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

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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

PROF. DR. MOHD MUSTAFA BIN MOHD GHAZALI (DEKAN FAKULTI PENDIDIKAN) 10.7.2014
DECLARATION

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

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”

TARIKH:
SITI MAHEERAH BINTI MAHMUD ARIFF
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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.