THE CORRELATION BETWEEN ENGLISH LEARNING FREQUENCY, VOCABULARY MASTERY AND PROFICIENCY LEVEL

SKRIPSI

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ABSTRACT

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Vocabulary is a fundamental aspect of language as the building blocks of language and communication. A good mastery of vocabulary allows an individual to utilize more language elements and enhance their skills and proficiency (Masrai & Milton, 2017). There are many factors that determines vocabulary size, one of them is learning frequency. According to Verhallen, (1994) frequency of language input plays an important role in the vocabulary size and depth growth as both would be affected by the same factor of frequency of language input. Moreover, learning frequency and vocabulary mastery also determines language proficiency, therefore the researcher interested in studying the correlation between them.

This study used correlational research design on three variables which are vocabulary mastery, learning frequency and English proficiency. The data for this research collected in the form of learning frequency questionnaire, vocabulary mastery test, and TOEFL score from 65 students from 8th semester of English department from University of Islam Malang through Google Form. The data are analysed SPSS Pearson's Correlation.

The result of the study indicates that most of the students are at B1 intermediate level of language proficiency. In regards to the result answering the research question, the researcher found that all the correlations are significant with significance of 0.000 for the correlation between vocabulary and learning frequency and vocabulary with language proficiency which both are correlated at medium level. Meanwhile, the correlation between learning frequency and proficiency level shows the significant correlation at 0.044 and low correlation.

CHAPTER I

INTRODUCTION

This chapter presents and introduces the background of the study, the research problems, the purpose of the study, hypothesis, the scope of the study, the significance of the study, and definition of the key terms

1.1   Background of the Study

Knowledge of word meaning or generally known as vocabulary is fundamental and significant in language learning. According to Stahl (2005) vocabulary is the knowledge of words meanings which not only implies a definition and the meaning of words, but also implies how that words fit into the context. Moreover, Masrai & Milton (2017) stated that vocabulary knowledge is a language aspect that expands over the course of a life and not something that can ever be fully mastered. Vocabulary is a fundamental aspect of language as words are the constructing blocks of language since they mark the meaning of objects, actions, ideas (Ghazal, 2001). Additionally, Richards & Rodgers (2001) stated that building blocks of language and communication are not grammar, notions, function, or some other unit of language but vocabulary and word combinations.

A good mastery of vocabulary allows an individual to utilize more language elements and enhance their skills and proficiency. The significance of the vocabulary for academic success and language proficiency depends on the mastery of right size and quality is indispensable for overall language proficiency (Masrai

& Milton, 2017). As an essential element of the language system, vocabulary serves as basis of language development and no language acquisition can take place without vocabulary acquisition (Nie & Zhou 2017). Over the years, vocabulary has been elevated as one of the components of language proficiency. after overvaluation of morphological and syntactic skills, knowledge of words nowadays is considered as the most important factor in language proficiency as words are carriers of meaning, and without knowledge of words, understanding sentences or texts is not possible (Vermeer, 2001). Moreover, Lewis (1993) also stated that language consists of syntactical vocabulary and not lexicalized grammar. Language also contains various morphological procedures like conjugation, and compounding that were traditionally known as derivatives of the root word which not truly belonging to the lexicon.

There are so many known theory and research about factors influencing the size of vocabulary, one of those is the frequency of input in this case of study is English learning frequency. Vermeer (2001) stated that frequency of language input is strongly related to vocabulary size and language proficiency. According to Verhallen, (1994) frequency of language input plays an important role in the vocabulary size and depth growth as both would be affected by the same factor of frequency of language input. English language input to some degree is acquired through frequency of English language exposure that learners encounters in daily life, the more language learners exposed to a new language the more input they get, thus increases vocabulary size (Fernandez, 2015). However, there is no basis for assumption that vocabulary are related at higher levels of word proficiency within

a particular discipline, for example, delimitations, specific terminology, more associations, essential features, and functional characteristics is indistinguishably bound up with vocabulary mastery. Therefore, a high level of vocabulary size is not always leading to a good language proficiency: for example, someone who knows a lot about vocabulary in the field of biology does not automatically own a large size of vocabulary in the field of art or language proficiency in general.

The significance of language input towards the development of vocabulary size in language learning which could potentially influence language proficiency drive the researcher to conduct the study about the correlation between English learning frequency towards vocabulary and proficiency level.

1.2   The Research Problem

From the background of the study discussed above, the researcher formulated research problem to be answered and analyzed as:

Is there any significant correlation between English learning frequency and vocabulary mastery across proficiency level?

1.3   The Purposes of the Study

The purpose of the study, the relation to the research problem above can be explained as follow:

To investigate the correlation between English learning frequency, vocabulary mastery and proficiency level.

1.4   Hypothesis

In this study, the researcher points out the hypothesis of the study based on research problems, the hypothesis are as follows:

Ha: There is significant correlation between students' English learning frequency and vocabulary mastery across proficiency level.

H_0: There is no significant correlation between students' English learning frequency and vocabulary mastery across proficiency level.

1.5   Significance of the Study

This study gives the reader with the beneficial information from theoretical and practical significances that are explained as follows:

Theoretical significance refers to related theory that responds to result of the study about frequency of English language learning and its correlation with vocabulary mastery and proficiency level. The result of this study will support the existing theories and previous as well as upcoming researches about English language, learning frequency, vocabulary mastery and proficiency level.

Practically, for instructors of any level of education, the result of this research will give important information on how vocabulary mastery, learning frequency and English proficiency level of the students correlates each other, to help the lecturer develop method to improve students vocabulary level and English proficiency. For the students, the result of this research provides information about developing suitable strategies in improving vocabulary and English proficiency level by practicing optimum amount of learning frequency. The last for future

researcher, the result of this study is useful information for them when they want to conduct similar research with different subject of the study about vocabulary as well as English language proficiency.

1.6   Scope and Limitation of the Study

In this study, the researcher's intention is to present an exhaustive analysis of the correlation between English learning frequency and vocabulary mastery as well as proficiency level. This study was done at eighth semester students of English department at University of Islam Malang as the population of the study.

Because of limited time, opportunity and current condition of global coronavirus outbreak, the researcher would like to limit the scope of the study to 60 samples of students and conduct the study using online platform of google form to provide questionnaires and vocabulary test. The study is also limited because the instruments used has not been validated before conducting research.

1.7   Definition of Key Terms

Considering does not have a misunderstanding of the definition of the term in this study, the researcher tries to clarify in the subchapter.

1.7.1   Learning Frequency

The term "*Learning frequency*" refers to a period of time that language learner are receiving language input from both unintentional exposure to English language as well as active learning.

1.7.2   Vocabulary Mastery

The term of "*vocabulary mastery*" refers to a number, level as well as the size of word meaning or vocabulary that owned and understood by an individual.

1.7.3 Proficiency Level

The term, "*proficiency level*" refers to the ability to use language with a level of accuracy and fluency that fits the context of language use.

1.7.4 Correlation

The term" *correlation*" refers to a relation between aspects, phenomenon and variables which in case of this study is frequency of language learning, vocabulary mastery and proficiency level.
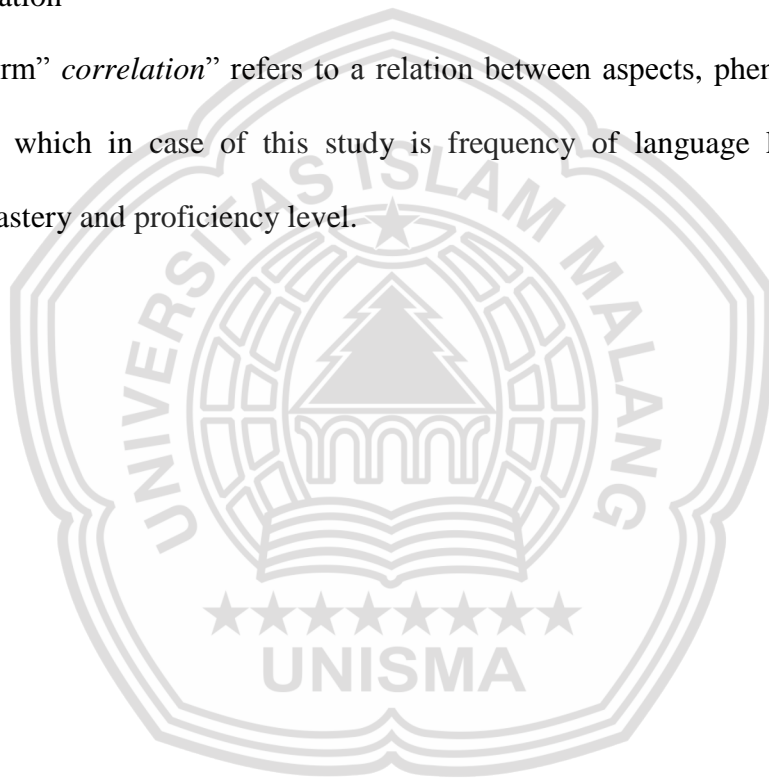
CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding and discussion above, the researcher formulates the conclusion of the study as follow:

Conclusion

The result of the study indicates that the majority of the students are considered to be A1 advanced level of language proficiency. The correlation between there variable is all significant with medium correlation between vocabulary mastery and proficiency level as well as vocabulary mastery and learning frequency. Meanwhile the correlation is low for the correlation between language proficiency and vocabulary mastery. In regards to the result answering the research question, the researcher found that there is significant correlation between vocabulary mastery and language learning frequency which are found significant below 0,05 two tailed at Upper Intermediate B2 level of English proficiency. This result by considering discussion indicates that learning frequency impacts vocabulary size and mastery.

Suggestion

The researcher provides the suggestion based on the result as well as limitation in this study which might be useful for the next researcher.

It is suggested for learners to not only rely on repetition of words to learn vocabulary but try to expose as frequent as possible through different material and context.

For instructors and teacher, it is suggested to develop various vocabulary learning method to optimize the input of word.

For the next researcher who aims to study similar subjects if is suggested to measure more focused in vocabulary learning and strategies.

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