A study of vocabulary in oral expressions of Indonesian students learning Turkish as a foreign language in terms of diverse variables

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ABSTRACT

One of the essential characteristics of the human being as social existence is his ability to communicate with his environment. There are many ways for people to communicate. However, the most preferred form of communication in interpersonal relations was primarily speaking. Effective use of speaking skills can be said to be possible if individuals have sufficient vocabulary. This research aims to examine the vocabulary of Indonesian students learning Turkish in their oral expressions in terms of various variables. The research study group consists of 25 Indonesian students who have completed Turkish language education at the C1 level and are studying in different faculties and departments of Bursa Uludağ University. The primary data of the research consists of interviews with Indonesian students who learn Turkish as a foreign language. A semi-structured interview form was used to collect data in the study. The vocabulary of Indonesian students in their oral expressions was obtained by calculating the number of words they used once, the number of different words they used, and the total number of words they used. SCP 4.07 and SPSS 25.0 package programs were used in the numerical analysis of the data. Data were analyzed with Mann-Whitney U and Kruskal-Wallis tests. In line with the findings, it was concluded that the vocabulary in the oral expressions of Indonesian students who learn Turkish shows a significant difference in the number of languages they know other than Turkish and the frequency of reading newspapers.

Keywords: Teaching Turkish to foreigners, Indonesian students, oral expression, vocabulary.

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INTRODUCTION

Human beings are in contact with their environment from the moment they are born. Communication is a dynamic process in which they transform concepts such as people's feelings, thoughts, information, judgment into meaningful messages through specific codes and symbols and share them with other people or environments with or without cultural unity (Yalçın and Şengül, 2007: 750). Healthy communication is undoubtedly directly proportional to the individual's ability to use language (Aydın, 2013; Er and Demir, 2013).

Language skills are broadly grouped as listening, reading, writing, and speaking. Listening and reading are receptive skills, while writing and speaking are productive skills (Hamzadayı and Büyükikiz, 2015). Whether these skills are used efficiently is one of the essential factors in social success. Within the scope of these skills, people tried to meet their need for success in various ways and started to use their voice first and then attribute meaning to these voices (Dülger, 2011). As a result, 'speaking, the easiest and most effective form of communication, has emerged.

Speaking is the ability of people to convey their thoughts and opinions, which they are born with, through learning and living over time, and their wishes and feelings for a particular purpose (Çongur, 1995: 42). For this reason, speaking is the ability to convey emotions

and thoughts to the receiver with words. This skill is also important in language teaching. The ability of individuals learning a new language to express themselves comfortably in the target language will make them more self-confident. As a result, speaking skill also affects other language skills.

Speaking ability emerges as the most powerful tool in the communication network that an individual will establish with his/her environment. Speaking is one of the most important factors of communication skills, which causes foreign language learners to want to be successful in this skill first (Rao, 2019; Sudarmo, 2021). Thus, they need to gain proficiency in the target language's phonetic, vocabulary and syntax. However, speaking skill, which is meant by the communication skill that emerged after the 1970s in foreign language teaching, was formed only by sound pronunciation or grammatical rules; it is not a skill area expressed by linguistic structures. Proficiency in speaking a foreign language is now related to knowing what to say and how to say it (Savignon, 1972, cited in Keser, 2018). Speaking in foreign language teaching is an essential element in receptive and productive skills in the target language. As in the general communication model, the main features that initiate and maintain the communication, fulfill the role of the source, and enable the source to change are the speaker and the speaking activity (Arı, 2018: 277). In this context, the quality of speaking skills in foreign language learning is one of the most critical factors that directly affect the student's self-efficacy perception regarding the target language and develop a positive or negative attitude towards the language (Chou, 2018; Soomro and Farooq, 2018). Vocabulary, which includes the words, idioms, phrasal, and proverbs of the language spoken by the society, is one of the veins that affect the quality of students' speaking and the development of speaking self-efficacy skills (Mega, 2018; Purbandari et al., 2018). The vocabulary of a language is also a cross-section of the conceptual universe of the society that speaks that language to see, understand, interpret and explain the world from its perspective (Aksan, 1996: 8).

Since humans are social beings, they self-express through words (Yılmaz and Doğan, 2014). There is a close relationship between the effective use of receptive and productive skills and the richness of the vocabulary (Karatay, 2007: 143). Individuals have to improve their vocabulary to strengthen their expression, express themselves correctly, and communicate well with those around them (Erkul, 2008: 24). Therefore, vocabulary affects not only comprehension but also expression capacities. It is a fact that a person with a poor vocabulary will have difficulty in expressing his/her feelings and thoughts and will make himself/herself dependent on little words (Karaalioğlu, 1987: 24). The effective use of language skills of foreign language learners depends on the rich vocabulary they possess. (Güleryüz, 2002: 13).

The words, which are essential communication elements, appear as the primary point in both mother tongue (first language) and foreign language teaching (Yıldız, 2016: 412; Bozkurt, 2015: 25). Therefore, words are as important as grammar and language structures are. Vocabulary knowledge is a prerequisite for foreign language learners to establish healthy communication. In teaching Turkish as a foreign language, learners' Turkish vocabulary should be enriched, and their level of knowing/knowing words in the target language should be improved so that they can achieve the desired goals in the theoretical base of skills and the daily practical use of language (Develi, 2017: 59). The breadth of the vocabulary provides the learner with ease of speaking, fluency, and courage. Hence, it is necessary to develop the vocabulary in order to speak well (Türkçe Eğt. and Öğr. Kılavuzu, 1986: 219).

The studies in the literature about which variables affect the vocabulary in the oral expressions of students learning Turkish as a foreign language are very few and could be said to be limited in terms of their scope. From this point of view, this research aims to examine the vocabulary in the verbal expressions of Indonesian students learning Turkish in terms of various variables. This study aims to reach scientific data that will guide those who learn and teach Turkish as a foreign language to make more practical applications in improving the students' speaking skills and enriching the vocabulary of the language teachers who aim to teach Turkish as a foreign language.

For this purpose, answers to the following questions were sought:

1. Is there a gender difference in the Turkish vocabulary of Indonesian students learning Turkish?
2. Is there a difference in the Turkish vocabulary of Indonesian students learning Turkish according to the type of school they graduated from?
3. Is there a difference in the Turkish vocabulary of Indonesian students learning Turkish according to the number of languages they have learned other than Turkish?
4. Is there a difference in the Turkish vocabulary of Indonesian students learning Turkish according to their reading status?
5. Is there a difference in the Turkish vocabulary of Indonesian students learning Turkish according to the frequency of reading newspapers?

METHOD

In this study, the vocabulary in the oral expressions of Indonesian students learning Turkish as a foreign language has been examined in various variables. In this respect, the study is a descriptive study prepared in the correlational survey model. Correlational survey models

are research models that aim to determine the existence and degree of change between two or more variables (Karasar, 2000).

Study group

The study group of this research consists of 25 Indonesians who have completed their C1 level Turkish education at Bursa Uludağ University Turkish Teaching Center in the 2019-2020 academic year, are still studying at different faculties and colleges of Bursa Uludağ University and voluntarily participated in this research. Constitutes students.

Data collection tool and analysis of data

The primary data of the research consists of interviews with Indonesian students who learn Turkish as a foreign language. A semi-structured interview form was used to collect data in the study. The questions in the interview form were prepared by the researchers considering the students' levels and were evaluated by seven field experts. While a total of 5 questions, in which the experts expressed a positive consensus, were included in the scope of the research, other questions focusing on similar issues were excluded. A preliminary application was also made for the interview form, which was evaluated in its content and suitability for the research purpose. The determining interview questions were first applied to foreign learners who were not in the study group. The interview form was revised with field experts, and the state was given its final form in line with the data obtained. The researchers interviewed the learners, who constituted the primary study group, during extracurricular times, and the interviews were completed in 15 to 20 min.

The conversations of the students were recorded during the interview. These audio recordings taken from the students were then transferred to the computer environment. While sharing the audio recordings, the words that were hesitant to make sense of the Indonesian language were confirmed by different Indonesian students. In addition, mispronounced words were transferred by the correct pronunciation in Turkish.

SPSS 25.0 program was used to analyze the data to determine whether the vocabulary in the oral expressions of Indonesian students who learned Turkish at B1, B2, and C1 levels showed a significant difference according to different variables. In determining the analysis method, separate normality tests were conducted for all participants. Shapiro-Wilk test results, skewness and kurtosis values, and histogram graphs used when the sample was 30 and below were examined.

In examining the gender and reading status variables, the difference between the two groups was discussed.

The Mann-Whitney U Test was applied because the data were not normally distributed, and the groups were independent.

The Kruskal-Wallis H Test was preferred in analyzing the type of school graduated, the number of languages learned other than Turkish, and the frequency of reading newspapers. Because more than two groups were examined, the data were not normally distributed, and the groups were independent.

FINDINGS

In this part of the research, the words that make up the vocabulary in the oral expressions of Indonesian students learning Turkish were converted into numerical data using SCP and SPSS 25.0 programs, and the findings were obtained. In the chapter, the conclusions reached in the light of the findings obtained from the research are presented.

To answer the first research question, the Mann-Whitney U test was conducted to see if the vocabulary of male and female Indonesian students differed in their oral expressions. The Mann-Whitney U test results are presented in Table 1.

As it can be seen in Table 1, there is no significant difference between the number of words used by male and female Indonesian students once in their oral expressions in terms of gender [U=74.00; p>0.05]. Similarly, the total number of words used by Indonesian students [U=57.00; p>0.05] and different word counts [U=70.00; p>0.05], there was no significant difference in terms of gender variable.

To answer the second research question, the Kruskal-Wallis H test was applied to determine whether there is a significant difference in the vocabulary of the Indonesian students learning Turkish in terms of the graduated school type variable. The results of the Kruskal-Wallis H test are given in Table 2.

The results presented in Table 2 shows that there is no significant difference between the number of words used by Indonesian students once in their oral expressions in terms of the graduated school type variable [$X^2(2)$: 2.057; p>0.05]. Similarly, the total number of words according to the type of school graduated [$X^2(2)$: 1.663; p>0.05] and different word counts [$X^2(2)$: 2.263; p>0.05], there is no significant difference between them.

To answer the third research question, the Mann-Whitney-U test was applied to determine whether the number of languages other than Turkish affects the vocabulary of Indonesian students learning Turkish. The results of the Kruskal-Wallis H are presented in Table 3.

As it can be seen in Table 3, there is a significant difference according to the variable of the number of available languages the number of words Indonesian students use once in their oral expressions, excluding Turkish [$X^2(4)$: 11,162; p=0.025<0.05]. Similarly, the total

Table 1. Mann-Whitney U test results regarding the comparison of the vocabulary of Indonesian students learning Turkish in terms of gender variable.

	Gender	N	Mean rank	Sum of ranks	U	P
Total number of words	Male	12	14.75	177.00	57,000	0.253
	Female	13	11.38	148.00		
Number of words used once	Male	12	13.33	160.00	74,000	0.828
	Female	13	12.69	165.00		
Number of different words	Male	12	13.67	164.00	70,000	0.663
	Female	13	12.38	161.00		

Table 2. Kruskal-Wallis H test results regarding the comparison of the vocabulary of Indonesian students learning Turkish in terms of the graduated school type variable.

	Type of school graduated	N	Mean rank	Sd	X^2	P	Significant difference
Number of words used once	Social High School	5	9.40	2	2.057	0.358	
	Science High School	17	13.38				
	Language High School	3	16.83				
Total number of words	Social High School	5	10.80	2	1.663	0.435	
	Science High School	17	12.82				
	Language High School	3	17.67				
Number of different words	Social High School	5	9.40	2	2.263	0.322	
	Science High School	17	13.29				
	Language High School	3	17.33				

Table 3. Mann-Whitney-U test results regarding the comparison of the vocabulary of Indonesian students learning Turkish in terms of the variable of the number of languages they learned other than Turkish.

	Number of languages spoken except for Turkish	N	Mean rank	Sd	X^2	p	Significant difference
Number of words used once	1	5	9.60	4	11.162	0.025*	1-5 2-3 3-4 3-5
	2	8	15.31				
	3	8	8.31				
	4	2	21.00				
	5	2	23.00				
Total number of words	1	5	7.40	4	10.316	0.035*	1-5 2-5 3-5
	2	8	14.25				
	3	8	10.75				
	4	2	19.50				
	5	2	24.50				
Number of different words	1	5	9.00	4	11.365	0.023*	1-4 1-5 2-5 3-4 3-5
	2	8	14.63				
	3	8	9.00				
	4	2	21.50				
	5	2	24.00				

*p = 0.05.

number of words used by the participants [$X^2(4)$: 10,316; p=0.035<0.05] and the number of different words they used [$X^2(4)$: 11,365; p=0.023<0.05], there is also a significant difference according to the variable of the number of available languages, excluding Turkish.

The Kruskal-Wallis test in the SPSS program does not allow multiple comparisons. For this reason, the Mann-Whitney-U test was applied for pairwise comparisons. According to these results, there is a significant difference between the groups that speak one language and five languages, two languages and three languages, three languages and four languages, three languages and five languages, excluding Turkish, in the number of words used by Indonesian students once.

There is a significant difference between the groups that speak one language and four languages, one language and five languages, two languages five languages, three languages four languages, three languages five languages, excluding Turkish, in the number of different words used by Indonesian students. According to these differences, as the number of languages Indonesian students speak, excluding Turkish, increases, growth is observed in the number of words used once, used in total, and used differently.

To find an answer to the fourth question of the research, the Mann-Whitney U test was conducted to determine whether the variable of reading status in the vocabulary of Indonesian students differed in their oral expressions. The Mann-Whitney U test results are given in Table 4.

As the results in Table 4 show, the number of words used by Indonesian students learning Turkish once in their oral expressions [U=39,000; p>0.05], the total number of words they used [U=33,000; p>0.05] and the number of different words they used [U=40,000; p>0.05] does not show a significant difference according to the variable of reading status.

To answer the last research question, the Kruskal-Wallis H test was applied to determine the effect of the newspaper-reading frequency variable on the vocabulary of Indonesian students learning Turkish. The results of the Kruskal-Wallis H test are presented in Table 5.

Table 4. Mann-Whitney U test results regarding the comparison of the vocabulary of Indonesian students learning Turkish in terms of the variable of reading status.

	Book reading status	N	Mean rank	Sum of ranks	U	p
Total number of words	Reader	21	12.57	264.00	33,000	0.505
	Not reader	4	15.25	61.00		
Number of words used once	Reader	21	13.14	276.00	39,000	0.824
	Not reader	4	12.25	49.00		
Number of different words	Reader	21	12.90	271.00	40,000	0.882
	Not reader	4	13.50	54.00		

Table 5. Kruskal-Wallis H test results regarding comparing the vocabulary of Indonesian students learning Turkish in terms of newspaper reading frequency variable.

	Newspaper reading frequency	N	Mean rank	Sd	X^2	P	Significant difference
Number of words used once	Every day	4	18.25	2	6.925	0.031*	4-5
	Once in fifteen to twenty days	2	22.50				
	Once a month	19	10.89				
Total number of words	Every day	4	20.00	2	7.492	0.024*	1-5
	Once in fifteen to twenty days	2	20.50				
	Once a month	19	10.74				
Number of different words	Every day	4	19.50	2	7.992	0.018*	1-5 4-5
	Once in fifteen to twenty days	2	22.00				
	Once a month	19	10.68				

*p = 0.05.

As the results in Table 5 show, the number of words used by Indonesian students once in terms of newspaper reading frequency variable [$X^2(2)$: 6,925; p=0.031<0.05] and the total number of words they used [$X^2_{(2)}$: 7,492; p=0,024<0,05], there is a significant difference. Similarly, the number of different words used by Indonesian students in terms of newspaper reading frequency variable [$X^2(2)$: 7.992; p=0.018<0.05], there is also a significant difference. According to the results of the Mann-Whitney-U test, which was conducted to test between which groups the vocabulary in the oral expressions of Indonesian students differed in terms of the variable of newspaper reading frequency, the number of words used by the students once was found between those who read the newspaper once every fifteen to twenty days and those who read the newspaper once a month or once a month. There are significant differences between groups that read newspapers for more extended periods. According to these differences, the number of words used by those who read the newspaper once every fortnight is higher than those who read the newspaper once a month or longer. The total word count of those who read the newspaper every day and the groups that read the newspaper every fifteen to twenty days is equal. There is a significant difference in the number of different words used by the students, between the groups that read the newspaper once every fifteen to twenty days and the groups that read the newspaper once a month or for longer, and between the groups that read the newspaper every day and the groups that read the newspaper every fifteen to twenty days. According to this, the number of different words used by those who read the newspaper once every fifteen or twenty days is higher than those who read the newspaper once a month or longer.

DISCUSSION AND CONCLUSION

According to the research findings, in 250 oral data obtained from the verbal expressions of Indonesian students learning Turkish, the number of words used once was 8,884, the number of different words was 15,160, and the total number of words was 53,587.

As a result of the Mann-Whitney U test, which was conducted to determine whether the vocabulary in the oral expressions of Indonesian students learning Turkish differs in terms of gender, no difference was found in the total number of words. In a similar study, Tüfekçioğlu (2020) found the vocabulary of B2 level students learning Turkish as a foreign language in the categories of animals, organs, transportation, clothing, family, time, materials, and food, which they think are essential in their daily lives, and that this vocabulary discusses the relationships between them. As a result of the data obtained by the relational scanning method, the researcher determined that the wording of B2 level

students who learn Turkish as a foreign language differs according to gender only in the transportation category. Çetin (2017) also revealed that the gender variable affects the vocabulary of those who learn Turkish as a foreign language. The study determined that the average of female students' total word use in the written expressions of Syrian students is close to twice the average of male students.

Considering all these findings, it can be said that male and female students exhibit a similarly more reserved and controlled behavior in the oral expression process compared to the written expression. However, different studies should examine this inference, mainly focusing on students of different nationalities.

The Kruskal-Wallis H test was conducted to determine whether there is a difference in the total number of words according to the school they graduated from for Indonesian students learning Turkish. As a result, it has been revealed that the type of school graduated from does not affect the number of words in the vocabulary of Indonesian students. Since there are very few similar studies in the literature, the findings specific to our research show that the variable of the type of school graduated does not make a significant difference on the vocabulary in the process where Indonesian students learn Turkish by attending the same classes and within equal learning periods.

In the Kruskal-Wallis H test conducted according to the number of languages excluding Turkish, Indonesian students learning Turkish, the number of words used once [X2(4): 11,162; p=0.025<0.05], total word count [X2(4): 10,316; p=0.035<0.05] and the different number of words [X2(4): 11,365; p=0.023<0.05] a significant difference was detected. When the mean rank is examined to find out which variables make a difference, it is seen that students who speak five languages make a difference. According to the result, it has been determined that students who know five languages cause differentiation compared to students who know 1, 2 and 3 languages. On the other hand, there was no difference between the participants who knew 4 and 5 languages. There is a direct correlation between the increase in the number of languages that students know except Turkish and the total number of words in the vocabulary, the number of words they use once, and the number of different words. Since there is no similar study in the literature on teaching Turkish as a foreign language, the findings unique to our research reveal a parallel situation between the development level of Indonesian students in Turkish vocabulary and the number of languages they learn.

No significant difference was found between the number of words used once, the total number of words, and the number of different words according to the reading status of Indonesian students learning Turkish, obtained with the Mann-Whitney U test. According to the results, the total number of words in the vocabulary of

Indonesian students was tested according to the variable of reading rate [U=33,000; p>0.05] was reached. Of the 25 students who participated in the research, 21 answered that they read books, and four responded that they do not read. The result is surprising. Because, before the study, it was expected that the number of words used by the students who read books would differ significantly compared to the students who did not read books.

In the Kruskal-Wallis H test conducted to determine whether the vocabulary in the oral expressions of Indonesian students learning Turkish differs according to the variable of newspaper reading frequency, the number of words used once according to newspaper reading frequency [X^2(2): 6,925; p=0.031< 0.05], total word count [X^2 (2): 7,492; p=0.024<0.05] and the different number of words [X^2 (2): 7,992; p=0.018< 0.05] a significant difference was detected. Among Indonesian students, the total number of words used in oral expressions by the groups who read the newspaper every day and those who read the newspaper every fifteen to twenty days are unexpectedly equal to each other. In this case, it can be said that Indonesian students who learn Turkish have lower performance in expressing skills compared to their comprehension skills. In other words, Indonesian students learning Turkish cannot transfer their reading skills and vocabulary to speaking skills at the expected level. Therefore, the vocabulary of Indonesian students through reading and listening skills should be supported by more speaking activities and should be made more active.

As a result, in this study, it was seen that the number of words used once in the oral expressions of Indonesian students learning Turkish was 8884, and the total number of words was 53587. This shows that Indonesian students primarily use the exact words in their oral expressions and their vocabulary is not sufficiently developed. When the demographic information and vocabulary of the students were compared, it was seen that regular newspaper reading greatly affected the vocabulary. For this reason, students should be encouraged to read newspapers. In addition, it has been observed that students who know many foreign languages have a richer vocabulary than students who know a small number of foreign languages. For this reason, in studies on vocabulary, attention should be paid to the number of languages that students have learned, and instructional planning and research should be done in this direction. On the other hand, studies examining the relationship between speaking and vocabulary in terms of different variables in teaching Turkish as a foreign language are not sufficient. Therefore, there is a need for studies investigating the relationship between speaking skills and vocabulary of students from different nationalities who learn Turkish as a foreign language. Such studies will contribute to the literature and set an example for other studies to be carried out. Determining the characteristics of the vocabulary of students learning Turkish as a foreign language will enable more practical applications to be made in enriching the vocabulary of students. In addition, it will allow those who learn and teach Turkish to access guiding scientific data.

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