

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study concludes that vocabulary mastery plays a significant role in developing young learners' speaking fluency in the English for Young Learners (EFYL) class at LKP Ambassador Bengkulu. As a qualitative case study conducted in a non-formal educational setting, this research fills the gap in previous studies by providing a comprehensive understanding of how vocabulary mastery supports speaking performance beyond formal school contexts. The findings reveal that students with stronger vocabulary mastery are able to express ideas more fluently, communicate with greater confidence, maintain conversations with fewer pauses, and participate more actively in classroom interactions. Therefore, the first research objective, which examined the relationship between vocabulary mastery and speaking fluency, was successfully achieved.

This study also demonstrates that vocabulary mastery is a multidimensional construct rather than simply the number of words learners know. Speaking fluency is influenced by several interconnected components, including vocabulary breadth, understanding of word meanings, vocabulary retrieval ability, vocabulary variation, and contextual accuracy in vocabulary use. Among these components, understanding word meanings and the ability to retrieve vocabulary efficiently appear to contribute most significantly to spontaneous speech production. These findings successfully answer the second research objective by identifying the vocabulary components that most strongly support speaking fluency.

Furthermore, the findings indicate that vocabulary mastery contributes not only to learners' linguistic competence but also to their psychological readiness to communicate. Students with better vocabulary knowledge show higher confidence, greater willingness to speak, and reduced communication anxiety, whereas students with limited vocabulary tend to hesitate, rely on fillers, or switch to their local language during communication. Consequently, the third research objective, which explored how vocabulary mastery influences students' confidence and speaking fluency in a non-formal learning environment, was also successfully achieved.

Several unexpected findings emerged from this study. The strategic use of the local language through bilingual explanations and translanguaging practices did not hinder English learning; instead, it facilitated vocabulary comprehension, strengthened vocabulary retention, and gradually increased students' confidence to communicate in English. However, the study also found that vocabulary mastery alone does not automatically guarantee speaking fluency. Some learners with relatively strong vocabulary knowledge still experienced hesitation due to slow vocabulary retrieval, uncertainty in selecting appropriate words, or psychological factors such as anxiety and fear of making mistakes. These findings indicate that speaking fluency results from the interaction of linguistic knowledge, cognitive processing, emotional readiness, and communicative experience.

The findings support previous theories emphasizing the importance of vocabulary mastery in oral communication while extending existing literature by demonstrating that vocabulary mastery should be viewed as both a linguistic foundation and a

psychological facilitator of speaking fluency. In addition, this study contributes to English language teaching research by highlighting the value of communicative activities, repeated vocabulary exposure, teacher support, balanced translanguaging practices, and meaningful classroom interaction in promoting vocabulary development and speaking confidence within non-formal educational contexts.

Overall, this study concludes that effective vocabulary instruction should move beyond teaching vocabulary quantity alone. English teachers should provide opportunities for learners to understand word meanings deeply, retrieve vocabulary automatically, use vocabulary accurately in meaningful contexts, and practice speaking continuously in supportive learning environments. Through these integrated learning experiences, vocabulary mastery can effectively support young learners in developing greater confidence and achieving more fluent English communication.

B. Suggestion

This study shows that it has a significant influence on English language learning, particularly in terms of improving vocabulary mastery and fluency in speaking of students in non-formal educational institutions. The results showed that vocabulary mastery has a significant role in increasing students' confidence and speaking fluency. Therefore, there are several recommendations that are expected to be used by students, teachers, and researchers in the future to improve the quality of learning and develop research in the field of English language learning.

First for students, Through consistent exposure to English, students are encouraged to expand their vocabulary. Students should concentrate on understanding the meaning of words, expanding their

vocabulary in everyday conversation, and using newly learned words in a variety of speaking situations rather than simply memorizing words separately. To improve their vocabulary use effectively, students must actively participate in communicative activities such as role-playing, storytelling, discussion, and presentation. This is because the study found that speaking fluency is significantly influenced by their ability to access vocabulary and use vocabulary in the right context. Students also don't have to worry about making mistakes when speaking because confidence is built through practice and frequent communication.

Secondly, for teachers, English teachers, especially those who teach early childhood students in non-formal institutions, it is recommended to plan vocabulary learning that does not just increase the number of words learned. Learning activities should emphasize vocabulary, vocabulary variations, pronunciation, and use in context. In addition, students should be given the opportunity to speak spontaneously. In addition, teachers should encourage students to automatically remember vocabulary when speaking through repeated vocabulary exposure through interactive games, storytelling, pairwork, and communicative tasks. The strategic use of a student's first language or translanguaging can also help students understand vocabulary, especially when introducing new vocabulary. However, this practice must be kept balanced to ensure sufficient exposure to English and allow students to speak in English as much as possible.

Third, for future researchers, in order to obtain results that can be generalized more broadly, future researchers are encouraged to conduct similar research involving more participants and a variety of educational contexts, such as formal schools and other non-formal

English learning institutions. Further research can investigate the statistical relationship between vocabulary mastery and speaking fluency using a qualitative case study approach. In addition, researchers were advised to investigate other variables that might affect speech fluency, such as pronunciation, grammatical competence, motivation, speech anxiety, willingness to communicate, and speech speed. In addition, future research may investigate how vocabulary teaching, translanguaging techniques, and communicative learning strategies affect the development of young students' speaking fluency in the long term.



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