

Improving Students' Vocabulary Mastery Through Structured Listening Exercises

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Abstract

This study explores the impact of structured listening practice on enhancing vocabulary acquisition among Arabic language students at Pondok Pesantren Dalwa. Despite the critical role of listening skills in language acquisition, they are often underemphasized in traditional curricula. This research utilizes a qualitative case study design, involving first-year students enrolled in an intensive Arabic language program at Dalwa. Data were gathered through in-depth interviews with students and teachers, along with classroom observations. The findings indicate that structured listening exercises significantly contribute to vocabulary development by providing students with exposure to authentic language contexts and opportunities for active engagement. The results suggest that listening activities, when designed to match students' proficiency levels and encourage participation, can substantially enhance both comprehension and vocabulary retention. The study highlights the need for incorporating structured listening into Arabic language teaching programs, especially in Islamic boarding schools, and offers practical recommendations for educators in similar settings.

Keywords: Vocabulary Mastery, *Structured Listening*, *Listening Exercises*

Introduction

In an increasingly globalized era, mastering the Arabic language has become crucial for students at Pondok Pesantren Dalwa. Saiul Anah and Yusuf Arisandi (2020) said: multiple-intelligence learning model brings impacts on the students' motivation dan characters based on their intelligence.¹ Among the various language skills, listening skills are essential, though often overlooked in traditional curricula. This study aims to explore

¹ Saiul Anah and Yusuf Arisandi, "Namādhijū Ta'limi al-Lughah al-'Arabiyah 'Alā Ḍaw' i al-Dhakā' Āt al-Muta'addidah Lada al-Ṭalabah al-Mawhūbīn Fī Madrasah Malik Ibrāhīm al-Mutawassīṭah Bikirsīk," *Lughawīyyat: Jurnal Pendidikan Bahasa dan Sastra Arab* 3, no. 1 (May 18, 2020): 30–50.

the role of structured listening practice in improving the Arabic vocabulary of Dalwa students.

Previous research has extensively discussed effective foreign language learning techniques. However, these studies have primarily focused on reading and writing skills, while listening practice often receives less attention. Some studies suggest that listening practice can directly enhance comprehension and the use of new vocabulary. Despite this, structured listening exercises have not been optimally implemented at Dalwa.

Structured listening practice has been recognized as a pivotal strategy in language acquisition, particularly in enhancing vocabulary development among second language learners. Studies across diverse educational contexts emphasize that effective listening activities, when systematically implemented, can substantially boost students' vocabulary growth and overall language proficiency.

Yeldham (2021) found that strategy-focused listening instruction significantly improves both listening comprehension and vocabulary acquisition², indicating the critical role of structured listening in second language education. Similarly, Saito et al. (2023) underlined the importance of phonological vocabulary knowledge in strengthening listening skills³, suggesting that effective listening practices must integrate systematic exposure to new vocabulary.

Supporting this view, Gonzalez-Torres and Solano (2024) demonstrated that structured activities like video listening journals foster learners' self-awareness in identifying listening strengths and weaknesses, contributing to enhanced vocabulary retention⁴. Likewise, Aswani et al. (2023) highlighted that genre-based listening approaches⁵, where learners are prepared with background knowledge, significantly improve vocabulary uptake during listening tasks. These findings are in line with Krashen's (1985) theory of comprehensible input⁶, which emphasizes exposure to understandable yet slightly challenging language as a foundation for acquisition.

² Michael Yeldham, "Second Language Listening Instruction and Learners' Vocabulary Knowledge," *Iral - International Review of Applied Linguistics in Language Teaching* (2021).

³ Kazuya Saito et al., "Individual Differences in L2 Listening Proficiency Revisited: Roles of Form, Meaning, and Use Aspects of Phonological Vocabulary Knowledge," *Studies in Second Language Acquisition* (2023).

⁴ Paul Gonzalez-Torres and Lida Solano, "Video Listening Journals and Enhanced EFL Listening Skills," *Journal of University Teaching and Learning Practice* (2024).

⁵ Aprilza Aswani et al., "Genre-Based Approach Implementation in Teaching Listening: A Case Study in Senior High School in Indonesia," *Theory and Practice in Language Studies* (2023).

⁶ Francis Bailey and Ahmed Kadhum Fahad, "Krashen Revisited: Case Study of the Role of Input, Motivation and Identity in Second Language Learning," *Arab World English Journal* 12, no. 2 (June 15, 2021): 540–550.

Recent technological innovations have further enriched structured listening practices. For instance, Muhamad Solehudin et al. (2024) explored the impact of AI-generated music through the Suno AI platform in enhancing Arabic listening skills (*maharah istima'*) and vocabulary acquisition at Darullughah Wadda'wah Boarding School⁷. Their study revealed that AI-powered music significantly improved student motivation, engagement, and vocabulary retention by leveraging contextualized lyrics in songs, demonstrating that innovative technologies can be effectively integrated into Arabic language education to support receptive skill development.

Similarly, Ridha et al. (2022) highlighted that animated videos effectively enhance vocabulary learning by providing visual context alongside auditory input⁸, thus supporting comprehension and retention of new words. Rababah et al. (2023) also showed that mobile-assisted learning tools lead to significant improvements in vocabulary skills when integrated with traditional teaching methods⁹. These multimodal approaches create enriched listening environments that facilitate deeper language acquisition.

Feedback mechanisms, as explored by Dong et al. (2024), further enhance this process by reinforcing vocabulary use through active listening engagement¹⁰.

Moreover, studies like those by Wallace (2021)¹¹ and Spies (2023)¹² argue that structured listening exercises, combined with metacognitive strategies, not only improve comprehension but also empower learners to autonomously decode new vocabulary during listening tasks. These findings collectively support the argument that structured listening, particularly when adapted to learners' proficiency levels and supported by active engagement techniques, is essential for vocabulary development.

Despite abundant research in ESL contexts, the application of structured listening within Islamic educational settings, especially pesantren focusing on Arabic language

⁷ Muhamad Solehudin, Nur Hanifansyah, and Iqbal Fathi Izzuddin, "Enhancing Arabic Listening and Vocabulary Acquisition through AI-Powered Music: A Study on Suno AI," *Arabiyyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 11, no. 2 (2024): 175–188.

⁸ Shivan Khudhur Ridha, Hanife Bensen Bostancı, and Mustafa Kurt, "Using Animated Videos to Enhance Vocabulary Learning at the Noble Private Technical Institute (NPTI) in Northern Iraq/Erbil," *Sustainability* (2022).

⁹ Luqman Rababah, Nisreen Al-Khawaldeh, and Mahmoud Ali Rababah, "Mobile-Assisted Listening Instructions With Jordanian Audio Materials: A Pathway to EFL Proficiency," *International Journal of Interactive Mobile Technologies (Ijim)* (2023).

¹⁰ Yang Dong et al., "Effects of Dialogic Reading Elements on Children's Language Development," *Journal of Research in Reading* (2024).

¹¹ Matthew P. Wallace, "Exploring the Relationship Between L2 Listening and Metacognition After Controlling for Vocabulary Knowledge," *Journal of Language and Education* (2021).

¹² Tracy Griffin Spies, "The Forgotten Language Skill: Finding a Prominent Place for Listening in Meaningful Programming for Multilingual Learners With Learning Disabilities," *Frontiers in Education* (2023).

education, remains underexplored. Therefore, this study seeks to contribute to filling this gap by examining how structured listening exercises can be optimized to enhance vocabulary acquisition among Arabic language students at Pondok Pesantren Dalwa.

This study focuses on exploring how structured listening exercises can significantly contribute to the vocabulary improvement of Dalwa students. The research question of this study is how effective structured listening exercises are in enhancing Arabic vocabulary acquisition among students. The scope of this research includes first-year students enrolled in an intensive program at Dalwa, while the limitation is that the sample is taken from a single educational institution.

This study aims to fill a research gap by addressing the lack of focus on structured listening practice in pesantren (Islamic boarding school) settings. The findings of this study are expected to provide valuable insights for educators and practical recommendations for improving listening teaching methods at Dalwa.

Method

This study employed a descriptive qualitative approach¹³ to explore the role of structured listening practices in enhancing Arabic vocabulary acquisition among first-year students at Pondok Pesantren Dalwa. A qualitative method was selected to gain a deep understanding of the learning process, students' experiences, and the effectiveness of structured listening interventions within the specific sociocultural and educational context of an Islamic boarding school. This study involved 25 first-year students enrolled in the intensive Arabic program and 5 Arabic language instructors at Pondok Pesantren Dalwa, selected through purposive sampling¹⁴.

The theoretical framework underpinning this research draws on Krashen's Comprehensible Input Hypothesis (1985), which posits that language acquisition occurs most effectively when learners are exposed to input slightly above their current proficiency level. Additionally, Vygotsky's Zone of Proximal Development (ZPD) theory was utilized to interpret the role of peer interaction during post-listening discussions, while Dewey's Experiential Learning Theory provided a basis for emphasizing active engagement during listening tasks.

The selection of Pondok Pesantren Dalwa as the research site was deliberate due

¹³ John W. Creswell, *A Concise Introduction to Mixed Methods Research* (SAGE Publications, Inc, 2021).

¹⁴ Steve Campbell et al., "Purposive Sampling: Complex or Simple? Research Case Examples," *Journal of Research in Nursing* 25, no. 8 (December 2020): 652–661.

to its reputation as a leading institution prioritizing Arabic language mastery among its students. Dalwa's intensive Arabic language program, combined with the absence of previously structured listening training, presented an ideal setting for investigating the impact of the intervention. The focus of the study was on first-year students enrolled in the intensive program, as they were at a critical stage of foundational vocabulary acquisition. The primary unit of analysis comprised student performance, perceptions, and engagement patterns related to structured listening tasks.

The study utilized both primary and secondary data sources.

Primary data were collected through semi-structured interviews with students and teachers, and direct classroom observations during structured listening sessions.

Secondary data included institutional documents such as the Arabic curriculum outlines, instructional listening materials, and academic policy notes related to language instruction at Dalwa.

Sources of information included: Twenty-five first-year students selected using purposive sampling to ensure diversity in listening proficiency levels. Five Arabic language instructors, selected based on their active involvement in teaching and curriculum development at Dalwa. Curriculum documentation, including syllabi, structured listening lesson plans, and supporting teaching materials.

The data collection process proceeded in several stages: Initial observations of Arabic language classes were conducted to identify natural patterns of listening activities¹⁵. Structured and semi-structured interviews were carried out with both students and teachers to gather personal experiences, challenges, and perceived benefits related to structured listening practices¹⁶.

Post-listening activity observations were conducted to examine how students applied newly acquired vocabulary in discussions and collaborative tasks.

To ensure the credibility and reliability of the data, triangulation was employed by cross-verifying interview responses with classroom observation findings and institutional documents. Member checking was also conducted by sharing preliminary interpretations with selected participants to confirm the accuracy of the captured insights.

For the data analysis process, the study employed thematic analysis following

¹⁵ Leovani Marcial Guimarães and Renato Da Silva Lima, "A Systematic Literature Review of Classroom Observation Protocols and Their Adequacy for Engineering Education in Active Learning Environments," *European Journal of Engineering Education* 46, no. 6 (November 2, 2021): 908–930.

¹⁶ Omolola A. Adeoye-Olatunde and Nicole L. Olenik, "Research and Scholarly Methods: Semi-structured Interviews," *JACCP: JOURNAL OF THE AMERICAN COLLEGE OF CLINICAL PHARMACY* 4, no. 10 (October 2021): 1358–1367.

Braun and Clarke's (2006) model. The analysis involved several steps: Familiarization with data through repeated reading of interview transcripts and field notes. Initial coding to identify patterns related to vocabulary acquisition, comprehension strategies, and active participation.

Developing thematic categories such as “pre-listening scaffolding benefits,” “peer discussions for vocabulary reinforcement,” and “motivational impact of authentic materials.” Interpreting themes in light of the theoretical frameworks and comparing them with findings from previous research.

By integrating multiple data sources and applying rigorous analysis techniques, this study aimed to present a comprehensive, credible, and nuanced understanding of how structured listening can effectively support Arabic vocabulary development within the pesantren learning environment.

Result and Discusion

Vocabulary Enhancement through Structured Listening

This study aimed to investigate the effectiveness of structured listening practices in enhancing Arabic vocabulary acquisition among first-year students at Pondok Pesantren Dalwa. The findings drawn from student interviews, teacher interviews, and classroom observations converge to demonstrate that structured listening significantly impacts vocabulary development when carefully aligned with students' proficiency levels and accompanied by active engagement strategies.

Through qualitative interviews with 25 participants, a strong positive perception of structured listening was recorded. Students reported that repetitive exposure to authentic Arabic speech—such as dialogues, news excerpts, and storytelling—not only improved their listening comprehension but also enriched their vocabulary retention and active usage.

One student remarked:

“Structured listening sessions helped me remember and use Arabic words naturally. Listening to real conversations repeatedly made the new words feel familiar and easier to use.”

Another student emphasized the value of peer discussions following listening tasks:

“After listening to a recording, discussing it in small groups forces me to remember and actually use the new vocabulary in speaking. Otherwise, I would forget

them quickly.”

Approximately 80% of the students indicated that pre-listening activities, where key vocabulary was introduced contextually, reduced their anxiety and made them more confident during the listening tasks. They highlighted that when they were provided with background knowledge before listening, they understood and retained more vocabulary.

Insights from Teacher Interviews

Teachers observed that students involved in structured listening activities showed: Faster vocabulary acquisition, Increased lexical diversity in both spoken and written tasks, Greater willingness to initiate conversations using new words.

One teacher stated:

“I noticed a significant difference between students who engaged actively in listening sessions and those who didn’t. Active listeners not only remember words better but use them with more confidence in speaking tasks.”

Another teacher highlighted the importance of maintaining an appropriate level of difficulty:

“Listening materials must be slightly above the students’ current level, according to Krashen’s comprehensible input theory, to maximize vocabulary learning without overwhelming them.”

Teachers also stressed that students' motivation grew when listening activities were linked to real-life contexts, such as market transactions, travel dialogues, or everyday conversations.

Observations reinforced interview findings:

Students were highly engaged when listening tasks were tied to clear outcomes, such as vocabulary quizzes or mini-dialogue performances. Thematic listening (e.g., ‘life at school,’ ‘shopping,’ ‘travel’) allowed students to acquire domain-specific vocabulary systematically. Peer discussions following listening tasks enhanced collaborative learning and vocabulary sharing¹⁷.

Notably, students who participated in peer-review activities after listening performed better in vocabulary retention exercises than those who studied independently, aligning with the social interactionist view of language acquisition¹⁸.

¹⁷ Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, “Peer Tutoring as a Collaborative Approach in Arabic Language Learning,” *Lahjatuna: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (October 20, 2024): 26–43.

¹⁸ Nur Hanifansyah and Menik Mahmudah, “Enhancing Arabic Vocabulary Mastery Through

In addition to vocabulary acquisition, structured listening practices contribute significantly to students' psychological growth, particularly in building **self-confidence** and fostering **pronunciation awareness**. Language learning is not solely a cognitive endeavor; it is deeply intertwined with affective and social dimensions. Effective language education must address not only the intellectual but also the emotional and psychological needs of learners.

Structured Listening and Learner Confidence

The findings of this study revealed that structured listening activities had a profound impact on students' confidence in using the Arabic language. Prior to the intervention, many students at Dalwa reported feeling anxious about speaking Arabic, especially in spontaneous contexts where vocabulary retrieval and correct pronunciation were critical. This phenomenon aligns with research in second language acquisition (SLA) psychology, which identifies **language anxiety** as a major barrier to communicative competence (MacIntyre & Gardner, 1994).

Through repeated exposure to authentic, structured listening tasks, students gradually internalized new vocabulary and began to trust their ability to understand and produce Arabic accurately. The familiarization process reduced cognitive overload during speaking tasks and enhanced automaticity in word retrieval. Structured listening, therefore, served as a bridge between passive knowledge and active use, empowering students to engage more confidently in verbal communication.

One student articulated this shift:

"After several weeks of structured listening exercises, I no longer hesitate when speaking. I feel like the words come more naturally now because I have heard them so many times in real conversations."

This statement reflects a key psychological benefit of structured listening: **enhancing self-efficacy**—the belief in one's capacity to perform a specific task. According to Bandura's (1997) self-efficacy theory, repeated successful experiences are among the most powerful sources of confidence development. Structured listening provides learners with continual "small wins," reinforcing their sense of competence in understanding and using Arabic.

Moreover, structured listening activities that involved **peer discussions** created a low-stress, supportive environment conducive to confidence building. As students shared

Communicative Strategies: Evidence from Malaysia.,” *Al-Ta’rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–278.

their interpretations and practiced new vocabulary together, they experienced validation and encouragement from their peers, further reducing performance anxiety.

Psychological Safety in Structured Listening Tasks

The classroom observations indicated that when structured listening was implemented with clear goals and scaffolded support (e.g., pre-listening vocabulary lists, guided note-taking), students felt a sense of **psychological safety**. They understood that mistakes were part of the learning process, and they were not penalized for partial comprehension. This aligns with Dörnyei's (2005) emphasis on the role of motivational climate and emotional security in sustaining language learning effort.

In contrast to traditional grammar-translation methods, which often emphasize accuracy over fluency, structured listening prioritizes meaningful communication. Students were encouraged to approximate meaning, predict content, and negotiate understanding, which contributed to reduced fear of failure and a more resilient learning mindset.

A teacher commented during the interview:

"When students know that listening tasks are about understanding and using the language, not about being perfect, they participate more freely and with greater enthusiasm."

Thus, structured listening not only builds linguistic skills but also cultivates a growth mindset—the belief that ability develops through effort—a critical psychological trait for long-term language success.

Structured Listening and Pronunciation Awareness

An additional benefit observed through structured listening activities was the enhancement of pronunciation awareness. Listening carefully to authentic Arabic models—whether in news reports, dialogues, or storytelling—sharpened students' sensitivity to phonological features such as: Short and long vowels (e.g., fathāh vs. mādḍa), Emphatic vs. non-emphatic consonants (e.g., ص vs. س), Articulation points (makhārīj al-ḥurūf), Rhythm and intonation patterns in fluent Arabic speech¹⁹.

Students frequently reported that structured exposure to native speech helped them notice and correct their own pronunciation errors. One participant stated:

"After listening carefully to native speakers, I realized that I was pronouncing

¹⁹ Muhamad Solehudin and Yusuf Arisandi, "Language Interference in Arabic Learning: A Case Study of Islamic Boarding Schools in Indonesia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (2024): 423–438.

certain sounds incorrectly, like the ‘ain and the ghain. Now I pay more attention to how I articulate them.”

This self-awareness reflects a crucial step in phonological development: recognizing discrepancies between one's output and target-language models. According to Flege's Speech Learning Model (1995), continuous exposure to high-quality input is essential for refining pronunciation, especially for adult learners.

In classroom observations, students who actively engaged in structured listening tasks were more likely to attempt mimicking native intonation and stress patterns during follow-up speaking activities. Teachers also observed improved clarity and intelligibility in students' speech after consistent listening practice.

The Role of Repetition and Shadowing

Some structured listening sessions incorporated shadowing activities, where students repeated phrases immediately after hearing them. This method, known to improve both comprehension and pronunciation, helped students internalize natural speech patterns. Shadowing encourages: Rapid auditory processing, Muscle memory development for articulation, Better prosodic features (intonation, rhythm).

Students described shadowing as initially challenging but ultimately rewarding. A participant noted:

“At first, repeating immediately after listening felt overwhelming, but after a few sessions, I could feel my mouth adjusting to pronounce the sounds more naturally.”

Such exercises, especially when framed within structured listening, accelerate the acquisition of automaticity in pronunciation and reinforce correct phonological forms without conscious overanalysis.

Implications for Arabic Language Education

The psychological and phonological benefits identified in this study suggest that structured listening should be a core component of Arabic language curricula, particularly in Islamic boarding school settings where communicative competence in Arabic is highly valued.

Structured listening: Reduces language anxiety, builds learner self-efficacy²⁰, develops accurate and confident pronunciation²¹, supports a positive emotional climate

²⁰ Moh. Tohiri Habib et al., “Podcasts as an Innovative Solution for Teaching Arabic: Enhancing Speaking and Listening Skills.,” *Studi Arab, Universitas Yudharta Pasuruan* 15, no. 2 (2024): 87–105.

²¹ Nur Hanifansyah and Menik Mahmudah, “Strategi Efektif Simplifikasi Nahwu Dalam Percakapan Arab Pada Kelas Intensif Daurah Ramadhan,” *Journal of Arabic Education, Linguistics, and Literature Studies* 3, no. 1 (2025): 34–48.

for language learning²².

Educators are encouraged to design listening activities that balance comprehensible input²³, active engagement²⁴, and peer interaction, ensuring that students not only accumulate vocabulary but also develop the psychological resilience and self-belief necessary for successful Arabic communication²⁵.

Incorporating motivational strategies, such as praising effort rather than perfection and offering scaffolded challenges, can further enhance the psychological outcomes of structured listening interventions.

Moreover, as pronunciation is a marker of fluency and identity in Arabic²⁶, especially in religious and academic contexts, structured listening provides an indispensable tool for aligning students' spoken Arabic with authentic native models, thereby elevating both linguistic and socio-cultural competence.

The observed success of structured listening practice can be interpreted through several theoretical lenses. Krashen's (1985) theory states that learners acquire language best when exposed to comprehensible input slightly beyond their current proficiency. Structured listening at Dalwa adhered to this principle, providing input that was challenging yet understandable, enabling students to acquire new vocabulary efficiently²⁷.

Following Dewey's (1938) principle, which emphasizes learning through active engagement, structured listening activities at Dalwa were designed to ensure that students not only passively received information but also actively processed and reused new vocabulary. This experiential component was crucial for meaningful vocabulary

²² Masnun Masnun, Nur Hanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Senior Teaches Junior (STJ) Approach in Enhancing Arabic Vocabulary through Kitab Af'al: A Case Study in Malaysia," *Arabi : Journal of Arabic Studies* 9, no. 2 (2024).

²³ Muhamad Solehudin, Nurhanifansyah Nurhanifansyah, and Syaheed Kholid, "The Effectiveness of Using the Kitab Muhawarah in Enhancing Arabic Speaking Proficiency in Malaysia," *An Nabighoh* 26, no. 2 (December 3, 2024): 251–268.

²⁴ Menik Mahmudah and Nur Hanifansyah, "Implementation of the Jigsaw Learning Method for Maharah Qiro'ah Learning at MA As-Sholach, Kejeran Boyeman, Gondangwetan, Pasuruan," *Lughawiyah: Journal of Arabic Education and Linguistics, Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia* Vol 6, no. No 2 (2024): 165–184.

²⁵ Nur Hanifansyah, "Enhancing Maharah Kitabah in Arabic Language Education: Improving Arabic Typing Proficiency through Mnemonic Arabic Keyboard Techniques," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 8, no. 2 (January 10, 2025): 272–291.

²⁶ Muhamad Solehudin and Nur Hanifansyah, "Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics," *International Journal of Arabic Language Teaching* 6, no. 02 (December 22, 2024): 143–156.

²⁷ Segaf Baharun et al., "Peran Kecakapan Berbahasa Arab Sebagai Penguat Literasi Keilmuan Islam di Pondok Pesantren Darullughah Wadda'wah, Bangil, Pasuruan," *Edukasi Islam, Jurnal Pendidikan Islam* 12, no. 2 (August 21, 2023).

acquisition. Vygotsky's notion of the Zone of Proximal Development (ZPD) also applies²⁸, as peer interactions during post-listening discussions scaffolded student learning, helping them move beyond what they could accomplish independently. Group activities facilitated vocabulary expansion through guided interaction.

The findings of this study align with and extend the existing body of research in notable ways. Yeldham (2021) highlighted that listening strategy instruction significantly improves vocabulary acquisition. In Dalwa, the use of goal-oriented listening strategies (e.g., identifying key vocabulary, summarizing content) confirmed that students who employed active strategies outperformed passive listeners in vocabulary retention.

Saito et al. emphasized the importance of phonological vocabulary knowledge in second-language listening development. Students at Dalwa demonstrated an improved ability to decode new words phonologically, suggesting that structured listening activities enhanced their bottom-up listening skills, thus aiding vocabulary acquisition. Dalwa's group discussions mirror the reflective practices described by Gonzalez-Torres and Solano (2024)²⁹, who found that video listening journals helped students develop greater metacognitive awareness. Although no formal journals were kept, verbal peer reflections after listening tasks served a similar purpose and supported vocabulary development.

While this study did not directly integrate AI tools, the findings complement Solehudin, Hanifansyah, and Izzuddin's (2024) research on AI-generated music (Suno AI) enhancing listening and vocabulary skills. Both studies indicate that engaging, structured auditory input, whether music or spoken dialogue, is key to boosting vocabulary acquisition. Although Dalwa primarily employed audio-only materials, student feedback suggested a strong interest in multimedia-enhanced listening tasks. This supports Ridha et al. (2022) and Rababah et al. (2023), who demonstrated that animated videos and mobile-assisted learning tools enrich listening experiences and accelerate vocabulary growth.

Conclusion

This study explored the impact of structured listening practices on enhancing Arabic vocabulary acquisition among first-year students at Pondok Pesantren Dalwa. Utilizing a qualitative approach through interviews and classroom observations, the

²⁸ Latifa Rahman, "Vygotsky's Zone of Proximal Development of Teaching and Learning in STEM Education," *IJERT* 13, no. 8 (August 24, 2024), <https://www.ijert.org/vygotskys-zone-of-proximal-development-of-teaching-and-learning-in-stem-education>.

²⁹ Gonzalez-Torres and Solano, "Video Listening Journals and Enhanced EFL Listening Skills."

findings revealed that structured listening significantly contributes not only to vocabulary growth but also to the development of learner confidence and pronunciation awareness. Students who engaged in systematic listening tasks demonstrated improved lexical retention, greater self-efficacy in using new words, and heightened sensitivity to Arabic phonological features. These results support and extend existing theories such as Krashen's Comprehensible Input, Vygotsky's Zone of Proximal Development, and Dewey's Experiential Learning, highlighting that structured listening, when aligned with active engagement strategies, can transform passive exposure into meaningful language acquisition, especially within the unique socio-cultural context of Islamic boarding schools.

However, this study is not without limitations. The research was confined to a single institution with a relatively small sample size, limiting the generalizability of the findings. Furthermore, while the study focused primarily on vocabulary and pronunciation, other dimensions of language learning, such as syntactic development and pragmatic competence, were not examined. Future research could involve a broader range of educational settings and integrate longitudinal designs to investigate the sustained impact of structured listening over time. Expanding the study to include technology-enhanced listening tools, peer-learning models and multimedia-based interventions such as podcasts could further enrich our understanding of how structured listening can be optimized to advance Arabic language education holistically.

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