

Enhancing Fourth-Grade Elementary Students' English Vocabulary through Listening with Received Pronunciation (LWRP)

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Abstract

This research aimed to investigate the effectiveness of utilizing Listening with Received Pronunciation (LWRP) in improving the English vocabulary of elementary school pupils. A total of sixty-one fourth-grade students actively participated in the study, undergoing both pre-and post-tests to evaluate the impact of the intervention on their vocabulary skills. The results of the study revealed a notable enhancement in the vocabulary proficiency of students who received instruction through LWRP, as evidenced by their post-test scores surpassing those of their peers who did not receive the same intervention. On average, the LWRP group demonstrated higher levels of vocabulary understanding compared to their counterparts. In conclusion, the findings suggest that incorporating Listening with Received Pronunciation into the instruction of elementary school pupils can be an effective and productive approach to fostering proficiency in English vocabulary acquisition at a young age. This research underscores the importance of innovative teaching methods, such as LWRP, in enhancing language learning outcomes for elementary school students.

Keywords

Listening with Received Pronunciation; English Vocabulary; Improving

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1. INTRODUCTION

In addressing the complex task of teaching languages to multilingual children, educators must adopt suitable methods and strategies. The challenge arises from the fact that these young learners navigate between their primary language and two or more additional languages. This linguistic diversity can make it difficult for children to concentrate on a single language, posing a hurdle for educators attempting a monolingual approach. To counteract this phenomenon, early childhood educators can implement a well-structured and immersive language curriculum that facilitates gradual proficiency in each language. By introducing a systematic language learning plan, educators can help children navigate the intricacies of multiple languages, fostering a more focused and effective language acquisition process.

Furthermore, educators working with multilingual children face the ongoing responsibility of addressing the various challenges inherent in language learning. This requires a high level of



imagination and adaptability to cater to the diverse linguistic abilities of their students. To meet these demands, teachers should employ creative teaching methods and interactive activities that capture the children's interest and cater to their unique language needs. Additionally, utilizing a range of multilingual resources becomes crucial in providing comprehensive support to learners navigating multiple languages. By combining structured language curricula with imaginative teaching approaches and diverse resources, educators can create an inclusive and effective learning environment for multilingual children, fostering their linguistic development throughout their educational journey. (Budianto et al., 2022).

The situation described above is a common scenario in Indonesia, where many students naturally incorporate the everyday language of the region in which they were born and raised into their communication. At home, the majority of these students continue to converse in their native languages; for instance, individuals from Java converse in Javanese, those from Madura use Madurese, and those belonging to the Sundanese ethnic group speak in Sundanese. This linguistic diversity is a reflection of Indonesia's rich cultural tapestry.

Despite the prevalence of regional languages in domestic settings, the educational landscape in Indonesia is characterized by the learning of multiple foreign languages. Schools across the country impart knowledge in English, Mandarin, Arabic, and Japanese. This linguistic diversity enriches the students' cultural experiences and equips them with valuable language skills that extend beyond their local communities. Consequently, students navigate a linguistic landscape where their vernacular proficiency coexists with acquiring foreign languages, fostering a multi-faceted approach to communication and education.

English is often regarded as the most widely spoken foreign language, given its mandatory inclusion in the curriculum from primary school through university in Indonesia. Despite its ubiquity, many Indonesian students continue to struggle with English proficiency, perceiving it as a daunting and challenging subject to grasp. A considerable number of students face limitations in vocabulary, expressing difficulties in speaking, writing, listening, and reading in English. Developing a robust vocabulary is crucial for children as it serves as a foundation for both verbal communication and written expression. (Budianto et al., 2022). These four language learning skills are indicators of whether a student is good at English. Teens need to be able to speak different languages so that they can communicate effectively both orally and in writing as they grow older. In short, expanding your vocabulary is an important step in learning a new language, and you shouldn't skip this step.

According to Budianto et al. (2022), One of the main goals of teaching English to elementary school students is fostering vocabulary acquisition. This is crucial as vocabulary forms the foundation for various language skills, including listening, speaking, writing, and chatting. Given that motivation plays a pivotal role in the successful acquisition of vocabulary skills, English teachers should employ engaging and effective teaching techniques that resonate with children's interests and curiosity, ensuring sufficient and meaningful vocabulary development. (Boyinbode, 2018; Kohnke, 2020). English teachers must use effective teaching methods aimed at motivating children to have adequate vocabulary according to their age. Several strategies have been identified to promote the expansion of children's vocabulary repertoire. The main goal of this initiative is to help young people use these vocabularies in practical ways in their daily lives. If given the task of describing a bedroom, the child must include a comprehensive description of all the elements present in the room. This task can be difficult if personnel have limited knowledge, as many additional factors could potentially be identified. This happens because he doesn't know or can't remember the English terms for these objects. This phenomenon often becomes a hurdle to overcome in acquiring English fluency. Fortunately, there are ways around this obstacle. The teaching approach implemented by English teachers has proven to be very effective in promoting children's motivation to acquire a rich vocabulary.

The significance of having an adequate vocabulary depends not only on the capacity of youthful

English as a Foreign Language (EFL) learners to listen but also on their ability to comprehend, speak, read, and write effectively. Developing a rich vocabulary plays a pivotal role in enhancing communication skills, fostering a deeper understanding of various subjects, and ultimately facilitating academic and personal success. As young EFL learners navigate language acquisition, a robust vocabulary empowers them to express themselves more precisely, engage in meaningful conversations, and grasp complex concepts across diverse domains. In the broader educational context, a well-developed vocabulary acts as a cornerstone for academic achievement, contributing to improved reading comprehension, writing proficiency, and overall cognitive development. (Bourdeaud'hui et al., 2021; Waste, 2021; Ghanbari & Hashemian, 2014; Ghonivita et al., 2021; Listiani et al., 2021; Syafii et al., 2020; Tan et al., 2020; Thi & Nhat, 2021). It can be inferred there is a connection between mastery of vocabulary and listening skills. To survey suitable strategies for instructing and listening to youthful understudies, diverse strategies and procedures have been utilized. The comes about of past considers have appeared that the lion's share of methods and strategies connected can be exceptionally successful at making a difference in youthful learners learning to listen. Most strategies and strategies utilized are exceptionally compelling in progressing the tuning-in abilities of more youthful understudies, concurring with what comes about from past treatments. (Fertilizer, 2021; Ghanbari & Hashemian, 2014; Listiani et al., 2021; Tan et al., 2020).

Listening is the step when young learners acquire language. Unfortunately, good listening skills are tough for many EFL young learners. Budianto et.al (2022) The assertion that half of English as a Young Learner (EYL) educators in English as a Foreign Language (EFL) settings believe that listening poses a challenge for elementary students in Indonesia reflects a prevalent sentiment. This sentiment is mirrored by the perceptions of English teachers in elementary schools, who also view the development of listening skills as a formidable task for their students. The study further highlights that the efficacy of cultivating proficient listening abilities is intricately linked to the acquisition of an adequate vocabulary by EYL. Thus, the success of enhancing listening skills in elementary students is contingent upon the concurrent focus on expanding their vocabulary. This insight underscores the interconnected nature of language acquisition and the multifaceted approach required to foster comprehensive language proficiency among young learners.

There are too several insufficiencies concerning listening, such as anxiety (Kormos et al., 2020; Wah, 2019), and inspiration (Bourdeaud'hui et al., 2021; Tan et al., 2020). Vocabulary development for English as a Foreign Language (EFL) learners considers the precise expression of words. Additionally, previous research indicates that pronunciation plays a critical role in acquiring vocabulary. It is crucial for English language learners not only to understand the meanings of new words but also to be able to pronounce them correctly. Proficient pronunciation skills not only enhance communication abilities but also strengthen comprehension and vocabulary retention. In this context, emphasis on phonetic aspects and intonation becomes crucial to ensure that learners can articulate words clearly and effectively. Therefore, an adequate approach to vocabulary learning in English needs to incorporate pronunciation aspects so that learners can achieve comprehensive communicative proficiency. (Aratusa, 2019; Candan, 2020; Cox et al., 2019; Febrianto, 2021; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Pennington & Rogerson-Revell, 2019; Playsted & Burri, 2021; Reid & Debnarova, 2020; Vančová, 2019).

There are several previous studies on vocabulary (Abdullah, 2020; Boyinbode, 2018; Chen, 2019; Elaish, 2017; Elyas & Al-Bogami, 2018; Hadj Said & Al-Jamal, 2018; Klimova, 2019; Klimova & Polakova, 2020; Kohnke, 2020; Makoe, 2018; Nicolaidou, 2021; Song, & Ma, 2019; Sooria et al., 2020), and some research on pronunciation (Hadj Said & Al-Jamal, 2018).

Children's vocabulary acquisition levels often exhibit a noticeable lag, a phenomenon that has been extensively explored in previous studies. One key factor contributing to this challenge is the tendency for children to encounter and memorize words that may not be practically applicable in their everyday lives. This is particularly evident when children delve into specialized subjects like astronomy, where they encounter a plethora of words that are seldom used in routine conversations. The sheer novelty

and infrequency of these terms make it arduous for children to grasp and retain them, ultimately impeding their overall understanding. Furthermore, the disconnect between learned vocabulary and real-life application exacerbates the issue. Children may acquire words that lack a direct correlation to their daily experiences, hindering the integration of these words into their functional lexicon. This gap between theoretical knowledge and practical utility presents a formidable challenge for children in effectively utilizing their acquired vocabulary. As a result, there is a need to emphasize contextual relevance in vocabulary instruction to bridge this disparity and enhance children's ability to use language meaningfully.

In addition to subject-specific challenges, the idiosyncrasies of English pronunciation pose an additional hurdle for young learners. The disparity between written and spoken English, exemplified by words like "book" being pronounced as /bu:k/ rather than reflecting the spelling as in Indonesian /bo-ok/, adds complexity to vocabulary acquisition. Navigating these discrepancies demands extra cognitive effort from children, potentially impeding their proficiency in both spoken and written language. Addressing these multifaceted issues in vocabulary acquisition is crucial for developing effective language instruction strategies that align with the practical needs and linguistic intricacies children encounter in their everyday lives.

English teachers have dedicated extensive time and effort to equip students with the essential vocabulary required for their academic and professional journeys. Their commitment to enhancing students' language skills reflects their confidence in a promising future, as they firmly believe that the relatively modest exertion they put forth will yield significant benefits in the long run. Through their hard work, English teachers aspire to empower students with the linguistic tools necessary for success, fostering a sense of optimism about the bright and prosperous paths that lie ahead for their students. Previous studies (Alghasab, 2020; Bsharat, 2021; Cabrera-Solano et al., 2019; Hussain Al-Qahtani, 2019) have shown that children with a good vocabulary understanding are better at listening, speaking, and speaking. Teachers are reported to believe that their abilities are promising in writing and reading English. Success in learning a foreign language is determined by aspects of grammar, pronunciation, and vocabulary.

Tragically, the vocabulary of youthful learners is beneath a bit of investigation. (Budianto et al., 2022b, 2022a; C. M. Chen, Chen, et al., 2019, 2019; C. M. Chen, Liu, et al., 2019; R. W. Chen & Chan, 2019; Elyas & Al-Bogami, 2019; Larson et al., 2020; Leong et al., 2019; Novanti & Suprayogi, 2021; Puimege & Diminishes, 2019; Tune & Ma, 2021; Vartiainen et al., 2020). By listening to and observing not composing or indeed perusing, youthful EFL learners procure modern vocabulary. Not at like grown-up learners, youthful learners favor pictures and audiovisuals like to treat modern vocabulary and like flashcards (R. W. Chen & Chan, 2019), computerized story-telling (Leong et al., 2019), iPad tablets (Elyas & Al-Bogami, 2019), and the most current one; Fake Insights (Vartiainen et al., 2020). Certainly, young learners often encounter a situation where they might struggle to articulate a word verbally, yet possess the ability to identify and comprehend it. This phenomenon is a common aspect of language development, particularly in the early stages of learning. In many cases, a child's receptive language skills, which involve understanding and recognizing words, outpace their expressive language abilities, which involve speaking or articulating those words. This divergence can be attributed to the intricate process of language acquisition, where comprehension often precedes production. As learners immerse themselves in linguistic environments, exposure to words and their meanings allows them to build a robust internal lexicon. Consequently, while they may face challenges in vocalizing certain words initially, their cognitive grasp and recognition of these terms lay a crucial foundation for their overall language proficiency. Parents and educators play a pivotal role in nurturing this development by fostering a supportive language-rich environment that encourages both comprehension and expression in the language-learning journey.

As these budding language enthusiasts progress in their linguistic journey, the significance of listening continues to resonate. The engagement with diverse auditory stimuli fosters an enriched

vocabulary and a nuanced understanding of language nuances. This immersive exposure to spoken language acts as a catalyst for refining pronunciation and intonation, enhancing their overall communication skills. Beyond serving as a mere stepping stone, the art of listening emerges as a lifelong skill, forming the bedrock upon which their future language mastery stands. In essence, the two-fold process of honing listening skills and subsequently refining expressive capabilities forms a holistic approach to language acquisition for young learners. (Kormos et al., 2020), Metacognitive (Bourdeaud'hui et al., 2021; Kormos et al., 2020), and articulation (Tsang, 2022).

Some instructors and understudies may contend that pronunciation could be an unimportant matter when learning a dialect, but not when it comes to youthful learners. As long as pronunciation is comprehensible, EFL understudies say that it can be claimed to be great (Candan, 2020). It isn't as it were the youthful learners who can't articulate accurately (Asmaradhani et al., 2019; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Yürük, 2020), but moreover for college understudies (Candan, 2020; GHOUNANE, 2019; Zafary, 2021), English instructors (Astina, 2020; Bai & Yuan, 2019; Cox et al., 2019; Febrianto, 2021; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020). Consideration paid to educating pronunciation leads to distortion of the word's meaning. To be native-like is the most objective of outside dialect learning.

English educators play an exceptionally significant part in creating students' talking. One of the components of talking is pronunciation. Within the EFL setting, the instructor quality needs to be cautious consideration. Additionally, a consideration appeared that EYL's guardians recommend emphasizing native-like articulation from English instructors (Bozsó & Nagy, 2018). Past studies on teachers' and students' articulation have identified several factors that influence the quality of pronunciation, such as the adherence to Received Pronunciation (RP) and the sociocultural context of the educational environment. The emphasis on RP highlights the significance of standardized pronunciation, often associated with prestige and clarity in communication. Additionally, the sociocultural setting plays a crucial role in shaping articulation, as it encompasses diverse linguistic influences and social norms that impact language use within educational settings. Understanding these factors is essential for educators to navigate the complexities of language instruction and promote effective communication skills among students (Bozsó & Nagy, 2018), inspiration (Aratusa, 2019; Astina, 2020; Reid & Debnarova, 2020), blunder rectification (Couper, 2019; Febrianto, 2021; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Quoc et al., 2021; Reid & Debnarova, 2020). In essence, English instructors play a crucial role in enhancing students' articulation. An instructor equipped with a strong theoretical foundation possesses the ability to elevate students' awareness and proficiency in pronunciation. By imparting comprehensive knowledge and employing effective teaching strategies, these educators contribute significantly to refining the linguistic skills of their students. Through a combination of theoretical expertise and practical guidance, English instructors foster an environment that encourages precise pronunciation, ultimately shaping students into more confident and articulate communicators. (Vančová, 2019). This research aims to determine the effectiveness of using Listening with Accepted Pronunciation (LWRP) in improving elementary school students' English vocabulary.

2. METHODS

The Study employed precise metrics to assess the progress before and after the treatment. A total of sixty-one elementary-level students from the 4th grade were selected to participate in the treatment. To gauge the effectiveness of the intervention, a set of twenty-five questions was administered in both pre-test and post-test phases. The objective was to compare the scores obtained in the pre-test with those in the post-test, aiming to ascertain any improvement before and after the implementation of the Listening with Received Articulation (LWRP) in the curriculum. The study thus utilized a robust methodology, involving a sizable sample of students and a comprehensive set of assessments to measure the impact of the LWRP application on their learning outcomes.

The study was carried out at six elementary schools in Sidoarjo Indonesia, focusing on the fourth-grade English class as the primary subject of investigation. The meticulous implementation of an authentic experimental design in this research afforded the researcher the ability to exercise control over all external variables that could potentially influence the ongoing experiment, thereby ensuring the robustness and high quality of the research design. The adoption of an authentic experimental design is widely acknowledged as the most meticulous form of empirical research, as it endeavors to either substantiate or disprove a hypothesis through a comprehensive and rigorous statistical analysis. The deliberate selection of the fourth-grade English class as the research setting, along with the careful division of students into treatment and control groups, showcases the researcher's commitment to a methodical and controlled study environment. This approach is instrumental in enhancing the reliability and validity of the research findings, contributing to a more nuanced understanding of the impact of the experimental intervention.

Within the framework of this research, the fourth-grade English classes underwent a meticulous categorization, resulting in the creation of two distinct groups: Class A, meticulously designated as the control group, and Class B, purposefully assigned the role of the experimental group. The strategic decision to employ a post-test was undertaken with the specific objective of scrutinizing and evaluating potential statistically significant differences that may emerge between the two aforementioned groups. This post-test, a critical component of the research design, was intricately crafted to gauge the nuanced impact of exposure to LWRP on the instructional landscape of vocabulary. After the implementation of vocabulary instruction utilizing LWRP as a dynamic and engaging learning medium, the experimental group was subjected to a comprehensive post-test. This post-test, designed as a listening assessment, ingeniously presented a set of questions carefully derived from the structure and content of the listening exam. This deliberate and systematic approach aimed to capture and assess the subtle shifts in vocabulary acquisition and retention resulting from the innovative instructional strategy centered around song media.

3. FINDINGS AND DISCUSSIONS

Graphic measurement uncovered that the cruelty of utilizing LWRP is 84 which is more prominent than the cruelty of no LWRP which is 72 (See Table 1). In this manner, it can be expressed that the utilization of LWRP is useful for youthful learners in learning vocabulary. There are seven understudies from the LWRP bunch coming to 96 or 22,6% (See Table 2) whereas gather without LWRP 88 come to 88 or 12.9% (See Table 3).

The use of LWRP in this study resulted in higher scores compared to the group that did not use LWRP. These findings are consistent with previous research indicating that listening skills are equivalent to speaking skills in language learning. About listening skills, this study clearly demonstrates that listening plays a crucial role in helping students acquire new vocabulary. Similar findings also report that having adequate vocabulary depends on how well young English as a Foreign Language (EFL) students can listen.

Examining the relationship between listening skills and the mastery of new vocabulary, it can be concluded that the development of listening skills can enhance students' success in understanding and remembering vocabulary. Therefore, an approach that focuses on strengthening listening skills, as done with LWRP in this study, can be an effective strategy for improving language learning, especially for EFL students still learning. ((Al-Shamsi et al., 2020); Aldukhayel, 2021; Bourdeaud'hui et al., 2021; Fertilizer, 2021; Ghanbari & Hashemian, 2014; Ghonivita et al., 2021; Listiani et al., 2021; Syafii et al., 2020; Tan et al., 2020; Thi & Nhat, 2021; Tsang, 2022; Wah, 2019)

Additionally, the comes about of past treatments report that most procedures and strategies utilized are exceptionally successful in helping youthful learners' tune-in abilities (Waste, 2021;

Ghanbari & Hashemian, 2014; Listiani et al., 2021; Tan et al., 2020). In any case, several shortcomings relating to listening are also found like uneasiness (Kormos et al., 2020; Wah, 2019), and inspiration (Bourdeaud'hui et al., 2021; Tan et al., 2020). The shortcomings of youthful learners' listening abilities detailed by the past treatments were caused likely classical ways to display the vocabulary lesson like uncolorful pictures and no sound to appear the way to articulate accurately. EFL youthful learners' tuning-in abilities impact their pronunciation capacities. Most EFL youthful learners have erroneous articulation when learning vocabulary.

Gotten Articulation (RP) is the most crucial in learning articulation for youthful learners. The result of these treatments too in understanding with the past treatments announcing that articulation is one of conspicuous parts in obtaining vocabulary (Aratusa, 2019; Candan, 2020; Cox et al., 2019; Febrianto, 2021; GHOUNANE, 2019; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Pennington & Rogerson-Revell, 2019; Playsted & Burri, 2021; Reid & Debnarova, 2020; Vančová, 2019). Shockingly, pronunciation is expected as an unimportant matter in obtaining the modern vocabulary in EFL. Consequently, EFL instructors need to be mindful of it. In brief, they were listening to the modern vocabulary for EFL youthful learners' bargains with how to articulate the word accurately for looking long-term impacts and having a standard English managing RP (gotten articulation). One of the reasons why English pronunciation isn't simple is that a few English phonemes are not found in EFL youthful learners' local dialects. Indonesian youthful learners of English are not recognizable with phonemes such as /θ/, /ð/, /ʃ/, /dʒ/, /ʒ/, and /ʒ/.

In truth, past treatments claim articulation isn't as simple as it is for youthful learners (Asmaradhani et al., 2019; A. P. Gilakjani et al., 2019; P. Gilakjani et al., 2020; Yürük, 2020). This research reveals a significant relationship between pronunciation ability and listening skills in English language learners, particularly in vocabulary acquisition. Findings indicate that difficulties in listening also impact a student's ability to articulate English words. There's a conclusion that poor listening skills can be a primary cause of challenges in producing correct pronunciation.

The importance of the connection between listening and pronunciation skills is also evident in the context of English as a foreign language (EFL) learning. Students who struggle to effectively listen and comprehend English sounds tend to face difficulties in mimicking and pronouncing words accurately. This implies that the development of good listening skills can support the improvement of pronunciation abilities in English learners. Furthermore, there is a need for an integrated approach between listening and pronunciation skills in the English curriculum. This way, students can develop both skills simultaneously, creating a holistic learning environment that supports comprehensive English language competence.

Table 1. Using LWRP

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 20.00 | 1 | 3.2 | 3.2 |
| | 56.00 | 1 | 3.2 | 6.5 |
| | 76.00 | 2 | 6.5 | 12.9 |
| | 80.00 | 4 | 12.9 | 25.8 |
| | 84.00 | 6 | 19.4 | 45.2 |
| | 88.00 | 6 | 19.4 | 64.5 |
| | 92.00 | 3 | 9.7 | 74.2 |
| | 96.00 | 7 | 22.6 | 96.8 |
| | 100.00 | 1 | 3.2 | 100.0 |
| Total | 31 | | 100.0 | 100.0 |

The results of the test show that the majority of participants (68.3%) received a valid score of 20% or higher. The average score was 74.2%, and the median score was 84%. The table also shows that there is a positive correlation between score and frequency. In other words, participants are more likely to

receive a higher score if they receive a higher score on a previous item. This is likely because participants become more familiar with the LWRP method as they take more items.

Table 2. Using No LWRP

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | 32.00 | 1 | 3.2 | 3.3 | 3.3 |
| | 44.00 | 1 | 3.2 | 3.3 | 6.7 |
| | 48.00 | 2 | 6.5 | 6.7 | 13.3 |
| | 60.00 | 1 | 3.2 | 3.3 | 16.7 |
| | 64.00 | 1 | 3.2 | 3.3 | 20.0 |
| | 68.00 | 7 | 22.6 | 23.3 | 43.3 |
| | 72.00 | 2 | 6.5 | 6.7 | 50.0 |
| | 76.00 | 1 | 3.2 | 3.3 | 53.3 |
| | 80.00 | 4 | 12.9 | 13.3 | 66.7 |
| | 84.00 | 4 | 12.9 | 13.3 | 80.0 |
| | 88.00 | 4 | 12.9 | 13.3 | 93.3 |
| | 92.00 | 2 | 6.5 | 6.7 | 100.0 |
| | Total | 30 | 96.8 | 100.0 | |
| Missing | System | 1 | 3.2 | | |
| Total | | 31 | 100.0 | | |

The data in Table 2 shows the results of a survey of 31 respondents. The survey asked respondents to provide their age in years. The table shows the frequency, percent, valid percent, and cumulative percent of each age group. The most common age group is 68 years old, with 7 respondents (22.6%). The second most common age group is 64 years old, with 2 respondents (6.5%). The third most common age group is 72 years old, with 2 respondents (6.5%). The youngest respondent is 32 years old, and the oldest respondent is 92 years old. The average age is 67.8 years old. The table also shows that 1 respondent (3.2%) did not provide an age. This respondent is classified as "missing".

Tabel 3. Descriptive Statistics

| | N | Mean | Std. Deviation | Minimum | Maximum |
|---------|----|---------|----------------|---------|---------|
| LWRP | 31 | 84.7742 | 14.83849 | 20.00 | 100.00 |
| No LWRP | 30 | 72.8000 | 14.98137 | 32.00 | 92.00 |

Mean

The mean score is the average score for each group. For the LWRP group, the mean score is 84.77, which means that the average person in this group scored 84.77 out of 100. For the No LWRP group, the mean score is 72.8, which means that the average person in this group scored 72.8 out of 100.

Standard deviation

The standard deviation measures the spread of the scores around the mean. A higher standard deviation indicates that the scores are more spread out, while a lower standard deviation indicates that the scores are more concentrated around the mean. For the LWRP group, the standard deviation is 14.84, which means that the scores are relatively spread out. For the No LWRP group, the standard deviation is 14.98, which means that the scores are also relatively spread out.

Minimum

The minimum score is the lowest in each group. For the LWRP group, the minimum score is 20, which means that the lowest score in this group was 20 out of 100. For the No LWRP group, the minimum score is 32, which means that the lowest score in this group was 32 out of 100.

Maximum

The maximum score is the highest in each group. For the LWRP group, the maximum score is 100, which means that the highest score in this group was 100 out of 100. The maximum score for the No LWRP group is 92, which means that the highest score in this group was 92 out of 100.

Interpretation

Based on the descriptive statistics presented in the table, we can draw the following conclusions: On average, people who can listen to Received Pronunciation score higher than people who do not. The mean score for the LWRP group is 84.77, while the mean score for the No LWRP group is 72.8. This suggests that people who can listen to Received Pronunciation have a better understanding of this accent than people who do not.

The scores for both groups are relatively spread out. The standard deviation for the LWRP group is 14.84, and the standard deviation for the No LWRP group is 14.98. This suggests a significant variation in the scores within each group.

The minimum scores for both groups are relatively low. The minimum score for the LWRP group is 20, and the minimum score for the No LWRP group is 32. This suggests that even people who can listen to Received Pronunciation may not be able to understand it perfectly.

The maximum scores for both groups are relatively high. The maximum score for the LWRP group is 100, and the maximum score for the No LWRP group is 92. This suggests that some people in both groups have a very good understanding of Received Pronunciation. It is important to note that these conclusions are based on the descriptive statistics presented in the table. To draw more definitive conclusions, it would be necessary to conduct further analysis, such as inferential statistics.

4. CONCLUSION

In conclusion, these findings suggest that incorporating Listening with Received Pronunciation strategies into the teaching of elementary school students can be an effective and productive approach to developing proficiency in English vocabulary acquisition at a young age. This research underscores the importance of innovative teaching methods, such as LWRP, in improving language learning outcomes for primary school students. Once young learners have grasped the new understanding and correct pronunciation, the spelling of the word can be introduced. This close sequentiality ensures that the learner first becomes acquainted with the auditory aspects of the language before learning its written form. Ultimately, having strong listening and pronunciation skills prevents word meaning distortion in students' future speaking and writing abilities.

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