertemuan 2 (4x45 menit)		
Pendahuluan	:	1. Guru mempersiapkan bahan ajar dan LKPD tentang materi teks prosedur pada LMS eclass, tugas peserta didik dirumah adalah mempelajari bahan ajar dan membuat rangkuman materi sebagai persiapan tatap muka di sekolah.
		2. Apersepsi diberikan guru kepada peserta didik;
		a. Peserta didik menjawab salam dan mengisi kehadiran di LMS
		b. Guru memastikan kesiapan peserta didik sebelum memulai pembelajaran dengan asesmen diagnostik

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		c. Guru memberikan apersepsi tentang sebuah gambar.
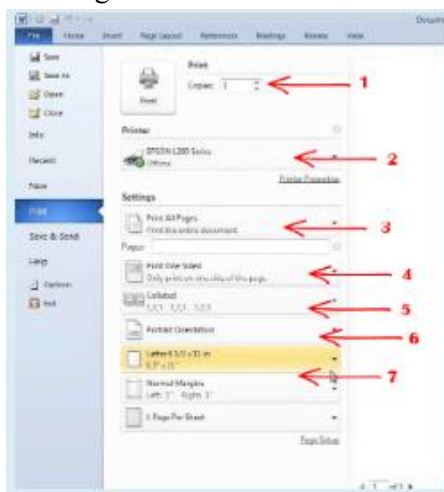		
		d. Peserta didik menjawab pertanyaan pemantik
		   1) Bisakah kalian mengoperasikan alat tersebut?
		   2) Sebutkan langkah-langkah mencetak secara detail?
		3. Sebagai asesmen awal, peserta didik menjawab pertanyaan dari guru sambil mengecek hasil rangkuman:
		  a. Apakah sudah mempelajari materi di rumah sebelumnya?
		  b. Apa yang kalian ketahui tentang teks deskripsi?

Inti	**:**	**Fase 1 – Building Knowledge of the Field (BKoF)** 1. Peserta didik melihat sebuah teks tentang tahapan mencetak kertas.

2. Peserta didik menuliskan *noun phrase* atau frase kata benda dalam teks tentang tahapan mencetak kertas.

Fase 2 – Modelling of the Text (MoT)

1. Peserta didik menerima penjelasan tujuan sosial teks prosedur tentang tahapan mencetak kertas.
2. Peserta didik menerima penjelasan struktur teks prosedur tentang tahapan mencetak kertas.
3. Peserta didik menerima penjelasan karakteristik bahasa teks prosedur tentang tahapan mencetak kertas.

Fase 3 – Joint Construction of the Text (JCoT)

1. Peserta didik dikelompokkan berisi 4 orang.
2. Peserta didik menerima beberapa teks prosedur.
3. Peserta didik mengidentifikasi tujuan sosial beberapa teks prosedur.
4. Peserta didik mengidentifikasi struktur teks beberapa teks prosedur.
5. Peserta didik mengidentifikasi karakteristik bahasa beberapa teks prosedur.

Fase 4 – Independent Construction of the Text (ICOT)

(*Dimensi P3 Mandiri: Melakukan refleksi terhadap umpan balik dari teman, guru, dan dan orang dewasa lainnya, serta informasi-informasi karir yang akan dipilihnya untuk menganalisis karakteristik dan keterampilan*

		yang dibutuhkan dalam menunjang atau menghambat karirnya di masa depan) 1. Masing-masing kelompok menyampaikan identifikasi beberapa teks prosedur didepan kelas. 2. Peserta didik dan guru menyampaikan tanggapan dalam bentuk pertanyaan, masukan ataupun sanggahan tentang hasil identifikasi kelompok lain. 3. Peserta didik menyampaikan kendala apa saja yang perlu diperbaiki berdasarkan masukan kelompok lain dan guru memberikan penguatan.
Penutup	**:**	1. Peserta didik dan guru menyimpulkan pembelajaran 2. Peserta didik mengisi refleksi pada LKPD 3. Peserta didik memperhatikan pesan dari guru tentang materi yang harus disiapkan untuk pertemuan selanjutnya dan mengucapkan Alhamdulillah sebagai rasa syukur.

D. LAMPIRAN

Lembar Aktivitas

SPLASH 1 SMK/ MAK Kelas XI Penerbit Erlangga

Glosarium

Procedure texts adalah teks yang memberikan instruksi mengenai cara untuk membuat atau melakukan sesuatu.

Daftar Pustaka

Indriastuti, Anik Muslikah. 2021. *SPLASH* SMK/ MAK Kelas XI. Jakarta: Penerbit Erlangga.

<div style="text-align: right;">Semarang, Juni 2024</div>

Mengetahui,
Kepala Sekolah   Guru Mata Pelajaran

Irham Latif Kurniawan, S.Kom   Rizka Ari Damayanti, M.Pd
   NIK. 05 008   NIK. 08 010

LEARNING PLANNING

A. IDENTITY

School name	: **Baiturrahman Islamic Center Vocational School**
Teacher Name	: Rizka Ari Damayanti, M.Pd
Subjects	: English
Phase / Class	: F / Class XI
Expertise Program	: All Expertise Programs
Time Allocation	: 20 JP
Element	: Reading - Viewing

B. LEARNING OBJECTIVES

Students can identify various types of text, namely *descriptive text, procedure text, recount text, narrative text*.

C. LEARNING ACTIVITIES

Meeting 2 (4x45 minutes)	

Introduction	: 1. The teacher prepares teaching materials and LKPD on procedural text material on the eclass LMS, The students' assignment at home is to study the teaching materials and make summaries of the material in preparation for face-to-face meetings. face at school.
	
	2. Apperception is given by the teacher to students;
	
	   a. Students respond to greetings and fill in the blanks presence in LMS
	
	   b. The teacher ensures the readiness of students before starting learning with a diagnostic assessment.
	
	   c. The teacher provides an apperception about a picture.

	d. Students answer the starter questions
	
	    1) Can you operate the tool?
	
	    2) State the steps for printing manually.
	      details?
	
	3. As an initial assessment, students answer questions from the teacher while checking the summary results:
	
	a. Have you studied the material at home before? b. What do you know
	
	about descriptive text?

Core	: **Phase 1 – Building Knowledge of the Field (BKoF)** 1. Students see a text about the stages print paper. 2. Students write *noun phrases* or noun phrases in the text about the stages of printing paper. **Phase 2 – Modeling of the Text (MoT)** 1. Students receive an explanation of the social purpose of the procedural text about the stages of printing paper. 2. Students receive an explanation of the structure of the procedural text about the stages of printing paper. 3. Students receive an explanation of the language characteristics of procedural texts about the stages of printing paper. **Phase 3 – Joint Construction of the Text (JCoT)** 1. Students are divided into groups of 4 people. 2. Students receive several procedural texts. 3. Students identify the social objectives of several procedural texts. 4. Students identify the text structure of several procedural texts. 5. Students identify the language characteristics of several procedural texts. **Phase 4 – Independent Construction of the Text (ICOT)** *(Dimension P3 Independent: Reflecting on feedback from friends, teachers, and other adults, as well as information on the career that will be chosen to analyze the characteristics and skills needed to support or hinder his/ her future career)* 1. Each group presents the identification of several procedural texts in front of the class.

	2. Students and teachers provide responses in the form of questions, input or objections regarding the identification results of other groups. 3. Students convey what obstacles they encounter. need to be improved based on input from other groups and the teacher provides reinforcement.
Closing	: 1. Students and teachers conclude the learning 2. Students fill in the reflection on the LKPD 3. Students pay attention to the teacher's message about the material that must be prepared for the next meeting and say Alhamdulillah as an expression of gratitude.

D. APPENDIX

Activity Sheet

SPLASH 1 SMK/ MAK Class XI Erlangga Publisher

Glossary

Procedure texts are texts that provide instructions on how to make or do something.

Bibliography

Indriastuti, Anik Muslikah. 2021. *SPLASH* SMK/ MAK Class XI. Jakarta: Erlangga Publisher.

Semarang, June 2024

Know,
Headmaster

Subject teachers

Irham Latif Kurniawan, S.Kom NIK. 05 008

Prof. Dr. Rizka Ari Damayanti, M.Pd
NIK. 08 010

Appendix 2. Table of Instrument Interview

Table of instrument interview (Adopted from RQ)

Listening Skill through Aural Vocabulary Acquisition		
Question	**Students**	**Teacher**
General Perceive of Listening and Pedagogical Approach	How do you feel when you take English listening lessons?	What methods do you use to teach listening?
	What are the main challenges you face in listening to English material?	How do you help students develop auditive vocabulary?
Auditive Vocabulary Acquisition Strategies and Teaching Challenges	What methods do you use to understand new vocabulary while listening?	What main difficulties do you encounter when teaching listening?
	How do you record or remember newly heard vocabulary?	How do you cope with students' different abilities?

Practical Experience and Development Strategies	Give a concrete example of your difficulty in understanding listening materials!	What techniques are most effective for improving listening skills?
	What media have you used to practice listening skills?	How do you design contextualized listening materials?
Motivation and Constraints and Student Observation	What motivates you to improve your listening skills?	What common error patterns do you encounter in students?
	What obstacles most hinder your?	How has the development of students' listening skills been?

Students Interview Trancript

No.	Members Name	Class	Interview Date	Interview Location
1.	Zahratussita Altoha	XI TJAT	11 February 2025	At Class XI TJAT, SMK Islamic Centre Baiturrahman Semarang
2.	Danis Azkiya	XI TJAT	11 February 2025	

No.	PARTICIPANTS	INTERVIEWER QUESTIONS	INTERVIEWER ANSWER
1.	ZA	How do you feel when you take English listening lessons?	I like listening, because I like listening to English songs more than other skills.
		What are the main challenges you face in	Sometimes I still like loading what I hear or my surroundings are

		listening to English material?	noisy, so the class is sometimes difficult to be conducive.
		What methods do you use to understand new vocabulary while listening?	I like working in groups, because I like working together to find new vocabulary through listening. One of them is when the teacher gives an audio to play then we discuss together to solve the problem.
		How do you record or remember newly heard vocabulary?	We listen to it repeatedly and then remember it.

		Give a concrete example of your difficulty in understanding listening materials!	Sometimes what we hear and what we write or pronounce is different, in the form of English pronounciation with Indonesian is very different.
		What media have you used to practice listening skills?	Video You Tube
		What motivates you to improve your listening skills?	I really want to be fluent in English, if someone invites me to speak English I immediately respond to answer it without mistakes.

		What obstacles most hinder your?	Only the pronunciation with what we listen to is difficult to get the appropriate and correct answer.
2.	DA	How do you feel when you take English listening lessons?	I'm just happy because I have little interest in reading.
		What are the main challenges you face in listening to English material?	The lack of synchronization between what I hear and what I think makes me want to improve my English through listening.
		What methods do you use to understand new vocabulary while listening?	Direct explanation from the teacher, when the teacher explains I can

			find out new vocabulary and write it down in the book.
		How do you record or remember newly heard vocabulary?	Write and read again at home.
		Give a concrete example of your difficulty in understanding listening materials!	When I listen to a material, it is very different from what I write, for example I hear the word "two hours", I write it "two awers".
		What media have you used to practice listening skills?	Video You Tube and TikTok

		What motivates you to improve your listening skills?	By studying every day and wanting to show my parents that I can speak a foreign language, not just Bahasa Indonesia and local languages.
		What obstacles most hinder your?	The British accent and the speed of the audio. I think I like the American accent better than the British.

Teacher Interview Transcript

Interviewer : What method do you use to teach listening?

Teacher : "You have seen in my teaching learning process. The worksheet for the students. And I will play the audio based on the materials. Not any specific method for the listening. Just give the worksheet and then we play the audio. And the students listen for the audio. And then we discuss like that."

Interviewer : How do you help students develop auditory vocabulary?

Teacher : "Okay, aural vocabulary. When I teach for the text. For example, the procedure text. I ask the students one by one to read for the paragraphs. Then, the wrong pronunciation. I will give the right pronunciation. So, for example, *"Overloaded"*. And then, I will make Repairs. Just repeat after me. *"Overloaded"*. Like that. Pronunciation first."

Interviewer : What are the main difficulties you encounter when teaching listening?

Teacher : "You can see. In this class. In this morning. I do not know. Some aspects influence the listening section. First one is. I think the audio is clear. So, there is no problem with the audio. But the first one. When they listen. And then the second one. When their motivation of listening is low. It also influences the aspect of listening skill. Do you agree or not? The motivation. The achievement of the listening section influences the students, Like that."

Interviewer : How do you address different student abilities?

Teacher : "I just observe them. One by one. For the student. His capability to get the achievement of the material is by looking at the picture. Just for example. And then the real medium. Also, I think he includes the visual type. Then if I play the audio or music or film. They listen for the audio carefully and understand the meaning. And I ask them. They can describe it or they can explain it. So, it includes of the audio learner. And when they combine audio and visual like movie. Audio-visual. More interesting, more motivated, more enthusiastic. So, they include audio-visual. But if we observe this person. Like the type of the learning. Learning by doing. So, when we practice the procedure text. They cook and then they explain it. I think it's more kinesthetic type of learner. I think. If you want to do something. Because one of them is audio-visual. Maybe audio-visual and kinesthetic. It's a double reading."

Interviewer : What is the most effective technique to improve listening skills?

Teacher : "I have to write by whispering method. Someone to be the leader should read my text. Just for example. And then he told to another student. Like listen and whisper. To other friends. And the last of the student should explain what is the text. Like that. Maybe it is more effective. Because like doing a game. I think it is more effective. Because the student can do it. Ice-breaking. Like some ice-breaking."

Interviewer : How do you design contextual listening material?

Teacher : "So, I have to make a module first. And I use a book for students and a book for teachers. In the digital book. I give them

some worksheets like that. But I have to write the module first. The design is like that in the module. Then what is the method? What is the method? What is the material? Like the text procedure. It can be shown like that."

Interviewer : What common error patterns do you encounter in students?

Teacher : "Most of them complain about pronunciation, listening, and writing. These factors make students misunderstand that English pronunciation is very different from their daily language."

Interviewer : How is the development of students' listening skills?

Teacher : "The practice regularly. To make the students related to the listening skills. And combining with the whispering method like that. Okay. Okay, enough. That's all? Thank you for your time."

DOCUMENTATION

Appendix 5. Interview Students DA
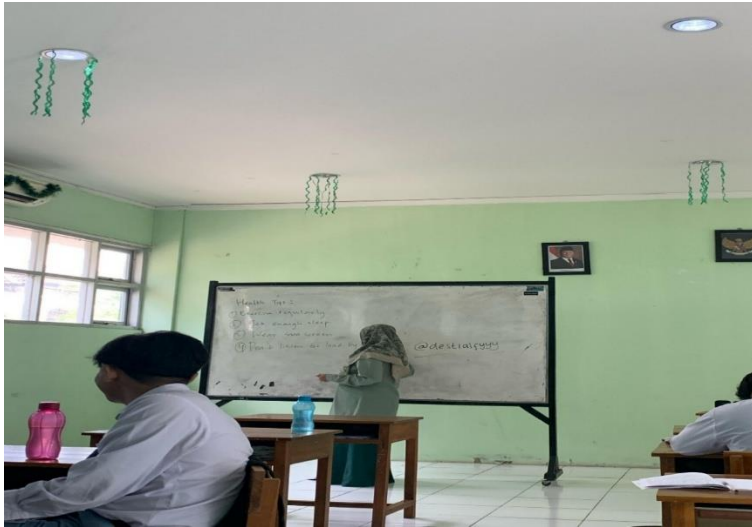

Appendix 6. Interview Students ZA

Appendix 7. Observation and Listening Quiz from Teacher

Appendix 8. Researchers Walking Around The Class

Appendix 9. The Teacher Writing The Goals of The Discussion

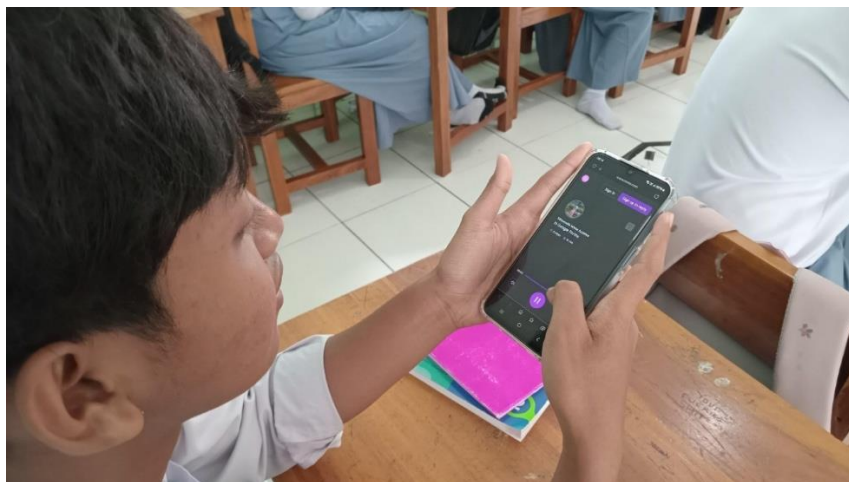*Appendix 10. Teacher Monitoring Student Group Work*

Appendix 11. Students Having Discussions

Appendix 12. Students Taking The Quiz

Appendix 13. Students Taking The Quiz and Quiz Model

Appendix 14. Introducing Researcher

Appendix 15. Introducing Researcher

Appendix 16. Teacher Interview

Appendix 17. Teacher with Researcher

CURRICULUM VITAE

A. Personal Data

1. Name   : Silmameila Ishma Azzahra
2. Born   : Batang, 26 May 2003
3. Student's Number : 2103046008
4. Major   : English Education Department
5. Religion   : Islam
6. Address   :Perum. Wirosari I Blok C.6 Sambong, Batang
7. Email   :zahrasilma01@gmail.com
8. Phone Number :088290189755

B. Educational Background

1. TK Al-Ikhlas
2. SDIT Permata Hati Batang
3. MTs NU Banat Kudus
4. MA NU Banat Kudus
5. English Education UIN Walisongo Semarang