

**UNIVERSITI TEKNOLOGI MARA**

**DIRECT VOCABULARY INSTRUCTION: THE  
EFFECTS OF CONTEXTUALISED WORD  
FAMILIES ON STUDENTS' VOCABULARY  
ACQUISITION**

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Thesis submitted in fulfillment  
of the requirements for the degree of  
**Doctor of Philosophy**

**Faculty of Education**

**October 2017**

## **AUTHOR'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.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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## ABSTRACT

The present study's review on past studies in Malaysia reveals lexical paralysis as the main reason for students' inability to master English as a second language. Notably, numerous studies found that direct vocabulary instruction is effective for increasing students' vocabulary size while some studies found conflicting results. In addition, direct vocabulary instruction is not given serious attention and emphasis in a second language classroom. In view of all this, this study aimed to examine the impact of a rich, systematic, structured and principled Contextualised Word Family (CWF) Model of direct vocabulary instruction on students' vocabulary size and guided essay writing test scores based on their proficiency levels. It also examined whether there was any significant difference in students' vocabulary size before and after the treatment and significant difference between genders. Besides, the study also evaluated the relationships between students' vocabulary size and their attitudes and perceived problems faced in vocabulary learning. This study employed a quasi-experimental design whereby the data collection was conducted in a normal classroom condition. 143 Form Two students from a secondary school in Samarahan district in Sarawak, Malaysia were selected as the respondents for this study using purposive and stratified random sampling. The primary data was collected using Laufer and Nation's Productive Vocabulary Levels Test (PVLTL) at 2000-word level (Test A and Test B), guided essay writing tests (Test 1 and Test 2) and a questionnaire. The data obtained from the pre-test and post-test scores of the PVLTL, guided essay tests and questionnaires were computed using descriptive statistics, t-tests and Spearman's rho correlation. The results revealed a statistically significant increase in vocabulary size ranging from 1000 to 2000 words for all the three groups after the treatment using the proposed model for two and a half months. There was also a statistically significant difference in students' guided essay writing test scores after the treatment. However, there was no significant difference in vocabulary size between gender before and after the treatment but a weak positive relationship between students' vocabulary size and their perceived problems faced in vocabulary learning. The results had generated some vital significance and implications for instructional practices, new knowledge in L2 vocabulary acquisition and recommendations for future research.

## ACKNOWLEDGEMENT

Above all, I would like to give thanks and glory to God for the opportunity to embark on my PhD and the wisdom granted to me to complete this thesis successfully. This thesis would not have materialised without the cooperation of all those who have contributed directly or indirectly towards its completion.

First and foremost, I would like to express my heartiest gratitude to my supervisor, Dr Norseha Unin and co-supervisor, Associate Professor Dr. Hj Izham Shah Ismail for their continuous support, advice, patience and guidance. Without them as my mentors, I would not be able to complete this thesis as planned.

My sincere gratitude to the principal of the school chosen as setting for this study for giving me the permission to conduct this research among the students. Next, my sincere thanks to four teachers who had rendered their service in conducting the intervention using this proposed Contextualised Word Family Model of direct vocabulary instruction in the classroom, two teachers who had contributed their skills as raters for the guided essay writing tests and Form 2A1, 2A2, 2B and 2C (2014) students who had volunteered as the respondents in this research and for their cooperation and kindness in answering the questionnaire.

Not forgetting my beloved family: my wife, Jareng Mok, daughters, Ralphaella Esther and Pamela and son, Jeremy, for their prayers, encouragement and support throughout this challenging and tough journey of commitment, sacrifice and endeavour. Thank you with lots of love.

# TABLE OF CONTENTS

	<b>Page</b>
<b>CONFIRMATION BY PANEL OF EXAMINERS</b>	ii
<b>AUTHOR'S DECLARATION</b>	iii
<b>ABSTRACT</b>	iv
<b>ACKNOWLEDGEMENT</b>	v
<b>TABLE OF CONTENTS</b>	vi
<b>LIST OF TABLES</b>	xiii
<b>LIST OF FIGURES</b>	xvi
<b>LIST OF ABBREVIATIONS</b>	xviii
<b>CHAPTER ONE: INTRODUCTION</b>	1
1.1 Introduction	1
1.2 Background of the Study	2
1.3 The Statement of the Problem	6
1.4 The Purpose of the Study	11
1.5 Research Objectives	11
1.6 Research Questions	12
1.7 Research Hypotheses	13
1.8 The Significance of the Study	14
1.9 The Scope of the Study	17
1.10 Delimitations	17
1.11 Definitions of Terms	18
1.12 Conclusion	20
<b>CHAPTER TWO: LITERATURE REVIEW</b>	22
2.1 Introduction	22
2.2 Vocabulary	23
2.3 Three Tiers of Vocabulary	25
2.4 The Importance of Vocabulary Knowledge	28
2.5 Knowing a Word	29
2.6 Vocabulary Acquisition versus Vocabulary Learning	33
2.6.1 The Distinctions between Vocabulary Learning, Vocabulary	