



**UNIVERSITI PUTRA MALAYSIA**

***UNDERSTANDING THE USE OF VOCABULARY LEARNING STRATEGIES  
AMONG MALAYSIAN ESL TERTIARY LEARNERS***

**ATEFEH HOSSEINI**

**FPP 2010 36**

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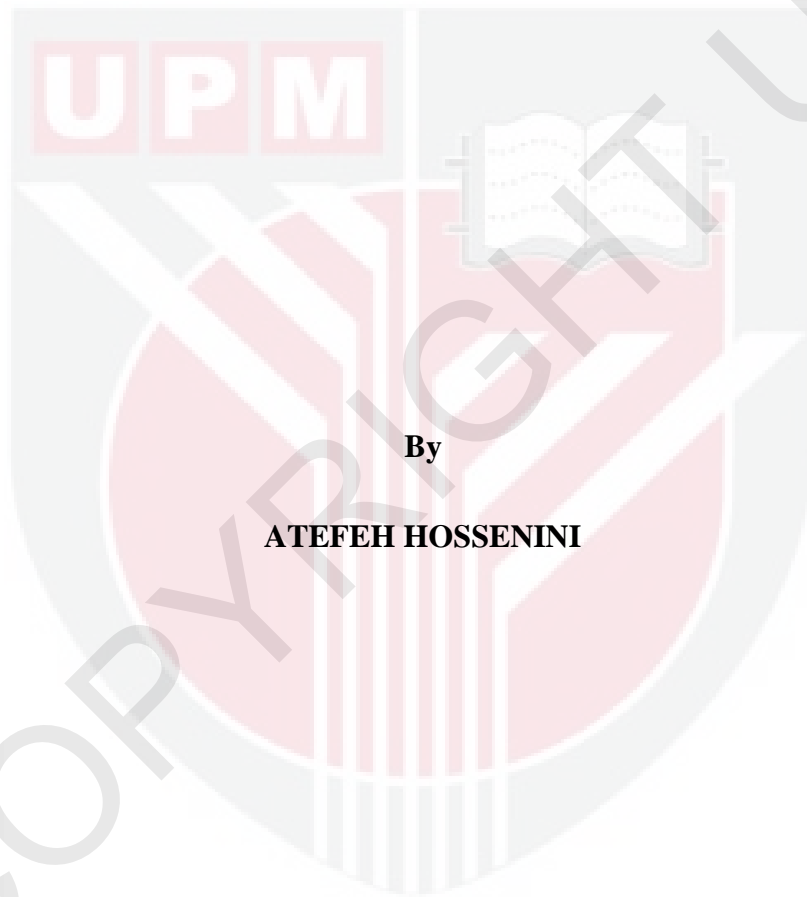


**ATEFEH HOSSENINI**

**MASTER OF SCIENCE  
UNIVERSITI PUTRA MALAYSIA**

**2010**

**UNDERSTANDING THE USE OF VOCABULARY LEARNING STRATEGIES  
AMONG MALAYSIAN ESL TERTIARY LEARNERS**



**By**

**ATEFEH HOSSENINI**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in  
Fulfilment of the Requirements for the Degree of Master of Science**

**July 2010**

*To the memory of my father*

*To my devoted mother*

*And to my son and husband*

Abstract of the thesis presented to the Senate of University Putra Malaysia in fulfillment of the requirement for the Master of Science.

**UNDERSTANDING THE USE OF VOCABULARY LEARNING STRATEGIES  
AMONG MALAYSIAN ESL TERTIARY LEARNERS**

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**ATEFEH HOSSEINI**

**July 2010**

**Chairman: Ghazali bin Mustapha, PhD**

**Faculty: Educational Studies**

This study investigates eight ESL students studying Teaching English as a Second Language in Universiti Putra Malaysia. This investigation attempts to understand the use of a variety vocabulary learning strategies employed by participants as well as the role of both formal and informal language learning environments on learners' choice of vocabulary learning strategies. This study describes how school and home environments as well as how mediating agents interfere in acquiring vocabulary learning strategies of ESL students or support them.

This research adopts the qualitative method. The researcher gathered data through in depth interviews and used open coding to code the data as well as constant comparative methods to analyze the data. The findings of the research show that participants learned new English words by using vocabulary learning strategies such as guessing from the textual context , using monolingual dictionaries, practicing newly learned

vocabulary in conversations, using English language media and using social strategies. The findings suggest that the teachers' teaching methods, the level of encouragement they received, peers' negative and positive behaviors, classroom's activity and textbooks were significant factors that generally effected the learners' choice of vocabulary learning strategies in school.

In the home environment, findings illustrate how parents' encouragements and support as well as their educational level have an impact on learners' vocabulary learning strategies. Additionally, the study found that learner's beliefs have certain influence on both formal and informal ways of learning English vocabularies. The results of this study suggest that more vocabulary teaching with communicative approach focusing on factors such as learners' language learning experiences, home environment and peer groups are needed in handling the Malaysians ESL learners as far as vocabulary learning's concerned.

Abstrak tesis yang dikemukakan kepada senat Universiti Putra Malaysia  
sebagai memenuhi keperluan untuk ijazah Master Pendidikan

**MEMAHAMI PENGGUNAAN STRATEGI PEMBELAJARAN KOSA KATA  
OLEH PELAJAR ESL PERINGKAT TERTIARI**

Oleh

**ATEFEH HOSSEINI**

**July 2010**

**Pengerusi: Ghazali bin Mustapha, PhD**

**Fakulti: Pengajian Pendidikan**

Kajian ini dilakukan ke atas lapan orang pelajar ESL yang sedang mempelajari pengajaran Bahasa Inggeris Sebagai Bahasa Kedua di Universiti Putra Malaysia. Kajian ini cuba memahami penggunaan pelbagai strategi belajar kosa kata yang digunakan oleh pelajar tersebut, dan peranan yang dimainkan oleh suasana pembelajaran bahasa yang formal dan tidak formal terhadap pilihan strategi belajar kosa kata pelajar. Berdasarkan model perolehan bahasa kedua (Oxford, 2003), kajian ini menjelaskan bagaimana suasana persekolahan dan rumah serta bagaimana agen perantara boleh mengganggu dalam memperoleh strategi belajar kosa kata atau membantu pembelajaran tersebut.

Kaedah kualitatif digunakan dalam kajian ini. Data diperolehi dalam bentuk temuramah secara mendalam dan kod terbuka digunakan untuk pengekodan data serta kaedah komparatif tetap digunakan untuk menganalisa data. Hasil kajian ini menunjukkan

peserta telah mempelajari perkataan baru Bahasa Inggeris dengan menggunakan strategi belajar kosa kata seperti meneka perkataan dari konteks tekstual, menggunakan kamus satu bahasa, melatih penggunaan kosa kata baru yang dipelajari dalam perbualan, menggunakan media bahasa Inggeris dan menggunakan strategi sosial. Dapatan menunjukkan bahawa kaedah pengajaran guru, tahap motivasi yang mereka terima, perilaku positif dan negatif rakan sebaya, aktiviti kelas dan buku teks, adalah faktor-faktor yang signifikan dalam mempengaruhi pilihan strategi belajar kosa kata para pelajar di sekolah secara umum.

Dalam suasana rumah, hasil kajian menggambarkan bagaimana dorongan dan sokongan ibu bapa serta tahap pendidikan mereka memberi impak terhadap strategi pembelajaran kosa kata peserta. Selain itu, kajian mendapati bahawa keyakinan pelajar mempunyai pengaruh tertentu ke atas pembelajaran kosa kata Bahasa Inggeris baik dari segi formal mahupun tidak formal. Keputusan kajian ini menunjukkan bahawa lebih banyak pengajaran kosa kata dengan pendekatan komunikatif yang tertumpu pada faktor-faktor seperti pengalaman pembelajaran bahasa pelajar, suasana rumah dan kumpulan rakan sebaya diperlukan dalam menangani pembelajaran ESL di Malaysia berkaitan dengan pembelajaran kosa kata.



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Finally, to my husband and son I owe my deepest gratitude. Ata thank you, for your loyal assistance and for accompanying me through all these years.

I certify that a Thesis Examination Committee has met on **26<sup>th</sup> July 2010** to conduct the final examination of Atefeh Hosseini on her thesis entitled **understanding the use of vocabulary learning strategies of Malaysian ESL tertiary learners** in accordance with the Universities and University Colleges 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 Master of Science.

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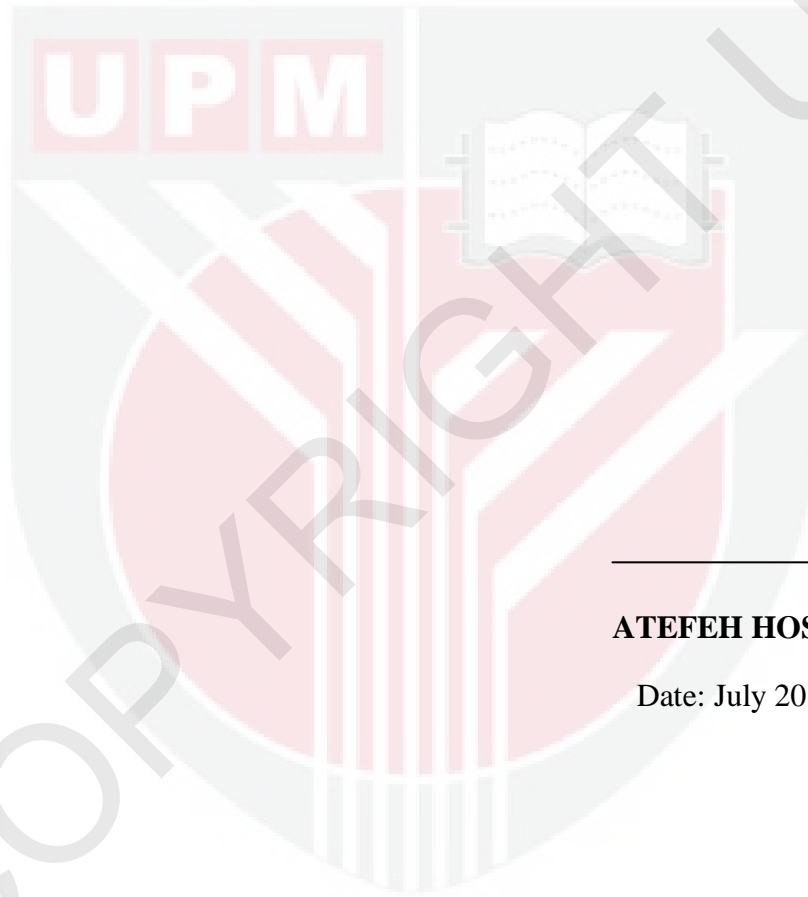
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Date: October 2010

## 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 at any other institution.



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**ATEFEH HOSSEINI**

Date: July 2010

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