VOCABULARY LEARNING STRATEGIES OF ENGLISH FOR BUSINESS STUDENTS

NALINI A/P MANOHARAN

FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR

2019

VOCABULARY LEARNING STRATEGIES OF ENGLISH FOR BUSINESS STUDENTS

NALINI A/P MANOHARAN

DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ENGLISH AS A SECOND LANGUAGE

FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR

2019

UNIVERSITY OF MALAYA
ORIGINAL LITERARY WORK DECLARATION

Name of Candidate: Nalini a/p Manoharan

Matric No: TGB 120058

Name of Degree: Masters of English of a Second Language

Title of Project Paper/Research Report/Dissertation/Thesis ("this Work"):

VOCABULARY LEARNING STRATEGIES OF ENGLISH FOR BUSINESS STUDENTS

Field of Study: Language for Specific Purposes

I do solemnly and sincerely declare that:

(1) I am the sole author/writer of this Work;

(2) This Work is original;

(3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;

(4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work;

(5) I hereby assign all and every rights in the copyright to this Work to the University of Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;

(6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally or otherwise, I may be subject to legal action or any other action as may be determined by UM.

Candidate's Signature   Date:

Subscribed and solemnly declared before,

Witness's Signature   Date:

Name:

Designation:

VOCABULARY LEARNING STRATEGIES OF ENGLISH FOR BUSINESS STUDENTS

Abstract

The research focuses on English vocabulary learning strategies used by the first and second semester of the academic year 2017 business students from one of the well-known private colleges in Subang Jaya. The main aims of this study are to identify a) the most and least preferred vocabulary learning strategies used by business students and compare the vocabulary items used by low, average and high proficiency business students; b) contributing factors for business students in choosing particular vocabulary learning strategies.

As this is a mixed method study, multiple sources of data were collected via semi-structured interviews with five pupils and a 25-items questionnaire based on Schmitt's Taxonomy (1997) which was adopted from Natpassorn Rian Kamal (2008) administered to sixty eight business students. The data collected from the questionnaire was analyzed on percentages, frequencies, and means. The interview data were obtained and summarized.

The finding of the study revealed that the most preferred vocabulary learning strategies were metacognitive strategies and the least preferred vocabulary learning strategies were social (consolidation) strategies by business students. Business students used vocabulary items to learn new words based on their level of proficiency. The finding based on the interview revealed many contributing factors for business students to use vocabulary learning strategies such as; a) improve other study skills; b) help and guide to remember new words; c) practical and convenient to use; d) build confidence e) make learning English more fun; and f) improve both English language and mother tongue.

VOCABULARY LEARNING STRATEGIES OF ENGLISH FOR BUSINESS STUDENTS

Abstrak

Penyelidikan ini memberi tumpuan kepada strategi pembelajaran perbendaharaan kata Inggeris yang digunakan oleh pelajar perniagaan semester pertama dan kedua tahun akademik tahun 2017 dari salah satu kolej swasta terkenal di Subang Jaya. Matlamat utama kajian ini adalah untuk mengenalpasti a) strategi pembelajaran perbendaharaan kata yang paling digunakan atau sebaliknya dan membandingkan item perbendaharaan kata yang digunakan oleh pelajar tersebut; b) faktor penyumbang bagi pelajar perniagaan dalam memilih strategi pembelajaran perbendaharaan kata tertentu.

Pelbagai sumber data dikumpulkan melalui temubual separa berstruktur dengan lima orang murid dan 25 item soal selidik berdasarkan Schmitt's Taxonomy (1997) yang diterima pakai dari Natpassorn RianKamal (2008) yang diberikan kepada 68 pelajar perniagaan. Data yang dikumpul dari soal selidik dianalisis melalui peratusan dan kekerapan. Data temu duga diperolehi dan diringkaskan sebagai data linguistik.

Hasil kajian menunjukkan bahawa strategi pembelajaran perbendaharaan kata yang paling disukai adalah strategi metakognitif dan strategi pembelajaran perbendaharaan kata yang paling kurang adalah strategi sosial (penyatuan) oleh pelajar perniagaan. Pelajar perniagaan menggunakan item perbendaharaan kata untuk mempelajari kata-kata baru berdasarkan tahap kemahiran mereka. Hasil kajian berdasarkan temubual menunjukkan banyak faktor penyumbang untuk pelajar perniagaan menggunakan strategi pembelajaran perbendaharaan kata seperti; a) meningkatkan kemahiran belajar yang lain; b) panduan yang berguna dan baik untuk mengingati kata-kata baru; c) praktikal dan mudah digunakan; d) membina keyakinan e) belajar bahasa Inggeris lebih menyeronokkan; dan f) memperbaiki kedua-dua bahasa Inggeris dan bahasa ibunda.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

ESP :   English For Specific Purpose

EBP :   English For Business Purpose

LLS :   Language Learning Strategies

VLS :   Vocabulary Learning Strategies

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

1.0 Introduction

Vocabulary should be taught in a well-planned and regularly in classroom as vocabulary plays important role and inseparable part in any teaching syllabus according to Brikena Xhaferi (2010). It is essential to carefully decide what vocabulary will be selected for teaching, and what approach or activities will be used to teach it to the students. Motivation, learning environment, learners' needs, learning strategies and language awareness are areas that are involved in acquiring a language. This becomes challenging especially when language is learnt for a specific purpose. It is very important to carefully decide which set of vocabularies to select for teaching, and what approach or activities are to be used to teach vocabularies to the students. According to Chamot and Kupper (1989), the techniques that students use to comprehend, store, and remember information and skills are referred to as learning strategies. As defined by Oxford, (2003), language learning strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more convenient to new situations.

Gu (1994) states that second language learners use certain vocabulary learning strategies to acquire vocabularies. According to Schmitt & Schmitt (1995), vocabulary learning strategies refer to a spectrum of strategies used by the students as part of an on-going process of vocabulary learning. It is because vocabulary has always played an important part in language learning and teaching. According to Cameron (2011) vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Linse (2005) and Harmon, Wood, and Keser, (2009) state that learners' vocabulary development is an important aspect of their language development.

Vocabularies are one of the important language elements that support and influence the skills of speaking, listening, reading and writing. The range of vocabulary that one has is an essential factor in all four skills that underlies the success of learning English. One way to assess a person's communicative competence is through his ability to express his point of view and ideas in suitable words and expressive sentences. It is a must for a student to equip the knowledge of words and their meanings to build confidence in communication and cope with the increasing demands of education, business, science, technology and other fields.

It is very important for a college student to acquire sufficient number of vocabulary as lacking of vocabulary knowledge can lead to difficulties in learning English for specific purpose. Although in a classroom, a teacher teaches her students using the same teaching method to acquire new vocabulary, some students are able to learn the words effectively while others find it more difficult. However, it cannot be denied that English vocabulary learning strategies play an important role in strengthening English-learners' learning ability.

The current research focuses on English for Specific (Business) Purposes, investigating the most preferred and least preferred vocabulary learning strategies and its items by business students. Besides that, this study also reveals the reasons behind using preferred vocabulary learning strategies. The feedback obtained from this study will guide both educators and learners to identify the goal of teaching and learning new vocabularies. It will also guide the course designers to develop the syllabus, teaching aids and classroom activities in order to meet the learners' need.

1.1 Statement of the problem

Vocabulary learning requires much work and is a long-term process. Students must put continues efforts to learn, remember and apply learnt new vocabulary in their daily basis. Students face difficulties in acquiring vocabulary although they spend a lot of time to increase the number of vocabularies. They try memorising the words by using them in their daily conversation; use the learned words in their writing, listening and reading. However, the outcomes are still unsatisfactory. Applying ineffective vocabulary learning strategies is one of the main reasons for their failure.

According to Wahi, O'Neill and Chapman (2013), many businesses related companies in Malaysia use English language as a main source of communication. Both local and foreign employees use English language to write reports, memos, letters, and business proposals, even to present their work. It shows that learning English for business purposes is very important for business students. In order to master the English language, the students are required to build their vocabulary. There are many factors that may affect the business administrative students' English language learning proficiency such as their learning styles, teachers' teaching styles, students' background and more in the field of English language learning. However, the most challenging factor is the students' lack of vocabulary knowledge.

Granowsky (2002) study highlighted that many researchers have confirmed the important role that vocabulary knowledge plays in students' language learning and without vocabulary knowledge; students are not able to express and communicate well. In addition, students' vocabulary knowledge may reflect how well they write their essays and their ability in answering reading comprehension questions. Based on their writing and reading test results that were given as classwork, it was found that vocabulary learning strategies were used in a limited way in their work. Wessels (2011,

p.46) stated that in academic success vocabulary knowledge plays a vital part. Students will face challenges in understanding the content if they do not understand the meaning of words in the text. They also face difficulties in engaging in conversations.

Wiwczaroksi, (2015), stated that the ability to communicate effectively and clearly is essential for both employers and employees in the business sector; however both employers and employees had a low level of English proficiency in using English for different purposes. There are many employers and employees in the business sector facing problems expressing themselves in English language and these includes difficulties in pronouncing English words, confusing grammar errors, and inability to use proper vocabulary (Wiwcczaroksi, 2015).

Wilkins (1972) stated that "without grammar very little can be conveyed, without sufficient vocabulary nothing can be conveyed". It shows that vocabulary plays a crucial part in English language teaching and learning process of business students. It is because without adequate vocabulary it will be very difficult for them to understand others and even to share their own ideas. They will face problems when they need to write business related letters, emails, and reports or to communicate with their customers.

This study generally explores the business students' vocabulary learning strategies and investigates types of vocabulary learning strategies that are most and least preferred by high, average and low proficient students among English for business purpose students. This study also focuses on the vocabulary strategy items and the reasons behind using the selected vocabulary learning strategies as it can guide the language teachers to use a preferred tool to teach vocabulary skills.

According to Davis (1968), an essentially important part of language acquisition is vocabulary learning. It is estimated that children learn approximately 3,000 new word

meanings per year (McKeown & Curtis, 1987; Nagy & Herman, 1987; White, Graves, & Slater, 1990). Hill (2003:1) noted in her recent work about the importance of vocabulary teaching and learning, that "while grammar is important, words are the building blocks to communication".

Mc Carthy (2008) state that vocabularies are the most important part of a language that is also a major problem for learners. This study is conducted in order to find the type of vocabulary learning strategies that business administrative students use to acquire new words. In addition, this research will also look into the different types of vocabulary learning strategies used by high proficiency, average proficiency and low proficiency business administration learners who are currently undergoing a course on English for Business Purposes.

1.2 Background of the private college

The private college chosen for the current study is an institution with over 20 years of experience. They are dedicated to enhance quality in both teaching and learning through career-focused education. In addition, it also offers a broad spectrum of majors in American education, Business, Information Technology, Engineering, Pre-University, among others.

The private college was established in 1986. There are more than 55,000 students in the college in these past 30 years. There are 7 campuses now all over Malaysia. The private college offers more than 25 programmes at Foundation, Diploma, Degree, Masters and Phd. The college follows both e-learning and traditional learning as a tool of teaching and learning. As per entry requirement, all students must pass their English language placement test as it is the most important language in the college and medium of the teaching learning process. Both Malaysian and international students sit for the placement test at the beginning of the semester during an orientation

week. The placement test consists of sections on grammar, writing, reading, and listening skills.

1.3 Research objectives

The aim of the study is to identify the vocabulary learning strategies used by Semester 1 and 2 English for business purpose (EBP) students in acquiring English language vocabulary. The specific objectives of the study are as follow:

: to identify the most and least preferred vocabulary learning strategies used by low, average and high proficiency EBP in the vocabulary items chosen.

: to identify the contributing factors for EBP students in choosing particular vocabulary learning strategies.

1.4 Research Questions

In achieving the objectives of this study, the following research questions were written to gather the necessary information.

1) What are the most and least preferred vocabulary learning strategies employed by EBP students?
2) What are the differences between the vocabulary learning strategy items used by Semester 1 and 2 EBP students according to their proficiency level?
3) What contributing factors influence EBP students to choose their particular vocabulary learning strategies?

1.5 Significance of the research

It is very important to conduct this study as it investigates the English vocabulary learning strategies used by semester 1 and 2 EBP students. Findings from the study may guide the learners to learn a range of vocabulary in a more efficient way when using different strategies while learning new vocabulary. It will also be useful to

enhance teachers' understanding of the vocabulary acquisition among learners so that adjustments can be made to vocabulary teaching as well as strategy training. Besides that, the findings of the study will guide the English for business purpose teachers to support and encourage different levels of proficiency business students to acquire vocabulary skills according to their preferred vocabulary learning strategies.

The researcher collected data from two different semester's business students who were from various level of proficiency. The data included are from semi-structured interviews and questionnaire surveys. Given the significance of the study, it is hoped that not only this private college but other institutes can also use the findings in their teaching and learning vocabulary classroom as a guide specifically in English for business purpose classroom.

1.6 Scope and limitation

As this study was conducted in only one private college, it is not representative of all tertiary institutions in Malaysia. In addition, this study focuses on business students from two semesters who undergo English for business purpose subject with different proficiency skills only. The aim was to acquire 300 business related words in 12 weeks before the end of semester. Both teachers and students were told about vocabulary learning strategies and its item in the first week of orientation.

1.7 Definition of terms

1.7.1 English for Specific Purposes

Hutchinson and Waters (1987, p.16) define English for Specific Purposes as "an approach to language teaching in which all decisions as to method and content are based on the learner's purpose of learning."

1.7.1 English for Business Purposes

English for Business Purposes or Business English is a branch of English for Specific Purposes and can be considered as a specialism within English language teaching. The course focuses on English language skills and topics used in the business, trade, banking and finance world. (Dudley-Evans and St. John (1998, p.53)

1.7.2 Vocabulary learning strategies

Vocabulary learning strategies are the specific actions taken by the language learners in order to learn new words. There are a varied range of different vocabulary learning strategies as demonstrated by the categorizations of vocabulary learning strategies proposed by different researchers (Stoffer, 1995; Nation, 2001; and Gu, 2013).

1.8 Chapter Summary

There are five chapters in this thesis. The introductory chapter has presented the background of the study, background of the problem, statement of problem, research objective, research questions, definition in terms, significance and limitation of the study. The remaining chapters are ordered as follows: Chapter 2 reviews prior research vocabulary learning strategies and its up-to-date literature relevant to the study. Chapter 3 describes about the research design, the participants, instrumentation, data collection procedures and data analysis methods. Chapter 4 presents the analysis and findings of the study. Chapter 5 provides summary and an overall conclusion of the entire study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of the research on vocabulary learning strategies. This chapter discusses the research background to the research topic which highlights about learning strategies, language learning strategies, classifications of language learning strategies, English for specific purpose, vocabulary, vocabulary in learning strategies, the importance of vocabulary learning strategies and classification of vocabulary learning strategies. Finally, the last section summarizes the current research on vocabulary learning strategies used by English for business purpose students.

2.1 Learning Strategies

Oxford (1994), defines learning strategies as specific actions, behaviours, steps, or techniques used consciously or unconsciously to improve learners' progress in apprehending, internalizing, and using a second language. These strategies can make learning easier, faster, more enjoyable, self-directed, effective, and transferable to new situations (Oxford 1990). It has been observed that high achievers are effective strategy users (Ahmed, 1989).

Rubin, 1987 defines learning strategies as "the techniques or devices which a learner may use to acquire knowledge". Later she identifies two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning. She divides the direct learning strategies into six types (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice), and the indirect learning strategies she divides into two types (creating opportunities for practice, production tricks).

2.1.2 Language Learning Strategies

Language learning strategies can be defined as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information" Wenden and Rubin (1987:22). O'Malley and Chamot (1990:1) define LLS as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information". Oxford (1990:18), defines language learning strategies as "specific actions, behaviours, steps, or techniques that students, often intentionally, use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability." The detailed version of Oxford Taxonomy for language learning strategies is as shown in figure 2.1.
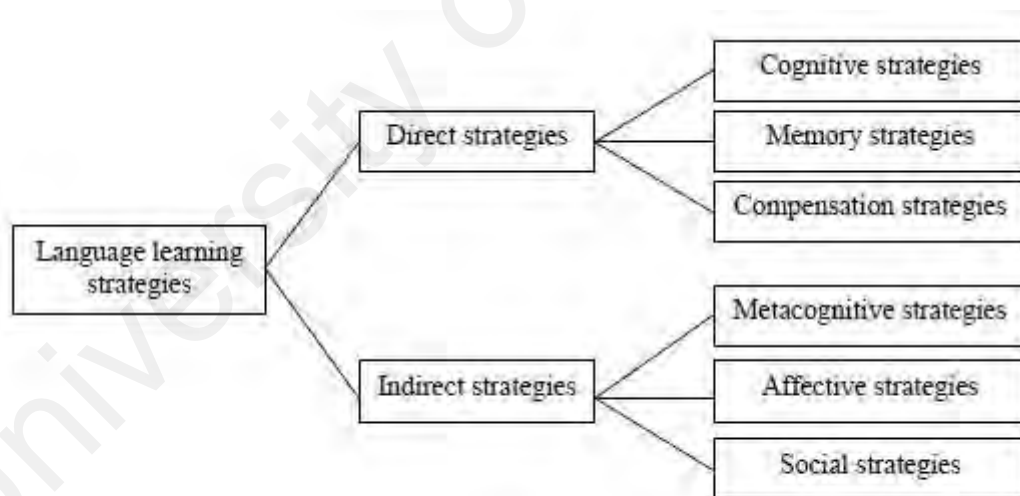
Figure 2.1 Oxford Taxonomy for language learning strategies (1990)

2.1.3 Classification of Language Learning Strategies

According to Rubin (1987), there are three types of strategies which are learning strategies, communication strategies and social strategies that are used by learners which contribute directly or indirectly to language learning.

i. **Learning Strategies**	
Cognitive learning strategies i. Clarification/Verification ii. Guessing / Inductive Inferencing iii. Deductive Reasoning iv. Practice v. Memorization vi. Monitoring	Refers to the steps or operations used in learning or problem solving that involves direct analysis, transformation, or synthesis of learning materials.
Metacognitive Learning Strategies i. Planning ii. Prioritizing iii. Setting goals iv. Self-management	Used to oversee, regulate or self-direct language learning.
ii. **Communication Strategies**	Used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means, or when confronted with misunderstanding by a co-speaker.
iii. **Social Strategies**	Learners create opportunities to be exposed to and practise their knowledge. These strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language

Table 2.1 Language Learning Strategies (Rubin, 1987)

O'Malley (1985) divided language learning strategies into three main subcategories: they are "Metacognitive Strategies", "Cognitive Strategies", and "Socioaffective Strategies".

Metacognitive Strategies i. advance organizers ii. directed attention iii. selective attention iv. self-management v. functional planning vi. self-monitoring vii. delayed production viii. Self-evaluation.	A term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed.
Cognitive Strategies i. Repetition ii. Resourcing iii. Translation iv. Grouping v. Note taking vi. Deduction vii. Recombination viii. Imagery ix. auditory representation x. key word xi. Contextualization xii. Elaboration xiii. Transfer xiv. Inferencing	Specific learning tasks and they involve more direct manipulation of the learning material itself.
Socioaffective Strategies i. Cooperation ii. Question for clarification	They are related with social-mediating activity and transacting with others.

Table 2.2 Language Learning Strategies (O'Malley ,1985)

Language learning strategies is the specific actions, behaviours, tactics, or techniques, facilitate the learning of the target language by the language learner (Lessard-Clouston, (1997). Language learners use language learning strategies in the learning process. Since factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc. affect the way in which language learners learn the target language, it is not reasonable to support the idea that all language learners use the same good language learning strategies or be trained in using and developing the same strategies to become successful learners.

2.2 English for Specific purpose

According to Robinson (1991), students study English language for study or work purposes and not because they are interested in the English Language or English culture as such. In English for specific purpose course, "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" Basturkmen (2006: 18). This signifies that, the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace. English for business is a part of English for specific purposes and can be considered a specialism within English language learning and teaching. The respondents of current research are undergoing English for business purpose course in order to use the gained knowledge when working in the future.

Catalan (2003) stated vocabulary learning strategies as knowledge about the mechanisms (processes, strategies) used to learn vocabulary or steps and actions taken by students in order to find the meaning of unknown words, to retain them in long-term memory and also to recall and use the learned vocabulary in oral or written mode.

Vocabulary learning strategies are stages taken by students in order to learn new vocabulary as stated by Asgari and Mustapa (2011). Students need to put their efforts and take action to understand the new words when they encounter new English words in their learning process so that they can understand what they are learning. According to Ruutments (2005) vocabulary learning strategies is not only about building new vocabulary but it is also about storing those learned new vocabulary in their long-term memories and be able to use those words in the appropriate context.

2.3 Vocabulary

Procter (1996; 628–678) stated that the word vocabulary means "all the words used by a particular person or all the words which exist in a particular language or subject". Graves (2000) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. Additionally, he indicated vocabulary as the lexicon of a language which includes words and expressions. Graves' definition extended to saying that lexicon organizes the mental vocabulary in a speaker's mind. According to Krashen (1998), a person's knowledge of vocabulary is an individual's mental lexicon. Miller (1999) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

According to Gardener (2009) vocabulary does not only include how vocabulary in a language is structured but also confined to the meaning of words. Vocabulary learning strategies could help the learners to understand materials and activities in a foreign language (Ghazal, 2007). Graves (2000) stated that it is about how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. Cummins (1999) states that there are different types of vocabulary such as reading vocabulary which refers to all the words an individual can recognize when reading a text; listening vocabulary which refers to all the words an

individual can recognize when listening to speech; writing vocabulary which includes all the words an individual can employ in writing; and lastly speaking vocabulary which refers to all the words an individual can use in speech. In the current study, students acquire 100 new words in a class session and there are 2 sessions. In the 14 weeks of classes students learn approximately 464 words. The words are selected by the subject lecturer from Cambridge English: business preliminary wordlist (2006).Refer to attached wordlist in appendix D (104-106).

2.3.1 Vocabulary learning strategies

In the mainstream of second language acquisition, vocabulary is an area that has drawn researchers' interest from the late 1980s, (Nation, 1990). Researchers understand that many learners' difficulties, both receptive and productive, result from an inadequate vocabulary, and even when they are at higher levels of language competence and performance, they still feel the need of learning vocabulary.

Rubin (1987) defines vocabulary strategies as the process by which information is obtained, stored, and retrieved. Most researches on vocabulary learning strategies have focused on various methods of vocabulary presentation, and their effects on retention according to Gu and Johnson (1996).

Hatch & Brown (1995) discover that vocabulary is central to language and is of great significance to language learners. Moreover, Nation (2001) makes it clear that vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies. Vocabulary learning strategies are a part of language learning strategies where the students acquire vocabulary when developing their language. .

Most researches on vocabulary improvement show that the most common strategies of learning new vocabulary of language learning strategies are repetition and practicing.

Nation (2005: 6) stated that rather than learning words at once, it is more effective to practice and repeat them frequently to ensure that the meanings of words are learned. Repeating information "with certain intervals and through different activities" increases permanency even more when students acquire language (Bilen, 1999: 42). Schmitt (2002:41) states that by using word cards, the connection between the form of a word and its meaning can be strengthened. Apart from the lexical meaning of a word, writing additional information on cards such as with which affixes it can be used or with which words it can form a phrase and to involve exemplary sentences related with that word makes it possible to learn the usage of that word.

Schmitt (1997) states that most of the students are motivated to use basic vocabulary learning strategies. Sokmen (1997:237) reviews that vocabulary learning strategies are fundamentally actions made by the learners in order to help them to understand the meaning of a word, learning them and to remember them later. Takac, (2008) clarifies that vocabulary learning strategies are specific strategies utilized in the isolated task of learning vocabulary in the target language.

Catalan (2003) views vocabulary learning strategies as knowledge about the mechanisms used in order to learn vocabulary as well as steps or actions taken by students to find out the meaning of unknown words, to retain them in a long-term memory, to recall them at will, and lastly to use them in an oral or written mode.

Besides that, Asgari and Mustapha (2011) define vocabulary learning strategies as steps taken by the language learners to acquire new English words. The current study's respondents are aware of vocabulary learning strategies and its items as taught during the orientation week.

2.3.2 Types of Vocabulary Learning Strategies

Many researchers provided taxonomies of vocabulary learning strategies such as Nation (1990, 2001) and Schmitt (1997). Schmitt's theory (1997) is popular and used mostly as the basis theory of many vocabulary leaning strategy researchers. Generally, Schmitt (2000) divided the strategies into two major groups; discovery strategies and consolidation strategies. Discovery strategies are used to discover the meaning of a new word. Consolidation strategies deal with the consolidation of a word once it has been encountered. Formerly it consisted of determination strategies and social strategies then later it included social strategies, memory strategies, cognitive strategies and metacognitive strategies.

i.   Determination strategies

Determination strategies which are under social strategies include strategies such as guessing the meaning according to structural knowledge, guessing from first language cognate, guessing from context or using reference material (Schmitt 1997: 208). Learners can seek help from someone in finding the meaning of a new word.

ii. Consolidating strategies

There are several different types of strategies included in consolidating strategies such as determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. Schmitt's taxonomy (1997) includes social strategies because its input acts as a key element in acquiring a language. Social strategies play an important role in language learning.

iii. Social strategies

Social strategies include strategies which involve interaction with others in learning the new words by asking the teachers or classmates. It not only works in finding new vocabulary but it guides the learners to remember the words known such as studying meaning with friends or practicing to use the words with native speakers. Social strategies involve social interaction.

iv. Memory strategies

Memory strategies are also known as mnemonics strategies. It is used to recall vocabulary which is already known. In memory strategies, learners relate their prior learned knowledge with the target new words by grouping the words according to its form or topics, forming imaginary, using physical action, connecting new word to past experience, studying the spelling of the words and speaking out loud while studying them. Additionally, learners can study the spelling or pronunciation of the word to help it stick into memory. Besides that, using word's affixes, roots and word classes can be useful as well (Schmitt 1997: 214)

v. Cognitive Strategies

Cognitive strategies are similar to memory strategies but it doesn't really focus on the mental process but it emphasise more on the mechanical means to comprehend the known words. As for that, cognitive strategies involve repetitions and tools to learn vocabulary. Strategies that belong to cognitive strategies are repeating words verbally and in the written form, making words lists, making flash cards, and labelling English words on physical objects.

vi. Metacognitive Strategies

Metacognitive strategies are where the learners consciously decide the best way to plan, monitor and evaluate the strategies to study the words. These learners will decide which words to focus and learn better. They will keep checking their

understanding by taking word tests. Schmitt (1997, p.216) mentions that "effective metacognitive strategies can happen when learners are exposed to L2 as much as possible". It can occur by reading books, watching movies and interacting with native speakers.

Taxonomy of Vocabulary Learning Strategies (Schmitt, 1997)

Table 2.3 Strategy Group (Strategies for the discovery of a new word's meaning)

Determination strategies
Word lists
Flash cards
Check for L1 cognate
Analyse part of speech
Analyse affixes and roots
Guess from textual context
Analyse any available pictures or gestures
Bilingual dictionary (e.g. English-Thai dictionary)
Monolingual dictionary (e.g. English-English dictionary)
Social strategies (Discovery)
Ask teacher for meaning
Ask teacher for an L1 translation
Ask teacher for a sentence including the new word
Discover new meaning through group work activity
Ask teacher for paraphrase or synonym of new word
Social strategies (Consolidation)
Interact with native speakers
Study and practice meaning in a group
Teacher checks students' word lists for accuracy
Memory strategies
Study word with a pictorial representation of its meaning
Imagine word's meaning
Connect word to a personal experience
Associate the word with its coordinates
Connect the word to its synonyms and antonyms
Use semantic maps
Use "scales" for gradable adjectives
Peg Method1
Logic Method2
Group words together to study them
Group words together spatially on a page
Use new word in sentence
Group words together of a word
Study the spelling of a word
Study the sound of a word
Say new word aloud when studying
Imagine word form

Underline initial letter of the word
Configuration
Use keyword Method
Affixes and roots (remembering)
Part of speech (remembering)
Paraphrase the word's meaning
Use cognates in study
Learn the words of an idiom together
Use physical action when learning a word
Use semantic feature grids
Cognitive strategies
Verbal repetition
Written repetition
Word lists
Flash cards
Take notes in class
Use the vocabulary section in your textbook
Listen to tape of word lists
Put English labels on physical objects
Keep a vocabulary notebook
Metacognitive strategies
Use English-language media (songs, movies, newspaper, etc)
Testing oneself with word tests
Use spaced word practice
Skip or pass new word
Continue to study word over time

2.4 The Importance of Vocabulary Learning Strategies

Most second language business learners are aware that learning vocabulary is vital in the course of their learning. A good mastery of vocabulary is essential for English for second language and English for foreign language learners especially for those who are undertaking English for specific purposes. Nation (2001) states that it is wise to direct vocabulary learning to more specialized areas when learners have mastered 2000-3000 words of general usefulness in English. In order to overcome the difficulties that learners might face in the usage of vocabulary, learners need to be taught and learn about vocabulary types, usage and strategies that will help learners to acquire vocabulary. Additionally, it is necessary for teachers to be aware of the vocabulary types, strategies and its strategy items.

Vocabulary learning strategies have contributed a lot in helping English for specific purpose students to cope with their language learning. According to Ghazal (2007), vocabulary learning strategies (VLS) could help the learners to understand materials and activities in a foreign language. This also happens in ESP context where VLSs help the students to understand the materials in achieving their goals.

Akbari (2011) stated, "ESP students learn English as a means to achieve their subject-specific and ultimately their occupational goals." (p. 7). It shows that English in ESP context becomes an important tool for the students in dealing with their future goals. Moreover, the usage of English as a medium of international communication has made English being used widely in many subjects such as business, technology, science, and economics (Floris, 2013). It is crucial that English for specific purpose students need vocabulary learning strategies to help them comprehend the vocabulary in conveying its meaning. Learning vocabulary learning strategies are very important for current studies' respondents because they guide them to improve all the four skills which are listening, speaking reading and writing skills.

In addition, it also builds their confidence to face the real working life. Besides that, vocabulary learning strategies are very important if the respondents are to travel abroad and deal with foreign business partners in their jobs.

2.5 Classification of vocabulary learning strategies

There are different classifications of language learning strategies. Ahmed (1989) divided all strategies into two sets: macro-strategies, which included memorization, practice, note-taking, and using different information sources; and micro strategies, which included specific behaviours within one of the macro-strategies.

In addition, O'Malley and Chamot (1990) proposed three types of strategies, namely metacognitive, cognitive, and social or affective strategies.

2.5.1 Nation's Taxonomy

According to Nation, (1990), students need to learn vocabulary to overcome the difficulties faced due to lack of vocabulary knowledge even though they are proficient in a language. He stated that vocabulary knowledge is very important to communicate in a second language because vocabularies have word blocks where they label each and every object. He believes that learners are able to learn vocabulary on their own through vocabulary learning strategies. There are three main categories in vocabulary learning strategies as shown in the table 2.4.

Planning	Decide when should pay attention regarding vocabulary
Sources	Look for the meaning of new word
Processes	Get the lexical knowledge

Table 2.4 Nation's taxonomy

According to Nation's (2001) taxonomy, vocabulary learning strategies are based only on theory. It has been organised into three broad categories which aspects of vocabulary knowledge have been separated from sources of learning processes and vocabulary knowledge. Nation's taxonomy detailed version as shown in table 2.5.

General Class of Strategies	Types of Strategies
Planning: choosing what to focus on and when to focus on it	Choosing words Choosing the aspects of word knowledge Choosing strategies Planning repetition
Sources: finding information about words	Analysing the word Using context Consulting a reference source in L1 and L2 Using parallels in L1 and L2
Processes: establishing knowledge	Noticing

| | Retrieving |
| | Generating |

Table 2.5 Nation's taxonomy detailed theory

2.5.2 Gu and Johnson's taxonomy

Gu and Johnson (1996), investigated the vocabulary learning strategies used by 850 non-English majors at a university in China. They focused on the relationship of strategies used by learners, language proficiency and vocabulary size. They conducted their research using vocabulary test questionnaire and language proficiency test. They linked the results together and found that contextual guessing, the skill of using a dictionary, note-taking, and activation of newly learned words correlated positively with the two test scores, but visual repetition of new words was the strongest negative predictor of both vocabulary size and general proficiency. They used questionnaire included a section about beliefs about vocabulary learning and a total of 91 vocabulary learning strategies, which were classified into seven sub-categories as shown in table 2.6.

Dimension and Categories
1. <u>Metacognitive regulation</u> Selective attention Self-initiation
2. <u>Guessing strategies</u> Using background knowledge/wider context Using linguistic cues/immediate context
3. <u>Dictionary strategies</u> Dictionary strategies for comprehension

	Extended dictionary strategies Looking-up strategies
4.	Note-taking strategies Meaning-oriented note-taking strategies Usage-oriented note-taking strategies
5.	Rehearsal strategies Using word lists Oral repetition Visual repetition
6.	Encoding strategies Association/Elaborati on Imagery Visual encoding Auditory encoding Using word-structure Semantic encoding Contextual encoding
7.	Activation strategies

Table 2.6 Sub-categories

Gu and Johnson (1996), categorised metacognitive, cognitive, memory and activation strategies as four main types of vocabulary learning strategies as shown in the table 2.7.

Vocabulary Learning Strategies	Metacognitive	* Selective Attention: Identifying essential words for comprehension
		* Self-initiation: Using a variety of means to make the meaning of words clear
	Cognitive	* Guessing: Activating background knowledge, using linguistic items
		* Use of dictionaries
		* Note-taking
	Memory	* Rehearsal: Word lists, repetition, etc.
		* Encoding: Association (imagery, visual, auditory, etc.)
	Activation	* Using new words in different contexts

Table 2.7 Vocabulary learning strategies

2.5.3 Schmitt's Taxonomy

Schmitt's (1997) taxonomy of vocabulary learning strategies are divided into two main groups of strategies which are discovery strategies and consolidation strategies. Via discovery strategies learners discover a new word meaning by guessing or lexical inference, analysing of word features, using of the dictionary and asking other people. On the other hand, via consolidation strategies learners remember the words by word association, grouping, semantic-processing strategies, and the keyword method and repetition strategies. The detailed version of Schmitt's Taxonomy (categories and strategies for whole group) as has shown in figure 2.2 and table 2.8.
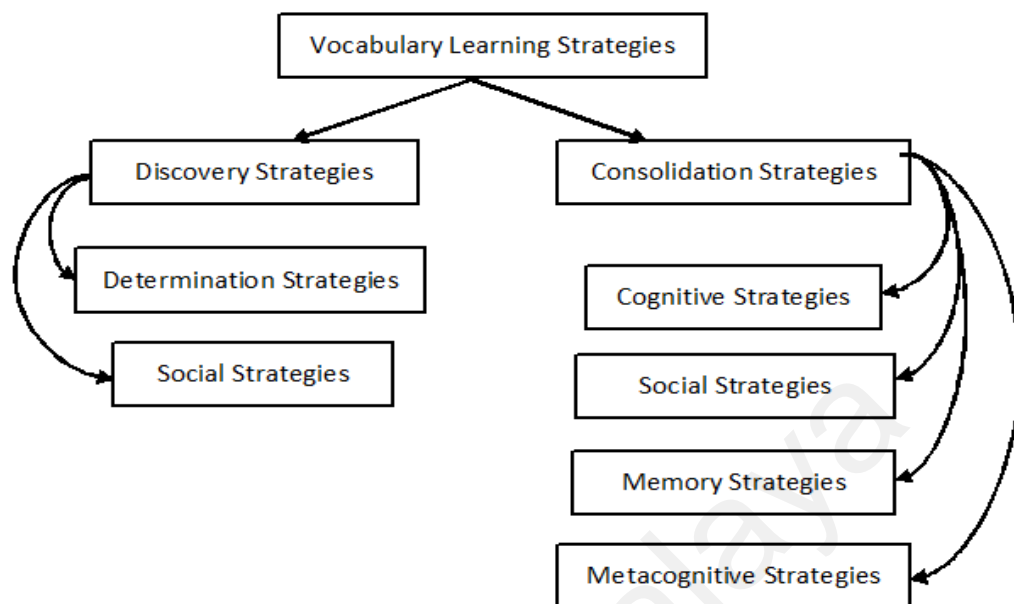
Figure 2.2 Schmitt's Taxonomy of Vocabulary Learning Strategies (1997, p 205-210)

Strategies for the discovery of a new word's meaning (Discovery)	Strategies for consolidating a word once it has been encountered (Consolidation)
Determination strategies	Social strategies
Social strategies	Memory strategies
	Cognitive strategies
	Metacognitive strategies

Table 2.8 Schmitt's Taxonomy for Vocabulary Learning Strategies

2.6 Previous research on vocabulary learning strategies

Vocabulary learning strategies was first investigated by Stoffer in 1995. Stoffer (1995) developed 53 items questionnaire to measure vocabulary learning strategies. She administered vocabulary learning strategy inventory (VOLSI) on 707 students at the University of Alabama. Stoffer clustered VOLSI 53 items into nine categories by factor analysis as shown in table 2.9.

| Strategies involving authentic language use |
| Strategies involving creative activities |
| Strategies used for self-motivation |
| Strategies used to create mental linkages |
| Memory strategies |
| Visual/auditory strategies |
| Strategies involving physical action |
| Strategies used to overcome anxiety |
| Strategies used to organize words |

Table 2.9 Vocabulary learning strategy inventory 53 items into nine categories.

Lin (2001) conducted vocabulary learning strategies study on seven Taiwanese elementary school students. Lin (2001) used several research instruments such as classroom observation, written records, oral interviews and think-aloud protocols. Although the sample was small, 73 vocabulary learning strategies were identified and categorized into three main parts: metacognitive, cognitive and socio-affective and each category had its own subcategories as shown in table 2.10.

Strategy Categories	Strategies
Metacognitive strategies	Advanced preparation
	Selective attention
	Monitoring
	Self-management
Cognitive strategies	Written Repetition
	Verbal repetition
	Segmentation
	Phonics Application
	Association Resourcing
	Predicting
	Elaborating
	Recalling
	Others
Social-affective strategies	Asking for help

	Cooperation
	Others

Table 2.10 Taxonomy of Vocabulary Learning Strategies by Lin (2001)

In 1997, Schmitt conducted a research on 600 Japanese students in order to assess which vocabulary learning strategies the learners actually used and how helpful they believed the strategies to be. He found that the learners used more dictionary and repetition strategies and considered them more useful than other strategies. They used fewer imagery and semantic grouping strategies than other strategies and regarded them as the least useful. There were also some evidence that more advanced learners tended to use more complex and meaning-focus strategies than the less advanced learner.

Marin (2006), conducted a research on 185 students who answered open questionnaires and participated in a semi-structured interview. The questionnaire was divided into three sections which dealt with unfamiliar vocabulary items, note taking and memorization/retaining new words. The semi-structured interview endorsed the learner to describe more about the strategy used when they came across a new word. As a result, she discovered that dictionary use and repetition are the most used strategies by the learners. The current study also used semi-structured interview to collect data.

Baharudin and Zawawi (2014) in their study explored the relationship between vocabulary learning strategies and Arabic vocabulary size of high school students by employing Schmitt's (1997) vocabulary learning strategies questionnaire. It was indicated that the most frequently used learning strategy category was the Determination strategy and this was followed by Social strategies. The findings also revealed that there was a relationship between the use of vocabulary learning strategies and Arabic vocabulary size in the study.

The recent study by Little & Kobayashi (2015), looked into vocabulary learning strategies of poor and high competence Japanese learners in English as a Foreign Language and the learners' perception about the strategies. The sample for this research was 99 learners yet data was only gathered from 38 participants who answered all the questions. As a result, they found that the high proficiency learners prefer to use vocalization, writing rehearsal and word cards as their vocabulary learning strategies.

The current study is very important as it aims to look at the most and least preferred vocabulary learning strategy by three different proficiency level students as for now there have not been looked into. Previous researches investigated mainly about vocabulary size, the relationship to use the vocabulary learning strategies based on high and low proficiency levels only. Hence, the current study aims to look into the vocabulary strategy items that are used by low, average and high proficiency level students. The current study also focuses on the contributing factors that influence the respondents to choose their vocabulary learning strategy as it has not been investigated yet. The researcher adapted Schmitt's taxonomy in this study as it combined other vocabulary learning strategies which are divided into two groups of vocabulary learning strategies. It also focuses on the two main categories with six strategies that are appropriate and suitable to help achieve the objective of the current study.

2.7 Chapter Summary

This chapter presented a review of literature relevant to the research issues. It discussed language learning strategies, classifications of language learning strategies, English for specific purpose, vocabulary, vocabulary in learning strategies, the importance of vocabulary learning strategies and classification of vocabulary learning strategies and past studies. Chapter 3 presents the research methodology of the current research.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This third chapter presents details on the methodology used to answer the research questions of this study. This chapter contains sections on the research design, the setting of the study, descriptions of participants in the study, the samplings used to conduct the study, and the instrumentations applied in the study. This is followed by an explanation about the data collection and data analysis used for this study. Finally, a summary of the methodology used to conclude the chapter in this study.

3.1 Research Design

This research used the mixed methods approach which comprises both the qualitative and quantitative research methods in investigating the most and least used vocabulary learning strategies and its items by semester 1 and semester 2 business students. In addition, it also aims to find out the reasons behind their choice of strategies. Creswell & Plano Clark, (2006); Rischards et al, (2012) stated that a mixed methods approach is one in which elements of quantitative and qualitative approaches are used. It means that the researcher uses both quantitative and qualitative views while collecting and analyzing data in a research. A questionnaire and an interview were used as instruments for data collection in this research. A Likert scale questionnaire consisting of 25 vocabulary learning strategies were adopted from Natpassorn RianKamol (2008) used for the purpose of gathering the data. There were five interview questions asked to five English for specific purpose students who participated voluntarily. The students were from semester one and semester two who registered for English for business purpose module in a private college at Subang Jaya. (See appendix B)

3.2 Research Setting

This study was conducted at a college located in Subang Jaya. This private college was chosen as the site of the research because the researcher has access to conduct questionnaire and interviews sessions at the site. Preliminary inquiries revealed that before students sit for the course, they are required to learn about vocabulary learning strategies in their orientation week. Besides that, students were grouped based on their proficiency skills. Students' proficiency level was determined based on their English proficiency placement test results.

3.3 Research Participants

The respondents' were Diploma in Business first year undergraduates from two different semesters. The number of respondents was 68 comprising, first year, first semester (34) and second semester (34) male and female students who were undergoing English for business purpose subject. The students sat for English proficiency placement test conducted by the college early in the semester before grouping them in a particular course. In each class there are 34 students with low, average and high proficiency level students as per the college rule and regulation has to be only 34 students in one classroom. The participants' age ranged between 18 - 23 years old. The researcher interviewed 5 students who volunteered for this study for three different levels of English proficiency.

3.3.1 English proficiency placement test

English proficiency placement test is compulsory for the entire Diploma in Business Studies students in this private college. The students sit for the test at the beginning of the orientation week. Based on the results, students are grouped to get registered to their modules and grouped to their classroom based on their proficiency level results. In addition, it is compulsory for newly registered students to undergo English for Business

Purpose module in their first two semesters. This test consists of four parts as shown in table 3.1.

Section	Description	Marks
1	Grammar	30 marks
2	Vocabulary	30 marks
3	Reading Comprehension	20 marks
4	Sentence Structure	20 marks

Table 3.1 Details of English proficiency placement test

3.4 Research Instrument

The research tools for collecting data in this study were a 25-item questionnaire based on Schmitt's Taxonomy which was adopted from Natpassorn RianKamol (2008) and a set of interview questions. Only 25 strategies that learned by the participants in their orientation week were adopted in the questionnaire although there were 56 strategies from 6 categories in Schmitt's Taxonomy. Additionally, seven self-designed semi-structured interview questions were constructed to find out the reasons for using the selected vocabulary learning strategies and its items along with questionnaire's content guide. The questionnaire and interview questions as attached in appendix A and B, 93-96).

3.4.1 Details of the Questionnaire

Basturkmen (2010) state that questionnaire surveys can be used to gain information from a large number of respondents and data can be collected in a short period of time and is cost effective. The researcher used a 25-item questionnaire based on Schmitt's Taxonomy which was adopted from Natpassorn RianKamol (2008). Only 25 strategy items were adopted from 56 strategy items under 6 categories from the questionnaire. It

was selected based on students' prior knowledge as only 25 strategy items in six vocabulary learning strategies were taught in their orientation week. The questionnaire was suitable to help achieve the objective of the current study which was to find out the most and least used vocabulary learning strategies and its items.

Part I: Personal information

The first part was designed to collect the students' general background information. Data in this section include the respondents' details about their age, semester of study, period of studying English language, and their proficiency test grade in English. These details were collected to find further information of the participants in order to classify them according to their proficiency level as the study is based on students' proficiency level. As mentioned earlier, current research is looking into the most and least preferred vocabulary learning strategies and its strategy items based on the participants' proficiency level. As for that, it's very important to gather these details.

Part II: Students' use of vocabulary learning strategies.

The 25-item questionnaire consists of questions relating the strategies used to learn unfamiliar words emphasizing on cognitive, metacognitive, memory, determination and social strategies. The following scales as shown in Table 4.1 were used to indicate the frequency of the usage for each strategy.

0= never	1 = seldom	2 = often	3 = always

Table 3.2 Frequency of the usage for each strategy

The Statement of Vocabulary Learning Strategies	Degree of frequency			
	3	2	1	0
1. I use a bilingual dictionary to help me translate English words into my mother tongue.				
2. I use pictures illustrated in the textbook to find the word meanings.				
3. I learn meaning of words by identifying its part of speech.				

Table 3.3 Sample questionnaire's for determination vocabulary learning strategy

items

3.4.2 Semi-structure interview questions

There are several reasons for conducting a semi-structured interview for this study. Interviews usually allow respondents to convey their own perceptions, ideas and judgments stated Wahi, O' Neill and Chapman (2013). According to Creswell (2012), when the researcher puts forward open-ended questions to one or more respondents generally, records their responses and the recording will be transcribed for analysis, the qualitative interview emerges. He states that open-ended questions are used so that the respondents can voice out their opinions that are not constrained by the researcher's perceptions and previous studies' results.   Consequently, a semi-structured interview contained 5 open-ended questions were conducted for further investigation and to find the reasons why participants most preferred and least preferred the selected vocabulary learning strategies and its items (see Appendix B,96 for interview questions). Hence, five participants from different levels of proficiency participated in this semi-structured interview session. The interview questions include asking them to explain about their most preferred and least preferred vocabulary strategy items.

3.5 Data Collection Procedure

There were three steps taken in order to collect the data for this research. The first step was obtaining permission from the academic head of the English department. The second step was ethical consideration and final step was collecting data.

3.5.1 Obtaining Permission

The researcher distributed the relevant documents such as Letter of Consent to conduct the study, the complete research proposal and copies of questionnaire and interview questions to academic head of English department and permission was granted to conduct the research.

3.5.2 Ethical consideration

The researcher informed the detailed objectives of carrying out the study to participants at the beginning of both data collections to prevent any misconception of the main aim of the current study. Any information obtained from the college and information provided by the participants was confidential and only to be used for the research purpose. All the participants read the consent form and signed their agreement form attached with questionnaire for their participation in the research.

3.5.3 Collecting Data

3.5.3.1 Questionnaire

During the orientation week of each semester, a standardized English proficiency placement test which comprises of grammar, vocabulary, reading and writing sections were given to the students. Based on the test results, the students were divided into three categories: high proficiency, average proficiency and low proficiency. Those who had scored 0%-49% in the test were placed in the low proficiency category, 50%-74% were placed in the average proficiency and those who obtained 75%-100% were placed in the

high proficiency category. All the students' placement based on their proficiency were agreed and confirmed by the particular private college heads of department and lecturers. Based on 34 samples from each semester were selected and the questionnaire was administered.

3.5.3.2 Semi-structured interview questions

Semi-structured interviews were conducted for the participants who voluntarily contributed in interview session. The interviews were held at a private college as it is easy for both researcher and participants to assemble. There were five participants from three different levels, low proficiency, average proficiency and high proficiency. They were only 2 low proficiency, 1 average proficiency and 2 high proficiency participants because it was done during a 3 month semester break and others were not around. The interview sessions were conducted after the participants did the questionnaire because the interview questions and discussions were based on the questionnaires result. Each semi-structured interview sessions took around 25 minutes and was conducted on separate session. The participants were asked not to discuss the details of the interview with other participants in order to get various responses from them. All the interviews were audio-recorded with the consent of participants and later transcribed verbatim.

3.5.4 Data Analysis Procedure

Two steps were taken in this section. The methods of analysis of the data gathered from questionnaire was carried out using calculation of frequency, percentages and mean scores as presented in this section. The results of the findings are presented in Chapter 4. The following show examples of calculations done for each part of the data collected.

3.5.4.1 The calculations for questionnaire

Part I: <u>The respondents' personal information and students' use of vocabulary learning</u>

<u>strategies.</u>

The frequency was calculated into percentages.

$$f/tf \ x \ 100=$$

f – *Total number of students answered*

tf – *Total number of students*

Part II: <u>Students' use of vocabulary learning strategies.</u>

The percentage uses of each type of vocabulary learning strategies were calculated.

$$X= f/i$$

f – *Total number of students answered*

i – Total item

$$x/tf \ x100 \ =$$

x- *mean score*

tf – *Total number of students*

3.5.4.2 Semi-structured interview

Five open-ended questions were asked to each participant individually. The data gathered from the semi-structured interviews sessions were recorded, transcribed and discussed according to the research objectives and research questions. The transcribed data was coded and developed according to themes as attached in Appendix F, 114-115. The themes were presented according to different categories such as identifying the most and least preferred vocabulary learning strategies, its items and the reasons for students choosing the particular vocabulary learning strategies.

3.6 Chapter Summary

This chapter focused on the research methodology used in order to conduct the research. It discussed the research design, the setting of the research conducted, the samplings methods, and the research instruments as shown in table 3.4. Additionally, the overview of data collection and the data analysis procedures as shown in table 3.5. The next chapter presents about the findings of the study.

SETTING	SAMPLING	INSTRUMENTATION
Organisation	**Number of participants**	Questionnaires
A private college	Low Proficiency : 23	Semi-structured interview
Nature of Business	Average Proficiency : 24	**Instruments**
Education	High Proficiency : 21	RQ1 : Questionnaires
Location	**68 participants**	RQ2 : Questionnaires
Subang Jaya	**Age**	RQ3 : Semi-structured
	18-23	interview based on
	Gender	questionnaires
	Male and Female	
	Race:	
	Malaysians	

Table 3.4 Overview of the Research Design

Step 1 : Obtaining permission from Academic

Step 2 : Ethical consideration

Step 3 : Collecting Data

Step 4 : Analyzing Data

Step 5 : Interpreting Findings
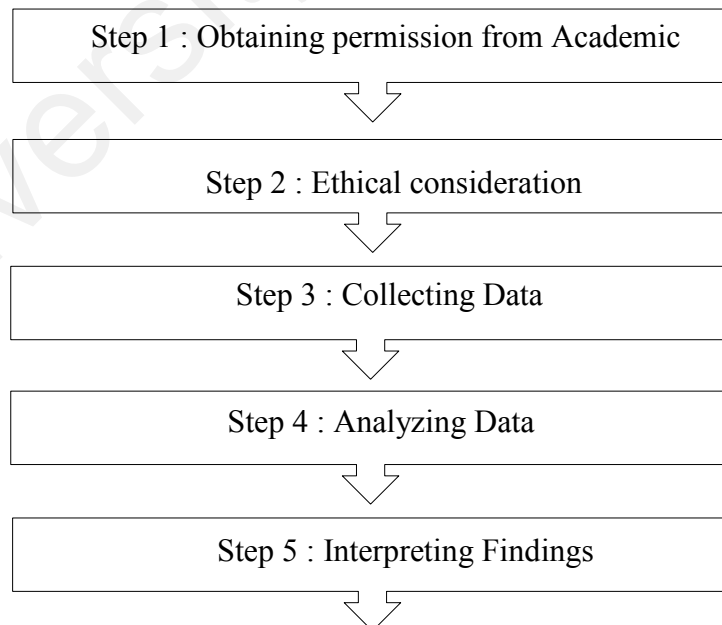
Figure 3.1 Overview of Data Collection and Data Analysis Procedures

Chapter 4

Analysis and Findings

4.0 Introduction

This chapter discusses three sections: analysis of the strategies investigated in the questionnaire, analysis of percentage of strategies used by low, average and high proficiency students and the data obtained from students' interview session. This chapter reports the results from the analysis of data and findings based on each of the research question.

4.1 The Demographic Profile of Respondents

Characteristic	Frequency		Percentage
Class/ Semester			
SEMESTER 1	34		50%
SEMESTER 2	34		50%
Total	68		100%
Gender	SEM 1	SEM 2	
Male	18	13	46%
Female	16	21	54%
Total	34	34	100%
Grade of English proficiency Test	SEM 1	SEM 2	
Low Proficiency	11	12	34%
Average Proficiency	13	11	35%
High Proficiency	10	11	31%

Table 4.1 The Respondents' General Information

The first part of the questionnaire comprises the general information of English for business purpose semester one and two participants. Based on the general information collected (table 4.1) from the questionnaire, there were equally 34 students for each semester with the total number of 68 participants as per the private college class placement. There were 18 male and 16 female students in semester one and 13 male and

21 female students in semester 2. The percentage of male participants was 46% and female were 54%. Participants were from 3 different level of proficiency which was low proficiency, 34%., average proficiency, 35% and high proficiency 31%. There were 11 low proficiency participants from semester one and 12 low proficiency participants in semester two. There were 13 average proficiency participants from semester one and 11 average proficiency participants in semester two. There are 10 high proficiency participants in semester one and 11 high proficiency participants in semester two. Their levels of proficiency were based upon their score in English proficiency placement test which was compulsory in the particular college.

4.2 The overall use of vocabulary learning strategies

Strategy Category	Most Preferred	Least Preferred
Determination	34%	34%
Social (Discovery)	56%	44%
Social (Consolidation)	49%	*51%*
Memory	53%	47%
Cognitive	57%	43%
Metacognitive	*60%*	40%

Table 4.2 Percentage on Overall Vocabulary Learning Strategies Use

The overall vocabulary learning strategy use of English for business purpose participants' were shown in table 4.2. The data were collected to answer research question 1 which was "what are the most and least preferred vocabulary learning strategies of English for business purpose students?" The finding shows that in the six categories of vocabulary learning strategies, metacognitive strategy has the highest percentage of 60% as the most preferred vocabulary learning strategy.

Results of this study are similar to the research done by Law Bik Yuk (2003).He investigated vocabulary learning strategies of 80 Chinese EFL learners studying at a secondary school; and used interviews, a survey and think-aloud tasks. The results of

his study showed that metacognitive strategies are the most frequently used strategies, followed by cognitive strategies. Oxford (1990) has classified social strategies into three sub-categories: Asking Questions, Cooperating and Empathizing. Asking questions helps learners to get closer to the intended meaning and thus, helps their understanding (Oxford, 1990). However, the finding of the current study showed the respondents' least preferred social (consolidation) vocabulary learning strategy in the lowest percentage of 51%.

4.3 The use of vocabulary learning strategies

Data from the second part of students' questionnaire were collected to answer research question 2 which was "what are differences between vocabulary learning strategies used by Semester 1 and semester 2 English for business purpose students according to their proficiency level?" There were significant differences between the vocabulary learning strategies used by Semester 1 and 2 English for business purpose students although they were categorized in the same level of proficiency. The results as shown in tables below (table 4.3- table 4.20) are the six categories of vocabulary learning strategies which were determination, social (discovery), social (consolidation), memory, cognitive, and metacognitive and students' proficiency level. Respondents chose always use it (3)+often use it (2) options to choose most frequently used vocabulary in higher percentage and seldom use it (1)+never use it (0) options to choose least used strategy in higher percentage. As the results were calculated in percentage, the higher percentages shows exceedingly used most and least vocabulary strategy items accordingly.

4.3.1 Determination Strategies

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	Low Proficiency				Low Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
1. I use a bilingual dictionary to help me translate English words into my mother tongue.	**5**	**45%**	7	**58%**	6	55%	5	42%
2. I use pictures illustrated in the textbook to find the word meanings.	4	36%	6	50%	7	64%	6	50%
3. I learn meaning of words by identifying its part of speech.	3	27%	4	33%	**8**	**73%**	**8**	**67%**

Table 4.3 Strategy Used in Individual Item of Determination (Low Proficiency)

According to table 4.3, for determination strategies, the questionnaire's results show that both Semester 1 and 2 low proficiency respondents used the strategy item 1 most frequently; "I use a bilingual dictionary to help me translate into my mother tongue." to find the meaning of new words with percentages of 45% for semester 1 and 58 % for semester 2. Moreover, the least used strategy by both Semester 1 and 2 low proficiency respondents was the strategy item 3; "I learn meaning of words by identifying its part of speech" with percentages of 73% for semester 1 and 67% for semester 2 English for business purpose students.

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	Average Proficiency				Average Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
1. I use a bilingual dictionary to help me translate English words into my mother tongue.	**8**	**62%**	**7**	**64%**	5	38%	4	36%
2. I use pictures illustrated in the textbook to find the word meanings.	5	38%	6	55%	8	62%	5	45%
3. I learn meaning of words by identifying its part of speech.	4	31%	5	45%	**9**	**69%**	**6**	**55%**

Table 4.4 Strategy Used in Individual Item of Determination (Average Proficiency)

According to table 4.4, for determination strategies, the questionnaire's results show that there were no significant difference as both Semester 1 and 2 average proficiency respondents used the strategy item 1 most frequently; "I use a bilingual dictionary to help me translate into my mother tongue." to find the meaning of new words with percentages of 62% for semester 1 and 64% for semester 2. Likewise, the least used strategy by both Semester 1 and 2 average proficiency respondents were the strategy item 3; "I learn meaning of words by identifying its part of speech" with percentages of 69% for semester 1 and 55% for semester 2 English for business purpose students.

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	High Proficiency				High Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
1. I use a bilingual dictionary to help me translate English words into my mother tongue.	**7**	**70%**	**8**	**73%**	3	30%	3	27%
2. I use pictures illustrated in the textbook to find the word meanings.	6	60%	7	64%	4	40%	4	36%
3. I learn meaning of words by identifying its part of speech.	5	50%	5	45%	**5**	**50%**	**6**	**55%**

Table 4.5 Strategy Used in Individual Item of Determination (High Proficiency)

According to table 4.5, for determination strategies, the questionnaire's results show that there were no significant difference as both Semester 1 and 2 high proficiency respondents used the strategy item 1 most frequently; "I use a bilingual dictionary to help me translate into my mother tongue." to find the meaning of new words with percentages of 70% for semester 1 and 73% for semester 2. Likewise, the least used strategy by both Semester 1 and 2 high proficiency respondents was the strategy item 3; "I learn meaning of words by identifying its part of speech" with percentages of 50% for semester 1 and 55% for semester 2 English for business purpose students.

4.3.2 Social (Discovery) Strategies

Item	Degree of frequency							
	always use it (3)+often use it (2)				*seldom use it (1)+never use it (0)*			
	Low Proficiency				*Low Proficiency*			
	SEM 1		*SEM 2*		*SEM 1*		*SEM 2*	
	f	*f%*	*f*	*f%*	*f*	*f%*	*f*	*f%*
4. I ask the teacher to translate the words into my mother tongue or Malay.	7	64%	9	75%	4	36%	3	25%
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.	5	45%	6	50%	6	55%	6	50%
6. I ask my classmate for meaning.	9	82%	8	67%	2	18%	4	33%
7. I know some new words when working in group works.	4	36%	3	25%	7	64%	9	75%

Table 4.6 Strategy Used in Individual Item of Social Strategies (Discovery) (Low Proficiency)

As shown in table 4.6, there were noteworthy difference in social strategies (discovery) from the questionnaire results as semester 1 low proficiency respondents used the strategy item 6 most frequently; "I know some new words when working in group works." to find the meaning of new words with percentages of 82%. In contrast, semester 2 low proficiency respondents used the strategy item 1 most frequently; "I ask the teacher to translate the words into my mother tongue or Malay." to find the meaning of new words with percentages of 75%. However, the least used strategy by both Semester 1 and 2 low proficiency respondents was the strategy item 7; "I know some new words when working in group works." with percentages of 64% for semester 1 and 75% for semester 2 English for business purpose students.

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	Average Proficiency				Average Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
4. I ask the teacher to translate the words into my mother tongue or Malay.	8	62%	6	55%	5	38%	5	45%
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.	7	54%	6	55%	6	46%	5	45%
6. I ask my classmate for meaning.	9	69%	7	64%	4	31%	4	36%
7. I know some new words when working in group works.	6	46%	5	45%	7	54%	6	55%

Table 4.7 Strategy Used in Individual Item of Social Strategies (Discovery)
(Average Proficiency)

As shown in table 4.7, there were no difference in social strategies (discovery) from the questionnaire results as Semester 1 and semester 2 average proficiency respondents used the strategy item 6 most frequently; "I know some new words when working in group works." to find the meaning of new words with percentages of 69% for semester 1 and 64% for semester 2. On the other hand, the least used strategy by both Semester 1 and 2 average proficiency respondents was the strategy item 7; "I know some new words when working in group works." with percentages of 54% for semester 1 and 55% for semester 2 English for business purpose students.

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	High Proficiency				High Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
4. I ask the teacher to translate the words into my mother tongue or Malay.	7	70%	6	55%	3	30%	5	45%
5. I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.	5	50%	6	55%	5	50%	5	45%
6. I ask my classmate for meaning.	4	40%	5	45%	6	60%	6	55%
7. I know some new words when working in group works.	8	80%	7	64%	2	20%	4	36%

Table 4.8 Strategy Used in Individual Item of Social Strategies (Discovery) High Proficiency)

As shown in table 4.8, there were no difference in social strategies (discovery) from the questionnaire results as Semester 1 and semester 2 high proficiency respondents used the strategy item 7 most frequently; "I know some new words when working in group works." to find the meaning of new words with percentages of 80% for semester 1 and 64% for semester 2. Besides that, the least used strategy by both Semester 1 and 2 high proficiency respondents was the strategy item 6; "I ask my classmate for meaning." with percentages of 60% for semester 1 and 55% for semester 2 English for business purpose students.

4.3.3 Social (Consolidation) Strategies

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	Low Proficiency				Low Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
8. I practice English in group work activities.	4	36%	5	42%	7	64%	7	58%
9. I ask native speakers for help.	3	27%	**6**	**50%**	**8**	**73%**	6	50%
10. I learn words about the culture of English speaking countries.	**5**	**45%**	4	33%	6	55%	**8**	**67%**

Table 4.9: Strategy Used in Individual Item of Social (Consolidation) (Low

Proficiency)

As shown in table 4.9, in Social Strategies (Consolidation) there were noteworthy difference as Semester 1 low proficiency respondents used the strategy item 10 most frequently; "I learn words about the culture of English speaking countries." to find the meaning of new words with percentages of 45%. In contrast for semester 2 low proficiency respondents used the strategy item 9 most frequently; "I ask native speakers for help." to find the meaning of new words with percentages of 50%. Besides, the least used strategy by Semester 1 low proficiency respondents was the strategy item 9; "I ask native speakers for help." with percentages of 73%. In contrast semester 2 low proficiency respondents least used strategy item 10; "I learn words about the culture of English speaking countries." with the percentage of 67%.

Item	Degree of frequency							
	always use it (3)+often use it (2)				*seldom use it (1)+never use it (0)*			
	Average Proficiency				*Average Proficiency*			
	SEM 1		*SEM 2*		*SEM 1*		*SEM 2*	
	f	*f%*	*f*	*f%*	*f*	*f%*	*f*	*f%*
8. I practice English in group work activities.	**8**	**62%**	**7**	**64%**	5	38%	4	36%
9. I ask native speakers for help.	6	46%	4	36%	7	54%	**7**	**64%**
10. I learn words about the culture of English speaking countries.	5	38%	6	55%	**8**	**62%**	5	45%

Table 4.10 Strategy Used in Individual Item of Social (Consolidation) (Average Proficiency)

As shown in table 4.10, in Social Strategies (Consolidation) there were no significant difference as Semester 1 and semester 2 average proficiency respondents used the strategy item 8 most frequently; "I practice English in group work activities." to find the meaning of new words with percentages of 62% for semester 1 and 64% for semester 2. Further, the least used strategy by Semester 1 average proficiency respondents was the strategy item 10; "I learn words about the culture of English speaking countries." with percentages of 62%. In contrast semester 2 low proficiency respondents least used strategy item 9; "I ask native speakers for help." with the percentage of 64%.

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	High Proficiency				High Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
8. I practice English in group work activities.	**7**	**70%**	**8**	**73%**	3	30%	3	27%
9. I ask native speakers for help.	5	50%	5	45%	**5**	**50%**	6	55%
10. I learn words about the culture of English speaking countries.	6	60%	4	36%	4	40%	**7**	**64%**

Table 4.11 Strategy Used in Individual Item of Social (Consolidation) (High

Proficiency)

As shown in table 4.11, in Social Strategies (Consolidation) there were no significant difference as Semester 1 and semester 2 high proficiency respondents used the strategy item 8 most frequently; "I practice English in group work activities." to find the meaning of new words with percentages of 70% for semester 1 and 73% for semester 2. Conversely, the least used strategy by Semester 1 high proficiency respondents was the strategy item 9; "I ask native speakers for help." with percentages of 50%. In contrast semester 2 low proficiency respondents least used strategy item 10; "I learn words about the culture of English speaking countries." with the percentage of 64%.

4.3.4 Memory Strategies

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	Low Proficiency				Low Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
11. I write a new word in a sentence so I can remember it.	7	64%	8	67%	4	36%	4	33%
12. I study a spelling of new words.	3	27%	4	33%	8	73%	8	67%
13. I use physical actions when learning words.	2	18%	5	42%	9	82%	7	58%
14. I speak words out loud when studying.	8	73%	7	58%	3	27	5	42%

Table 4.12 Strategy Used in Individual Item of Memory (Low Proficiency)

As shown in table 4.12, among the four strategy items in memory strategies, semester 1 low proficiency respondents used the strategy item 14 most frequently; "I speak words out loud when studying." to find the meaning of new words with percentages of 73%. In contrast for semester 2 low proficiency respondents used the strategy item 11 most frequently; "I write a new word in a sentence so I can remember it." to find the meaning of new words with percentages of 67%. Besides, the least used strategy by Semester 1 low proficiency respondents was the strategy item 13 ; "I use physical actions when learning words." with percentages of 82%. In contrast semester 2 low proficiency respondents least used strategy item 12; "I study a spelling of new words." with the percentage of 67%.

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	Average Proficiency				Average Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
11. I write a new word in a sentence so I can remember it.	9	69%	7	64%	4	31%	4	36%
12. I study a spelling of new words.	6	46%	5	45%	7	54%	6	55%
13. I use physical actions when learning words.	4	31%	3	27%	9	69%	8	73%
14. I speak words out loud when studying.	8	62%	9	82%	5	38%	2	18%

Table 4.13 Strategy Used in Individual Item of Memory (Average Proficiency)

According to table 4.13, memory strategies, the questionnaire's results show that there were significant difference as Semester 1 average proficiency respondents used the strategy item 11 most frequently; "I write a new word in a sentence so I can remember it." to find the meaning of new words with percentages of 69%, in contrast semester 2 average proficiency respondents used the strategy item 14 most frequently; "I speak words out loud when studying." to find the meaning of new words with percentages of 82%. The least used strategy by both Semester 1 and 2 average proficiency respondents was the strategy item 13; "I use physical actions when learning words." with percentages of 69% for semester 1 and 73% for semester 2 English for business purpose students.

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	High Proficiency				High Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
11. I write a new word in a sentence so I can remember it.	5	50%	7	64%	5	50%	4	36%
12. I study a spelling of new words.	6	60%	5	45%	4	40%	6	55%
13. I use physical actions when learning words.	6	60%	4	36%	4	40%	7	64%
14. I speak words out loud when studying.	8	80%	6	55%	2	20%	5	45%

Table 4.14 Strategy Used in Individual Item of Memory (High Proficiency)

As shown in table 4.14, there were significant difference in memory strategies from the questionnaire results as Semester 1 high proficiency respondents used the strategy item 14 most frequently; "I speak words out loud when studying." with percentages of 80% and semester 2 high proficiency respondents used the strategy item 11 most frequently; "I write a new word in a sentence so I can remember it." with percentages of 64% to find the meaning of new words. Besides that, the least used strategy item by Semester 1 high proficiency respondents was the strategy item 11; "I ask my classmate for meaning." with percentages of 50%, in contrast with semester 2 high proficiency respondents least used strategy item was the strategy item 13 "I use physical actions when learning words." with percentages of 64%.

4.3.5 Cognitive Strategies

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	Low Proficiency				Low Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
15. I repeatedly practice new words.	8	73%	6	50%	3	27%	6	50%
16. I write a new word on a flash card so I can remember it.	5	45%	6	50%	6	55%	6	50%
17. I learn words by listening to vocabulary CDs.	6	55%	7	58%	5	45%	5	42%
18. I record vocabulary from English soundtrack movies in my notebook.	4	36%	5	42%	**7**	**64%**	**7**	**58%**
19. When I try to remember a word, I write or say it repeatedly.	**9**	**82%**	8	67%	2	18%	4	33%
20. I make vocabulary cards and take them with me wherever I go.	5	45%	**9**	**75%**	6	55%	3	25%

Table 4.15 Strategy Used in Individual Item of Cognitive (Low Proficiency)

As shown in table 4.15, among all the six strategy items in cognitive strategies, semester 1 low proficiency respondents used the strategy item 19 most frequently; "When I try to remember a word, I write or say it repeatedly." to find the meaning of new words with percentages of 82%. In contrast, semester 2 low proficiency respondents used the strategy item 20 most frequently; "I make vocabulary cards and take them with me wherever I go." to find the meaning of new words with percentages

of 75%. Besides, the least used strategy by both semester 1 and semester 2 low

proficiency respondents was the strategy item 18 ; "I record vocabulary from English

soundtrack movies in my notebook." with percentages of 64% for semester 1 and 58%

for semester 2.

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	Average Proficiency				Average Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
15. I repeatedly practice new words.	**9**	**69%**	8	73%	4	31%	3	27%
16. I write a new word on a flash card so I can remember it.	7	54%	5	45%	6	46%	6	55%
17. I learn words by listening to vocabulary CDs.	7	54%	6	55%	6	46%	5	45%
18. I record vocabulary from English soundtrack movies in my notebook.	5	38%	4	36%	**8**	**62%**	**7**	**64%**
19. When I try to remember a word, I write or say it repeatedly.	8	62%	**9**	**82%**	5	38%	2	18%
20. I make vocabulary cards and take them with me wherever I go.	7	54%	5	45%	6	46%	6	55%

Table 4.16 Strategy Used in Individual Item of Cognitive (Average Proficiency)

As shown in table 4.16, among all the six strategy items in cognitive strategies,

semester 1 average proficiency respondents used the strategy item 15 most frequently;

"I repeatedly practice new words." to find the meaning of new words with percentages

of 69%. In contrast, semester 2 average proficiency respondents used the strategy item

19 most frequently; "When I try to remember a word, I write or say it repeatedly." to

find the meaning of new words with percentages of 82%. Besides, the least used strategy by both semester 1 and semester 2 average proficiency respondents was the strategy item 18 ; "I record vocabulary from English soundtrack movies in my notebook." with percentages of 62% for semester 1 and 64% for semester 2.

Item	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	High Proficiency				High Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
15. I repeatedly practice new words.	7	70%	6	55%	3	30%	5	45%
16. I write a new word on a flash card so I can remember it.	6	60%	8	73%	4	40%	3	27%
17. I learn words by listening to vocabulary CDs.	6	60%	7	64%	4	40%	4	36%
18. I record vocabulary from English soundtrack movies in my notebook.	5	50%	4	36%	5	50%	**7**	**64%**
19. When I try to remember a word, I write or say it repeatedly.	**8**	**80%**	7	64%	2	20%	4	36%
20. I make vocabulary cards and take them with me wherever I go.	4	40%	**9**	**82%**	**6**	**60%**	2	18%

Table 4.17 Strategy Used in Individual Item of Cognitive (High Proficiency)

As shown in table 4.17, there were significant difference in cognitive strategies from the questionnaire results as Semester 1 high proficiency respondents used the strategy item 19 most frequently; "When I try to remember a word, I write or say it repeatedly." with percentages of 80% and semester 2 high proficiency respondents used the strategy item 20 most frequently; "I make vocabulary cards and take them with me wherever I go."

with percentages of 82% to find the meaning of new words. Besides that, the least used strategy item by Semester 1 high proficiency respondents was the strategy item 20; "I make vocabulary cards and take them with me wherever I go." with percentages of 60%, in contrast with semester 2 high proficiency respondents least used strategy item was the strategy item 18 "I record vocabulary from English soundtrack movies in my notebook." with percentages of 64%.

4.3.6 Metacognitive Strategies

Item	Degree of frequency							
	always use it (3)+often use it (2)				*seldom use it (1)+never use it (0)*			
	Low Proficiency				*Low Proficiency*			
	SEM 1		*SEM 2*		*SEM 1*		*SEM 2*	
	f	*f%*	*f*	*f%*	*f*	*f%*	*f*	*f%*
21. I listen to English songs and news.	**9**	**82%**	**9**	**75%**	2	18%	3	25%
22. I memorize word from English magazines.	3	27%	6	50%	**8**	**73%**	6	50%
23. I review my own English vocabulary cards for reviewing before the next lesson starts.	7	64%	5	42%	4	36%	**7**	**58%**
24. I am not worry very much about the difficult words found when reading or listening, I pass them.	7	64%	5	65%	4	36%	**7**	35%
25. I use on-line exercise to test my vocabulary knowledge.	6	55%	7	58%	5	45%	5	42%

Table 4.18 Strategy Used in Individual Item of Metacognitive (Low Proficiency)

As shown in table 4.18, there were no difference in metacognitive strategies from the questionnaire results as semester 1 and semester 2 low proficiency respondents used the strategy item 21 most frequently; "I listen to English songs and news." with percentages of 82% for semester 1 and 75% for semester 2. On the other side, the least used strategy item by Semester 1 low proficiency respondents was the strategy item 22; "I memorize word from English magazines." with percentages of 73%, in contrast with semester 2 low proficiency respondents who chose two least used strategy items was the strategy item 23 ". I review my own English vocabulary cards for reviewing before the next lesson starts." with percentages of 58%.

	Degree of frequency							
Item	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
	Average Proficiency				*Average Proficiency*			
	SEM 1		*SEM 2*		*SEM 1*		*SEM 2*	
	f	*f%*	*f*	*f%*	*f*	*f%*	*f*	*f%*
21. I listen to English songs and news.	**9**	**69%**	7	64%	4	31%	4	36%
22. I memorize word from English magazines.	7	54%	5	45%	6	46%	**6**	**55%**
23. I review my own English vocabulary cards for reviewing before the next lesson starts.	8	62%	7	64%	5	38%	4	36%
24. I am not worry very much about the difficult words found when reading or listening, I pass them.	6	46%	**8**	**73%**	**7**	**54%**	3	27%
25. I use on-line exercise to test my vocabulary knowledge.	6	46%	7	64%	**7**	**54%**	4	36%

Table 4.19 Strategy Used in Individual Item of Metacognitive (Average

Proficiency)

As shown in table 4.19, there were significant difference in metacognitive strategies from the questionnaire results as semester 1 average proficiency respondents used the strategy item 21 most frequently; "I listen to English songs and news." with percentages of 69% for semester 1 and semester 2 average proficiency respondents used the strategy item 24 most frequently; "I am not worry very much about the difficult words found when reading or listening, I pass them." with percentages of 73%. On the other side, the were two least used strategy item by Semester 1 average proficiency respondents which was strategy item 24; "I am not worry very much about the difficult words found when reading or listening, I pass them." and strategy item 25 " I use on-line exercise to test my vocabulary knowledge." with percentages of 54%, in contrast, semester 2 average proficiency respondents least used strategy item was the strategy item which were 22 "I memorize word from English magazines." with percentages of 55%.

	Degree of frequency							
	always use it (3)+often use it (2)				seldom use it (1)+never use it (0)			
Item	High Proficiency				High Proficiency			
	SEM 1		SEM 2		SEM 1		SEM 2	
	f	f%	f	f%	f	f%	f	f%
21. I listen to English songs and news.	8	80%	**9**	**82%**	2	20%	2	18%
22. I memorize word from English magazines.	7	70%	6	55%	3	30%	5	45%
23. I review my own English vocabulary cards for reviewing before the next lesson starts.	5	50%	6	55%	**5**	**50%**	5	45%
24. I am not worry very much about the difficult words found when reading or listening, I pass them.	8	80%	7	64%	2	20%	4	36%

25. I use on-line exercise to test my vocabulary knowledge.	9	90%	4	36%	1	10%	7	54%

Table 4.20 Strategy Used in Individual Item of Metacognitive (High Proficiency)

As shown in table 4.20, in metacognitive strategies from the questionnaire results as semester 1 high proficiency respondents used the strategy item 25 most frequently; "I use on-line exercise to test my vocabulary knowledge." with percentages of 90% to compare with semester 2 high proficiency respondents used the strategy item 21 most frequently; "I listen to English songs and news." with percentages of 82%. On the other side, the least used strategy item by Semester 1 high proficiency respondents was strategy item 23 with percentages of 50%, in contrast, semester 2 high proficiency respondents least used strategy item was the strategy item which were 25 "I use on-line exercise to test my vocabulary knowledge." with percentages of 54%,

4.5 Results from Interview Session

4.5.1 Interview with participants

As Merriam (1988) has explained, interview utilization is one of the major sources to obtain qualitative data from subjects. Hence, the method of conducting an interview is one of the most popular means to investigate, research and to inquire data from the one phenomenon (Asgari & Mustapha, 2011). The data obtained from the interview sessions are used to answer research question 3, "what contributing factors influence English for business purpose students to choose their particular vocabulary learning strategies?" The data used to answer this research questions were collected through interviews with 2 low proficiency, 1 average proficiency and two high proficiency participants. For the research question three, what contributing factors influence English for business purpose students to choose their vocabulary learning strategies; it was found that the research subjects used the vocabulary learning strategies in all five categories at a moderate level based on the findings of the questionnaire. In addition, there were many factors that contribute English for business purpose students to choose their preferred vocabulary learning strategies.

Questions and responses given by the five interviewees

1. How much time do you spend learning vocabulary in a week?

Proficiency level	Respondents	Hours
Low	Student A	15
Low	Student B	12
Average	Student C	14
High	Student D	17
High	Student E	12

Table 4.21 Time spent to learn vocabulary in a week

This question was posted to respondents to find out the number of hours they spend to learn vocabulary inside and outside of the classroom. There were two low proficiency, 1 average proficiency and two high proficiency from English for business purpose students who were willing to participate in the interview session. Both low level proficiency respondents spent approximately 13 hours and 30 minutes per week to learn vocabulary overall. An average proficiency student spent approximately 14 hours to learn vocabulary. The high proficiency level respondents spent approximately 14 hours and 30 minutes to learn vocabulary. To conclude, by the proficiency level students to learn vocabulary. The average time spent was almost the same around 14 hours.

2. *What approaches do you consider the most effective for learning vocabulary?*

3. *What are the reasons behind the choosing given approaches as the most effective way of learning vocabulary?*

   For example:

   a. *Use dictionary to translate English words into mother tongue (Determination)*

   b. *Ask the teacher to translate the words (Social (Discovery))*

   c. *Practice the new word learned in group work activities. (Social (Consolidation))*

   d. *Use a new word to construct sentences (Memory)*

   e. *Listen to vocabulary CDs to learn new words (Cognitive)*

   f. *Use on-line exercise to test vocabulary knowledge (Metacognitive)*

Proficiency level	Respondents	Strategy selected	Reasons
Low	Student A	Social (Discovery)	- Increases memory power - Improves communication skills - Builds confidence
Low	Student B	Metacognitive	- Entertaining and fun - Can get immediate response
Average	Student C	Memory	- Improves writing skills - helps to memorise the word
High	Student D	Social (Consolidation)	- Can discuss in a group - Improves listening and speaking skills
High	Student E	Determination	- Easy and convenient to use a dictionary - Improves English and mother tongue

Table 4.22 Most effective vocabulary learning strategies and its chosen reasons

Learner A said that asking the teacher to translate the words into mother tongue (Malay) was the most effective way to learn vocabulary. It helps to remember the new vocabulary effectively. According to Duff (1994), translation happens everywhere and all the time. The students translate in class for other students, interpret signs and notices in the environment, and translate instructions, letters for friends and relatives. Moreover, they mentally translate ideas from their mother tongue into English. According to Leonardi (2011), translation as a pedagogical tool can be successfully employed at any level of proficiency. Learner A said that although her language is poor, when it comes to vocabulary learning she managed to build a proper sentence by asking the teacher about the word and its meaning personally in front of her classmates. By doing this, she does not only learn the new word but also improves her communication

skills and builds her confidence. These were the reasons why she selected social (discovery) as the most effective approach for learning vocabulary.

In contrast with another low proficiency student (learner B), she considered using on-line exercises to test vocabulary knowledge as the most effective way to learn vocabulary. She regularly plays on-line vocabulary games or exercises to check on her understanding of new vocabularies. According to Yip and Kwan (2006), learners who play online vocabulary games tend to learn more appropriately and could retain the new words for a longer period of time and retrieve more words compared to those who are not provided with vocabulary games. Learner B said that it was very entertaining and fun to play online vocabulary exercises and it also cost less. She can also get an immediate feedback while playing online vocabulary exercises which helps her to learn the correct meaning promptly.

Learner C considered using a new word to construct sentences as the most effective way to learn vocabulary. As she is an average proficiency level student constructing sentences using new words, not only she can learn the new word but also improves her writing skills. Besides that, she said that by constructing sentences, she can memorise and understand the meaning of the word correctly.

As for learner D, high proficiency level student, practicing the new word learned in group work activities is the most effective method to learn vocabulary. Although learner D is a high proficiency level student, she said that she learnt new words when she actively participates in group activities especially from different proficiency level students. She loves to discuss the new words between her group members and gets a clear picture about it. By doing this, she learns the new word faster and also finds several ways to use the word in her daily conversation to help her improve both listening and speaking skills.

Lastly, learner E, high proficiency level student reported that using dictionary to translate English words into mother tongue as the most effective way to learn vocabulary. According to Bogaards (1998), learners were significantly more likely to identify the correct definition in the dictionary than they were to accurately guess the meaning of unknown words from context. As an introvert person it was easy and convenient to use a dictionary rather that asking a teacher or friends for meaning of a word. Using bilingual dictionaries guides learner E to not only learn new English vocabularies but also learns new vocabularies in her mother tongue, so it improves both languages. In conclusion, all the five respondents have their own vocabulary learning strategies that help them to learn the new words successfully.

4. *Why have you chosen _____ vocabulary learning strategy as your most preferred strategy?*

5. *Why have you chosen _____ vocabulary learning strategy as your least preferred strategy?*

Learners	Most preferred strategy	Reasons	Least preferred strategy	Reasons
A (Low)	Memory	- Remembers the word easily without much effort	Social (Consolidation)	- Faces problem to build sentences - Shy and afraid of making mistakes
B (Low)	Determination	- Very easy and convenient to use bilingual dictionary - Easy to predict the meaning by looking at the	Social (Discovery)	- Self-conscious about doing mistakes - Difficult to pronounce the words.

		relevant pictures.		
C (Average)	Social (Consolidation)	- Loves to participate in group activities - Feels confident to use the words in daily conversation	Memory	- Forgets the words, meaning and spelling easily
D (High)	Social (Discovery)	- Finds it easier and comfortable when teacher or classmates provides the meaning	Determination	- Gets confused with the dictionary terms
E (High)	Metacognitive	- Learns words from song lyrics - Easy and fun to play online vocabulary exercises	Cognitive	- Hates to constantly practice new words as its boring. - Failed to keep track and forgets to bring the flashcards.

Table 4.23 Most and least preferred strategy and its chosen reasons based on questionnaire

This question was asked based on the respondents' questionnaire. Their responses were calculated to find out their most and least preferred vocabulary learning strategy and the reasons behind their selections. Learner A from the low proficiency level selected items from memory strategy as the most preferred vocabulary learning strategy. Learner A explained that she studies the spelling and meaning of new words by using the word to construct sentences and by saying the sentences aloud. She uses this strategy to learn and remembers the new word easily without much effort. She learns the new word, the meaning, synonym, antonym and also how to pronounce it by using the memory strategy. The least preferred vocabulary learning strategy by learner

A was social (consolidation). She explained that as her English is poor and she faced problem to build sentences for asking a word meaning. She also feels shy to actively involved in group activities especially in front of her classmates. She was afraid of making mistakes that may embarrass her.

It is the same for low proficiency Learner B who selected items from determination strategy as the most preferred vocabulary learning strategy. She said that she prefers using a bilingual dictionary to translate the word to her mother tongue. It's very easy and convenient for her as she can learn a new word in both languages to build her vocabulary skills. Besides that, it is also easy to predict the meaning of the new words by looking at the relevant pictures from the materials given that help her effectively learn the new word. The least preferred vocabulary learning strategy by learner B was social (discovery). Learner B was worried and very conscious about making mistakes. She gets nervous to post questions about the new word to her teacher and other classmates. Besides that, it's very difficult for her to form questions or to pronounce the new words. She also prefers working individually rather than participating in a group.

Learner C who was of average proficiency level selected items from social (consolidation) strategy as most the preferred vocabulary learning strategy. She loves to participate in group activities as she learns and practise learning new words in the sharing sessions. She feels more confident when using new words with other group members. She also believes that her vocabulary and language can be improved by communicating with English native speakers. She also loves to know more about other students' culture and words that they use. She remembers the new vocabularies better when she uses them in her daily conversation in and outside of classroom. Memory strategy is the least preferred vocabulary learning strategy by learner C. She prefers using new words in her conversation rather than practices it alone or writes using the

word on a piece of paper. She tends to forget the words easily although she uses the words when constructing sentences. Sometimes she faces difficulties remembering the spelling as she doesn't prefer memory strategies.

Learner D is a high proficiency student who most preferred the social (discovery) strategy because she loves to actively involve in classroom group activities. She learns new words better when her teacher explains the words in detail. Besides that, she also feels more comfortable asking teachers and her classmates because she can get immediate feedback in the classroom. The least preferred vocabulary learning strategy by learner D was determination. Learner D doesn't like to translate the new words into her mother tongue using dictionary because she wants to understand the word meaning in English as it may help her in future. Besides that, dictionary is very heavy to carry that she prefers referring to her teacher or friends. Moreover, she also gets confused when identifying the word's part of speech.

Learner E from high proficiency level selected items from metacognitive strategy as the most preferred vocabulary learning strategy. She prepares her own vocabulary list after class using colourful papers and reviewed it before class starts. She remembers the words better when glancing through the words from her own made vocabulary cards. In addition, she addictively listens to English songs. As she keeps on listening to the songs repeatedly, she can learn new words from the songs' lyrics. However, when she encounters difficult words while listening, she doesn't care much about it and skips it. She also plays online vocabulary games and exercises every day that help her to remember the words learned earlier. Based on the questionnaire, the least preferred vocabulary learning strategy by learner E was cognitive. Learner E reported that she hates to constantly practise new words as it's uninteresting and boring. Besides that, she also tried a few times to keep record on new vocabularies and makes flash cards but it doesn't work well. She sometimes forgets to keep track and tends to

forget bringing the flashcards to the class. These are the factors that contribute English for business purpose students to choose their preferred vocabulary learning strategies.

4.5 Discussion

4.4.1 Analysis of research question one; the most and least preferred vocabulary learning strategies

What are the most and least preferred vocabulary learning strategies employed by English for business purpose students?

The data used to answer this research question was collected through questionnaire.

Findings based on questionnaire

"Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (Wilkins, 1972). It is very important for business students to acquire the strategies of learning vocabulary, not just for classroom purposes but for communications outside the class and in daily contexts. It has been often observed that due to time constraints, teachers are unable to educate learners on vocabulary learning strategies. Current study learners are lucky that the college pays a close attention on teaching and learning vocabulary in English for business purpose syllabus.

The findings show that the most preferred vocabulary learning strategies employed by English for business purpose students in the six categories of vocabulary learning strategies was metacognitive strategy with the percentages of 60%. The metacognitive strategy includes strategy items such as listening to English songs and news, memorizing word from English magazines, reviewing own English vocabulary cards for reviewing before the next lesson starts, using on-line exercise to test my vocabulary knowledge and not worrying very much about the difficult words found when reading or listening. Results of this study are similar to the research done by Natpassorn

Riankamol (2008).He investigated vocabulary learning strategies of 27 English gifted students of Triam Udomsuksa School in the first semester of the academic year 2008; and used a 25-item questionnaire adapted from Schmitt's taxonomy for vocabulary learning strategies. The data was analysed by using frequency, percentages, and means. The results of his study showed that metacognitive strategies are the most frequently used strategies. The finding of the current study showed the respondents' least preferred social (consolidation) vocabulary learning strategy in the lowest percentage of 51%. The strategy items under social (consolidation) are practicing English in group work activities, asking native speakers for help, and learning words about the culture of English speaking countries. This is an important research which will benefit a wider audience specifically for those in business studies.

4.4.2 Analysis of research question two; the differences between the vocabulary learning strategy items used by Semester 1 and 2 English for business purpose students

What are the differences between the vocabulary learning strategy items used by Semester 1 and 2 English for business purpose students according to their proficiency level?

The data used to answer this research question was collected through questionnaire.

Findings based on questionnaire

Determination Strategies

According to Schmitt (1997), determination strategies are used when students discover the meaning of a new word without using the experience of another person. There are three main strategy items under determination vocabulary learning strategy which are using a bilingual dictionary to help students translate English words into their mother

tongue, using pictures illustrated in the textbook to find the word meanings and learning meaning of words by identifying its part of speech. All the three different proficiency level respondents, low proficiency, average proficiency and high proficiency respondents chose using a bilingual dictionary to help students translate English words into their mother tongue as their most preferred strategy item. Nation (2005:589–593) mentions that using dictionary being one of the most important vocabulary learning strategies. One of the common strategies that have been used by learners is using a dictionary which is under categorization of determination strategies and has been mentioned by learner A, B, C, D and E. A detailed guidance on pronunciation, grammar, and usage with explanations written in a controlled, simplified vocabulary are given in these dictionaries. Other than that, the dictionaries also provide examples of words used in various contexts (Carter, 1987). Similarly, Gu and Johnson (1996) find that Chinese students are very progressive about dictionary use. Luppescu and Day (1993: 271) find that the use of a dictionary largely improves students' performance on the vocabulary test. The result leads them to encourage the use of a bilingual dictionary, which may help students' learning. The least preferred strategy items by all three low, average and high proficiency level respondents in determination vocabulary learning strategy are learning meaning of words by identifying its part of speech. It is because learners face difficulties to identify the part of speech of new words.

Social (Discovery) Strategies

Social strategies learners learn new words through interaction with others (Schmitt, 1997). Asking the teacher to translate the words into my mother tongue or Malay, asking the teacher to put an unknown word into a sentence to help the students understand the word meaning, asking classmate for meaning, and knowing some new words when working in group works are the four strategy items in social (discovery) strategies. Low proficiency respondents use strategy items such as asking the teacher to

put an unknown word into a sentence to help the students understand the word meaning and knowing some new words when working in group works most frequently. The least used strategy item in social (discovery) strategy by low, average and high proficiency respondents are asking classmate for meaning, and knowing some new words when working in group works. Schmitt (1997) emphasized that social strategies often are not employed in English for language environment in which communicative social situations do not occur.

Social (Consolidation) Strategies

Social strategies are those that involve seeking the help of others in learning vocabulary. This involves asking someone for the meaning usually teachers or peers. It also includes interacting with native speakers (Seddigh & Shokrpur, 2012). Consolidating strategies deal with retention of a word once it has been encountered (Oxford, 1990). Practicing English in group work activities, asking native speakers for help, and learning words about the culture of English speaking countries are the strategy items under social (consolidation) strategies. Among these strategy items low, average and high level proficiency respondents most frequently practicing English in group work activities. The least used strategy items in social (consolidation) strategies among low, average and high proficiency level respondents are asking native speakers for help, and learning words about the culture of English speaking countries. Martin (1984) notes that native speakers of any language acquire most of their vocabulary from context through listening and reading because they have "the luxury of multiple exposures to words over time in a variety of meaningful contexts".

Memory strategies

In memory strategies, there are four main strategy items which are writing a new word in a sentence so students can remember it, studying a spelling of new words, using

physical actions when learning words, and speaking words out loud when studying. Among these four strategy items of memory strategies, low, average and high proficiency level respondents are more likely to use writing a new word in a sentence so students can remember it and speaking words out loud when studying. All the low, average and high proficiency level respondents least used strategy items studying a spelling of new words and using physical actions when learning words in memory vocabulary learning strategies. Similarly, Gu and Johnson (1996) findings revealed that the group of students with the highest English test scores believed that vocabulary should be picked up through natural exposure (reading, guessing, and contextual encoding) and careful study, but not memorization.

Cognitive strategies

Cognitive strategies involve with repetition and tools to learn vocabulary. Strategies that belong to cognitive strategies are repeating words verbally and in the written form, making words lists, making flash cards, and labelling English words on physical objects (Schmitt, 1997). The strategy items in cognitive strategies are repeatedly practicing new words, writing a new word on a flash card so I can remember it, learning words by listening to vocabulary CDs, recording vocabulary from English soundtrack movies in my notebook, when trying to remember a word, the students write or say it repeatedly and making vocabulary cards and take them wherever they go. The most frequently used strategy items in cognitive strategy by low, average and high proficiency level respondents are when trying to remember a word, the students write or say it repeatedly and making vocabulary cards and take them wherever they go. The least used strategy items by low, average and high proficiency level respondents are recording vocabulary from English soundtrack movies in my notebook.

Metacognitive strategies

Stoffer (1995) believes that using the English-language media (songs, movies, internet, computer games, TV programs, etc.) is also among the high frequency strategies used by the students. In metacognitive strategies there are five strategy items which are listening to English songs and news, memorizing word from English magazines, reviewing own English vocabulary cards before the next lesson starts, not worrying very much about the difficult words found when reading or listening as ignore them and using on-line exercise to test my vocabulary knowledge. The most frequently used strategy items by low, average and high proficiency level respondents are listening to English songs and news and using on-line exercise to test my vocabulary knowledge. The least used strategy items used by low, average and high proficiency level respondents are reviewing own English vocabulary cards before the next lesson starts.

4.4.3 Analysis of research question three; factors influence English for business purpose students to choose their particular vocabulary learning strategies

What contributing factors influence English for business purpose students to choose their particular vocabulary learning strategies?

The data used to answer this research question was collected through semi-structured interview sessions.

Findings based on interview

Respondents' data were collected through questionnaire on their most and least preferred vocabulary learning strategies. Based on the findings, the reasons were asked for selecting particular vocabulary learning strategies as for their preference. One of the most preferred vocabulary learning strategies is memory strategy. Memory vocabulary learning strategies were easier approaches as fewer efforts are needed for student to study the spelling and meaning of new words. The respondent only needs to use the

word to construct sentences or say the written sentences aloud. The learner comprehends the new words, its meaning, synonym, antonym and the pronunciation.

Next most preferred vocabulary learning strategy is determination vocabulary learning strategy. The reasons were because the respondent loves to use a bilingual dictionary to translate the word to her mother tongue. It's the most convenient way to learn the new words and easier to build vocabulary skills in both languages. It is also because the respondent believes that it is easier to predict the meaning of the new words by looking at the relevant pictures from the materials given. Similarly, Schmitt (1997) conducted a research on 600 Japanese students to assess which vocabulary learning strategies the learners mostly used and found that the learners used more dictionary and repetition strategies and considered them more useful than other strategies.

Social (consolidation) strategy was also chosen as the most preferred vocabulary learning strategy. When taking part in group activities, the respondent learn and practice new words. It also improves the respondent's confident level when using new words in the sharing sessions. By communicating with native speakers in a classroom, vocabulary and language also can be improved. Besides that, the respondent can learn further about other culture. It is easier and effective to remember the new words as it has been used in a daily conversation in and outside of the classroom.

In consolidation strategies, learner remembers the words by word association, grouping, semantic-processing strategies, and the keyword method and repetition strategies (Schmitt, 1997). Social (discovery) strategy is also one of the most preferred vocabulary learning strategies because respondent can be actively involved in classroom group activities. She can learn better when teacher explains the words in detail about the new words. It is more comfortable asking teachers and classmates as can get immediate feedback in the classroom.

In addition, metacognitive vocabulary learning strategy is also one of the most preferred vocabulary learning strategies. The respondent prepare vocabulary list after class using colourful papers and reviews it before class starts as the words can be remembered better just by glancing through it. In addition, listening to English songs addictively and repeatedly also guides her to learn new words from the songs' lyrics. However, the respondent skips the unknown words while listening and do not care much about them. Playing online vocabulary games and exercises every day also guide the respondent to remember the words learned earlier.

The least preferred vocabulary learning strategy was social (consolidation). The respondent faces difficulties to build sentence to ask the meaning of new word as their English is quite poor. Feeling shy to actively be involved in group activities especially in front of other classmates and afraid of making mistakes that may be shameful is also another reason why social (consolidation) has been chosen as the least preferred.

Besides that, social (discovery) also has been selected as the least preferred vocabulary learning strategy because the respondent gets worry and very conscious about making mistakes. Getting nervous to post questions about the new word to teacher and other classmates is also another reason. Additionally, another reason is facing problems to form questions or to pronounce the new words.

Another respondent also selected social (discovery) as the least preferred strategy because the respondent likes to work individually rather than participating in a group. Another least preferred vocabulary learning strategy is memory strategy. The reasons were because the respondent prefers using new words in conversation rather than practices it alone or write using the word on a piece of paper. It is because the words are easily forgettable although she uses the words when constructing sentences even with the spelling of the words.

In addition, the least preferred vocabulary learning strategy is determination strategy. Determination strategy has been selected because the respondent does not like to translate the new words into the mother tongue using dictionary because she wants to understand the word meaning in English as it may be helpful in future. Dictionary is also very heavy to carry. As for that, the respondent prefers referring to her teacher or friends. Identifying the word's part of speech is also confusing sometimes. In contrast, Baharudin and Zawawi (2014) in their study explored the relationship between vocabulary learning strategies and Arabic vocabulary size of high school students by employing Schmitt's (1997) vocabulary learning strategies questionnaire. It was indicated that the most frequently used learning strategy category was the Determination strategy.

Another least preferred vocabulary learning strategy is cognitive because constant practising of new words is uninteresting and boring. Besides that, keeping record on new vocabularies and making flash cards is not always workable. In contrast, Little & Kobayashi (2015) looked into vocabulary learning strategies of poor and high competence Japanese learners in English as a Foreign Language and the learners' perception about the strategies. The sample for this research was 99 learners yet data was only gathered from 38 participants who answered all the questions. As a result, they found that the high proficiency learners prefer to use vocalization, writing rehearsal and word cards as their vocabulary learning strategies. These are the factors that contribute English for business purpose students to choose their most and least preferred vocabulary learning strategies.

4.6 Chapter Summary

The analysis of data was presented in this chapter to answer the three research questions in this study. In order to answer research question one, the most and least uses of vocabulary learning strategies by English for business purpose students, the data obtained was from the questionnaire survey. The researcher attained data from questionnaire to answer research question two, the differences between the vocabulary learning strategy items used by Semester 1 and 2 English for business purpose students according to their proficiency level. Finally, the interview sessions with five participants identified the contributing factors which influenced English for business purpose students to choose their particular vocabulary learning strategies with a quick guide of questionnaire's results.

Chapter 5

Conclusion

5.0 Introduction

This final chapter discusses the results of the quantitative and qualitative analysis of the data presented in chapter 4 and concludes the study. The discussion summarizes the findings of each research questions as below and provides a perspective on how these findings fit within current research titled vocabulary learning strategies of English for business students.

    i.   What are the most and least preferred vocabulary learning strategies employed by English for business purpose students?

    ii.   What are the differences between the vocabulary learning strategy items used by Semester 1 and 2 English for business purpose students according to their proficiency level?

    iii.   What contributing factors influence English for business purpose students to choose their particular vocabulary learning strategies?

This chapter provides a summary of the findings, recommendations for further research, limitations of the study and a conclusion to the study.

5.1 Summary of the findings

Vocabulary learning is very important for business students because it is an essential skill for learning to write, read, speak and listen as without various of vocabularies they will face difficulties to communicate or to express their thoughts in an effective way. Business vocabulary also allows people to share a simpler and clearer conversation without the need of explaining the ideas constantly. A good range of business vocabulary is not only important for communication purposes but also for written purposes. There are many vocabulary learning strategies that students use in order to

learn new vocabularies. The aim of the present study was to find out the most and least used vocabulary learning strategies by Semester 1 and 2 English for business purpose students in a private college. Besides that, this research was also conducted to find out which strategy items in all the six vocabulary learning strategies was most and least used by English for business purpose students. Additionally, this research was also conducted to discover the reasons business purpose participants select the particular vocabulary learning strategies. A questionnaire was administered and interviews were conducted to achieve the objective.

5.1.1 The findings

It was discovered in the study that the most preferred vocabulary learning strategies used by English for business purpose students were metacognitive strategies with the percentage of sixty (60%). While the least preferred vocabulary learning strategies used by English for business purpose students were social consolidation strategies with the percentage of fifty one (51%). It answers research question one.

As per research question two, the most and least used strategy items according to vocabulary learning strategies can be summed up as the most frequently used strategy item by semester one low proficiency participants were strategy items 6, 19 and 24 with the percentage of 82% overall. In contrast, semester two low proficiency participants used strategy items 4, 20 and 24 most frequently with a percentage of 75%.

Furthermore, semester one average proficiency participants used most frequently strategy items 6, 11 and 15 with a percentage of 69%. On the other hand, semester two average proficiency participants most frequently used the strategy items are 14 and 19 with a percentage of 82%.

Additionally, semester a high proficiency participant's most frequently used strategy was item 25 only with a percentage of 90%. In contrast, semester two high proficiency

participants most frequently used the strategy items 20 and 21 with a percentage of 82%.

Strategy item 13 was the least used strategy item by semester one low proficiency participants with a percentage of 82%. There were two least used strategy items by semester two low proficiency respondents which was strategy item 2 and 7 with a percentage of 75%.

However, the least used strategy items by semester one average proficiency participants was strategy item 3 and strategy item 13 with a percentage of 69%. The least used strategy item by semester two average proficiency participants was also strategy item 13 with the percentage of 82%.

Lastly, the least used strategy items by semester one high proficiency participants were strategy item 6 and 20 with a percentage of 60%. The least used strategy items by semester two high proficiency respondents were strategy items 10, 13 and 20 with a percentage of 64%.

Overall, it was found out that the most frequently used strategy items by business students was strategy item 6 "I ask my classmate for meaning" and 24 "I am not worry very much about the difficult words found when reading or listening, I pass them". The least used strategy item by business student was strategy item 13, "I use physical actions when learning words".

The interview questions were asked based on the participants' result of choosing their most preferred and least preferred vocabulary learning strategies in order to answer research question three. Participants selected memory strategies as the most preferred vocabulary learning strategy because they can evoke the words in an easy way without putting much effort. To compare, participants who selected memory strategies as the least preferred vocabulary learning strategy tend to forget the words and its meanings

easily. Besides that, they also face difficulties in recalling the newly learnt vocabularies' spelling.

Determination strategy also has been selected as the most preferred vocabulary learning strategy because it is very easy and convenient for students to find the meaning of the new vocabularies using a bilingual dictionary. They can also find the correct spelling, pronunciation and sometime even sample sentences in a bilingual dictionary. Moreover, the students can learn the new words in two languages that add more knowledge. Besides that, looking at the relevant pictures about the new words that learning, it would be very easy to predict the meaning of the words. Conversely, there are many students who got confused with this dictionary terms. There were participants who preferred social (consolidation) strategy as they love to be involved in group activities and they feel extremely confident to use the new vocabulary learnt in their daily conversations in the classroom, even outside of the classroom. Schmitt (1997) also supported this because he considered exposure to any environment which gives input in English as a good method for studying vocabulary.

However, they were participants who least preferred social (consolidation) strategy because some feel shy and scared that they will make mistakes when using the new vocabularies. Besides that, it would be very challenging for them to build sentences using the new vocabulary. Social (discovery) strategy also has been chosen as the most preferred vocabulary learning strategy because participants found it comfortable to ask the word meaning, spelling and pronunciations from their teachers and classmates. It is the easiest way for them to learn the new vocabulary. In contrast, some participants also selected social (discovery) strategy as the least preferred vocabulary learning strategy because they become self-conscious about making mistakes. Most of the mistakes would be in pronouncing the new vocabulary. Participants found it very difficult to pronounce the learnt new words. Schmitt (1997) suggests that vocabulary acquisition is

speeded up when the learners interact with native English speakers. In addition, considered useful are watching English movies and reading English books and magazines.

Metacognitive strategies were selected as most preferred vocabulary learning strategy by some participants. It was because most of the students love listening English songs. As they listen, they also tend to learn unknown words from the songs' lyrics. Besides that, participants also play online vocabulary games and exercises as they bring so much fun and more convenient. They can have excess to the games and vocabulary exercises anytime or anywhere.

Finally, cognitive strategy was also been selected as the least preferred vocabulary learning strategy because some participants dislike to practise new words regularly as they felt bored. Apart from that, some participants who tried flashcard vocabularies forgot to bring them. In contrast, Wang (2004) investigated the vocabulary learning strategies of 271 senior high school students in Taiwan. The results showed that cognitive strategies were the most frequently used strategies. It showed that students preferred their own vocabulary learning strategies upon their understanding, interest and conformability to acquire vocabulary.

Based on the interview conducted, all the interviewees uttered many different reasons for selecting their most and least preferred vocabulary learning strategies. However, the main reasons why they selected these vocabulary learning strategies as the most preferred was due to its practically, usefulness and convenience and it also guides them in remembering the new words. The reasons for them in selecting these vocabulary learning strategies as the least preferred was because it's boring, difficult to pronounce, fail recall, forget to keep track and lack of self-confidence.

5.2 Research limitations

There are, however, some limitations in the present research. The first limitation was the scope. The researcher conducted this research based on only six types of vocabulary learning strategies with 25 strategy items. Besides that, another limitation was setting of the research. The research was conducted in only one private college as any generalisation cannot be made for all private colleges. Additionally, the age of the respondents is also another limitation. This study looks into participants whose ages were between 18 and 23. Besides that, only five participants were interviewed for this research. Finally, number of participants is also a limitation for the current study. There were only 68 participants altogether in two semesters who participated in this study.

5.3 Recommendation

The findings of the present study are useful for English for Specific Purpose students to enrich their vocabulary and understanding the learning materials that were provided by their teachers. The present study could also be used as a reference for English for Specific Purpose teachers to help learners who find difficulties in comprehending the meaning of vocabulary in an ESP context. The teachers can use the suggestions given by students in the interview to make the class more interactive and productive.

5.4 Suggestions for Further Research

Many previous researchers conducted the studies only focusing on low and high proficiency students. More studies should be conducted focusing on average proficiency students' vocabulary learning strategies. Besides that, the researchers emphasized more about types of vocabulary learning strategies and, seldom the research is about the vocabulary strategy items as well. As the current study focuses on English for business purpose students in one private college it cannot be generalised that the English for business purpose students preferred these vocabulary learning strategies. For this, more

research can be conducted in different colleges and universities to compare and contrast the results to get more vivid view. Moreover, the larger sample will provide more confidence to generalise more the preferred and least preferred vocabulary learning strategy of Business students.

5.5 Conclusion

This present study was conducted to find the most and least preferred vocabulary learning strategies and its strategy item by Business students at a private college together with the reasons for selecting precise vocabulary learning strategies. A mixed method approach which consists of both quantitative and qualitative approaches were used. Based on the findings, three research questions were answered. It is expected that this research would be helpful for both learners to learn new business words in a more convenient way. This study would also guide teachers to teach new vocabulary using the students' most preferred vocabulary learning strategies. In conclusion, this study also could contribute towards preparing business students for the real world.

Reference

Akbari, Z., & Tahririan, M.H. (2009). Vocabulary learning strategies in an ESP context: *The case of paramedical English in Iran.* Asian ESP Journal, 11 (1), 39-61.

Al-Khasawneh, F.M. (2012). *Vocabulary learning strategies: A case of Jordan University of science and technology.* English for Specific Purposes World, 12 (34), 1-15.

Azadeh Asgari, G. B. (Vol. 4, No. 2; June 2011). *The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia*. English Language Teaching.

Baharudin, H. and Zawawi, I. (2014). *Vocabulary Learning Strategies and Arabic Vocabulary Size among Pre-University Students in Malaysia.* International Education Studies, Vol. 7, No. 13, 219-226.

Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes.*London and New jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.

Bastanfar, A. and Hashemi, T. (2010). *Vocabulary learning strategies and ELT materials: A study of the extent to which VLS research informs local course books in Iran*. International Education Studies, 3, 158-166.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.

Chamot, A., & Kupper. L. (1989). *Learning strategies in foreign language instruction. . Foreign Language Annals.*pg 13-24.

Davis, F. B. (1968). *Research in comprehension and reading.* Reading Research Quarterly, 3, 499-545.

Dóczi, B. (2011). C*omparing the vocabulary learning strategies of high school and university studen*ts: A pilot study. WoPaLP, 5, 138-158.

Gardner, D. (2008). *Vocabulary recycling in children's authentic reading materials: A corpus based investigation of narrow reading.* Reading in a Foreign Language, 20(1), 92-122.

Ghazal, l. (2007). *Learnig vocabulary in EFL contexts through vocabulary learning strategies*. Novitas- Royal, 1(2), 84-91

Graves, M.F. (1986). *Vocabulary learning and instruction*. In E. Rothkopf (Ed.)

Gu, Y. & Johnson, R.K. (1996) *Vocabulary learning strategies and language learning outcomes.* Language Learning, 46, 643-679.

Harding, K. (Eds.). (2011). *English for specific purposes*. Oxford: Oxford University Press.

Harmon, J. M., Wood, K. D.&Keser, K. (2009) *Promoting vocabulary learning with interactive word wall.* Middle School Journal, 40(3), 58-63.

Hatch, E., & Brown, C. (n.d.). *Vocabulary, Semantics, and Language Education*. New York: Cambridge University Press, 1995.

He, Y. (2010). *A Study of L2 Vocabulary Learning strategy*. (Master Thesis, Kristianstad University), retrieved from *http://www.divaportal.org/smash/get/diva2%3A326994/ FULLTEXT01.pdf.*

Hill, M. (2005). *Harsh words: English words for Chinese learners*. Hong Kong: Hong Kong University Press.

Hui, D. (2004). *Reflections on Vocabulary Size of Chinese University Students*. International Education Journal.

Kebiel, Rachida. (2012). *Teachers and Students' Perceptions of Vocabulary Learning Strategies*. Unpublished doctoral dissertation.

Krashen, S. (1988). *Second Language Acquisition and Second Language Learning*, New Jersey, USA: Prentice Hall.

Kulikova, O. (2015). *Vocabulary Learning Strategies and Beliefs about Vocabulary
 Learning*: A Study of Beginning University Students of Russian in the United
 States.

Linse, C. T. &Nunan, D. (Ed). (2005). *Practical English language teaching: Young
 learners*. New York: McGrawHill ESL/ELT.

Man, H. Y. (2008). *A study of vocabulary learning strategies for Form Three students
 in an English-medium-instruction secondary school*.

Marin, A. M. (2006). *The Vocabulary Learning Strategies of University EFL Students*.
 Association Nacional Universitaria de Professors de Ingles, A.C.

McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.

Nation, P. (1990). *Teaching and learning vocabulary*. New York: Newbury House.

Natpassorn Riankamol (2008). *A survey study of vocabulary learning strategies of
 gifted English students at Triam Udomsuksa School in the first semester of
 academic year 2008.* Language Institute, Thammasat University Bangkok,
 Thailand

Norbert Schmitt & Michael McCarthy. (1997). *Vocabulary learning strategies*.
 Vocabulary: Description, acquisition & pedagogy.

O'Malley, J. &. (1990). *Learning strategies in second language acquisition*. Cambridge:
 Cambridge University Press.

Oxford, R. (1990). *Language learning strategies: What every teacher should know*.
 Boston: Newbury House.

Oxford, R. (1990). *Language learning strategies: What every teacher should know*.
 Boston: Heinle & Heinle.

Robinson, P (1991) *ESP today*.UK: Prentice Hall International ltd.

Rubin, J. and Thompson, I. (1994). *How to be a More Successful Language*. The
 Electronic Journal for English as a Second Language.

Saengpakdeejit, R. (2014). *Strategies for Dealing with Vocabulary Learning Problems by Thai University Students*. Silpakorn University Journal of Social Sciences, Humanities, and Arts, 147-167.

Seddigh, F., & Shokrpur, N.(2012). *Vocabulary learning strategies of medical students at Shiraz University of Medical Sciences*. English Language Teaching Journal, 5(2), 160–173. doi:10.5539/elt.v5n2p160.

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge,UK: Cambridge University Press

Schmitt, N. (2008). Review article: *Instructed Second Language Vocabulary Learning*. Language Teaching Research, 329–363.

Siriwan, M. (2007*). English Vocabulary Learning Strategies Employed By Rajabhat University Students* (Doctoral Dissertation). Retrieved from *http://sutir.sut.ac.th:8080/sutir/bitstream/123456789/284/1/mayuree_fulltext.pdf*

Waldvogel, D. A. (2013). *The Relationship between Vocabulary Learning Strategies and Vocabulary Size among Adult Spanish Foreign Language Learners*. Journal of Language Teaching and Research, 209-219.

Werner, R. J., & Kobayashi, Y. (2015). *Self-access and metacognitive awareness in young learners: How Japanese sixth graders learn how to learn English.* Studies in Self-Access Learning Journal, 6(4), 399-412.

Xhaferi,B. & Xhaferi, G. (2008). *Vocabulary Learning Strategies used by students at SEEU In Terms of Gender and Teachers' Attitude towards Teaching Vocabulary*.