

**STUDENTS' PREFERENCES AND PERCEPTIONS TOWARDS THE USAGE
OF VOCABULARY LEARNING STRATEGIES (VLS) IN THEIR SECOND
LANGUAGE LEARNING**

SITI MAHEERAH BINTI MAHMUD ARIFF

2009470496

**AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL FULFILLMENT
FOR THE DEGREE OF BACHELOR OF EDUCATION (TESL)**

**FACULTY OF EDUCATION
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LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI
SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH
SARJANA MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA
INGGERIS SEBAGAI BAHASA KEDUA DENGAN KEPUJIAN (TESL)



PUAN MELISSA BINTI MALIK
(PENYELIA)

10/7/2014

TARIKH



PROF. DR. MOHD MUSTAFA
BIN MOHD GHAZALI
(DEKAN FAKULTI PENDIDIKAN)

10.7.2014

TARIKH

DECLARATION

“I hereby declare that the work of this exercise is mine except for the quotations and summaries that have been appropriately acknowledged”

10/7/2014

DATE:



**SITI MAHEERAH BINTI MAHMUD ARIFF
2009470496**

PENGAKUAN

“Saya akui karya ini adalah hasil saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya nyatakan sumbernya”

10/7/2014

TARIKH:



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ABSTRACT

This study aims to investigate students' preferences and perceptions towards the usage of Vocabulary Learning Strategies (VLS) in their Second Language Learning. A set questionnaire and some interview sessions were used to collect data for this study. The samples involved were 100 third-year students of a B. Ed (hons) TESL programme in one of the institutions of higher learning in Malaysia. The main objectives of this research are to identify students' awareness of Vocabulary Learning Strategies (VLS), their preferences in using Vocabulary Learning Strategies (VLS), as well as their perceptions towards the usage of Vocabulary Learning Strategies (VLS) in their Second Language Learning. The findings revealed that nearly half of the participants are currently using VLS in their Second Language Learning and that they show positive feedback towards the usage of VLS in their Second Language Learning. The most frequent strategy that is used by the participants in their Second Language Learning is 'guessing the meaning of the new word from the story'. This study would also encourage the participants as well as educators to make use of the available Vocabulary Learning Strategies in the process of enhancing and expanding students' vocabulary size in their second language, which is English.