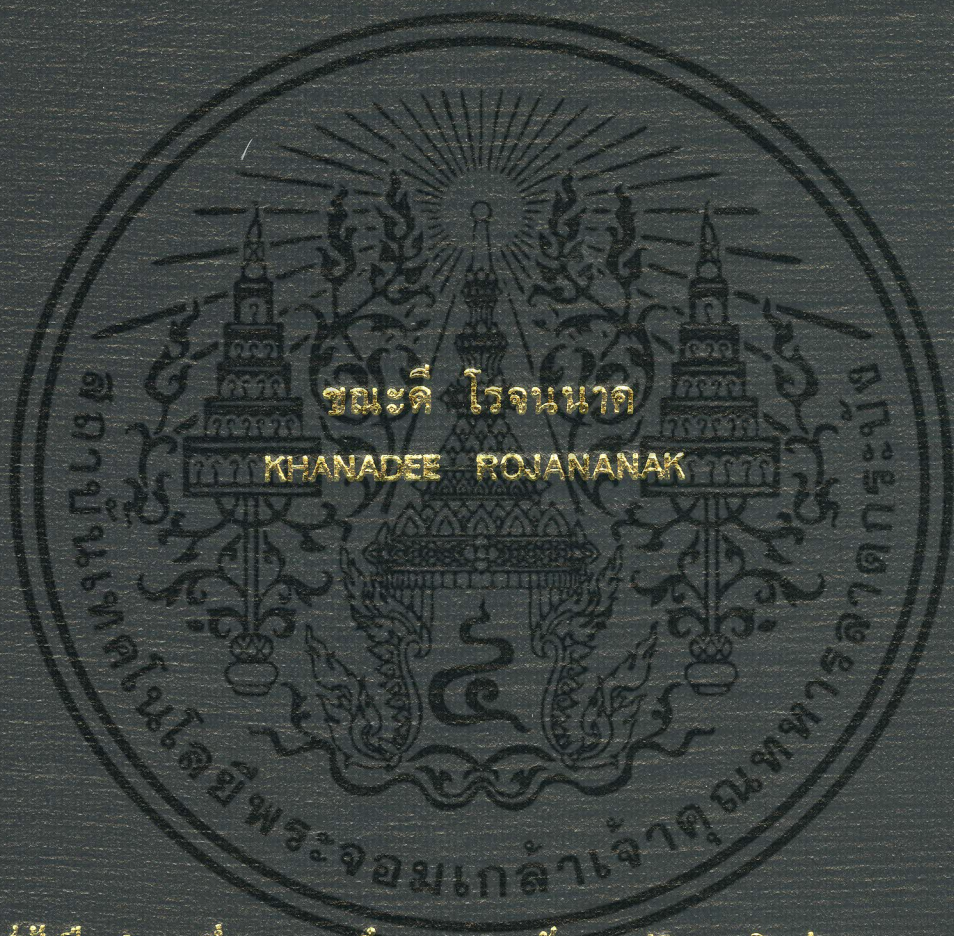


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STRATEGIES FOR GOOD AND WEAK LEARNERS: A CASE STUDY OF  
KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต  
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คณะครุศาสตร์อุตสาหกรรม

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

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ใบรับรองวิทยานิพนธ์

หัวข้อวิทยานิพนธ์

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Comparative Study of English Vocabulary Learning Strategies  
for Good and Weak Learners : A Case Study of King  
Mongkut's Institute of Technology Ladkrabang

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รหัสประจำตัว

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(รองศาสตราจารย์ ดร.พิระวุฒิ สุวรรณจันทร์)

คณบดี คณะครุศาสตร์อุตสาหกรรม

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### บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อหาวิธีการเรียนรู้คำศัพท์ของนักศึกษาชั้นปีที่ 2 สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบังและเปรียบเทียบการใช้กลวิธีการเรียนรู้คำศัพท์ระหว่างผู้เรียนเก่งและอ่อน กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้มีทั้งหมด 356 คน จาก 9 คณะ คือ คณะวิศวกรรมศาสตร์ คณะสถาปัตยกรรมศาสตร์ คณะครุศาสตร์อุตสาหกรรม คณะเทคโนโลยีการเกษตร คณะวิทยาศาสตร์ คณะอุตสาหกรรมเกษตร คณะเทคโนโลยีสารสนเทศ วิทยาลัยนาโนเทคโนโลยี และวิทยาลัยการบริหารและจัดการ เครื่องมือที่ใช้ในการเก็บข้อมูลในงานวิจัยชิ้นนี้ คือแบบสอบถามซึ่งดัดแปลงมาจาก กลวิธีการเรียนรู้คำศัพท์ของ Norbert Schmitt สถิติที่ใช้วิเคราะห์ข้อมูลคือการหาค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และ independent sample t-test ผลการวิจัยค้นพบว่ากลวิธีการเรียนรู้คำศัพท์ที่นักศึกษาชั้นปีที่ 2 ใช้เป็นส่วนมากคือการใช้พจนานุกรมอังกฤษ-ไทย ( $\bar{x} = 2.86$ ) กลวิธีการเรียนรู้คำศัพท์ที่กลุ่มผู้เรียนเก่งใช้มากที่สุดคือ การเดาความหมายจากบริบท ( $\bar{x} = 3.32$ ) ในขณะที่กลุ่มผู้เรียนอ่อนใช้การถามความหมายจากเพื่อนร่วมชั้นมากที่สุด ( $\bar{x} = 2.85$ ) ผลจากสถิติ independent sample t-test แสดงว่ามีความแตกต่างอย่างมีนัยสำคัญของการใช้กลวิธีการเรียนรู้คำศัพท์ระหว่างผู้เรียนเก่งและอ่อน งานวิจัยชิ้นนี้สอดคล้องกับงานวิจัยอื่นที่พบว่าผู้เรียนมีความเชื่อมั่นในการใช้พจนานุกรมสำหรับการเรียนรู้คำศัพท์ภาษาอังกฤษ

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<b>Thesis Title</b>	Comparative study of English vocabulary learning strategies for good and weak learners: a case study of King Mongkut's Institute of Technology Ladkrabang
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<b>Student ID.</b>	53631503
<b>Degree</b>	Master of Arts
<b>Program</b>	Applied Linguistics (English for Science and Technology)
<b>Year</b>	2015
<b>Thesis Advisor</b>	Assoc. Prof. Dr. Jirapa Vitayapirak

## ABSTRACT

The purposes of this study were to find out the vocabulary learning strategies that the second year students of King's Mongkut's Institute of Technology Lakrabang commonly use and compare the vocabulary learning strategies between good and weak students. The sample was 356 second-year students in 9 faculties: Engineering, Architecture, Industrial Education, Science, Agribusiness Administration, Agricultural Industry, Information Technology, Nanomaterial Engineering, and Management Technology. The research instrument used in collecting the data were a five-point Likert scale questionnaire adopted from Schmitt's taxonomy for vocabulary learning strategies. The quantitative data were analyzed using the descriptive statistics of arithmetic mean and standard deviation, and independent sample t-test. The results of the study revealed that English vocabulary learning strategies that the second year students commonly use was using an English-Thai dictionary ( $\bar{x} = 2.86$ ), strategies that good students use was guessing the meaning from context ( $\bar{x} = 3.32$ ) whereas strategies that weak students use was asking their classmates for the meaning ( $\bar{x} = 2.85$ ). The result from Independent sample t-test showed statistical significant difference between good and weak students. This study confirmed earlier reported findings that language learners are heavily dependent on bilingual dictionaries for their English vocabulary learning.

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
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Khanadee Rojananak

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# CHAPTER 1

## INTRODUCTION

### 1.1 Statement and Significance of the Problems

Vocabulary learning was central to language acquisition whether the language was second or foreign (Decarrico. 2001 : 285). Even in a learner's mother tongue, there was a continuous learning of new words and new meanings for old words (Thornbury 2002 : 21). The knowledge of vocabulary was one of the main aspect the Ministry of Education had focused from the objectives of the curriculum (The Ministry of Education 1986). Maley (1986 : 135) stated that any learner of a foreign language knew very well that words were essential and the lack of them led to difficulties in communication situations. This idea was supported by Meara (1980 : 212) who found that learners who knew more vocabulary were more proficient in language study than those who knew less vocabulary. Nation (2001 : 275) discovered that vocabulary was one of the most essential components of language learning. The foreign language learners were conscious of the limitation in their vocabulary knowledge, it affected their communication skills because vocabulary knowledge made them to understand more information.

Vocabulary had always been a crucial part of language learning and teaching. However, vocabulary teaching had not been receptive to problems in the area, and most language teachers had not recognized the great communicative advantage in developing an extensive vocabulary (McCarthy 1990 : 20). Vocabulary often seemed to be the least systematized and the least well-catered for of all the aspects of learning of foreign language such as listening, speaking, reading, writing, grammar or even pronunciation. Many researchers such as Allen (1983 : 58); Carter and McCarthy (1988 : 45) Hedge (2000 : 109) Jackson and Amvela (2000: 118) Maley (1986 : 135) Meara (1980 : 212) Schmitt (1997 : 109) and Zimmerman (1997 : 121) had said that vocabulary studied had been neglected, and paid less attention and so little importance had been given to vocabulary in modern language teaching.

Hedge (2000 : 109) stated that there was a lack of attention to vocabulary. Furthermore, she gave a notable reason for the neglect of vocabulary that learners themselves did not place considerable significance on vocabulary. Allen (1983 : 58) revealed that the neglect of vocabulary was mainly due to the fact that teachers had been told a great deal about new discoveries in English grammar, but they had heard much less about ways to help students learn new words. Moreover, some English teachers in the past seemed to believe that the meaning of words could not be

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taught, so it was better not to try to teach them. However, it was not hopeless at all for vocabulary learning since there was a rising awareness of the importance of vocabulary. Some researchers (e.g. Allen 1983 : 58; Long and Richards 1997 : 5; Nation 1990 : 275; Schmitt 2000 : 10; Thornbury 2002 : 21 ) underlined that in the 1950's many people began to notice that vocabulary learning was not a simple matter and in recent years, there was a renewed interest in the role of vocabulary in ESL/EFL and more attention had been given to vocabulary learning. Nowadays, many researchers, material designers, and language teachers had realized the greater importance of vocabulary learning (Hedge 2000 : 109).

A language learner was the most important factor in the language learning process (Rubin and Thompson 1982 : 79). Freeman and Long (1991 : 153) reported that empowering language learners by developing learning strategies might help them manage with the demands of a class. It was generally known that good language learners maintained more strategies in learning a second language than poor learners. It was believed that the strategies of learning were special ways of processing information that enhanced comprehension and the retention of the information. The goal of strategies use was to affect the learner's motivational or affective state of the way in which the learner selected, acquired, or organized or integrated new knowledge. A teacher could support and assist students in using effective strategies for learning and could extend and challenge the student's mastery of the language by introducing academic language embedded in substantive content. Research efforts concentrating on learners would identify strategies reported by students.

Since vocabulary learning was part of language learning and teaching, it was also worth mentioning in the present study that strategies should be indispensable parts of vocabulary learning and teaching. It was necessary for language learners to be taught vocabulary learning strategies in order that they could learn how to discover the meaning of new words, how to store them in their memory, how to practice with them and how to expand their vocabulary. These strategies were essential tools for developing communicative competence (Tarone 1983 : 78; Rubin 1987 : 15-29; O'Malley and Chamot 1990 : 8; Oxford 1990 : 58; Williams and Burden 1997 : 5). Appropriate language learning strategies could improve proficiency and greater self-confidence. Similarly, regarding vocabulary learning, it was not easy for all language learners to learn and acquire the meaning of new words, to store them in their memory and recall them, to use them in appropriate situations, or to expand their vocabulary size. Therefore, in order to help learners to learn vocabulary successfully and become self-directed learners of vocabulary, they had to be taught

and trained various kinds of vocabulary learning strategies. To be precise, they had to learn different appropriate strategies for copying with unknown or unfamiliar words.

As discussed above, we could see that in language learning, it was unavoidable for language learners and teachers to deal with vocabulary and vocabulary learning strategies. Through an extensive review of related literature and available research worked on vocabulary learning strategies, the researcher had noted that past researchers had paid little attention to vocabulary learning when compared with other aspects of language, such as grammar, phonology or discourse analysis. In the context of English as a foreign language (EFL) in Thailand, it was found that very few empirical research works had been conducted to investigate vocabulary learning strategies used by students at the university level in Thailand.

This research was thus interesting in investigating the English vocabulary learning strategies commonly used by good and weak Thai students. In this research the population were students at King Mongkut's Institute of Technology Ladkrabang from nine faculties as shown in Table 1.1 below:

**Table 1.1** The nine faculties from King Mongkut's Institute of Technology Ladkrabang

No.	Faculties
1	Engineering
2	Industrial Education
3	Agricultural Technology
4	Science
5	Agricultural Industry
6	Information Technology
7	Administration and Management
8	Architecture
9	Nanomaterial Engineering

Table 1.1 showed the nine faculties from King Mongkut's Institute of Technology Ladkrabang

The finding would be an important reflection on how Thai English learners use English vocabulary learning strategies and also how good and weak proficient learners of English differed in their use of strategies and would also serve as resource in the development of English vocabulary learning and teaching in Thailand.

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## 1.2 Goals and Objectives

The purpose of the study was to study of using English vocabulary learning strategies of the second year students of King Mongkut's Institute of Technology Ladkrabang. The objectives of the study were follows:

1.2.1 To find out the vocabulary learning strategies that the second year students of King Mongkut's Institute of Technology Ladkrabang commonly use.

1.2.2 To compare the vocabulary learning strategies used by good and weak students.

## 1.3 Research Questions

1.3.1 What kind of English vocabulary learning strategies do the second year students of King Mongkut's Institute of Technology Ladkrabang commonly use?

1.3.2 What are English vocabulary learning strategies used by good and weak students?

1.3.3 What are the similarities and differences in vocabulary learning strategies used by good and weak students?

## 1.4 Scopes or Limitation of the study

This study was focused on the strategies of vocabulary learning of the second year students of King Mongkut's Institute of Technology Ladkrabang in the first semester of the academic year 2014 in 9 faculties: Engineering, Science, Architecture, Industrial Education, Agribusiness Administration, Agricultural Industry, Management Technology, Information Technology, and Nanomaterial Engineering. Vocabulary learning strategies questionnaire (Schmitt, 1997) were adopted to find out students' vocabulary learning strategies using. Vocabulary learning strategies were divided into five categories: Determination, Social, Memory, Cognitive, and Metacognitive.

## 1.5. Conceptual Framework

The conceptual framework of this research was based on Schmitt (1997). Figure 1.1 showed a brief summary process of how to accomplish the goals of the present study.

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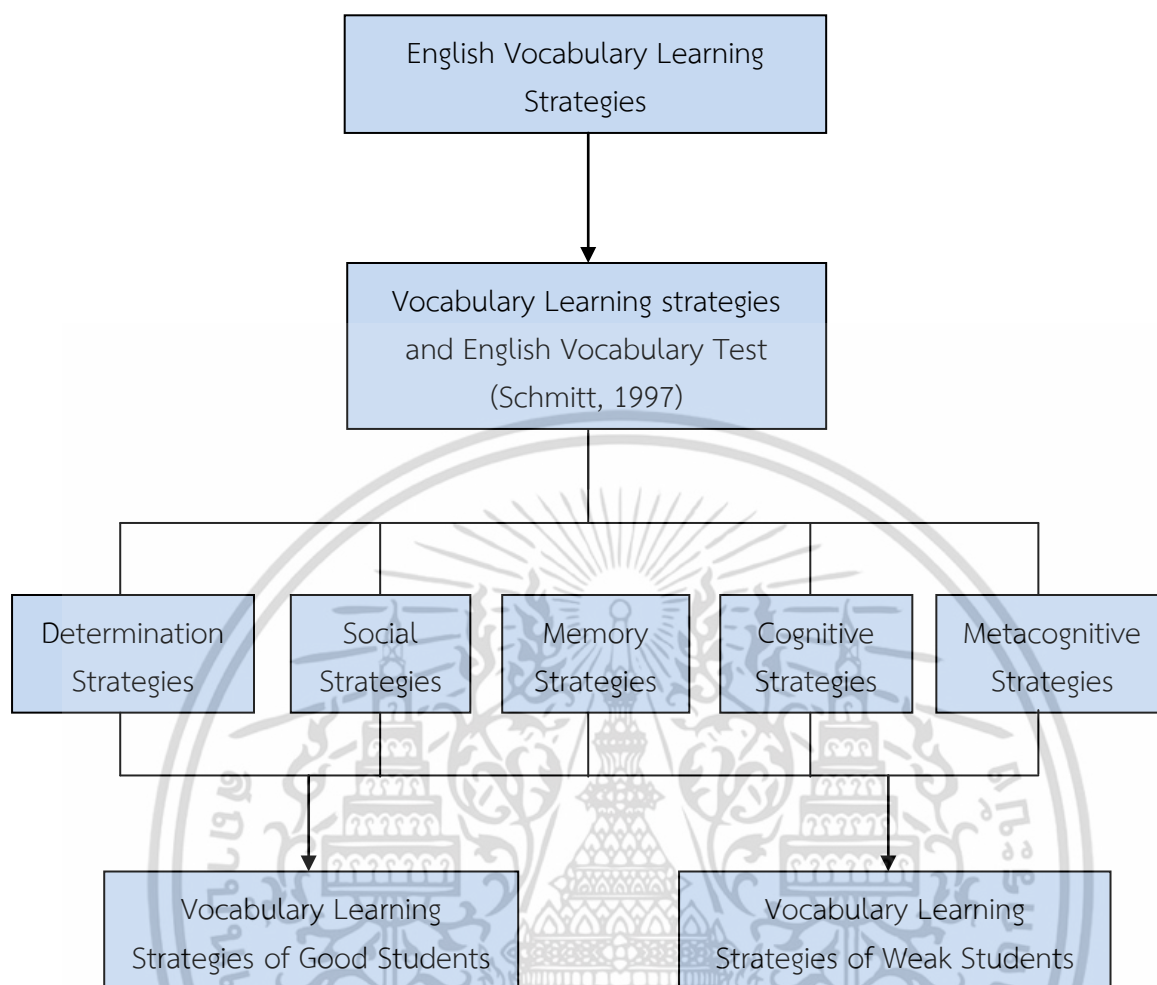


Figure 1.1 Conceptual Framework of this study

## 1.6 Process of the study

The process of the study was as follows:

1.6.1 The questionnaire of vocabulary learning strategies (Schmitt 1997) were selected, adapted, and modified to make them suitable for the subjects and purpose of the study.

1.6.2 The English vocabulary test were selected, adapted, and modified from the vocabulary test of Schmitt (1997) to make them suitable for measuring vocabulary's proficiency of the subjects.

1.6.3 The questionnaire and English vocabulary test were adapted and approved by the advisor and three experts from King Mongkut's Institute of Technology Rajabhat Mahasarakham. This document is a research proposal for the study. It is not a final document. It is subject to change and modification. It is not a final document. It is subject to change and modification. It is not a final document. It is subject to change and modification.

Technology Ladkrabang, Thammasat university, and Phayao university Thailand. Some items were readjusted and rewritten to clarify the validity and understanding. Moreover, the questionnaire and English vocabulary test were used the Item-Objective Congruence Index (IOC) to calculate the instruments validation value.

1.6.4 The approved questionnaire and English vocabulary test were tried out by 50 sample from King Mongkut's Institute of Technology Ladkrabang to determine time and their understanding to these instruments. The data were calculated for reliability value by using the Cronbach Alpha method (2004).

1.6.5 The questionnaire and English vocabulary test were given to sample which was study in nine faculties: Engineering, Science, Architecture, Industrial Education, Agribusiness Administration, Agricultural Industry, Management Technology, Information Technology, and Nanomaterial Engineering at King Mongkut's Institute of Technology Ladkrabang. The questionnaire and English vocabulary test were distributed to sample during the first semester of academic year 2014.

1.6.6 The data were analyzed to answer three research questions through automatic computing program with statistical procedures employed by arithmetic mean and standard deviation and independent sample t-test.

1.6.7 The results were presented according to two research questions. Finally the results were concluded, discussed, and suggested for pedagogical instruction and further studies.

## 1.7 Definitions of Terms Used

In this study, definitions of terms used were presented as follows:

**Learning strategy** language learning strategies all generally known as techniques of learning processes that learners use to help them learn the language productively

**Vocabulary learning strategies** the strategies refer to techniques, behaviors, and practiced skills that learners use to acquire the knowledge of vocabulary based on Schmitt five categories (1997) :

1) Determination strategies

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- 2) Social strategies
- 3) Memory strategies
- 4) Cognitive strategies
- 5) Metacognitive strategies

**Good language learner**

the students who get high grade (A, B+, B) from Foundation English course

**Weak language learners**

the students who get low grade (C, D+, D, F) from Foundation English course

**Vocabulary Test**

the test that measure learners' vocabulary proficiency that correlated with their score of Foundation English course



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## CHAPTER 2

### LITERATURE REVIEW

This chapter is divided into five sections. The first section is the definition of vocabulary. The second section presents the important of vocabulary learning. The third section describes the vocabulary learning strategies. The fourth involves the strategies for learning vocabulary of good and weak language learners. The fifth is related research.

#### 2.1. Definition of Vocabulary

Fries (1950) defined 'word' as the combination of sounds, which was dependent on the past experience of people. These sounds might be different in meaning, but there was one that was more dominated than the others. Therefore, a word could have more than one meaning. In general, words could be categorized into two main categories, which were passive vocabulary and active vocabulary. Passive vocabulary referred to words that occurred less often and to which there was no need to pay much attention. However, these words had to be known because learners might use them in listening. Active vocabulary referred to words that occurred more frequently and also need to be acquired as they would be used in speaking and writing. Moreover, the study of words could be focused on three aspects, which were sound, form, and meaning together with distribution. The study of word sound was the study of stress and pitch, which could carry different meaning in language such as Thai and Chinese. The study of word form was the study of suffix, affix, and infix. As for the study of word meaning, it could be divided into three aspects, which were lexical meaning, morphological meaning and syntactical meaning. Lexical meaning could be found in dictionary. Morphological meaning could occur as a part of a word and function as an important part of a word as in the -s in such words as cats and books, which function as plurals. Syntactical meaning occurred in different words orders and carried different functions and meanings such as in 'Is he a farmer?'. This sentence did not have the same meaning as 'He is a farmer' because it served a different function.

To understand the meaning of the words, the study of word distribution was essential (Rivers 1970). It was necessary to look at the surrounding words. If the words occurred alone, it was difficult to know the exact meaning. For example, the word 'water' could be both noun and verb, but if it occurred in this sentence 'Water the garden', it functions as a verbs. The study of distribution could be divided into

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four categories, which were function words, substitute words, grammatically distributed words and content words. Function words referred to words that had no meaning, but they served a function in the sentence, such as auxiliaries, prepositions and conjunctions. Substitute words referred to words that had no meaning, but they substituted for words in the same group, for example, the word 'You' which was the second person pronoun. Grammatically distributed words refer to words that were used according to a grammatical system. For example, the word 'Some' that occurred in an affirmative sentence and, finally, content words which were words whose meaning could be found in a dictionary.

## 2.2 The Important of Vocabulary Learning

The mastery of vocabulary was an essential component of second language acquisition (Avila and Sadoski 1996). Krashen and Terrell (1983) found that vocabulary was prime concern in second language setting because it played a dominant role in classroom success. According to Krashen and Terrell, vocabulary was also important for the English as a second language acquisition process. It was believed that a person would use form and grammar to understand meaning. In fact, the truth was probably closer to the opposite.

Therefore, it was moderately estimated that a native English speaker university freshman had acquired vocabulary at rate of at least 1,000 words per year from childhood and knows 20,000 to 25,000 words college entrance (Nagy and Anderson 1984; Nation 1990). Moreover, native English speakers knew a great deal about each word such as its subtlety of meaning, its range of meaning, and appropriate context for its use (Zimmerman 1997).

For second language learners entering university, it was found that knowing a minimum of about 3,000 words was required for effective reading at the university level, whereas knowing 5,000 words indicated likely academic success. Meara (1980) stated that lexical errors outnumbered grammatical errors by 3:1 or 4:1. Similarly, Lki and Carson (1994) found that second language students taking university courses identified vocabulary as a major factor that held them back in academic writing tasks. Therefore, it was not surprisingly that vocabulary presents a serious linguistic obstacle to many nonnative English-speaking students.

## 2.3 Vocabulary Learning Strategies

### 2.3.1 Definition of Vocabulary Learning Strategies

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies (Nation 2001). Therefore, the definition of vocabulary learning strategies stems from that for language learning strategies (Catalan, 2003). Cameron (2001) defined vocabulary learning strategies as “the action that learners takes to help themselves understood and remembered vocabulary items”. Catalan (2003) adopted the definition of vocabulary learning strategies from Rubin (1987); Wenden (1987); Oxford (1990); and Schmitt (1997) as the working definition in her study as “knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or action taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode”. Similarly, Intaraprasert (2004) had defined vocabulary learning strategies as “any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary”.

### 2.3.2 Classification of Vocabulary Learning Strategies

In classifying learning strategies, scholars had different ways of classifying language learning strategies (Intaraprasret 2004). These classification systems gave a crucial contribution to the knowledge of vocabulary strategies. Below was a summary, brief discussion as well as consideration systems of vocabulary learning strategies which had been identified in different contexts by different scholars, such as Cohen (1987); Rubin and Thompson (1994); Gu and Johnson (1996), Schmitt (1997); Hedge (2000); Nation (2001); Intaraprasrt (2004):

#### 2.3.2.1 Cohen’s Classification of Vocabulary Learning Strategies

Strategies for dealing with vocabulary items by Cohen (1987) were put together and could be grouped under three main categories. These were Strategies for Remembering Words, Semantic Strategies, and Vocabulary Learning and Practicing Strategies.

**Strategies for Remembering words** - Using Rote-repetition by repeating the word and its meaning until it seemed to have stuck, and using Mnemonic Associations (By linking the word to the sound of a word in the native language to the sound of a word in the language being learned, or to the sound of a word in another language; By attending to the meaning of a part or several parts of the word; By noting the structure of part or all of the word; By placing the word in the topic

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group to which it belonged; By visualizing the word in isolation or in written context; By linking the word to the situation in which it appeared; By creating a mental image of the word; By associating some physical sensation to the word; By associating the word to a keyword; and By using of mnemonic device in order to create a cognitive link between an unfamiliar foreign language word or its translation by means of a cognitive mediator).

**Semantic Strategies** - Thinking of synonyms so as to build a network of interlinking concepts; Clustering words by topic group or type of word; and Linking the word to the sentence in which it was found or to another sentence.

**Vocabulary Learning and Practicing Strategies** - Word and Structure Analysis (analysis the word according to its roots, affixes, and inflections as a way to understand its meaning); The Learning of Cognates (words in two language which are from the same source); Using a Dictionary; The Use of Flash Cards; Grouping; and Cumulative Vocabulary Study.

Strategies for dealing with vocabulary items proposed by Cohen (1987) share some common characteristics; therefore, could be put together to create the new three main categories. They included strategies for remembering words, semantic strategies, and vocabulary learning and practicing strategies.

#### 2.3.2.2 Gu and Johnson's Classification of Vocabulary Learning Strategies

Gu and Johnson (1996) made use of a questionnaire to investigate Chinese advanced learners' use of English vocabulary learning strategies. The following were vocabulary learning strategies classified by Gu and Johnson (1996): Beliefs about vocabulary learning; Metacognitive regulation; Guessing strategies; Dictionary strategies; Note-taking strategies; Memory strategies (rehearsal); Memory strategies (encoding); Activation strategies.

Gu and Johnson (1996) also developed a substantial list of EFL vocabulary learning strategies reported employing by advanced Chinese learners. The study had profiled the beliefs and strategies of adult Chinese learners for learning EFL vocabulary. A wide variety of English vocabulary learning strategies developed by Gu and Johnson (1996) are grouped into eight categories above.

#### 2.3.2.3 Schmitt's Classification of Vocabulary Learning Strategies

Schmitt (1997) had developed a taxonomy of vocabulary learning strategies based on an extensive language learning strategies' taxonomy organized by Oxford's (1990) including Memory, Cognitive, Compensation, Metacognitive, Affective, and Social categories. The following is the strategy inventory offered by Schmitt (1997):

Table 2.1 Schmitt's (1997) Classification of Vocabulary Learning Strategies

Category 1 : Strategies for the discovery of a new word's meaning	
<b>Determination Strategies</b>	(a) Analyze part of speech
	(b) Analyze affixes and roots
	(c) Check for L1 cognate
	(d) Analyze any available picture or gestures
	(e) Guess meaning from textual context
	(f) Use a dictionary (bilingual or monolingual)
<b>Social Strategies</b>	(a) Ask teacher for a synonym, paraphrase, or L1 translation of new word
	(b) Ask classmate for meaning
<b>Social Strategies</b>	(a) Study and practice meaning in a group
	(b) Interact with native speaker
<b>Memory Strategies</b>	(a) Connect word to a previous personal experience
	(b) Associate the word with its coordinates
	(c) Connect the word in its synonyms and antonyms
	(d) Use semantic maps
	(e) Image word form
	(f) Image word's meaning
	(g) Use Keyword Method
	(h) Group words together to study them
	(i) Study the spelling of a word
	(j) Say new word aloud when studying
(k) Use physical action when learning a word	

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Table 2.1 (continued)

Category 2 : Strategies for consolidation a word once it has been encountered	
<b>Cognitive Strategies</b>	(a) Verbal repetition
	(b) Written repetition
	(c) Word lists
	(d) Put English labels on physical objects
	(e) Keep a vocabulary notebook
<b>Metacognitive Strategies</b>	(a) Use English-language media (songs, movies, newscasts, etc.)
	(b) Test oneself with word tests
	(c) Skip or pass new word
	(d) Continue to study word over time

Table 2.1 showed Schmitt's (1997) Classification of Vocabulary Learning Strategies. It was divided into five main strategies, Determination Strategies, Social Strategies, Memory Strategies, Cognitive Strategies, and Metacognitive Strategies

Schmitt (1997) made use of a vocabulary learning strategies questionnaire on his study in order to survey strategy language learners' reported employing, and how useful they rated each strategy. The list of strategies was divided into two major classes: 1) strategies that are useful for the initial discover of a word's meaning, and 2) those useful for consolidating a word once it has been encountered. Based on strategies for discovering meaning, bilingual dictionaries, asking teacher for paraphrase/synonym, and analyzing pictures or gestures were the strong preferences. In terms of strategies for consolidating meaning, say new word aloud, written repetition, connect word with synonyms/antonyms, continue overtime, study spelling, take notes in class and verbal repetition were preferred. The least helpful strategy of discover meaning was to skip or pass new word. The least helpful strategies of consolidate meaning consisted of image word's meaning, use cognates in study, keyword method, and image word form.

#### 2.3.2.4 Hedge's Classification of Vocabulary Learning Strategies

Hedge (2000) explained that learning new words in order to understand, categorize, and store them in the mental lexical, language learners need to use a wide range of strategies. She offered two main strategies for learning vocabulary items. These were cognitive strategies and metacognitive strategies.

**Cognitive Strategies** - Making associations; Learning words in groups; Exploring range of meaning; Using key words. A keyword was a word chosen from the

mother tongue which sounds like the new word in the second or native language, and where it was possible to make some kind of association between the two words; Reading on for evidence in the context of the text; Inference strategy

**Metacognitive Strategies** - Consciously collecting words from authentic context; Making word cards; Categorizing words into list; Reactivating vocabulary in internal dialogue; Making a word-network of vocabulary associated with a particular items.

Vocabulary learning strategies identified by Hedge (2000) were classified under two main categories, namely, Cognitive and Metacognitive strategies. Cognitive strategies concern strategies for using the vocabulary and for understanding how vocabulary works. Metacognitive strategies generally involve preparing, planning for learning, selecting, and using learning strategies, monitoring strategies use, orchestrating various kinds of strategies, and evaluating the effectiveness of strategy use and learning.

### 2.3.2.5 Nation's Classification of Vocabulary Learning Strategies

A taxonomy of kinds of vocabulary learning strategies offered by Nation (2001; 2005) was put together and, then reclassified under three general classes of strategies as follows:

Category 1 : Planning: (Choosing what to focus on and when to focus on it) These were choosing words; choosing the aspects of word knowledge; choosing strategies; and planning repetition

Category 2 : Sources : (Finding information about words) These were analyzing the word; using word parts; Learning from word cards; using context; using a dictionary; consulting a reference source in L1 and L2; and using parallels in L1 and L2

Category 3 : Processes (Establishing knowledge) These were noticing; retrieving; and Generating

Nation (2001;2005) provided a taxonomy of vocabulary learning strategies, which could be grouped under the three main categories comprise planning, finding information, establishing knowledge. The Planning category is divided into four sub-categories. The sources category was combined to create seven sub-categories, and the Processes category consists of three sub-categories. From the features of all three main categories of vocabulary learning strategies, they could be assumed that vocabulary learning strategies proposed by Nation (2001;2005) involved both cognitive and metacognitive strategies since both include a wide range of strategies of different complexity.

### 2.3.2.6 Intaraprasert's Classification of Vocabulary Learning Strategies

Intaraprasert (2004) classified vocabulary learning strategies, which were reported to be employed by 133 EST students, into three main categories. These include:

Category 1 : Strategies to Discover the Meaning of New Vocabulary Items (DMV) These are DMV 1: Use a Thai-English dictionary; DMV 2: Use an English-Thai dictionary; DMV 3: Use an English-English Dictionary; DMV 4: Guess the meaning from the context; DMV 5: Ask one's classmate or friend; DMV 6: Ask one's teacher; DMV 7: Ask someone other than one's teacher, classmate or friend; DMV 8: Look at the word roots, prefixes or suffixes; DMV 9: Use an on-line dictionary; DMV 10: Use an electronic dictionary.

Category 2: Strategies to Retain the Knowledge of Newly-learned - Vocabulary Items (RKV) These are RKV 1: Memorize with or without a word list; RKV 2: Keep a vocabulary notebook; RKV 3: Group words based on the synonymy or anonymity; RKV 4: Associate new words with the already-learned ones; RKV 5: Use new words in writing; RKV 6: Use new words to converse with peers; RKV 7: Speak Thai with English loan-words; RKV 8: Keep words as the computer background; RKV 9: Keep word cards or word charts in one's bedroom; RKV 10: Keep words as rhymes or songs; RKV 11: Use pictures

Category 3: Strategies to Expand the Knowledge of Vocabulary Items (EKV) These were EKV 1: Listen to a radio program in English especially the one for language learning; EKV 2: Watch a television program in English especially the one for language learning; EKV 3: Surf the Internet especially the websites for language learning; EKV 4: Read different types of different English printed materials, e.g. leaflets, Brochures, textbooks or newspapers; EKV 5: Play games in English, e.g. crossword, or hangman; EKV 6: Practice translating from Thai into English and vice versa; EKV 7: Watch an English-speaking film with Thai-narrated scripts; EKV 8: Attend classes or every module regularly; EKV 9: Listen to English songs; EKV 10: Do extra vocabulary exercises from different sources, e.g. book, newspapers or the Internet

Vocabulary learning strategies proposed by Intaraprasert (2004) were classified under three main categories, including strategies 1) to discover the meaning of new vocabulary items (DMV), 2) to retain the knowledge of newly-learned vocabulary items (RKV), and 3) to expand the knowledge of vocabulary items (EKV). On close consideration to the individual vocabulary learning strategies to discover the meaning of new vocabulary items (DMV), it was demonstrated that three main strategy groups were reported being employed by the participants which included dictionary use, social strategies and contextual reliance.

In summary, it appeared that the past researchers had made use of the different ways to classify vocabulary learning strategies. We could see that some researchers might have their own classification based on other research works; or even from their own work and experience as language teachers or language learners. In this research, the classification of vocabulary learning strategies was classified into two main groups of strategies: Discovery Strategies and Consolidation Strategies and divided into five sub-category that was developed from Schmitt (1997) based on Oxford's (1990) taxonomy of learning strategies, i.e. Determination Strategies, Social Strategies, Memory strategies, Cognitive Strategies, and Metacognitive strategies.

Determination strategies were used when faced with discovering a new word's meaning without recourse to another person's knowledge: guess meaning from textual context, use a dictionary. Social strategies were used to understand a word by asking someone who knows it: ask teacher for translation, interact with native speaker. Memory strategies were approaches which related new materials to exist knowledge: use semantic maps, say new word aloud when studying. Cognitive strategies were transformation of the target language by the learner: written repetition, words lists. Finally, Metacognitive strategies were a conscious overview of the learning process and making decision about planning, monitoring or evaluating the best easy to study: use English-language media, continued to study new word overtime.

This research based on Schmitt 's (1997) classification of English vocabulary learning strategies because it could be easily and clearly understood. We can see that his classification are well-known and reliable since there were many researchers based on his English vocabulary learning strategies such as Reza et al (2009), Azadeh and Ghazali (2010), and Nillaphan (2006).

## 2.4 Strategies for Learning Vocabulary of Good and Weak Language Learners

### 2.4.1 Strategies for Learning Vocabulary of Good Learners

O'Malley (1985) stated that learning strategies were used by good language learners to assist them in gaining command over required skills and were positively associated with language acquisition. Besides, good language learners had a wide repertoire of learning strategies and used a series of strategies rather than a single one when engaged in a learning task. In general, more effective students used a greater variety of strategies and used them in ways that helped the students complete the language task successfully. Less effective students not only had fewer

strategies in their repertoires, but also frequently used strategies that were inappropriate to the task or that did not lead to successful task completion.

Good language learners used many different learning strategies often in quite intricate ways, to help them understand and remember new information whereas less effective learners had fewer strategies to apply and use them infrequently or inappropriately (O'Malley and Chamot 1990).

Nisbet and Shucksmith (1986) cited in O'Malley and Chamot (1990) suggested that monitoring was the key process that distinguishes good learners from poor learners. It was assumed that once the strategies of good language learners were identified. They can be used by less successful learners to enable them to learn a foreign or second language more effectively (Hosenfeld 1979 cited in Wenden and Rubin 1987)

Good learners in Stern's study (1983) used major strategies which could help them succeed in learning, i.e. an active planning strategy, an academic explicit language strategy, a social learning strategy and an affective strategy.

It was noted that good language learners appeared to use a larger number and range of strategies than poor language learners. Good language learners used many different learning strategies often in quite intricate ways to help them understand and remember new information whereas less effective learners had fewer strategies to apply and used them infrequently or inappropriately (O'Malley and Chamot 1990). Besides, O'Malley and Chamot stated that good language learners had a wide repertoire of learning strategies rather than a single one when engaged in a learning task.

Many researchers (Rubin 1975; Coady 1979; Liu and Nation 1985; Chamot and Kupper 1989, and Nunan 1991) found that one characteristic of good language learners was guessing. They used guessing strategies for learning vocabulary. It is found that while all learners consistently used guessing as a strategy, it was high achievers who tend to guess according to the reading context.

#### **2.4.2 Strategies for Learning Vocabulary of Weak Learners**

On vocabulary learning strategies of poor English learners, Michael (1998) stated that low English achievers used a dictionary to find vocabulary meaning in the context. Moreover, poor language learners rely on a dictionary more than good language learners do. Many researchers such as Baker, Simons, and Kameenui (1998) investigated whether students with poor vocabularies used different strategies to learn the meaning of words than students with rich vocabularies. Griswold et al (1987) tested groups of eight graders with and without learning disabilities on a sentence completion task after they had studied a list of words. Although students with learning disabilities learned a smaller percentage of unknown words than

students without disabilities, the two groups did not differ in the strategies used to learn the words or in the amount of time spent studying the words.

According to Griswold et al (1987), it was found that the strategy used did not account for the percentage of unknown words which students learned. Students' performance on standardized reading vocabulary and comprehension tests was accounted for by their reading and their knowledge of vocabulary. Thus, students who knew more words meaning prior to studying unknown words learned the meanings of more new words after studying. It is suggested that prior knowledge contributes more to vocabulary learning than memorization strategies as they are typically defined. The results of this study have implications for the timing of vocabulary interventions, and the importance of explicitly highlighting the semantic associations between words as one way to help students build background knowledge.

In addition, because of individual differences in vocabulary development, it was more likely that students with poor vocabularies have ineffective strategies for retaining the meaning of words that they had learned (Baker, Simons, and Kameenui 1995). For example, Fawcett and Nicolson (1991) taught 24 difficult words to a group of adolescents with reading disabilities and poor vocabulary and a group of adolescents with reading disabilities and rich vocabularies. Students with rich vocabularies learned more word meaning than students with poor vocabularies.

## 2.5 Related Research

This section was to review past related research in English vocabulary learning strategies. The reason for reviewing was how past researchers devise their instruments for data collection to serve the purpose of their studies and the result of these studies could contribute a better understanding about English vocabulary learning strategies.

Table 2.2 Related Research into Vocabulary Learning Strategies

No.	Year (Sample)	Title	Author (s)	Result of English Vocabulary Learning Strategies
1	1993 (600 Japanese Learners)	Identifying and assessing vocabulary learning strategies	Schmitt	Written repetition is a mainstay of Japanese vocabulary learning
2	1996 (850 Chinese Learners non-English major at Beijing Normal University)	Vocabulary learning strategies of good and language learning outcomes	Gu and Johnson	1 .Do not value rote learning as highly as other strategies 2 .Employ a wide range of vocabulary learning strategies
3	2003 (78 science students and 51 arts students)	A comparative study of vocabulary learning strategies between mattayom suksa six students in science and arts programs at Hunkhapittayakom school, Chainat province	Pajonsak Mingsakoon	Science students: 1.an English-Thai dictionary 2.ask their classmates to learn English words 3.learn words through traffic signs, product labels and computer games. Arts students: 1.ask the meaning from friends 2. listen to English songs 3.using an English-Thai dictionary 4.often ignore difficult words

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Table 2.2 (Continued)

No.	Year (Sample)	Title	Author (s)	Result of English Vocabulary Learning Strategies
4	2006 (42 students)	A study of using English vocabulary learning strategies of M.6 students in Phraharuthai Nonthaburi school in the first semester of the academics year 2006	Napasinee Nillaphan	Discovering a new word's meaning 1.Bilingual dictionary 2.ask classmates for meaning Consolidation 1.connecting word to a personal experience 2.using English-language song 3.using an English-language CVD,DVD 4.studying the sound of word
5	2007 (33 good learners, 34 poor learners)	A study of English vocabulary learning strategies of good and poor learners of English at the university level	Wara Chansin	(1) They use namely dictionary strategies, guessing strategies, and encoding strategies (2) They did not differ in the beliefs of English vocabulary learning and using English learning strategies (3) Good learners seemed to use the strategies more than poor learners.

Table 2.2 (Continued)

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No.	Year (Sample)	Title	Author (s)	Result of English Vocabulary Learning Strategies
6	2008 (54 first year students 46 second students)	A study of vocabulary learning strategies of the first and second year students from English department at Phetchaburi Rajabhat University	Nutri Mongkol	First Year (1)Eng.-Thai Dictionary (2) ask their classmates (3) learn word by paraphrasing (4) written repetition (5) English media Second year (1)analyzed affixes and roots (2) ask their teachers (3) remembering affixes and roots (4) written repetition (5) English media

Table 2.2 showed the related researches of Gu and Johnson (1996); Schmitt (1997); Mingsakoon (2003); Nittaphan (2006); Chansin (2007); and Mongkol (2008).

Gu and Johnson (1996) investigated the vocabulary learning strategies used by Chinese university learners of English and the relationship between their strategies and outcome in learning English. They asked 850 sophomore non-English majors at Beijing Normal University to complete a vocabulary learning questionnaire. The results suggest that these learners do not value rote learning as highly as other strategies, and they employ a wide range of vocabulary learning strategies.

Schmitt's (1997) survey of 600 Japanese respondents, regarding which strategies they used and which they felt most useful, revealed that the pattern of usage does change for Japanese learners as a whole. It was found that although written repetition is a mainstay of Japanese vocabulary learning, its use with the use of paired associate words (L1-L2) on lists and cards decreases as Japanese learners mature. In addition, it was found that many of the strategies reported by mature respondents as useful involve "deeper" processing and greater cognitive effort that is, mature learners seem to understand their value.

Mingsakoon (2003) studied to compare vocabulary learning strategies used by 129 Mattayom Suksa Six Students in the 'science' and 'arts' programs of Hunkhapittayakom School, Hunkha District, Chainat Province in the academic year 2001. It was found that the Science Students liked using an English-Thai dictionary to

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look up the meanings of words, seeing their classmates as a vocabulary knowledge resource to learn English words, learning words through traffic signs, product labels and computer games. However, the Arts Students said that they knew the meaning of a word because their friends had told them. They liked working in groups and listening to English songs in order to learn English vocabulary.

Nillaphan (2006) investigated English vocabulary learning strategies used by 42 M6 students at Phraharuthai Nontaburi School and to explore whether there is any difference in the strategies usage among proficient and less proficient students. The result of discovering a new word's meaning revealed that they used the bilingual dictionary, and asking classmate for meaning. Additionally the result of consolidating a word once it has been encountered were connecting to a personal experience, using English-language songs, using an English-language CVD, DVD, and studying the sound of the word.

Chansin (2007) studied the English vocabulary learning strategies of good and poor learners of English at Naresuan University. The participants of the study were 33 good learners, who achieved an NU English Proficiency Test Score higher than 66 out of 100 and 34 poor learners of English, who received lower than 34. The research tools used in the study were the questionnaire which was developed from Gu and Johnson (1996), the NU English Proficiency Test, and the English Vocabulary Test. The result of the study as interpreted from the students' self-reported questionnaires, the scores from the NU English Proficiency Test and from the English vocabulary Test, demonstrated that Thai learners of English strongly believed that words should be acquired in context, and that words should be put to use, rather than only memorized. They used certain vocabulary learning strategies, namely dictionary strategies, guessing strategies, and encoding strategies. When good and poor learners of English were considered, it was found that they did not differ in the beliefs of English vocabulary learning and using English vocabulary learning strategies. Good English learners seemed to use them to a higher degree than the poor English learners.

Mongkol (2008) investigated vocabulary learning strategies employed by the 54 first and 46 second year students at Phetchaburi Rajabhat University. The result of the first year students were using English-Thai Dictionary, asking their classmates, learning word by paraphrasing, writing repetition, and using English media. The result of the second year students were analyzing affixes and roots, asking their teachers, remembering affixes and roots, writing repetition, and using English media.

## CHAPTER 3

# RESEARCH METHODOLOGY

The purpose of this study is to study of using English vocabulary learning strategies of the second year students of King Mongkut's Institute of Technology Ladkrabang. This chapter is divided into six sections. The first section is type of research. The second section is population and sample. The third section is research instruments. The fourth section is pilot study. The fifth section is data collection. The sixth section is data analysis.

### 3.1 Type of Research

This research was a descriptive research using English vocabulary test and questionnaire to obtain the information on the English vocabulary learning strategies of second year students of King Mongkut's Institute of Technology Ladkrabang.

### 3.2 Population and Sample

#### 3.2.1 Sampling

The sampling was defined as a subset of population selected from the full set or the entirety of population in accordance with the research design (Howitt and Cramer 2000; Runyon and Haber 1991) which was representative of the whole population (Dornyei 2003). The correct sample size depended on the purpose of the study and the nature of the population under scrutiny (Cohen and Mansion 1994). The sample size was very important because, as Drew (1980); Ferguson (1981); and Runyon and Haber (1991) affirm, if the sample did not accurately represent the population, interpretations of the results might not be accurate for individuals other than those actually used as subjects.

#### 3.2.2 Population and Sample of objective 1

The population of this study were the second year students from nine faculties at King Mongkut's Institute of Technology Ladkrabang in the academic year 2014. (See in Table 3.1).

As the population of from King Mongkut's Institute of Technology Ladkrabang this study was large, simple random sampling were employed to select participants from the total population. Sample size of population in this study were selected according to the Hendel's (1977) random sampling table at the 95% confidence level.

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**Table 3.1** Population and sample of objective 1

No.	Study Program	Population	Samples size
1	Engineering	1538	101
2	Science	1253	85
3	Architecture	542	37
4	Industrial Education	550	38
5	Agricultural Technology	747	51
6	Agricultural Industry	226	15
7	Administration and Management	268	18
8	Information Technology	109	8
9	Nanomaterial Engineering	46	3
<b>Grand Total</b>		<b>5279</b>	<b>356</b>

Table 3.1 showed the population and sample size in this study. Total population in this research was 5,279 and total sample size in this research is 356.

### 3.2.2 Sample of objective 2

In objective 2 of this study is to compare the vocabulary learning strategies used by good and weak students. The students were divided into two groups, good students and weak students. Good students had grade A, B and B+ of Foundation English 2. Weak students had grade C, D, D+ and F of Foundation English 2. (see in Table 3.2)

Table 3.2 Sample of objective 2

No.	Study Program	Good Students	Weak Students
1	Engineering	18	7
2	Science	5	23
3	Architecture	11	8
4	Industrial Education	23	2
5	Agricultural Technology	18	12
6	Agricultural Industry	1	4
7	Administration and Management	5	1
8	Information Technology	3	3
9	Nanomaterial Engineering	1	0
<b>Total</b>		<b>85</b>	<b>60</b>

Table 3.2 showed the sample of objective 2 of this study. Good students was 85 and weak students was 60. The total number of sample was 145.

Then English vocabulary test was used to confirm vocabulary proficiency of students. The correlation between Foundation English 2 grade and English vocabulary test got a high correlation coefficient ( $r=0.758$ ,  $p<0.01$ ) as shown in Table 3.3 below:

Table 3.3 The relationship between Foundation English 2 grade and English vocabulary test

Variable	Foundation English 2 grade
English vocabulary test	0.758**

\*\* . Correlation is significant at the 0.01 level (2-tailed)

Table 3.3 illustrates a high correlation coefficient ( $r=0.758$ ,  $p < 0.01$ ) between Foundation English 2 grade and English vocabulary test. The correlation coefficient was significant at the 0.01 level. This could be interpreted that students who got high grade also had good points of English vocabulary test, whereas those who got low grade had low points of English vocabulary test.

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### 3.3 Research Instruments

#### 3.3.1 English Vocabulary Test

English vocabulary test was developed basing on Student's book Foundation English 2, i.e. "Life intermediate" (2012) by Helen Stephenson from National Geographic Learning. 50 English vocabularies were selected from five chapters (Chapter 1 Color, Chapter 2 Performance, Chapter 3 Water, Chapter 4 opportunities and Chapter 5 Travel), using word frequency from the dictionary as a criteria in word selection. In others words, the frequency of words were found by using Collin Coliuld dictionary and the academic word list (see in Appendix C). This test eventually consists of 50 words and was used to measure the vocabulary proficiency of learners that correlated with their score of Foundation English course.

#### 3.3.2 Questionnaire

The questionnaire was used to measure the frequency of the vocabulary learning strategies (See Appendix A). These strategies were measured by the questionnaire developed by the researcher, based on the study done by Schmitt's taxonomy for vocabulary learning strategies. The questionnaire would consist of two parts: the subjects' personal information, and questions relating to the strategies that the students might have used.

Part one: The students were asked to check list items concerning the students' background information. Data in this part would include information on gender, age, English language education, student's status and the average of English subject from the past semester. Part two: this part would investigate the students' usage of vocabulary learning strategies including 40 questions asked about the frequency of the strategies that they used to learn vocabulary. The scales' definitions or degree of frequency were presented as follows :

- 0 = never
- 1 = seldom
- 2 = sometimes
- 3 = often
- 4 = always or almost always

Additionally, there were 40 items in the second part of the questionnaire, which consisted of five parts. Each part referred to the strategies of the five groups according to Schmitt's classification of vocabulary learning strategies. The five parts were as follows:

Item 1-6: referred to Determination Strategies (6 items)

Item 7-11: referred to Social Strategies (5 items)

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Item 12-28: referred to Memory Strategies (17 items)

Item 29-35: referred to Cognitive Strategies (7 items)

Item 36-40: referred to Metacognitive Strategies (5 items)

At the end of the questionnaire was an open-ended question about strategies in developing learning vocabulary which did not appear in the table.

### 3.4 Pilot Study

A pilot questionnaire was administered for the appropriate instrument for reliability by the 50 students at King Monkut's Institute of Technology Ladkrabang. The pilot study was started during April 2014. The piloting of the questionnaire helped to determine the time and their understanding to the questionnaire that was provided to students during the actual administration of the questionnaire. Afterward, this pilot study's results and questionnaire were amended in order to meet the questionnaire's properness and validity. The data were calculated for reliability value using the Cronbach Alpha method. Reliability was 0.900 (see Appendix G).

### 3.5 Data Collection

First, an official permission letter was sent to the Dean of 9 faculties, Engineering, Architecture, Industrial Education, Agricultural Technology, Science, Agricultural Industry, Information Technology, Nanomaterial Engineering, and Administration and Management at King Monkut's Institute of Technology Ladkrabang in order to ask for a permission to collect and to explain the purpose of this study.

Then, the questionnaire was distributed to the pilot study in April 2014 (academic year 2013) at King Monkut's Institute of Technology Ladkrabang. This pilot study was to determine the time and the understanding to the questionnaire. Next, the data from the pilot study were calculated for reliability value by using the Cronbach Alpha method. After the reliability was showed, the questionnaire was prepared for distribution to conduct with the sample.

After that, the questionnaire and vocabulary test was distributed to the sample by the researcher during the first semester of academic year 2014 (August and September, 2014) at King Monkut's Institute of Technology Ladkrabang. The data collection took two months to finish. From the pilot study, students clearly understood the questionnaire; consequently, the sample also found no problem in filling out the questionnaire. Finally, the data were collected from questionnaire and analyzed to answer three research questions through automatic computing program

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with statistical procedures employed by arithmetic mean and standard deviation and independent sample t-test.

### 3.6 Data Analysis

**3.6.1 Part one:** the descriptive statistics were used to find frequencies, percentages, means ( $\bar{x}$ ), and the standard deviation (SD).

#### 3.6.1.1 Arithmetic mean ( $\bar{x}$ )

The mean was simply the arithmetic average of all the scores (McMillan & Schumacher, 1997). It was the most commonly used to measure the central tendency because it took all scores into account (Hatch & Farhady, 1982). The mean was calculated by summing all scores and then divided the sum by the number of scores. If the scores were distributed along a scales the mean would fall exactly at the balance point (Hatch & Farhady, 1982).

The data from the questionnaire were analyzed for frequencies of strategies used. The mean of each strategy use was worked out to clarify how the subjects learned vocabulary. The data from rating scale questions were tallied for frequency and calculated by arithmetic mean. The mean are interpreted as follows:

**Table 3.4** Interpretation of data in questionnaire

The interpretation of data in questionnaire	The range of mean for each item
Usually used	3.5 – 4.0
Often used	2.5 – 3.4
Occasionally used	1.5 – 2.4
Seldom used	1.0 – 1.4
Never used	0

Table 3.4 showed the statistical value of the students' answer in the questionnaire was interpreted by using Strategy Inventory for Language Learning (SILL) version 7.0 recommended by Oxford (1989).

#### 3.6.1.2 Standard deviation (SD)

The standard deviation was a numerical index that indicated the average variability of the scores (McMillan & Schumacher, 1997). In other words, SD indicates how much scores deviated from the mean. If there was larger standard variation, it means that there was more variability from the central point in the distribution (Hatch & Farhady, 1982). On the other hand, the smaller the standard deviation, the

closer the distribution was to the central point. Therefore, SD was used to compare the distribution of scores that have the same mean but there was different range.

**3.6.2 Part two:** Independent Sample t-test were used to analyses the information in this part.

### 3.6.2.1 Independent Sample t-test

The Independent Sample t-test were used to determine the level of significance if any of differences in the frequency mean do occur among the strategy use of students from different fields of study. In some research, the results were considered statistically significant at  $p < .05$  level. This means that a result would be considered statistically significant if it could have occurred by chance less than five time out of 100, or less than one time in 100.

In this research, the Independent Sample t-test were used to compare English vocabulary learning strategies used by good and weak students.



## CHAPTER 4

### RESULTS

This chapter presents the research findings following the three main questions: 1) What kind of English vocabulary learning strategies do the second year students of King Mongkut's Institute of Technology Ladkrabang commonly use? 2) What are English vocabulary learning strategies used by good and weak students? 3) What are the similarities and differences in vocabulary learning strategies used by good and weak students?

#### 4.1 Students' Demographic Background

**Table 4.1** Summary for Demographic Background of Samples by Genders  
Faculties, Foundation English 2 Grade of objective 1

Sample Characteristics	N	Percent
<b>Gender</b>		
Male	149	41.9
Female	207	58.1
<b>Total</b>	<b>356</b>	<b>100</b>
<b>Faculties</b>		
Engineering	87	24.4
Science	89	25
Architecture	44	12.4
Industrial Education	40	11.2
Agricultural Technology	50	14
Agricultural Industry	16	4.5
Administration and Management	15	4.2
Information Technology	11	3.1
Nanomaterial Engineering	4	1.1
<b>Total</b>	<b>356</b>	<b>100</b>

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**Table 4.1** (Continued)

Sample Characteristics	N	Percent
Foundation English 2 Grade		
A	17	4.8
B+	20	5.6
B	48	13.5
C+	210	59
C	51	14.3
D+	7	2.0
D	2	0.6
F	1	0.3
<b>Total</b>	<b>356</b>	<b>100</b>
Age		
18	50	14
19	188	52.8
20	103	28.9
21	11	3.1
22	4	1.1
<b>Total</b>	<b>356</b>	<b>100</b>

Table 4.1 showed the summary for demographic background of samples by genders, faculties, Foundation English 2 grade and age. The 356 second-year students in nine faculties, enrolling in the first semester of academic year 2014 at King Mongkut's Institute of Technology Ladkrabang, were 149 male students (41.9%) and 207 female students (58.1%).

This study showed that the majority of the samples were Science students (N = 89, 25%). The others were Engineering students (N = 87, 24.4%), Agricultural Technology students (N = 50, 14%), Architecture students (N = 44, 12.4%), Industrial Education students (N = 40, 11.2%), Agricultural Industry students (N = 16, 4.5%), Administration and Management students (N= 15, 4.2%), Information Technology students (N = 11, 3.1%) and the minority sample were Nanomaterial Engineering students (N = 4, 1.1%).

The majority of Foundation English 2 grade were C+ (N = 210, 59%). The other were grade A (N = 17, 4.8%), grade B+ (N = 20, 5.6%), grade B (N = 48, 13.5%), grade C (N = 51, 14.3%), grade D+ (N = 7, 2%), grade D (N = 2, 0.6%), and grade F (N = 1, 0.3%)

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The majority of age were 19 year (N=188, 52.8%). The other were 18 year (N=50, 14%), 20 year (N=103, 28.9%), 21 year (N=11, 3.1%), and 22 year (N=4, 1.1%).

**Table 4.2** Summary for Demographic Background of Samples by Genders  
Faculties, Foundation English 2 Grade of objective 2

Sample Characteristics	Good Students		Weak Students	
	N	Percent	N	Percent
<b>Gender</b>				
Male	32	37.6	27	45
Female	53	62.4	33	55
<b>Total</b>	<b>85</b>	<b>100</b>	<b>60</b>	<b>100</b>
<b>Faculties</b>				
Engineering	18	21.2	7	11.7
Science	5	5.9	23	38.3
Architecture	11	12.9	8	13.3
Industrial Education	23	27.1	2	3.3
Agricultural Technology	18	21.2	12	20
Agricultural Industry	1	1.2	4	6.7
Administration and Management	5	5.9	1	1.7
Information Technology	3	3.5	3	5
Nanomaterial Engineering	1	1.2	0	0
<b>Total</b>	<b>85</b>	<b>100</b>	<b>60</b>	<b>100</b>
<b>Foundation English 2 Grade</b>				
A	17	20	-	-
B+	20	23.5	-	-
B	48	56.5	-	-
C+	-	-	-	-
C	-	-	51	85
D+	-	-	7	11.7
D	-	-	2	3.3
F	-	-	1	1.7
<b>Total</b>	<b>85</b>	<b>100</b>	<b>60</b>	<b>100</b>

Table 4.2 showed the summary for demographic background of samples by genders, faculties, Foundation English 2 grade of objective 2. 85 good students in nine faculties were 32 male students (37.6%) and 53 female students (62.4%). 60 weak students in nine faculties were 27 male students (45%) and 33 female students (55%).

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The majority of the good students consisted of Industrial Education (N = 23, 27.1%), Engineering (N = 18, 21.2%), Agricultural Technology (N = 18, 21.2%), Architecture (N = 11, 12.9%), Science (N = 5, 5.9%), Administration and Management (N= 5, 5.9%), Information Technology (N = 3, 3.5%) and the minority sample were Agricultural Industry (N = 1, 1.2%), and Nanomaterial Engineering (N = 1, 1.2%). The majority of the weak students were from faculty of Science (N = 23, 38.3%), Agricultural Technology (N = 12, 20%), Architecture (N = 8, 13.3%), Engineering (N = 7, 11.7%), Agricultural Technology (N = 4, 6.7%), Information Technology (N = 3, 5%), Industrial Education (N = 2, 3.3%), Administration and Management (N= 1, 1.7%), and the minority sample were Nanomaterial Engineering (N = 0, 0%).

The majority of Foundation English 2 grade for good students were B (N = 48, 56.5%). The other were grade B+ (N = 20, 23.5%), grade A (N = 17, 20%). The majority of Foundation English 2 grade for weak students were grade C (N = 51, 85%), grade D+ (N = 7, 11.7%), grade D (N = 2, 3.3%), and grade F (N = 1, 1.7%).

## 4.2 Result of Question One

What kind of English vocabulary learning strategies do the second year students of King Mongkut's Institute of Technology Ladkrabang commonly use?

To answer the first research question and to find out the vocabulary learning strategies that the second year students of King Mongkut's Institute of Technology Ladkrabang commonly use, the results were shown in Table 4.3 below:

**Table 4.3** Mean and SD of Determination strategies used by the second year students (N=356)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b><u>Determination Strategies</u></b>			
1	Use a English-Thai dictionary	2.86	1.007	Often used
2	Guess its meaning from context	2.72	0.927	Often used
3	Use any pictures or gestures to help me guess the meaning	2.33	0.996	Occasionally used
4	Use an English-English dictionary	1.92	1.108	Occasionally used
5	Check new word's from (e.g. find its verb, noun, adj.....etc.)	1.89	0.997	Occasionally used
6	Look for any word parts that I know	1.68	1.009	Occasionally used
	<b>Total of Determination Strategies</b>	2.23	1.007	Occasionally used

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Table 4.3 showed means and standard deviations of Determination strategies used by the second year students. The most frequently used strategies was using an English-Thai dictionary ( $\bar{x}$  = 2.86). On the other hand, the less-used frequently strategies was looking for any word parts that I know ( $\bar{x}$  = 1.68).

**Table 4.4** Mean and SD of Social strategies used by the second year students (N=356)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b>Social Strategies</b>			
1	Ask my classmates for the meaning	2.71	0.894	Often used
2	Study the word with my classmates	2.56	1.007	Often used
3	Ask the teacher to give me the definition	1.87	0.928	Occasionally used
4	Talk with native speakers	1.8	0.988	Occasionally used
5	Ask the teacher to check my definition	1.49	1.025	Occasionally used
	<b>Total of Social Strategies</b>	2.08	0.968	Occasionally used

Table 4.4 showed means and standard deviations of Social strategies used by the second year students. The most frequently used strategies was asking my classmates for the meaning ( $\bar{x}$  = 2.71). On the other hand, the less-used frequently strategies was asking the teacher to check my definition ( $\bar{x}$  = 1.68).

**Table 4.5** Mean and SD of Memory strategies used by the second year students  
(N=356)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b>Memory Strategies</b>			
1	Remember the words in scales. If it is used more, I spend more time to remember it.	2.75	0.945	Often used
2	Connect the word to other with similar or opposite meaning	2.36	0.9	Occasionally used
3	Connect the word to a personal experience	2.35	0.992	Occasionally used
4	Make a mental imagine of the word's meaning	2.13	1.02	Occasionally used
5	Study the sound of a word	2.08	0.984	Occasionally used
6	Study the spelling of a word	2.05	0.91	Occasionally used
7	Remember the words that follow or precede the new word	2.04	0.947	Occasionally used
8	Remember the word using its word form (verb, noun, adj...)	1.99	0.948	Occasionally used
9	Use physical action when learning a word	1.99	1.098	Occasionally used
10	Remember the word using its part (im-, un-, -able, -ful...etc.)	1.93	0.945	Occasionally used
11	<i>Make a mental imagine of the word's from.(e.g. if the word is noun, I make a mental image different from its verb from.)</i>	1.81	0.992	Occasionally used
12	Make my own definition for the word	1.8	1.055	Occasionally used
13	Use new words in sentences.	1.78	0.907	Occasionally used
14	Say the new word aloud when I first meet them	1.74	1.092	Occasionally used
15	Group words together to study them	1.71	0.875	Occasionally used
16	Draw a picture of the word to help remember it	1.64	1.136	Occasionally used
17	Write paragraphs using several new words	1.63	0.945	Occasionally used
	<b>Total of Social strategies</b>	1.98	0.981	Occasionally used

Table 4.5 showed means and standard deviations of Memory strategies used by the second year students. The most frequently used strategies was remembering the words in scales. If it is used more, I spend more time to remember it. ( $\bar{x}$  = 2.75). On the other hand, the less-used frequently strategies was writing paragraphs using several new words ( $\bar{x}$  = 1.63).

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**Table 4.6** Mean and SD of Cognitive strategies used by the second year students (N=356)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b><u>Cognitive Strategies</u></b>			
1	Take notes or highlight new words in class	2.6	1.011	Often used
2	Keep a vocabulary notebook	2.42	1.083	Occasionally used
3	Write the words many items	2.25	1.011	Occasionally used
4	Repeat the words aloud many times	2.01	1.075	Occasionally used
5	Make lists of new words	1.71	1.044	Occasionally used
6	Use flashcards to record new words	1.33	1.062	Seldom used
7	Put English labels on physical objects	1.31	1.091	Seldom used
	<b>Total of Cognitive strategies</b>	1.94	1.053	Occasionally used

Table 4.6 showed means and standard deviations of Cognitive strategies used by the second year students. The most frequently used strategies was taking notes or highlight new words in class ( $\bar{x} = 2.6$ ). On the other hand, the less-used frequently strategies was putting English labels on physical objects ( $\bar{x} = 1.31$ ).

**Table 4.7** Mean and SD of Metacognitive strategies used by the second year students (N=356)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b><u>Metacognitive Strategies</u></b>			
1	Use English language media (song, movies, the internet)	2.51	1.008	Often used
2	Pay attention to English words when someone is speaking English	2.43	0.9	Occasionally used
3	Test myself with word tests	1.86	0.991	Occasionally used
4	Study new words many times	1.85	0.901	Occasionally used
5	Skip or pass new words	1.76	0.965	Occasionally used
	<b>Total of Metacognitive strategies</b>	2.08	0.953	Occasionally used

Table 4.7 showed means and standard deviations of Metacognitive strategies used by the second year students. The most frequently used strategies was using English language media (song, movies, the internet) ( $\bar{x} = 2.51$ ). On the other hand, the less-used frequently strategies was skipping or pass new words ( $\bar{x} = 1.76$ ).

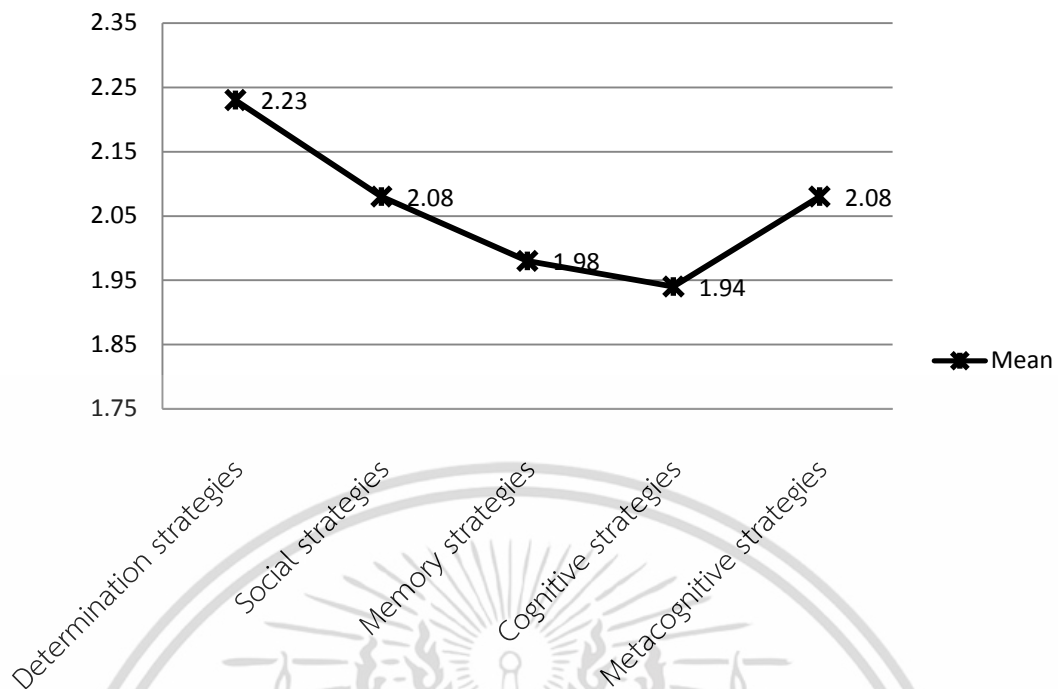


Fig. 4.1 Mean of vocabulary learning strategies used by the second year students

Figure 4.1 showed total mean of vocabulary learning strategies used by the second year students. The most used frequently strategy was Determination strategy ( $\bar{X} = 2.23$ ), followed by Social and Metacognitive strategies ( $\bar{X} = 2.08$ ), Memory strategy ( $\bar{X} = 1.98$ ). The less frequently used strategies was Cognitive strategy ( $\bar{X} = 1.94$ ). All strategies were used at the level of occasionally using.

### 4.3 Result of Question Two

What are English vocabulary learning strategies used by good and weak students?

#### 4.3.1 Most-used and less-used vocabulary learning strategies of good students

To discover most-used and less-used vocabulary learning strategies of good students, the result was showed in below:

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**Table 4.8** Mean and SD of Determination strategies used by the good language students (N=85)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b><u>Determination Strategies</u></b>			
1	Guess its meaning from context	3.24	0.895	Often used
2	Use a English-Thai dictionary	3.00	0.988	Often used
3	Use any pictures or gestures to help me guess the meaning	2.71	0.936	Often used
4	Use an English-English dictionary	2.36	1.089	Occasionally used
5	Check new word's from (e.g. find its verb, noun, adj.....etc.)	2.34	1.376	Occasionally used
6	Look for any word parts that I know	2.15	1.286	Occasionally used
	<b>Total of Determination Strategies</b>	2.63	1.095	Often used

Table 4.8 showed means and standard deviations of Determination strategies used by the good language students. The most frequently used strategies was guessing its meaning from context ( $\bar{x} = 3.24$ ). On the other hand, the less-used frequently strategies was looking for any word parts that I know ( $\bar{x} = 2.15$ ).

**Table 4.9** Mean and SD of Social strategies used by the good language students (N=85)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b><u>Social Strategies</u></b>			
1	Study the word with my classmates	2.64	1.022	Often used
2	Ask my classmates for the meaning	2.62	0.899	Often used
3	Talk with native speakers	2.36	0.998	Occasionally used
4	Ask the teacher to give me the definition	2.09	0.881	Occasionally used
5	Ask the teacher to check my definition	1.79	1.081	Occasionally used
	<b>Total of Social Strategies</b>	2.30	0.976	Occasionally used

Table 4.9 showed means and standard deviations of Social strategies used by the good language students. The most frequently used strategies was studying the word with my classmates ( $\bar{x} = 2.64$ ). On the other hand, the less-used frequently strategies was asking the teacher to check my definition ( $\bar{x} = 1.79$ ).

**Table 4.10** Mean and SD of Memory strategies used by the good language students (N=85)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b>Memory Strategies</b>			
1	Remember the words in scales. If it is used more, I spend more time to remember it.	2.86	1.048	Often used
2	Connect the word to other with similar or opposite meaning	2.69	0.831	Often used
3	Connect the word to a personal experience	2.60	1.014	Often used
4	Study the sound of a word	2.40	1.037	Occasionally used
5	Remember the word using its part (im-, un-, -able, -ful....etc.)	2.40	0.915	Occasionally used
6	Make a mental imagine of the word's meaning	2.35	1.008	Occasionally used
7	Remember the words that follow or precede the new word	2.29	1.078	Occasionally used
8	Study the spelling of a word	2.29	0.897	Occasionally used
9	Remember the word using its word form (verb, noun, adj....)	2.28	1.042	Occasionally used
10	Use physical action when learning a word	2.26	1.125	Occasionally used
11	Make my own definition for the word	2.18	1.136	Occasionally used
12	Make a mental imagine of the word's from.(e.g. if the word is noun, I make a mental image different from its verb from.)	2.18	0.990	Occasionally used
13	Use new words in sentences.	2.08	1.082	Occasionally used
14	Group words together to study them	1.96	1.096	Occasionally used

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**Table 4.10** (Continued)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
15	Write paragraphs using several new words	1.95	1.101	Occasionally used
16	Say the new word aloud when I first meet them	1.94	1.209	Occasionally used
17	Draw a picture of the word to help remember it	1.92	1.246	Occasionally used
	<b>Total of Memory Strategies</b>	2.27	1.050	Occasionally used

Table 4.10 showed means and standard deviations of Memory strategies used by the good language students. The most frequently used strategies was remembering the words in scales if it is used more, I spend more time to remember it. ( $\bar{x} = 2.86$ ). On the other hand, the less-used frequently strategies was drawing a picture of the word to help remember it ( $\bar{x} = 1.92$ ).

**Table 4.11** Mean and SD of Cognitive strategies used by the good language students (N=85)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b>Cognitive Strategies</b>			
1	Take notes or highlight new words in class	2.79	1.081	Often used
2	Keep a vocabulary notebook	2.53	1.108	Often used
3	Write the words many items	2.36	1.056	Occasionally used
4	Make lists of new words	2.08	1.136	Occasionally used
5	Repeat the words aloud many times	2.16	1.174	Occasionally used
6	Use flashcards to record new words	1.62	1.291	Occasionally used
7	Put English labels on physical objects	1.45	1.350	Seldom used
	<b>Total of Cognitive Strategies</b>	2.14	1.171	Occasionally used

Table 4.11 showed means and standard deviations of Cognitive strategies used by the good language students. The most frequently used strategies was taking notes or highlight new words in class. ( $\bar{x} = 2.79$ ). On the other hand, the less-used frequently strategies was repeating the words aloud many times ( $\bar{x} = 1.45$ ).

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**Table 4.12** Mean and SD of Metacognitive strategies used by the good language students (N=85)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b>Metacognitive Strategies</b>			
1	Pay attention to English words when someone is speaking English	2.85	0.893	Often used
2	Use English language media (song, movies, the internet)	2.82	1.002	Often used
3	Test myself with word tests	2.22	1.051	Occasionally used
4	Study new words many times	2.12	0.981	Occasionally used
5	Skip or pass new words	1.87	1.110	Occasionally used
	<b>Total of Metacognitive Strategies</b>	2.38	1.007	Occasionally used

Table 4.12 showed means and standard deviations of Metacognitive strategies used by the good language students. The most frequently used strategies was pay attention to English words when someone is speaking English. ( $\bar{x}$  = 2.85). On the other hand, the less-used frequently strategies was skipping or pass new words ( $\bar{x}$  = 1.87).

#### 4.3.2 Most-used and less-used vocabulary learning strategies of weak students

To discover most-and less-used vocabulary learning strategies of weak learners, the result was shown below:

**Table 4.13** Mean and SD of Determination strategies used by the weak language students (N=60)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b>Determination Strategies</b>			
1	Use a Thai-English dictionary	2.70	1.046	Often used
2	Guess its meaning from context	2.60	0.785	Often used
3	Use any pictures or gestures to help me guess the meaning	2.22	0.846	Occasionally used
4	Use an English-English dictionary	1.85	1.102	Occasionally used
5	Check new word's from (e.g. find its verb, noun, adj.....etc.)	1.57	1.430	Occasionally used
6	Look for any word parts that I know	1.43	0.831	Seldom used
	<b>Total of Determination Strategies</b>	2.06	1.007	Occasionally used

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Table 4.13 showed means and standard deviations of Determination strategies used by the weak language students. The most frequently used strategies was using a Thai-English dictionary. ( $\bar{x}$  = 2.70). On the other hand, the less-used frequently strategies was looking for any word parts that I know ( $\bar{x}$  = 1.43).

**Table 4.14** Mean and SD of Social strategies used by the weak language students (N=60)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b>Social Strategies</b>			
1	Ask my classmates for the meaning	2.85	0.860	Often used
2	Study the word with my classmates	2.53	1.016	Often used
3	Ask the teacher to give me the definition	1.92	0.996	Occasionally used
4	Talk with native speakers	1.48	1.000	Seldom used
5	Ask the teacher to check my definition	1.43	0.963	Seldom used
	<b>Total of Social Strategies</b>	2.04	0.967	Occasionally used

Table 4.14 showed means and standard deviations of Social strategies used by the weak language students. The most frequently used strategies was asking my classmates for the meaning. ( $\bar{x}$  = 2.85). On the other hand, the less-used frequently strategies was asking the teacher to check my definition ( $\bar{x}$  = 1.43).

**Table 4.15** Mean and SD of Memory strategies used by the weak language students (N=60)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b>Memory Strategies</b>			
1	Remember the words If it is used more, I spend more time to remember it.	2.73	0.936	Often used
2	Connect the word to other with similar or opposite meaning	2.23	0.927	Occasionally used
3	Connect the word to a personal experience	2.20	1.005	Occasionally used
4	Use physical action when learning a word	2.08	0.996	Occasionally used
5	Remember the word using its word form (verb, noun, adj....)	1.95	0.832	Occasionally used
6	Make a mental imagine of the word's meaning	1.93	1.056	Occasionally used

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**Table 4.15** (Continued)

	<b>Vocabulary Learning Strategies</b>	$\bar{x}$	SD	<b>Result</b>
7	Remember the words that follow or precede the new word	1.92	0.907	Occasionally used
8	Study the sound of a word	1.88	1.010	Occasionally used
9	Study the spelling of a word	1.77	0.851	Occasionally used
10	Make a mental imagine of the word's from.(e.g. if the word is noun, I make a mental image different from its verb from.)	1.75	1.035	Occasionally used
11	Remember the word using its part (im-, un-, -able, -ful....etc.)	1.70	0.850	Occasionally used
12	Make my own definition for the word	1.68	0.873	Occasionally used
13	Say the new word aloud when I first meet them	1.63	0.974	Occasionally used
14	Use new words in sentences.	1.63	0.843	Occasionally used
15	Group words together to study them	1.57	0.890	Occasionally used
16	Write paragraphs using several new words	1.43	0.871	Seldom used
17	Draw a picture of the word to help remember it	1.35	0.936	Seldom used
	<b>Total of Memory Strategies</b>	1.85	0.929	Occasionally used

Table 4.15 showed means and standard deviations of Memory strategies used by the weak language students. The most frequently used strategies was remembering the words scale if it is used more, I spend more time to remember it. ( $\bar{x}$  = 2.73). On the other hand, the less-used frequently strategies was drawing a picture of the word to help remember it ( $\bar{x}$  = 1.35).

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**Table 4.16** Mean and SD of Cognitive strategies used by the weak language students (N=60)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b><u>Cognitive Strategies</u></b>			
1	Take notes or highlight new words in class	2.43	1.031	Occasionally used
2	Keep a vocabulary notebook	2.28	1.106	Occasionally used
3	Write the words many items	2.17	0.924	Occasionally used
4	Repeat the words aloud many times	1.98	1.000	Occasionally used
5	Make lists of new words	1.53	0.892	Occasionally used
6	Use flashcards to record new words	1.40	0.960	Seldom used
7	Put English labels on physical objects	1.32	0.911	Seldom used
	<b>Total of Cognitive Strategies</b>	<b>1.87</b>	<b>0.975</b>	<b>Occasionally used</b>

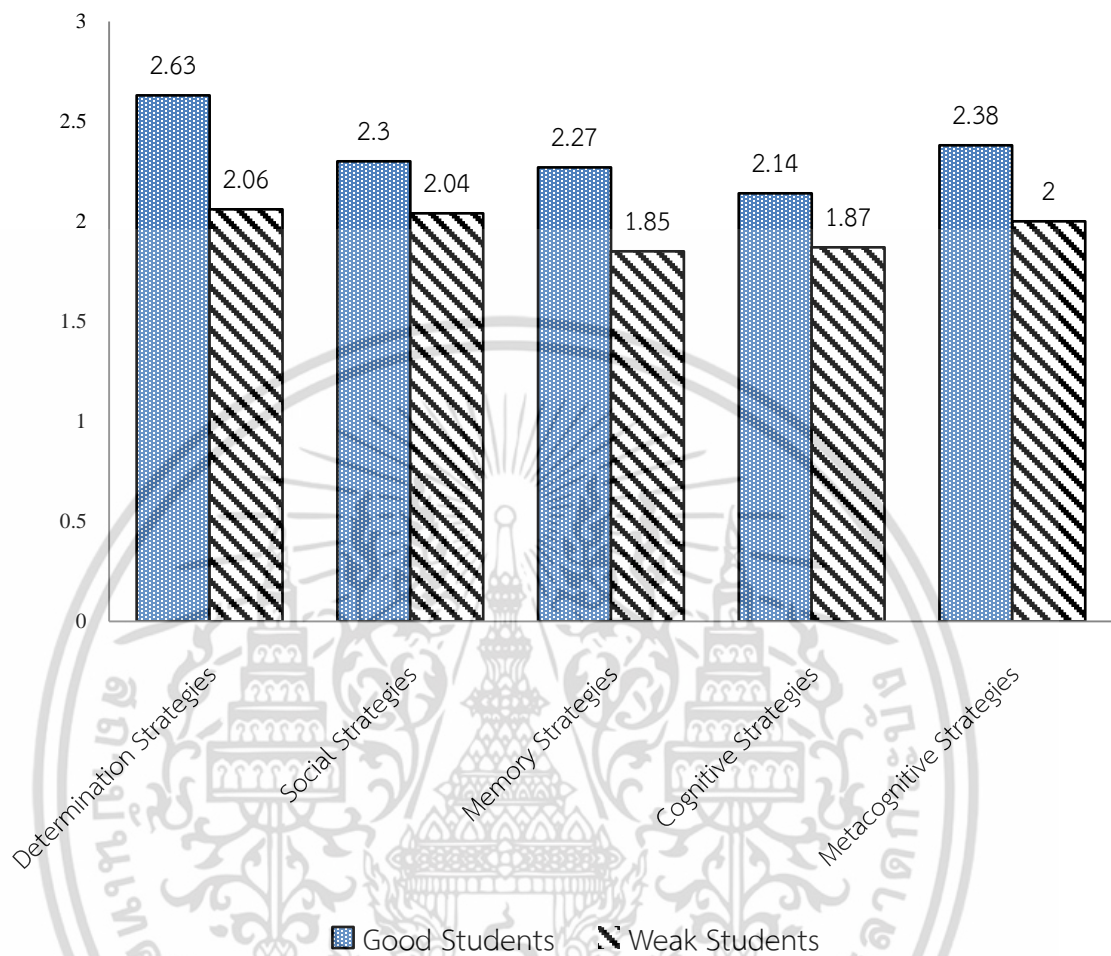
Table 4.16 showed means and standard deviations of Cognitive strategies used by the weak language students. The most frequently used strategies was taking notes or highlight new words in class. ( $\bar{x}$  = 2.43). On the other hand, the less-used frequently strategies was putting English labels on physical objects ( $\bar{x}$  = 1.32).

**Table 4.17** Mean and SD of Metacognitive strategies used by the weak language students (N=60)

	Vocabulary Learning Strategies	$\bar{x}$	SD	Result
	<b><u>Metacognitive Strategies</u></b>			
1	Use English language media (song, movies, the internet)	2.32	1.033	Occasionally used
2	Pay attention to English words when someone is speaking English	2.27	0.861	Occasionally used
3	Skip or pass new words	1.95	0.910	Occasionally used
4	Test myself with word tests	1.78	0.865	Occasionally used
5	Study new words many times	1.68	0.854	Occasionally used
	<b>Total of Metacognitive Strategies</b>	<b>2.00</b>	<b>0.905</b>	<b>Occasionally used</b>

Table 4.17 showed means and standard deviations of Cognitive strategies used by the weak language students. The most frequently used strategies was using English language media (song, movies, the internet). ( $\bar{x}$  = 2.32). On the other hand, the less-used frequently strategies was studying new words many times ( $\bar{x}$  = 1.68).

### 4.3.3 The Comparison of Most-used Vocabulary Learning Strategies by Good and Weak Students



**Fig. 4.2** Comparison of most-used vocabulary learning strategies by good and weak students

Figure 4.2 showed Mean's comparison of vocabulary learning strategies used by good and weak language students. It was found that good students frequently used more vocabulary strategies than weak students. Determination strategies (good students 2.63, weak students 2.06), Social strategies (good students 2.30, weak students 2.04), Memory strategies (good students 2.27, weak students 1.85), Cognitive strategies (good students 2.14, weak students 1.87), and Metacognitive strategies (good students 2.38, weak students 2.00)

**Table 4.18** Ten Most Used Vocabulary Learning Strategies by Good and Weak Students

No.	Good Students	Mean	Weak Students	Mean
1	Guess its meaning from context	$\bar{x}=3.24$	Ask my classmates for the meaning	$\bar{x}=2.85$
2	Use a English-Thai dictionary	$\bar{x}=3.00$	Remember the words in scales. If it is used more, I spend more time to remember it.	$\bar{x}=2.73$
3	Remember the words in scales . If it is used more, I spend more time to remember it.	$\bar{x}=2.86$	Use a English-Thai dictionary	$\bar{x}=2.7$
4	Pay attention to English words when someone is speaking English	$\bar{x}=2.85$	Guess its meaning from context	$\bar{x}=2.6$
5	Use English language media (song, movies, the internet)	$\bar{x}=2.82$	Use new words in sentences.	$\bar{x}=2.53$
6	Take notes or highlight new words in class	$\bar{x}=2.79$	Take notes or highlight new words in class	$\bar{x}=2.43$
7	Use any pictures or gestures to help me guess the meaning	$\bar{x}=2.71$	Use English language media (song, movies, the internet)	$\bar{x}=2.32$
8	Connect the word to other with similar or opposite meaning	$\bar{x}=2.69$	Keep a vocabulary notebook	$\bar{x}=2.28$
9	Study the word with my classmates	$\bar{x}=2.64$	Pay attention to English words when someone is speaking English	$\bar{x}=2.27$
10	Ask my classmates for the meaning	$\bar{x}=2.62$	Connect the word to other with similar or opposite meaning	$\bar{x}=2.23$

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Table 4.18 showed ten most used vocabulary learning strategies by good and weak students. The most used strategy by good students was guessing its meaning from context ( $\bar{x}$ =3.24). The most used strategy by weak students was asking my classmates for the meaning ( $\bar{x}$ =2.85).

#### 4.4 Result of Question Three

What are the similarities and differences in vocabulary learning strategies used by good and weak students?

To answer this question, the comparison of the vocabulary learning strategies used by good and weak students was made. The result was showed in Table 4.19 below:

**Table 4.19** Mean, SD and Independent Sample t-test of Determination strategies used by the good and weak language students (N=145)

No.	English vocabulary learning strategies	Good language students		Weak language students		Sig.(2tailed) *Significant
		$\bar{x}$	SD	$\bar{x}$	SD	
1	Use a English-Thai dictionary	2.34	1.376	1.57	0.8309	0.000*
2	Guess its meaning from context	2.15	1.286	1.43	0.8309	0.000*
3	Use any pictures or gestures to help me guess the meaning	2.71	0.936	2.22	0.8456	0.001*
4	Use an English-English dictionary	3.24	0.895	2.6	0.7855	1.302
5	Check new word's from (e.g. find its verb, noun, adj.....etc.)	3.00	0.988	2.7	1.0464	0.084
6	Look for any word parts that I know	2.36	1.089	1.85	1.1020	0.006*

\* Significant Level at 0.05 ( $p \leq 0.05$ )

From Table 4.19, the finding indicated that there was a contrast of the Determination strategies usage between good and weak students, which เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่นิยมนำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

demonstrated that good students used determination strategies more frequently than weak students. There was significant difference between good and weak students in using a English-Thai dictionary (0.000\*), guessing its meaning from context (0.000\*), using any pictures or gestures to help me guess the meaning (0.001\*), and looking for any word parts that I know (0.006\*).

**Table 4.20** Mean, SD and Independent Sample t-test of Social strategies used by the good and weak language students (N=145)

No.	English vocabulary learning strategies	Good language students		Weak language students		Sig.(2tailed) *Significant
		$\bar{x}$	SD	$\bar{x}$	SD	
1	Ask my classmates for the meaning	2.09	0.881	1.92	0.9965	0.270
2	Study the word with my classmates	2.62	0.899	2.85	0.8601	0.127
3	Ask the teacher to give me the definition	2.64	1.022	2.53	1.0163	0.553
4	Talk with native speakers	1.79	1.081	1.43	0.9632	0.039*
5	Ask the teacher to check my definition	2.36	0.998	1.48	0.9999	6.737

\* Significant Level at 0.05 ( $p \leq 0.05$ )

From Table 4.20 the finding indicated that there was a contrast of the Social strategies usage between good and weak students, which demonstrated that good students used social strategies more frequently than weak students. There was significant difference between good and weak students in talking with native speakers (0.039\*).

**Table 4.21** Mean, SD and Independent Sample t-test of Memory strategies used by the good and weak language students (N=145)

No.	English vocabulary learning strategies	Good language students		Weak language students		Sig.(2tailed) *Significant
		$\bar{x}$	SD	$\bar{x}$	SD	
1	Remember the words in scales. If it is used more, I spend more time to remember it.	1.92	1.246	1.35	0.9356	0.002*
2	Connect the word to other with similar or opposite meaning	2.35	1.008	1.93	1.0555	0.017*
3	Connect the word to a personal experience	2.60	1.014	2.2	1.0051	0.020*
4	Make a mental imagine of the word's meaning	2.29	1.078	1.92	0.9074	0.024*
5	Study the sound of a word	2.69	0.831	2.23	0.9273	0.002*
6	Study the spelling of a word	2.86	1.048	2.73	0.9364	0.450
7	Remember the words that follow or precede the new word	1.96	1.096	1.57	0.8900	0.017*
8	Remember the word using its word form (verb, noun, adj....)	2.08	1.082	1.63	0.8431	0.005*
9	Use physical action when learning a word	1.95	1.101	1.43	0.8707	0.001*
10	Remember the word using its part (im-, un-, -able, -ful....etc.)	2.29	0.897	1.77	0.8511	0.000*

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**Table 4.21** (Continued)

No.	English vocabulary learning strategies	Good language students		Weak language students		Sig.(2tailed) *Significant
		$\bar{x}$	SD	$\bar{x}$	SD	
11	Make a mental imagine of the word's from.(e.g. if the word is noun, I make a mental image different from its verb from.)	2.40	1.037	1.88	1.0100	0.003*
12	Make my own definition for the word	1.94	1.209	1.63	0.9737	0.092
13	Use new words in sentences.	2.18	0.990	1.75	1.0354	0.014*
14	Say the new word aloud when I first meet them	2.40	0.915	1.7	0.8497	5.637
15	Group words together to study them	2.28	1.042	1.95	0.8321	0.034*
16	Draw a picture of the word to help remember it	2.18	1.136	1.68	0.8732	0.003*
17	Write paragraphs using several new words	2.26	1.125	2.08	0.9965	0.324

\* *Significant Level at 0.05 ( $p \leq 0.05$ )*

From Table 4.21, the finding indicated that there was a contrast of the Memory strategies usage between good and weak students, which demonstrated that good students used memory strategies more frequently than weak students. There was significant difference between good and weak students in remembering the words in scales. If it is used more, I spend more time to remember it (0.002\*), connecting the word to other with similar or opposite meaning and making lists of new words (0.017\*), connecting the word to a personal experience (0.020\*), making a mental imagine of the word's meaning (0.024\*), studying the sound of a word (0.002\*), remembering the words that follow or precede the new word (0.017\*), remembering the word using its word form (verb, noun, adj....) (0.005\*), using physical action when learning a word (0.001\*), remembering the word using its part (im-, un-, -able, -ful...etc.) (0.000\*), Making a mental imagine of the word's from.(e.g. if the word is noun (0.003\*), using new words in sentences (0.014\*), grouping words together to study them (0.034\*), and drawing a picture of the word to help remember it (0.003\*).

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**Table 4.22** Mean, SD and Independent Sample t-test of Cognitive strategies used by the good and weak language students (N=145)

No.	English vocabulary learning strategies	Good language students		Weak language students		Sig.(2tailed) *Significant
		$\bar{x}$	SD	$\bar{x}$	SD	
1	Take notes or highlight new words in class	2.16	1.174	1.98	0.9999	0.318
2	Keep a vocabulary notebook	2.36	1.056	2.17	0.9236	0.233
3	Write the words many items	2.08	1.136	1.53	0.8919	0.001*
4	Repeat the words aloud many times	1.62	1.291	1.4	0.9602	0.233
5	Make lists of new words	2.79	1.081	2.43	1.0312	0.047*
6	Use flashcards to record new words	1.45	1.350	1.32	0.9112	0.488
7	Put English labels on physical objects	2.53	1.108	2.28	1.1061	0.189

\*Significant Level at 0.05 ( $p \leq 0.05$ )

From Table 4.22, the finding indicated that there was a contrast of the Cognitive strategies usage between good and weak students, which demonstrated that good students used cognitive strategies more frequently than weak students. There was significant difference between good and weak students in writing the words many items (0.001\*), and making lists of new words (0.047\*).

**Table 4.23** Mean, SD and Independent Sample t-test of Metacognitive strategies used by the good and weak language students (N=145)

No.	English vocabulary learning strategies	Good language students		Weak language students		Sig.(2tailed) *Significant
		$\bar{X}$	SD	$\bar{X}$	SD	
1	Use English language media (song, movies, the internet)	2.82	1.002	2.32	1.0332	0.003*
2	Pay attention to English words when someone is speaking English	2.22	1.051	1.78	0.8654	0.006*
3	Test myself with word tests	2.12	0.981	1.68	0.8535	0.005*
4	Study new words many times	1.87	1.110	1.95	0.9099	0.064
5	Skip or pass new words	2.85	0.893	2.27	0.8610	0.000*

\* Significant Level at 0.05 ( $p \leq 0.05$ )

From Table 4.23, the finding indicated that there was a contrast of the Metacognitive strategies usage between good and weak students, which demonstrated that good students used metacognitive strategies more frequently than weak students. There was significant difference between good and weak students in using English language media (song, movies, the internet) (0.003\*), paying attention to English words when someone is speaking English (0.006\*), testing myself with word tests (0.005\*), and Skip or pass new words (0.000\*).

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**Table 4.24** Total Mean, SD and Independent Sample t-test of vocabulary learning strategies used by the good and weak language students (N=145)

No.	English vocabulary learning strategies	Good language students		Weak language students		Sig.(2tailed) *Significant
		$\bar{X}$	SD	$\bar{X}$	SD	
1	Determination strategies	2.63	1.095	2.06	1.007	0.065
2	Social strategies	2.30	0.976	2.04	0.967	0.456
3	Memory strategies	2.27	1.050	1.85	0.929	0.000*
4	Cognitive strategies	2.14	1.171	1.87	0.975	0.298
5	Metacognitive strategies	2.38	1.007	2.00	0.905	0.151

\* Significant Level at 0.05 ( $p \leq 0.05$ )

Table 4.24 showed the significant difference between good and weak students in Memory strategies (0.000\*). On the other hand, there were no significant difference in the other four strategies, Determination strategies (0.065), Social strategies (0.456), Cognitive strategies (0.298), and Metacognitive strategies (0.151).

## CHAPTER 5

# CONCLUSION, DISCUSSION AND SUGGESTIONS

Chapter five presents conclusion, discussion and suggestions. The details are as follows:

The purposes of this study were: 1) To find out the vocabulary learning strategies that the second year students of King Mongkut's Institute of Technology Ladkrabang commonly use, and 2) To compare the vocabulary learning strategies used by good and weak students. The samples were 356 second-year students in nine faculties; Engineering, Science, Architecture, Industrial Education, Agricultural Technology, Agricultural, Administration and Management, Information Technology, and Nanomaterial Engineering at King Mongkut's Institute of Technology Ladkrabang. The research instruments for this study consisted of a two-part questionnaire. The first part of the survey gathered students' individual demographic background, while the second part investigated the students' usage of vocabulary learning strategies. The data were analyzed by using statistical procedures, arithmetic mean, standard deviation, and independent sample t-test.

### 5.1 Conclusion

The research questions of the study were: 1) What kind of English vocabulary learning strategies do the second year students of King Mongkut's Institute of Technology Ladkrabang commonly use? 2) What are English vocabulary learning strategies used by good and weak students? 3) What are the similarities and differences in vocabulary learning strategies used by good and weak students?

#### 5.1.1 Research Results

**Research Question One:** What kind of English vocabulary learning strategies do the second year students of King Mongkut's Institute of Technology Ladkrabang commonly use?

The result from research question one was sequenced by the Determination Strategies was the most frequently used, the second year students usually used an English-Thai dictionary ( $\bar{X} = 2.86$ ). The second frequently used was the Memory Strategies, remembering the word in scales ( $\bar{X} = 2.75$ ). The Social Strategies was the third frequently used, asking classmates for the meaning ( $\bar{X} = 2.71$ ). Next was the Metacognitive Strategies, using English language media ( $\bar{X} = 2.51$ ). The least-used strategies was the Cognitive Strategies, keeping a vocabulary notebook ( $\bar{X} = 2.42$ ).

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**Research Question Two:** What are English vocabulary learning strategies used by good and weak students?

The result from research question two, the most frequently used strategies of good students was guessing the meaning from context (Determination Strategies,  $\bar{X} = 3.24$ ). On the other hand, the most frequently strategies of weak students was asking classmates for the meaning (Social Strategies,  $\bar{X} = 2.85$ ).

**Research Question Three:** What are the similarities and differences in vocabulary learning strategies used by good and weak students?

The finding indicated that there was a contrast of the strategies usage between good and weak learners, which demonstrated that good learners frequently used vocabulary strategies more frequently than weak learners. There was significant difference between good and weak learners in Memory strategies (0.000\*). No significant difference was identified between the other four strategies, Determination strategies (0.065), Social strategies (0.456), Cognitive strategies (0.298) and Metacognitive strategies (0.151).

## 5.2 Discussion

This research was to study of using English vocabulary learning strategies of the second year students of King Mongkut's Institute of Technology Ladkrabang. This section discussed according to the major points from the finding. They were:

### 5.2.1 The most-use vocabulary learning strategy by second year students of King Mongkut's Institute of Technology Ladkrabang

The results from this study revealed that second students at King Mongkut's Institute of Technology Ladkrabang used determination strategies (using a English-Thai dictionary) in their learning English vocabulary most often, followed by memory strategies (remembering the words in scales (always, often, sometimes, never). If it is used more, I spend more time to remember it, social strategies (asking my classmates for the meaning), metacognitive strategies (using English language media, song, movies, the internet), and cognitive strategies (keeping a vocabulary notebook).

#### 5.2.1.1 Determination Strategies

The most remarkable result is that determination strategies (using a English-Thai dictionary,  $\bar{X} = 2.86$ ) were most used. The result of this study corresponded with the study of Schmitt (1997). His respondents used bilingual dictionaries and guessing from context to discover the meaning of new words.

This finding was also similar to Yothasamutr (2006) showed that her respondents' most preferable discover strategy was using a bilingual dictionary.

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Moreover, Mingsakoon (2003) studied comparative study of vocabulary learning strategies between M.6 students in science and arts programs. He found that science used an English-Thai dictionary most often, followed by asking their classmate for meaning.

Additionally, Chasin (2007) studied of English vocabulary learning strategies of good and poor learners of English at university level. The result showed learners often used dictionary strategies, followed by guessing strategies and encoding strategies.

Besides, Mongkol (2008) studied of vocabulary learning strategies of the first and second year students from English department at Phetchaburi Rajabhat university. She found that the first year students most used English-Thai dictionary and the second year students most used strategy was analyzing affixes and roots.

On the otherhand, Kallayanasute (2011) explored vocabulary learning strategies used by graduate students at Thammasat university. She found that a monolingual dictionary was most often used instead of bilingual English-Thai. This may be because her population were graduate students who has high ability in English.

It may be concluded that using an English-Thai dictionary or translating words from English into Thai is the most-used strategy for this group of students because they may need to know the meanings of words as quickly as possible. However, the students' responses showed that they do not use English-English dictionaries much. It's possible that it might take more time to understand the English meanings. Therefore, bilingual dictionary seems to be an effective tool for vocabulary learning.

#### 5.2.1.2 Memory Strategies

This study showed that remembering the words in scales ( $\bar{X} = 2.75$ ) was the most often used. The finding differentiated from Mongkol (2008), who pointed out that nearly all of the first students usually learned words by paraphrasing the meaning of words and the second year students dealt frequently with remembering affixes and root in order to know the meanings of word.

#### 5.2.1.3 Social Strategies

Regarding social strategies, asking classmates for the meaning ( $\bar{X}=2.71$ ) was the most often used vocabulary learning strategies. This finding was similar to Mongkol (2008) that in terms of social strategies. The majority of the first year students usually asked their friends to learn the meaning of words. Kallayanasute (2011) also found that asking classmates for meaning was the most often used in this strategy.

#### 5.2.1.4 Metacognitive Strategies

According to the results, it was interesting to note that in terms of metacognitive strategies, using English language media such as song, movies, and the เอกสารนี้เป็นเอกสารที่สงวนลิขสิทธิ์ไว้เพื่อใช้เพื่อการศึกษาค้นคว้าเท่านั้น เมื่ออนุญาตให้เผยแพร่หรือใช้โดยไม่ได้รับอนุญาตจากเจ้าของเอกสารถือว่าผิดกฎหมาย  
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internets ( $\bar{X}$ =2.51) was the most often used. This finding was similar to Riankamol (2008), her finding found that students seem to enjoy learning English from real experiences such as listening to English songs and watching English movies.

#### 5.2.1.5 Cognitive Strategies

This strategy was the least strategy used compare with other strategies. Similar to other researchers, i.e. Mongkol (2008), Kallayanasute (2001), Nillaphan (2006), Kongthong (2007), and Kudo (1990) whereas there were differences in the most often used of sub strategies. This study found that keeping a vocabulary notebook ( $\bar{X}$  =2.42) was the most often use vocabulary learning strategies. Unlike Mongkol (2008), most respondents of the first year students usually learned English words (cognitive strategies) by writing them repeatedly. Also different with Kallayanasute (2011) her finding in this strategy showed that taking notes in class was the most often used vocabulary learning strategies.

These results were confirmed by Schmitt who said that this strategy were cognitively so demanding that students could not use them yet, they had not achieved sufficient cognitive maturity to use them.

#### 5.2.2 The most-use of vocabulary learning strategies by good language students

The most-use of vocabulary learning strategies using from good language students were guessing the meaning from context. According to the work of Nation (1982), learners who have been trained can guess the meanings of between 60%-80% of the unknown words in a text by using only context clues (e.g. punctuation, relative clauses, transitional signals, and so on). It is worth nothing that if the students are properly trained, there is a high possible of success in guessing the meaning of words from context.

Moreover, many researchers (Rubin 1975; Coady 1979; Liu and Nation 1985; Chamot and Kupper 1989, and Nunan 1991) found that one characteristic of good language learners was guessing. They used guessing strategies for learning vocabulary. It is found that while all learners consistently used guessing as a strategy, they were high achievers who tend to guess according to the reading context.

#### 5.2.3 The most-use of vocabulary learning strategies by weak language students

The most-use of vocabulary learning strategies from weak language students were asking classmates for the meaning in social strategies. The result of this study corresponded with the study of Nillaphan (2006), she discovered that level 1 students preferred social strategies. Asking classmates are crucial to the learners

because these strategies can assist them in understanding culture of the target language.

Additionally, Mongkol (2008) found that learning words through group work or with others can help them learn and practice vocabulary better than learning individually. Teachers should thus raise students' awareness of the importance of group work and pair work for vocabulary learning and the teachers should reduce their role from teacher-centered classroom to student-centered classroom.

#### **5.2.4 The difference of using vocabulary learning strategies between good and weak students**

According to the results of research question two and three of this study revealed that good students used vocabulary learning strategies more frequently than weak students, except social strategies. This finding also similar to Chasin (2007). His finding showed good English learners seemed to use vocabulary learning strategies to a higher degree than poor English learners.

From the studies conducted by Ghanarattigannon (1990) on 145 first year college students, and Lappyawichit (1998) on the first-year Art students at Chulalongkorn university, the results revealed that high achieving learners used overall language strategies more frequently than low achieving learners did. Regarding those findings, good language learners who used vocabulary learning strategies often are considered more successful in learning language than weak language learners.

### **5.3 SUGGESTIONS**

The suggestions for the further study on English vocabulary learning strategies are as follows :

1. It is important for English teachers to train the students how to use of the strategies especially dictionary for both monolingual and bilingual dictionary.
2. Lecturers should raise students' awareness of the importance of group work and pair work for vocabulary learning and the lecturers should reduce their role from teacher-centered classroom to student-centered classroom.
3. Further research should investigate a larger sample group and consider more than one university or school to be subjects of the study.

4. Further research should compare students who study in a metropolitan area and also in a local provincial area to explore how they use the strategies.
5. It is interesting to investigate in a great detail exactly what kind of media the students typically use and how they make use of media in learning vocabulary.



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## APPENDIX A QUESTIONNAIRE

### A SURVEY OF VOCABULARY LEARNING STRATEGIES IN ENGLISH

This questionnaire is a part of thesis entitled Comparative Study of English Vocabulary Learning Strategies for Good and Weak Learners: A Case Study of King Mongkut's Institute of Technology Ladkrabang for the Master's Degree in Applied Linguistics- English for Science and Technology, King Mongkut's Institute of Technology Ladkrabang

#### Objectives of this questionnaire

To survey the vocabulary learning strategies that the second year students of King Mongkut's Institute of Technology Ladkrabang commonly use

#### Directions

The questionnaire is divided into 2 main parts:

Part 1 : General background information

Part 2 : Vocabulary Learning Strategies

All information will be treated confidentially

**Instructions:** Please give all the information as best as you can by checking the appropriate box for each item or adding comments (if required) in the space provided.

#### Part I: Personnel Information

1. Sex:     Male     Female
2. Age: .....
3. Field of Study:
  - Engineering     Architecture     Industrial Education     Agribusiness Administration
  - Science     Agricultural Industry     Information Technology     International Program
  - Nanomaterial Engineering     Management Technology
4. How many years have you been studying English?
  - Less than 5     5-10     11-15     16-20     more than 20
5. Which grade did you get from Foundation English 2 course?
  - A     B+     B     C+     C     D+     D     F

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## Part II: Vocabulary Learning Strategies

The following list is a list of vocabulary learning strategies. Vocabulary learning strategies here refer to the methods which the students often use to learn English vocabulary.

**Directions:** Thick [ / ] in the box (0, 1, 2, 3, 4) to show the degree of frequency that you use the strategies when you learn English vocabulary.

0	You never used it.
1	You seldom use it.
2	You sometimes use it.
3	You often use it.
4	You always use it.

Items	Strategies you use in learning English vocabulary	Degree of Frequency				
		0	1	2	3	4
1	Check new word's from (e.g. find its verb, noun, adj.....etc.)					
2	Look for any word parts that I know					
3	Use any pictures or gestures to help me guess the meaning					
4	Guess its meaning from context					
5	Use a Thai-English dictionary					
6	Use an English-English dictionary					
7	Ask the teacher to give me the definition					
8	Ask my classmates for the meaning					
9	Study the word with my classmates					
10	Ask the teacher to check my definition					
11	Talk with native speakers					
12	Draw a picture of the word to help remember it					
13	Make a mental imagine of the word's meaning					
14	Connect the word to a personal experience					
15	Remember the words that follow or precede the new word					

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Items	Strategies you use in learning English vocabulary	Degree of Frequency				
		0	1	2	3	4
16	Connect the word to other with similar or opposite meaning					
17	Remember the words in scales (always, often, sometimes, never). If it is used more, I spend more time to remember it.					
18	Group words together to study them					
19	Use new words in sentences.					
20	Write paragraphs using several new words					
21	Study the spelling of a word					
22	Study the sound of a word					
23	Say the new word aloud when I first meet them					
24	Make a mental imagine of the word's from.(e.g. if the word is noun, I make a mental image different from its verb from.)					
25	Remember the word using its part (im-, un-, -able,-ful....etc.)					
26	Remember the word using its word form (verb, noun, adj....)					
27	Make my own definition for the word					
28	Use physical action when learning a word					
29	Repeat the words aloud many times					
30	Write the words many items					
31	Make lists of new words					
32	Use flashcards to record new words					
33	Take notes or highlight new words in class					
34	Put English labels on physical objects					
35	Keep a vocabulary notebook					
36	Use English language media (song, movies, the internet)					
37	Test myself with word tests					
38	Study new words many times					
39	Skip or pass new words					
40	Pay attention to English words when someone is speaking English					

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า ไม่ว่าจะกรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Open Ended Questions

Additional English learning strategies

.....  
.....  
.....  
.....  
.....

Suggestions

.....  
.....  
.....  
.....



THANK YOU

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
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## APPENDIX B

## แบบสอบถาม

## การสำรวจกลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษ

แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ ในระดับปริญญาโท เรื่อง การศึกษา  
เปรียบเทียบกลวิธีการเรียนรู้คำศัพท์ของผู้เรียนเก่งและอ่อน: กรณีศึกษาสถาบันเทคโนโลยีพระจอม  
เกล้าเจ้าคุณทหารลาดกระบัง หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์  
ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยีสถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง  
วัตถุประสงค์

เพื่อสำรวจกลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษที่นักศึกษาชั้นปีที่ 2 ของสถาบันเทคโนโลยี  
พระจอมเกล้าเจ้าคุณทหารลาดกระบังใช้ในการเรียนวิชาภาษาอังกฤษ  
คำแนะนำ

แบบสอบถามชุดนี้แบ่งเป็น 2 ตอนดังนี้

ตอนที่ 1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

ตอนที่ 2 การสำรวจกลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษ

คำตอบของท่านถือเป็นความลับและใช้เพื่อจุดประสงค์ในการศึกษาครั้งนี้เท่านั้น

ส่วนที่ 1 : ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

1. เพศ : [ ] ชาย [ ] หญิง

2. อายุ: .....

3. สาขาที่เรียน:

[ ] วิศวกรรม [ ] สถาปัตยกรรม [ ] ครุศาสตร์อุตสาหกรรม [ ] เทคโนโลยีการเกษตร

[ ] วิทยาศาสตร์ [ ] อุตสาหกรรมเกษตร [ ] เทคโนโลยีสารสนเทศ

[ ] วิทยาลัยนานาชาติ [ ] วิทยาลัยนาโนเทคโนโลยี [ ] วิทยาลัยการบริหารและการ

จัดการ

4. คุณเรียนภาษาอังกฤษมาแล้วกี่ปี

[ ] น้อยกว่า 5 [ ] 5-10 [ ] 11-15 [ ] 16-20 [ ] มากกว่า 20

5. เกรดวิชา English Foundation 2 ของคุณคือ

[ ] A [ ] B+ [ ] B [ ] C+ [ ] C

[ ] D+ [ ] D [ ] F

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

## ส่วนที่ 2 : กลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษ

คำสั่ง : กรุณาทำเครื่องหมาย [ / ] ลงในช่องว่างแต่ละช่องที่ตรงกับการใช้กลวิธีการเรียนรู้

คำศัพท์ภาษาอังกฤษของท่านตามระดับการใช้ที่ท่านปฏิบัติจริงและบ่อยเพียงใด (0, 1, 2, 3, 4)

0	ไม่เคยใช้วิธีนี้
1	แทบจะไม่ได้ใช้วิธีนี้
2	ใช้วิธีนี้บ้างบางครั้ง
3	ใช้วิธีนี้ค่อนข้างบ่อย
4	ใช้วิธีนี้เป็นประจำ

ข้อ	กลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษ	ระดับการใช้				
		0	1	2	3	4
1	ตรวจสอบรูปแบบของคำศัพท์ใหม่					
2	ค้นหาชนิดของคำ					
3	ใช้รูปภาพหรือท่าทางช่วยในการเดาความหมาย					
4	เดาความหมายจากบทความ					
5	ใช้พจนานุกรมอังกฤษ - ไทย					
6	ใช้พจนานุกรม อังกฤษ-อังกฤษ					
7	ถามความหมายจากอาจารย์					
8	ถามความหมายจากเพื่อนร่วมชั้น					
9	เรียนคำศัพท์กับเพื่อนร่วมชั้น					
10	ขอให้อาจารย์ตรวจสอบความหมาย					
11	พูดคุยกับเจ้าของภาษา					
12	วาดรูปของคำเพื่อช่วยในการจำ					
13	จินตนาการความหมายของคำศัพท์					
14	เชื่อมโยงคำศัพท์กับประสบการณ์ส่วนตัว					
15	จำคำที่อยู่หน้าหรือหลังคำใหม่					
16	เชื่อมโยงกับคำศัพท์ที่คล้ายกันหรือตรงข้ามกัน					
17	จำคำศัพท์ให้เป็นตารางวัด(ใช้ประจำ, ใช้บ่อย, ใช้บ้าง, ไม่เคยใช้) ถ้าคำไหนใช้บ่อยจะจำได้					
18	จับกลุ่มคำ					

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับกรณีใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้ทำไปใช้ประโยชน์ด้าน การค้า

ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

ข้อ	กลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษ	ระดับการใช้				
		0	1	2	3	4
19	ใช้คำใหม่ในประโยค					
20	เขียนข้อความสั้นๆโดยใช้คำใหม่หลายๆคำ					
21	ศึกษาการสะกดคำ					
22	ศึกษาเรื่องเสียงของคำ					
23	พูดคำใหม่ต่างๆเมื่อพบครั้งแรก					
24	สร้างรูปแบบของคำไว้ในใจ (ถ้าคำนั้นเป็นคำนามฉันจะสร้าง ความแตกต่างจากรูปกริยา)					
25	จำคำโดยใช้ส่วนประกอบของมัน (im-, un-, -able,-ful, - ment)					
26	จำคำโดยใช้รูปแบบของคำ (กริยา, คำนาม, คำคุณศัพท์)					
27	สร้างความหมายของคำด้วยตัวเอง					
28	ใช้การเคลื่อนไหวของร่างกายเมื่อเรียนคำศัพท์					
29	อ่านทวนคำศัพท์เสียงดังหลายๆครั้ง					
30	เขียนคำศัพท์หลายครั้ง					
31	ทำรายการคำศัพท์ใหม่ๆ					
32	ใช้บัตรคำในการบันทึกคำใหม่ๆ					
33	จดข้อความหรือเน้นคำใหม่ในห้องเรียน					
34	ใส่ป้ายชื่อภาษาอังกฤษบนสิ่งของ					
35	จดคำศัพท์ลงสมุด					
36	ใช้สื่อภาษาอังกฤษ(เพลง หนังสือ อินเทอร์เน็ต)					
37	ทดสอบคำศัพท์ด้วยตัวเอง					
38	ศึกษาคำใหม่หลายๆครั้ง					
39	ข้ามคำศัพท์ใหม่ๆ					
40	ให้ความสนใจกับคำศัพท์ภาษาอังกฤษเมื่อบางคนพูด ภาษาอังกฤษ					

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

กลวิธีการเรียนคำศัพท์ภาษาอังกฤษที่นอกเหนือจากนี้

.....  
.....  
.....  
.....

ข้อเสนอแนะอื่นๆ

.....  
.....  
.....  
.....

ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามในครั้งนี้



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

**APPENDIX C**  
**English Vocabulary Test**

Name: \_\_\_\_\_ Field \_\_\_\_\_

**Complete the sentence with the words in the boxes**

emotional	bombing	riot	murder	cope
stretching	noticed	promote	Speeding	stimulating

- 1 \_\_\_\_\_ The scene of the..... was too terrible to describe.
- 2 \_\_\_\_\_ Not less than 10 people were arrested for being involved in the.....
- 3 \_\_\_\_\_ .....often causes car accidents
- 4 \_\_\_\_\_ The citizens staggered under the heavy .....
- 5 \_\_\_\_\_ We must work hard to..... world peace.
- 6 \_\_\_\_\_ Chris .....Kate walking through the neighborhood with a strange boy.
- 7 \_\_\_\_\_ Everybody in this world has to..... with a lot of difficulties.
- 8 \_\_\_\_\_ The fun thing about this job is that the technology is continually advancing so it continues to be .....
- 9 \_\_\_\_\_ The ballerinas around the walls are .....their legs and feet so their muscles will not become stiff.
- 10 \_\_\_\_\_ She provided.....support at a very distressing time for me.

waste	currency	deaths	earn	justice
fear	credit	money	account	odds

- 1 \_\_\_\_\_ In the..... system of the United States, there are twelve people on a jury.
- 2 \_\_\_\_\_ A study shows lung cancer accounts for 17% of women's cancer.....
- 3 \_\_\_\_\_ Here is a method of fighting down your..... .
- 4 \_\_\_\_\_ How will you .....your daily bread?
- 5 \_\_\_\_\_ The..... are even that our team will win the game
- 6 \_\_\_\_\_ I can't afford to ..... a single yen.
- 7 \_\_\_\_\_ Please transfer 450 dollars to my .....
- 8 \_\_\_\_\_ The dollar was devalued against the Japanese ..... from 360 yen to 308 yen.
- 9 \_\_\_\_\_ That guy is always asking his parents for..... .
- 10 \_\_\_\_\_ Can I pay by ..... card?

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host	profit	raised	fancy	competition
loss	fortune	theme	bunch	bid

- 1 \_\_\_ Sometimes there's a lot of ..... between children for their mother's attention.
- 2 \_\_\_ He stands on a ..... platform
- 3 \_\_\_ We see your going as a great .....to the company.
- 4 \_\_\_ Our daily ..... is usually around \$500.
- 5 \_\_\_ They put in a..... for the house.
- 6 \_\_\_ I'll send her a..... of flowers
- 7 \_\_\_ The book's ..... is the conflict between love and duty.
- 8 \_\_\_ This defeat marked a change in the team's .....
- 9 \_\_\_ Our .....greeted us at the door.
- 10 \_\_\_ I just want a basic sports coat - nothing .....

breath	demanding	flexibility	shape	production
stamina	staple	speed	strength	advertising

- 1 \_\_\_ Employees expect ..... in the workplace.
- 2 \_\_\_ The truck was travelling at a ..... of 50 mph.
- 3 \_\_\_ You need .....to be a long-distance runner.
- 4 \_\_\_ I'm trying to build up my .....
- 5 \_\_\_ Leo could smell the wine on her.....
- 6 \_\_\_ Taking care of the excretory needs of a patient you've just met is a very ..... job.
- 7 \_\_\_ What ..... is the table?
- 8 \_\_\_ Oil is Nigeria's ..... export.
- 9 \_\_\_ Both candidates are spending millions on television .....
- 10 \_\_\_ By September, the new motors were in .....

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

mask	trendy	dominated	drought	flood
float	deprived	grand	famine	residential

- 1 \_\_\_ The village was cut off by .....
- 2 \_\_\_ Widespread .....had triggered a number of violent protests.
- 3 \_\_\_ Unless it rains in Ethiopia soon, there could be severe ..... problems.
- 4 \_\_\_ We stood and watched the Carnival ..... drive past.
- 5 \_\_\_ He was attacked and robbed by two people wearing .....
- 6 \_\_\_ This ..... area is comfortable to live in.
- 7 \_\_\_ That is a..... Bay Area restaurant
- 8 \_\_\_ ..... children tend to do less well at school.
- 9 \_\_\_ New Yorkers build on a ..... scale.
- 10 \_\_\_ The industry is ..... by five multinational companies.



เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

## APPENDIX D

Items	Expert no.1	Expert no.2	Expert no.3	Total	IOC	Result
1	1	1	1	3	1	✓
2	1	1	1	3	1	✓
3	1	1	1	3	1	✓
4	1	1	1	3	1	✓
5	1	1	1	3	1	✓
6	1	1	1	3	1	✓
7	1	1	1	3	1	✓
8	1	1	1	3	1	✓
9	0	1	1	2	0.67	✓
10	1	1	1	3	1	✓
11	1	1	1	3	1	✓
12	1	1	1	3	1	✓
13	1	1	1	3	1	✓
14	1	1	1	3	1	✓
15	1	1	1	3	1	✓
16	1	1	1	3	1	✓
17	1	1	1	3	1	✓
18	1	1	1	3	1	✓
19	1	1	1	3	1	✓
20	1	1	1	3	1	✓
21	1	1	1	3	1	✓
21	1	1	1	3	1	✓
22	1	1	1	3	1	✓
23	1	1	1	3	1	✓
24	1	1	0	2	0.67	✓
25	1	1	1	3	1	✓
26	1	1	1	3	1	✓
27	1	1	1	3	1	✓
28	1	1	1	3	1	✓

เอกสารนี้เป็นเอกสารที่สงวนไว้สำหรับการใช้งานเพื่อการศึกษาเท่านั้น ไม่อนุญาตให้นำไปใช้ประโยชน์ด้านการค้า  
ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

Items	Expert no.1	Expert no.2	Expert no.3	Total	IOC	Result
29	1	1	1	3	1	✓
30	1	1	1	3	1	✓
31	1	1	1	3	1	✓
32	1	1	1	3	1	✓
33	1	1	1	3	1	✓
34	1	1	1	3	1	✓
35	1	1	1	3	1	✓
36	1	1	1	3	1	✓
37	1	1	1	3	1	✓
38	0	1	1	2	0.67	✓
39	1	1	1	3	1	✓
40	1	1	1	3	1	✓
Total	38	40	39	117	39.01	

Notes: 1. "1" for the item is congruence with objective

2. "-1" for the item is not congruence with objective

3. "0" for the expert not sure

Result of IOC: (IOC =  $\Sigma R / N$ )

Item number: 40

$R=38+40+39=117$  (Scores from experts)

$N=3$  (Numbers of expert)

$IOC=117/3= 39$

Percentage:  $39/40 \times 100\% = 97.5\%$

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ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

## APPENDIX E

Item-Objective Congruence Index (IOC) Check of the English Vocabulary  
Test

Items	Expert no.1	Expert no.2	Expert no.3	Total	IOC	Result
1	1	1	1	3	1	√
2	1	1	1	3	1	√
3	1	1	1	3	1	√
4	1	1	1	3	1	√
5	1	1	1	3	1	√
6	1	1	1	3	1	√
7	1	1	1	3	1	√
8	1	1	1	3	1	√
9	1	1	1	3	1	√
10	1	1	1	3	1	√
11	1	1	1	3	1	√
12	1	1	1	3	1	√
13	1	1	1	3	1	√
14	1	1	1	3	1	√
15	1	1	1	3	1	√
16	1	1	1	3	1	√
17	1	1	1	3	1	√
18	1	1	1	3	1	√
19	1	1	1	3	1	√
20	1	1	1	3	1	√
21	1	1	1	3	1	√
22	1	1	1	3	1	√
23	1	1	1	3	1	√
24	1	1	1	3	1	√
25	1	1	1	3	1	√
26	1	1	1	3	1	√
27	1	1	1	3	1	√
28	1	1	1	3	1	√
29	1	1	1	3	1	√

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Items	Expert no.1	Expert no.2	Expert no.3	Total	IOC	Result
30	1	1	1	3	1	√
31	1	1	1	3	1	√
32	1	1	1	3	1	√
33	1	1	1	3	1	√
34	1	1	1	3	1	√
35	1	1	1	3	1	√
36	1	1	1	3	1	√
37	1	1	1	3	1	√
38	1	1	1	3	1	√
39	1	1	1	3	1	√
40	1	1	1	3	1	√
41	1	1	1	3	1	√
42	1	1	1	3	1	√
43	1	1	1	3	1	√
44	1	1	1	3	1	√
45	1	1	1	3	1	√
46	1	1	1	3	1	√
47	1	1	1	3	1	√
48	1	1	1	3	1	√
49	1	1	1	3	1	√
50	1	1	1	3	1	√
Total	50	50	50	150	50	

Notes: 1. “1” for the item is congruence with objective

2. “-1” for the item is not congruence with objective

3. “0” for the expert not sure

Result of IOC:  $(IOC = \Sigma R / N)$

Item number: 50

$R=50+50+50=150$  (Scores from experts)

$N=3$  (Numbers of expert)

$IOC=150/3=50$

Percentage:  $50/50 \times 100\% = 100\%$

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## APPENDIX F

The Comparison of Vocabulary Learning Strategies Using by Good and Weak Students

No.	Good Learners	$\bar{x}$	SD	Weak Learners	$\bar{x}$	SD
1	Guess its meaning from context	3.32	0.83	Ask my classmates for the meaning	2.85	0.86
2	Use a Thai-English dictionary	3.1	0.93	Remember the words in scales (always, often, sometimes, never). If it is used more, I spend more time to remember it.	2.73	0.94
3	Take notes or highlight new words in class	2.93	1.09	Use a Thai-English dictionary	2.7	1.05
4	Use English language media (song, movies, the internet)	2.93	1.04	Guess its meaning from context	2.6	0.79
5	Pay attention to English words when someone is speaking English	2.92	0.91	Use new words in sentences.	2.53	1.02
6	Remember the words in scales (always, often, sometimes, never). If it is used more, I spend more time to remember it.	2.88	1.03	Take notes or highlight new words in class	2.43	1.03
7	Connect the word to other with similar or opposite meaning	2.73	0.84	Use English language media (song, movies, the internet)	2.32	1.03
No.	Good Learners	$\bar{x}$	SD	Weak Learners	$\bar{x}$	SD
8	Use any pictures or gestures to help me guess the meaning	2.72	0.96	Keep a vocabulary notebook	2.28	1.11
9	Connect the word to a personal experience	2.72	0.98	Pay attention to English words when someone is speaking English	2.27	0.86

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ไม่ว่ากรณีใดๆ ทั้งสิ้น อีกทั้งห้ามมิให้ดัดแปลงเนื้อหา และต้องอ้างอิงถึงเจ้าของเอกสารทุกครั้งที่มีการนำไปใช้

No.	Good Learners	$\bar{x}$	SD	Weak Learners	$\bar{x}$	SD
10	Use new words in sentences.	2.68	1.02	Connect the word to other with similar or opposite meaning	2.23	0.93
11	Ask my classmates for the meaning	2.65	0.84	Use any pictures or gestures to help me guess the meaning	2.22	0.85
12	Keep a vocabulary notebook	2.62	1.12	Connect the word to a personal experience	2.20	1.01
13	Study the sound of a word	2.50	1.05	Write the words many items	2.17	0.92
14	Use an English-English dictionary	2.48	1.10	Use physical action when learning a word	2.08	1.00
15	Remember the word using its word form (verb, noun, adj....)	2.47	1.07	Repeat the words aloud many times	1.98	1.00
16	Talk with native speakers	2.45	0.98	Remember the word using its word form (verb, noun, adj....)	1.95	0.83
17	Remember the word using its part (im-, un-, -able, -ful....etc.)	2.45	0.93	Skip or pass new words	1.95	0.91
18	Write the words many items	2.45	1.16	Make a mental imagine of the word's meaning	1.93	1.06
19	Study the spelling of a word	2.40	0.92	Ask the teacher to give me the definition	1.92	1.00
20	Make a mental imagine of the word's meaning	2.38	1.06	Remember the words that follow or precede the new word	1.92	0.91
21	Check new word's from (e.g. find its verb, noun, adj....etc.)	2.32	1.19	Study the sound of a word	1.88	1.01

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No.	Good Learners	$\bar{x}$	SD	Weak Learners	$\bar{x}$	SD
22	Make my own definition for the word	2.30	1.17	Use an English-English dictionary	1.85	1.10
23	Remember the words that follow or precede the new word	2.28	1.12	Test myself with word tests	1.78	0.87
24	Use physical action when learning a word	2.28	1.22	Study the spelling of a word	1.77	0.85
25	Repeat the words aloud many times	2.27	1.25	Make a mental image of the word's from.(e.g. if the word is noun, I make a mental image different from its verb from.)	1.75	1.04
26	Test myself with word tests	2.25	1.11	Remember the word using its part (im-, un-, -able, -ful....etc.)	1.70	0.85
27	Make a mental image of the word's from.(e.g. if the word is noun, I make a mental image different from its verb from.)	2.20	1.04	Make my own definition for the word	1.68	0.87
28	Make lists of new words	2.20	1.16	Study new words many times	1.68	0.85
29	Ask the teacher to give me the definition	2.18	0.97	Use new words in sentences.	1.63	0.84
30	Use new words in sentences.	2.15	1.05	Say the new word aloud when I first meet them	1.63	0.97
31	Study new words many times	2.15	1.02	Check new word's from (e.g. find its verb, noun, adj....etc.)	1.57	0.83
32	Look for any word parts that I know	2.08	1.14	Group words together to study them	1.57	0.89
33	Write paragraphs using several new words	2.05	1.16	Make lists of new words	1.53	0.89

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No.	Good Learners	$\bar{x}$	SD	Weak Learners	$\bar{x}$	SD
34	Group words together to study them	2.03	1.07	Talk with native speakers	1.48	1.00
35	Say the new word aloud when I first meet them	2.02	1.26	Look for any word parts that I know	1.43	0.83
36	Draw a picture of the word to help remember it	1.97	1.33	Ask the teacher to check my definition	1.43	0.96
37	Ask the teacher to check my definition	1.90	1.12	Write paragraphs using several new words	1.43	0.87
38	Skip or pass new words	1.82	1.14	Use flashcards to record new words	1.40	0.96
39	Use flashcards to record new words	1.65	1.34	Draw a picture of the word to help remember it	1.35	0.94
40	Put English labels on physical objects	1.42	1.34	Put English labels on physical objects	1.32	0.91

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## APPENDIX G

### Reliability by Cronbach Alpha

**Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded <sup>a</sup>	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.900	40

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
a1	74.52	315.887	.305	.899
a2	74.52	317.602	.269	.899
a3	73.68	310.059	.450	.897
a4	73.34	319.331	.195	.901
a5	73.20	320.898	.169	.901
a6	74.46	313.396	.325	.899
a7	74.48	317.683	.310	.899
a8	73.26	321.462	.163	.901
a9	73.28	320.777	.183	.900
a10	74.86	310.082	.472	.897
a11	74.20	312.531	.398	.898
a12	74.46	303.233	.560	.895
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

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a13	74.00	307.102	.546	.896
a14	73.96	311.631	.408	.898
a15	74.22	304.910	.616	.894
a16	73.80	306.816	.569	.895
a17	73.36	320.113	.192	.900
a18	74.44	308.088	.643	.895
a19	74.50	316.582	.403	.898
a20	74.50	309.031	.589	.895
a21	74.10	319.235	.261	.899
a22	74.06	318.874	.305	.899
a23	74.50	310.745	.416	.897
a24	74.30	305.724	.556	.895
a25	74.22	311.644	.464	.897
a26	74.20	309.469	.536	.896
a27	74.46	304.947	.565	.895
a28	74.18	304.844	.494	.896
a29	74.30	308.337	.394	.898
a30	73.82	305.049	.507	.896
a31	74.38	310.322	.451	.897
a32	74.72	307.757	.518	.896
a33	73.62	319.179	.212	.900
a34	74.84	311.076	.440	.897
a35	73.48	308.459	.402	.898
a36	73.66	315.862	.302	.899
a37	74.46	307.927	.484	.896
a38	74.34	309.658	.565	.896
a39	74.40	323.306	.113	.901
a40	73.70	311.357	.540	.896

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