

**UNIVERSITI TEKNOLOGI MARA**

**VOCABULARY LEARNING STRATEGIES  
OF FORM SIX STUDENTS OF SMK SUNGAI  
TAPANG, SAMARAHAN**

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## ABSTRACT

Vocabulary acquisition is one of the important determinants that enables students to be proficient L2 users. Students' vocabulary size is built up through a variety of learning experiences. VL strategies are classified into 'incidental' and 'intentional' learning strategies that are present in taxonomies of VL learning strategies by Oxford (1990), Schmitt (1997), Sökmen (1997), etc. Notably, researchers have differing views on which strategy is the key to vocabulary acquisition. In recent years, researchers have begun to take into account all the strategies and recognize their influence on vocabulary learning (Gu & Johnson, 1996). In this study, a taxonomy of VL strategies by Gu & Johnson (1996) and Fan (2003) cited in Ming (2007) was used to identify the pattern of VL strategies of Form Six students. The results revealed that the samples had a medium frequency of strategy use with an overall mean of  $M=3.21$  ( $SD=.45$ ). They had the highest frequency of use for guessing "I guess the meaning of words I don't know" ( $M=3.80$ ;  $SD=.94$ ) and the least "I carry a pocket dictionary to look up the words I don't know" ( $M=2.22$ ;  $SD=1.17$ ). Guessing strategy was the most frequently used strategy, followed by perception and encoding strategies. In contrast with previous research by Gu & Johnson (1996) and Ming (2007), management strategy turned out to be the least frequently used strategy. There were significant differences in strategy use by field of study and gender and a moderate positive correlation between attitude towards VL and strategy use, but there was no significant difference in strategy use in terms of self-rated English proficiency and no correlation between perception of problems in VL and strategy use. Thus, the implication is Form Six students should read extensively and practise meaning-focused reading to learn new vocabulary incidentally from context. They should also be made aware of effective strategies to use. Besides, direct instruction or intentional study such as the use of dictionary, activation and management strategies are still beneficial to enhance vocabulary acquisition and should not be neglected.

## ABSTRAK

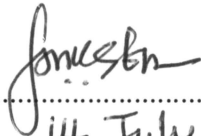
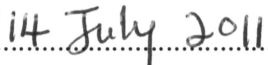
Penguasaan perbendaharaan kata (PK) satu penentu penting untuk menjadikan pelajar fasih menggunakan Bahasa kedua. PK pelajar dibina melalui pelbagai pengalaman pembelajaran (P). Strategis-strategi PPK diklasifikasikan kepada strategi 'tidak langsung' dan 'langsung' dan terdapat dalam taksonomi strategi PPK oleh Oxford (1990), Schmitt (1997), Sökmen (1997) dan lain-lain. Para pengkaji mempunyai pendapat yang berbeda tentang strategi yang menjadi kunci untuk penguasaan PK. Beberapa tahun ini para pengkaji telah mulai menggunakan semua strategi dan mengakui kesannya terhadap PPK (Gu & Johnson, 1996). Dalam kajian ini taksonomi strategi PPK oleh Gu & Johnson (1996) dan Fan (2003) dinyatakan oleh Ming (2007) digunakan untuk mengenalpasti corak strategi PPK pelajar T6. Dapatan kajian menunjukkan sampel memiliki frekuensi strategi sederhana dengan jumlah min  $M = 3.21$  ( $SD = .45$ ). Frekuensi penggunaan tertinggi ialah 'Saya meneka makna untuk perkataan yang saya tidak tahu' ( $M = 3.80$ ;  $SD = .94$ ) dan yang terendah ialah 'Saya membawa kamus kecil untuk mencari perkataan yang tidak diketahui' ( $M = 2.22$ ;  $SD = 1.17$ ). Strategi meneka ialah kategori strategi yang paling kerap digunakan, diikuti oleh strategi persepsi dan pengkodan. Berbeda daripada penemuan oleh Gu & Johnson (1996) dan Ming (2007), strategi pengurusan paling sedikit digunakan. Ada perbezaan ketara penggunaan strategi mengikut bidang pengajian dan jantina dan pertalian yang positif di antara sikap terhadap PPK dan penggunaan strategi, tetapi tiada perbezaan ketara dalam penggunaan strategi dari aspek penilai tahap profisiensi diri Bahasa Inggeris dan tiada pertalian persepsi masalah dalam PPK dan penggunaan strategi. Implikasinya pelajar T6 digesa membaca dengan meluas dan mengamalkan bacaan berfokuskan makna perkataan untuk mempelejadi PK baru secara tidak langsung mengikut konteks. Mereka juga harus diberi kesedaran tentang strategi yang efektif untuk digunakan. Pengajaran dan pembelajaran langsung seperti penggunaan kamus, strategi penggiatan dan pengurusan juga perlu untuk memantapkan penguasaan PK dan tidak harus diketepikan.

## CANDIDATE'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institutions or non-academic institutions for any other degree or qualification.

In the event that my dissertation be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA (UiTM).

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