



The students remained anonymous throughout the study to guarantee the privacy and confidentiality of the students. The findings of this study are described below:

### **1. The Result of Students' Vocabulary Size**

The data about students' vocabulary size were collected through Vocabulary Levels Test on 27<sup>th</sup> of April 2015 for Literal Listening A and B classes, and on 8<sup>th</sup> of May 2015 for Literal Listening C, D and E classes. In scoring the Vocabulary Levels Test, each word chosen correctly is awarded one point. This test consists of five sections, divided into four levels of vocabulary frequency (2,000, 3,000, 5,000 and 10,000-level) and one level of academic vocabulary. Since there are 30 items in every level, the maximum score for this test is 150 and the minimum one is 0. Therefore, the students' range scores of their total vocabulary size in Vocabulary Levels Test can be drawn into this following chart:





that participants complied with this instruction. As the result, they generally left items blank if they did not know the answers.

From the table 4.1, it is also found that the mean score of overall vocabulary levels in Vocabulary Levels Test for 85 students was 58.99 with 11 as the minimum score and 128 as the maximum. Yet, this result indicates that the students' total vocabulary size scores in Vocabulary Levels Test were quite low because their mean score was only 58.99 from a total of 150 as the maximum score.

## **2. The Result of Students' Spoken Word Recognition**

The data about students' spoken word recognition were collected through listening comprehension test. This test was distributed by the Literal Listening lecturers to the students. Therefore, it did not disturb the teaching and learning process. The data collection of listening comprehension test was done on 6<sup>th</sup> and 15<sup>th</sup> of May 2015 for Literal Listening A and B classes, and on 15<sup>th</sup> and 22<sup>nd</sup> of May 2015 for Literal Listening C, D and E classes. The listening comprehension tests consist of three listening worksheets, worksheet 1 and 2 about Future Plans, and a worksheet about Advice. This test score was obtained by calculating the mean score from those listening worksheets. The minimum score of this test is 0 and the maximum one is 100. The result of the students' listening comprehension test is presented in the following chart:



























correlation coefficient of 0.69. This significant contribution indicates that vocabulary size is an important dimension on vocabulary knowledge to become competent in English listening comprehension.

Furthermore, the simple linear regression analysis shows that vocabulary size can predict 50.9% of the variance in listening score, while the 49.1% is predicted by the other variables which are not examined in this study. The regression equation  $Y = 21.536 + 0.512X$  can be used as a basis for estimating the listening scores based on the vocabulary size score.  $Y$  represents the listening score and  $X$  represents the students' vocabulary size. This model of regression equation indicates that every additional 1 point of vocabulary size score in Vocabulary Levels Test will contribute 0.512 points in increasing listening comprehension test score. This result shows that a larger vocabulary size will lead to a higher degree of text coverage and will thereby strengthen students' listening ability.

#### *Implications of the Findings for Teaching and Learning Process*

The Vocabulary Levels Test provides an estimate of vocabulary size at four levels of word frequency and one level of academic vocabulary. Utilizing Vocabulary Levels Test in this study proved to be useful to diagnose at what stage the students' vocabulary developments are and also help the teacher to determine which vocabulary level should be focused on. Moreover, as vocabulary size is found to be strongly correlated with success in listening, it

