EFFECTS OF THREE VOCABULARY LEARNING TECHNIQUES ON VOCABULARY RETENTION OF ESL UNDERGRADUATES IN A MALAYSIAN UNIVERSITY

ZURAINA BT ALI

FPP 2012 23
EFFECTS OF THREE VOCABULARY LEARNING TECHNIQUES ON VOCABULARY RETENTION OF ESL UNDERGRADUATES IN A MALAYSIAN UNIVERSITY

By

ZURAINA BT ALI

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirement for the Degree of Doctor of Philosophy

March 2012
Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

EFFECTS OF THREE VOCABULARY LEARNING TECHNIQUES ON VOCABULARY RETENTION OF ESL UNDERGRADUATES IN A MALAYSIAN UNIVERSITY

By

ZURAINA BT ALI

March 2012

Chairman: Professor Jayakaran Mukundan, PhD

Faculty: Educational Studies

This study investigates the effects of three vocabulary learning techniques, which are Contextual Clues, Dictionary Strategy and TMM Vocabulary, in retaining words learnt among ESL learners. Conducting the study serves several purposes. Firstly, it aims at finding which of the vocabulary learning techniques may result in the highest number of words retained, as measured in the immediate and delayed recall tests. Secondly, it investigates the students’ attitudes after they are exposed to the vocabulary learning techniques. Finally, it seeks to find out students’ preferences and difficulties of using the techniques in retaining words learnt.

The results of the study support Ellis’ Model of Second Language Acquisition (SLA) in that instructions need to match L2 learners’ aptitude of helping them to retain the words learnt using the vocabulary learning techniques taught to them. Social Constructivist Learning Theory is also used to explain the findings. The theory describes that the construction of knowledge inside the classroom depends on the
inter-dependence of social and individual processes. While learners interpret the learning in their own ways, they also need to be dependent on their friends and be facilitated by their teachers in their attempt to retain the vocabulary learnt in class.

The study has adopted both quantitative and qualitative methods in collecting its data. A quasi-experiment that tested the effects of retaining vocabulary using Dictionary Strategy, Contextual Clues and TMM Vocabulary involved 123 first-year university students. A survey gauged their attitudes after being exposed to the techniques. Qualitative procedures included the collection of data from interviews, which were conducted to identify both their preferences and the hindrances they encountered in using the techniques.

Results from the study showed that there was a significant difference ($p = .033 < .05$) in Immediate Recall Tests when students were exposed to Dictionary Strategy, Contextual Clues and TMM Vocabulary. The finding for the Delayed Recall Post-test, however, was not supported ($p = .735 < .05$). There was also evidence that students’ attitudes were found to be significant ($p = .002 < .05$) when they were exposed to the three vocabulary learning techniques. Finally, students’ preferences and hindrances relating to the use of the respective vocabulary learning techniques were dependent on the treatments as well as their proficiency levels.
Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

KESAN TERHADAP KEBOLEHAN MENYIMPAN PERBENDAHARAAN KATA PARA PELAJAR YANG MEMPELAJARI BAHASA INGGERIS SEBAGAI BAHASA KEDUA MENGGUNAKAN TIGA TEKNIK PEMBELAJARAN PERBENDAHARAAN KATA DI SEBUAH UNIVERSITI DI MALAYSIA

Oleh

ZURAINA BT ALI

Mac 2012

Chairman: Profesor Jayakaran Mukundan, PhD

Fakulti: Pengajian Pendidikan

Dapatan kajian menyokong model Penerimaan Bahasa Kedua Ellis di mana pengajaran perlu sesuai dengan kebolehan para pelajar yang mempelajari Bahasa Inggeris sebagai Bahasa Kedua, agar dapat membantu mereka menyimpan makna perkataan Bahasa Inggeris menggunakan teknik-teknik yang dijelaskan. Teori Pembelajaran Konstruktivisme Sosial juga digunakan untuk menjelaskan dapatan-dapatan kajian. Teori tersebut memerikan bahawa pembinaan ilmu di dalam kelas bergantung pada proses kesalingbergantungan sosial dan individu. Selagi pelajar mentadbir pembelajaran dengan cara mereka, selagi itulah mereka bergantung pada rakan sebaya, dan bantuan guru dalam usaha mereka untuk menyimpan perkataan yang dipelajari di dalam kelas.


Dapatan penyelidikan mendapati bahawa terdapat perbezaan yang signifikan (p = .033 < .05) di dalam ujian Ingatan Terus bila pelajar telah didedahkan kepada petunjuk konteks, strategi menggunakan kamus dan pembelajaran bahasa menggunakan bantuan komputer. Dapatan ujian penangguhan ingatan, walau
bagaimanapun, tidak disokong ($p = .735 < .05$). Terdapat juga bukti bahawa sikap para pelajar berbeza ($p = .002 < .05$) apabila mereka didedahkan kepada ketiga-tiga teknik pembelajaran perbendaharaan kata tersebut. Akhirnya, kecenderungan dan halangan yang berkaitan dengan penggunaan teknik pembelajaran perbendaharaan kata adalah bergantung kepada rawatan serta peringkat kemahiran para pelajar.
ACKNOWLEDGEMENTS

I thank Allah the Almighty for paving the way for this piece of research and giving me the will to carry it out. My deepest appreciation goes to Professor Dr. Jayakaran Mukundan for his intellectual guidance and immense support. I was also fortunate to have another two important people that served on my thesis committee. My gratitude to Dr. Ahmad Fauzi bin Mohd Ayub for his suggestions on statistical analyses and to Dr Roselan Baki for his encouragement and invaluable guidance especially in my reviews in literature.

I would like to thank the teacher who was appointed to teach the students for her great support and patience in attending the training as well as conducting the actual classes for the study. And also for the lecturers who gave me the permission to employ their students as the subjects in the study. I would also like to thanks the students who participated in the study for their time and honesty. I will be forever grateful to the students who were involved in the data collection of this study. Thanks also go to the technical staff in the Centre for Modern Languages & Human Sciences (CMLHS) Multimedia Language Labs for their technical assistance.

I wish to express my deepest gratitude to the professional advice I received from Professor Paul Nation and Dr. Ahmad Azman. It was a profit to have their expert guidance in the second language vocabulary research. To all panels and translators, Associate Professor Dr. Normah Othman, Azwin Ariff bin Abdul Rahim, Suriya Kumar Sinnadurai, Nor Yazi Khamis, Balan Kunjambu, Hanita Hanim binti Ismail and Wan Jumani Fauzi, thank you for sacrificing your time in validating the research
instruments. Their assistance has taught me to critically improve the quality of the instruments. I would also like to extend a special gratitude to the Research Management Centre (RMC) of UMP for funding a research grant (No. RDU100374). I was able to purchase the 8th version of Oxford Advanced Learner’s Dictionary (OALD) with the allocated money. Appreciation of gratitude also goes to the Dean of the Centre for Modern Languages & Human Sciences (CMLHS), UMP, Professor Dr. Abdul Jalil bin Borham, for his continuous support and encouragement.

My family’s support has been very influential in the completion of this thesis. I thank you for the sacrifices received from my late father and mother who always put an invaluable price on education. To my late father and mother in-law, thank you for your heart-felt encouragement when you were still alive. I am always indebted to my husband who not only helped me in computer-related stuff and data calculations, but also gave me enduring support and continuous encouragement. My sons have always been the driving force in the past few years of my studies. Thank you for putting up with your mama as she stressed over getting this thesis complete. Haziq, thank you for making mama proud of your excellent performances in your early primary education; Hadif, in your sixth year, you showed keen interest in Mathematics-a subject which mama is poor at, and Hakim, for your ever-smiling acts. Profound thanks also go to my siblings whose love also guided me towards the finishing point.

I received support from a number of other people indirectly. For that, I thank you Dr. Wong Su Luan for her willingness in spending time to reply to my enquiries concerning reliability of the testing instruments. I also appreciate the critical support received from Dr. Noreen Nordin in my early stages in writing the research proposal.
Finally, I am also most grateful to the many colleagues and postgraduate friends who have made invaluable contribution in one way or another, especially to Kak Ida Rizyani, Nor Adila Nordin, Ahmad Fazullah, Anita Abd Rani, Siti Zanariah Satari, Faridah Hamzah and Zamzam Ahmad for their deeds, kind words of support and guidance.
I certify that a Thesis Examination Committee has met on 26 March 2012 to conduct the final examination of Zuraina binti Ali on her thesis entitled “Effects of Three Vocabulary Learning Techniques on Vocabulary Retention of ESL Undergraduates in a Malaysian University” in accordance with the Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The committee recommends that the student be awarded the Doctor of Philosophy.

Members of the Thesis Examination Committee were as follows:

**Wong Su Luan, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Arshad bin Abd Samad, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
_Internal Examiner_

**Chan Swee Heng, PhD**  
Professor  
Faculty of Modern Languages and Communication  
Universiti Putra Malaysia  
_Internal Examiner_

**Thomas N. Robb, PhD**  
Professor  
Kyoto Sanyo University  
Japan  
(External Examiner)

[Signature]

**SEOW HENG FONG, PhD**  
Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date: 27 August 2012
This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the supervisory committee members were as follows:

**Jayakaran Mukundan, PhD**  
Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Ahmad Fauzi bin Mohd Ayub, PhD**  
Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia

**Roselan bin Baki, PhD**  
Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia

---

**BUJANG BIN KIM HUAT, PhD.**  
Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

**Date:**
DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or other institutions.

ZURAINA BT ALI

Date:
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Strengths and Weaknesses of using Bilingual, Monolingual and Bilingualised Dictionaries</td>
<td>38</td>
</tr>
<tr>
<td>3.1</td>
<td>Nonrandomised Control Group, Pre-test-Post-test Design</td>
<td>82</td>
</tr>
<tr>
<td>3.2</td>
<td>Groups and Treatments</td>
<td>83</td>
</tr>
<tr>
<td>3.3</td>
<td>Internal Validity and Controlling Measures</td>
<td>85</td>
</tr>
<tr>
<td>3.4</td>
<td>Number of Students, Faculties and Respective Groups</td>
<td>87</td>
</tr>
<tr>
<td>3.5</td>
<td>Item Difficulty According to Sections in Tests</td>
<td>91</td>
</tr>
<tr>
<td>3.6</td>
<td>Item Discrimination According to Sections in Tests</td>
<td>92</td>
</tr>
<tr>
<td>3.7</td>
<td>Previous Studies Concerning Implementation of Instructional Treatments</td>
<td>101</td>
</tr>
<tr>
<td>3.8</td>
<td>Format of Vocabulary Assessments from Previous Studies</td>
<td>106</td>
</tr>
<tr>
<td>3.9</td>
<td>Researchers and Adapted Items for Questionnaire</td>
<td>112</td>
</tr>
<tr>
<td>3.10</td>
<td>Adapted Interview Items for Competent Learners</td>
<td>113</td>
</tr>
<tr>
<td>3.11</td>
<td>Adapted Interview Items for Basic Learners</td>
<td>114</td>
</tr>
<tr>
<td>3.12</td>
<td>Range of Scores for the Selection of Students in the Interview</td>
<td>115</td>
</tr>
<tr>
<td>3.13</td>
<td>Internal Consistency of Instruments</td>
<td>121</td>
</tr>
<tr>
<td>3.14</td>
<td>Dates and Activities in Collecting Data for the Study</td>
<td>122</td>
</tr>
<tr>
<td>3.15</td>
<td>Interpretation of the Strength of Partial Eta Squared</td>
<td>124</td>
</tr>
<tr>
<td>3.16</td>
<td>Analysis Technique for Quantitative Data</td>
<td>125</td>
</tr>
<tr>
<td>4.1</td>
<td>Descriptive Table of Pre-treatment Diagnostic Test</td>
<td>131</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4.2</td>
<td>K-S Test of Normality for Pre-treatment Diagnostic Test</td>
<td>133</td>
</tr>
<tr>
<td>4.3</td>
<td>K-S Test of Normality for Immediate Recall Test 1</td>
<td>137</td>
</tr>
<tr>
<td>4.4</td>
<td>K-S Test of Normality for Immediate Recall Test 2</td>
<td>140</td>
</tr>
<tr>
<td>4.5</td>
<td>Descriptive Table of Delayed Recall Post-test</td>
<td>142</td>
</tr>
<tr>
<td>4.6</td>
<td>K-S Test of Normality for Delayed Recall Post-test</td>
<td>144</td>
</tr>
<tr>
<td>4.7</td>
<td>Descriptive Table of Questionnaire</td>
<td>148</td>
</tr>
<tr>
<td>4.8</td>
<td>K-S Tests of Normality for Questionnaire</td>
<td>149</td>
</tr>
<tr>
<td>4.9</td>
<td>Distribution of Subjects According to Groups and Gender</td>
<td>150</td>
</tr>
<tr>
<td>4.10</td>
<td>Distribution of Subjects according to Faculty, Semester and Year of Study</td>
<td>151</td>
</tr>
<tr>
<td>4.11</td>
<td>Mean and Standard Deviation of the Pre-treatment Diagnostic Test</td>
<td>152</td>
</tr>
<tr>
<td>4.12</td>
<td>ANOVA of Pre-treatment Diagnostic Test to Determine Students’ Knowledge of the Words</td>
<td>152</td>
</tr>
<tr>
<td>4.13</td>
<td>Descriptive Table of Mean and Standard Deviation of Immediate Recall Tests</td>
<td>153</td>
</tr>
<tr>
<td>4.14</td>
<td>Results of ANOVA of Immediate Recall Tests</td>
<td>154</td>
</tr>
<tr>
<td>4.15</td>
<td>Gabriel Post Hoc Test of Immediate Recall Tests</td>
<td>154</td>
</tr>
<tr>
<td>4.16</td>
<td>Mean and Standard Deviation of Delayed Recall Post-test</td>
<td>155</td>
</tr>
<tr>
<td>4.17</td>
<td>Results of ANOVA for Delayed Recall Post-test</td>
<td>156</td>
</tr>
<tr>
<td>4.18</td>
<td>Evaluation of Students’ Learning Attitudes for Respective Groups</td>
<td>157</td>
</tr>
</tbody>
</table>
4.19 Mean and Standard Deviation of Students’ Learning Attitudes 159

4.20 ANOVA of Students’ Learning Attitudes 159

4.21 Gabriel Post Hoc Test of Students’ Learning Attitudes 160

4.22 Preferences for using Contextual Clues in Learning 161

Vocabulary

4.23 Preferences for Using Dictionary Strategy in Learning 162

Vocabulary

4.24 Preferences for Using TMM Vocabulary in Learning 162

Vocabulary

4.25 Hindrances of Using Contextual Clues in Learning 163

Vocabulary

4.26 Hindrances of Using Dictionary Strategy in Learning 163

Vocabulary

4.27 Hindrances of Using TMM Vocabulary in Learning 164

Vocabulary

4.28 Summary of Findings 178
<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Inductive Procedure of Guessing from Context</td>
<td>22</td>
</tr>
<tr>
<td>2.2</td>
<td>Bruton and Samada’s six stages of guessing procedure</td>
<td>23</td>
</tr>
<tr>
<td>2.3</td>
<td>The ‘noticing’ stage</td>
<td>57</td>
</tr>
<tr>
<td>2.4</td>
<td>The ‘storage’ stage</td>
<td>58</td>
</tr>
<tr>
<td>2.5</td>
<td>The ‘consolidation’ stage</td>
<td>59</td>
</tr>
<tr>
<td>2.6</td>
<td>Ellis’ Model of Second Language Acquisition showing the relationship between Individual Learner Differences, Situational Factors, Learning Strategies and Learning Outcomes</td>
<td>70</td>
</tr>
<tr>
<td>2.7</td>
<td>Theoretical Framework</td>
<td>76</td>
</tr>
<tr>
<td>2.8</td>
<td>Conceptual Framework of the Study</td>
<td>78</td>
</tr>
<tr>
<td>3.1</td>
<td>Calculation to Determine Item Difficulty</td>
<td>90</td>
</tr>
<tr>
<td>3.2</td>
<td>Calculation to Determine Item Discrimination</td>
<td>92</td>
</tr>
<tr>
<td>3.3</td>
<td>Guessing Procedure for Students in Contextual Clues Group</td>
<td>95</td>
</tr>
<tr>
<td>3.4</td>
<td>Procedures of Using OALD for Students in the Dictionary</td>
<td>97</td>
</tr>
<tr>
<td>3.5</td>
<td>Procedures of Using TMM Vocabulary</td>
<td>99</td>
</tr>
<tr>
<td>4.1</td>
<td>Histogram with frequency curve of Pre-treatment Diagnostic Test</td>
<td>130</td>
</tr>
<tr>
<td>4.2</td>
<td>Boxplot of Pre-treatment Diagnostic Test</td>
<td>131</td>
</tr>
<tr>
<td>4.3</td>
<td>Normal Q-Q Plot of Pre-treatment Diagnostic Test</td>
<td>132</td>
</tr>
<tr>
<td>4.4</td>
<td>Detrended Normal Q-Q Plot of Pre-treatment Diagnostic Test</td>
<td>133</td>
</tr>
</tbody>
</table>
4.5 Histogram and Frequency Curve of Immediate Test 1 134
4.6 Boxplot of Immediate Test 1 135
4.7 Normal Q-Q Plot of Immediate Test 1 136
4.8 Detrended Normal Q-Q Plot of Immediate Test 1 136
4.9 Histogram and Frequency Curve of Immediate Test 2 138
4.10 Boxplot of Immediate Test 2 138
4.11 Normal Q-Q Plot of Immediate Test 2 139
4.12 Detrended Normal Q-Q Plot of Immediate Test 2 140
4.13 Histogram and Frequency Curve of Delayed Recall Post-test 141
4.14 Boxplot of Delayed Recall Post-test 142
4.15 Normal Q-Q Plot of Delayed Recall Post-test 143
4.16 Detrended Normal Q-Q Plot of Delayed Recall Post-test 144
4.17 Histogram and Frequency Curve of Questionnaire 146
4.18 Boxplot of Questionnaire 147
4.19 Normal Q-Q Plot of Questionnaire 148
4.20 Detrended Normal Q-Q Plot of Questionnaire 149
# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>BNC</td>
<td>The British National Corpus</td>
</tr>
<tr>
<td>CAI</td>
<td>Computer Aided Instruction</td>
</tr>
<tr>
<td>CALL</td>
<td>Computer-Assisted Language Learning</td>
</tr>
<tr>
<td>CAVOCA</td>
<td>Computer Assisted Vocabulary Acquisition</td>
</tr>
<tr>
<td>CCECD</td>
<td>Continental’s Concise English-Chinese Dictionary</td>
</tr>
<tr>
<td>CMLHS</td>
<td>Centre for Modern Languages &amp; Human Sciences</td>
</tr>
<tr>
<td>COCA</td>
<td>The Corpus of Contemporary American English</td>
</tr>
<tr>
<td>EDA</td>
<td>Exploratory Data Analysis</td>
</tr>
<tr>
<td>EFL</td>
<td>English for Foreign Language</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>IIUM</td>
<td>International Islamic University Malaysia</td>
</tr>
<tr>
<td>IPA</td>
<td>International Phonetic Alphabet</td>
</tr>
<tr>
<td>IRT</td>
<td>Immediate Recall Test</td>
</tr>
<tr>
<td>KR-20</td>
<td>Kuder-Richardson Formula 20</td>
</tr>
<tr>
<td>K-S Test</td>
<td>Kolmogorov-Smirnov Test</td>
</tr>
<tr>
<td>L1</td>
<td>First Language</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
</tr>
<tr>
<td>LDCE</td>
<td>Longman’s Dictionary of Contemporary English</td>
</tr>
<tr>
<td>LEI</td>
<td>The Longman Interactive</td>
</tr>
<tr>
<td>LLS</td>
<td>Lexically Less Skilled</td>
</tr>
<tr>
<td>LS</td>
<td>Lexically Skilled</td>
</tr>
<tr>
<td>MUET</td>
<td>Malaysian University English Testing</td>
</tr>
<tr>
<td>MYTO</td>
<td>The Malaysian Theses Online</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>OALD</td>
<td>Oxford Advanced Learner’s Dictionary</td>
</tr>
<tr>
<td>PLSP</td>
<td>Perceptual Learning Style Preferences</td>
</tr>
<tr>
<td>SAV</td>
<td>Subjective Approach to Vocabulary</td>
</tr>
<tr>
<td>SCL</td>
<td>Student-Centred Learning</td>
</tr>
<tr>
<td>SD</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>SLA</td>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package of Social Sciences</td>
</tr>
<tr>
<td>TESL</td>
<td>Teaching English as A Second Language</td>
</tr>
<tr>
<td>TMM</td>
<td>Tell Me More</td>
</tr>
<tr>
<td>UiTM</td>
<td>Universiti Teknologi MARA</td>
</tr>
<tr>
<td>UKM</td>
<td>Universiti Kebangsaan Malaysia</td>
</tr>
<tr>
<td>UMP</td>
<td>Universiti Malaysia Pahang</td>
</tr>
<tr>
<td>ZPD</td>
<td>Zone of Proximal Development</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

ABSTRACT  
**Page** ii  

ABSTRAK  
**iv**  

ACKNOWLEDGEMENTS  
**vii**  

APPROVAL  
**x**  

DECLARATION  
**xii**  

LIST OF TABLES  
**xiii**  

LIST OF FIGURES  
**xvi**  

LIST OF ABBREVIATIONS  
**xviii**  

CHAPTER  

1  

INTRODUCTION  
1  

1.1 Background of the Study  
1  

1.1.1 Guessing Meaning from Context in Learning Vocabulary  
3  

1.1.2 Dictionary Use in Learning Vocabulary  
4  

1.1.3 The Use of Tell Me More Vocabulary (TMM Vocabulary)  
5  

1.2 Statement of the Problem  
6  

1.3 Research Objectives  
7  

1.4 Research Questions  
7  

1.5 Research Hypotheses  
8  

1.6 Significance of the Study  
8  

1.7 Limitations of the Study  
9  

1.8 Definition of Terms  
11  

2  

LITERATURE REVIEW  
14  

2.1 Introduction  
14  

2.2 Importance of Vocabulary Learning  
15  

2.3 Implicit and Explicit Vocabulary Learning  
15  

2.4 Vocabulary Retention  
16  

2.5 Previous Studies on The Use of Context Clues in Learning Vocabulary  
19  

2.5.1 Definition of Contextual Clues and Their Types  
20  

2.5.2 Procedures for Guessing Meaning from Context  
22  

2.5.3 The Use of Contextual Clues among Language Learners  
26  

2.5.4 Summary of the Use of Contextual Clues in Learning Vocabulary  
30  

2.5.5 Research Basis and Gap for the Present Study  
31  

xx
2.6 Previous Studies on the Uses of Dictionary Strategy in Learning Vocabulary
2.6.1 The Importance of Learning Dictionary Strategy
2.6.2 The Types of Dictionary
2.6.3 The Strengths and Weaknesses of Using Different Types of Dictionaries
2.6.4 Types of Information in a Monolingual Dictionary
2.6.5 Types of Information Students Look Up in a Monolingual Dictionary
2.6.6 The Prevalent Use of Monolingual Dictionary among Language Learners
2.6.7 Summary of the Use of Dictionary Strategy
2.6.8 Research Basis and Gap for the Present Study in the Use of Dictionary

2.7 Tell Me More (TMM)
2.7.1 Historical and Pedagogical Background of TMM
2.7.2 TMM Vocabulary
2.7.3 Previous Studies on TMM
2.7.4 Summary of the Use of TMM
2.7.5 Research Basic and Gap on the Use of TMM Vocabulary

2.8 Theoretical Framework
2.8.1 Ellis’ Second Language Acquisition (SLA) Model
2.8.2 Social Constructivism Theory

2.9 Conceptual Framework

### 3 METHODOLOGY

3.1 Introduction
3.2 Research Design
3.3 Population and Sampling
3.4 Pilot study
3.5 Instructional Treatment
   a) Teaching Guessing from Context
   b) Teaching the Dictionary Consulting Skills
   c) Teaching the Use of TMM Vocabulary
3.6 Classroom Activities
3.7 Target Vocabulary
3.8 Descriptions of Instruments
   a) The Vocabulary Achievement Test
      i) Immediate Recall Tests
         a) Immediate Recall Test 1
         b) Immediate Recall Test 2
      ii) Pre-treatment Diagnostic Test
      iii) Delayed Recall Post-test
   b) Questionnaire
3.9 Scoring of Vocabulary Achievement Tests 114
3.10 Validity of Instruments 115
   a) Validity of Vocabulary Achievement Tests 116
   b) Validity of Questionnaire 118
   c) Validity of Semi-structured Interview Protocol 119
3.11 Reliability of Instrument 120
3.12 Data Collection Procedures 121
3.13 Data Analysis Procedures 122
   a) Exploratory Data Analysis (EDA) 123
   b) Descriptive Statistic 124
   c) Inferential Statistic 124
3.14 Data Analysis Technique 124
   a) Analysis Technique for Quantitative Data 125
   b) Analysis Technique for Qualitative Data 125
3.15 Summary 127

4 RESULTS 128
4.1 Introduction 128
4.2 Exploratory Data Analysis (EDA) 128
   a) Assessing the Normality of the Pre-treatment Diagnostic Test 130
   b) Assessing the Normality of the Immediate Recall Test 1 134
   c) Assessing the Normality of the Immediate Recall Test 2 137
   d) Assessing the Normality of the Delayed Recall Post-test 141
   e) Assessing the Normality of the Questionnaire 145
4.3 Respondents’ Profiles 150
4.4 Determining Knowledge of the Words 151
4.5 Research Questions and Findings of the Study 152
   4.5.1 Quantitative Analyses 153
      a) Analysis of Immediate Recall Tests 153
      c) Analysis of Delayed Recall Post-test 155
      d) Analysis of Questionnaire 156
   4.5.2 Qualitative Analyses 164
4.6 Summary 177

5 CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS 181
5.1 Main Findings of the Study 181
   5.1.1 Short Term Vocabulary Retention Using Contextual Clues, Dictionary Strategy and TMM Vocabulary 182
   5.1.2 Long Term Vocabulary Retention Using Contextual Clues, Dictionary Strategy and TMM Vocabulary 184
   5.1.3 Students’ Attitudes Using Contextual Clues, Dictionary Strategy and TMM Vocabulary 188
5.1.4 Students’ Preferences of Using Contextual Clues, Dictionary Strategy and TMM Vocabulary in Retaining Vocabulary

5.1.5 Students’ Hindrances of Using Contextual Clues, Dictionary Strategy and TMM Vocabulary in Retaining Vocabulary

5.2 Implications of the Study
   a) Theoretical Implications
   b) Practical Implications and Recommendations

5.3 Directions for Further Research

REFERENCES

APPENDIX

A  Consent Form  225
B  Item Difficulty and Item Discrimination  226
C  Lesson Plans for Contextual Clues  230
D  Lesson Plans for Dictionary Strategy  234
E  Lesson Plans for TMM Vocabulary  238
F  Classroom activities for Contextual Clues, Dictionary Strategy and TMM Vocabulary  242
G  List of target words for the study  276
H  Immediate Recall Test 1  277
I  Immediate Recall Test 2  280
J  Pre-treatment Diagnostic Test  283
K  Delayed Recall Post-test  288
L  Questionnaire for Contextual Clues  293
M  Questionnaire for Dictionary Strategy  295
N  Questionnaire for TMM Vocabulary  297
O  E-mails Confirming the Permission to Use Previous Researchers’ Questionnaire Items  299
P  Interview Protocol for Competent Learner  300
Q  Interview Protocol for Basic Learner  302
R  Translated Interview Protocol for Basic Learner  304
S  Students’ Scores for Vocabulary Achievement Tests  306
T  Emails’ Correspondences for Validity of Vocabulary Tests  310
U  Biodata of Experts in Validating Research Instrument  311

BIODATA OF STUDENT

LIST OF PUBLICATIONS