

Thesis Title An Investigation of Strategies for
Learning English Vocabulary Employed
by Mathayom Suksa Six Students in an
Islamic Private School

Name Zainee Waemusa

Degree Master of Arts (Linguistics)

Thesis Supervisory Committee

 Dhanan Chantrupanth, M.A.
 Catherine Ellen Owens, M.A.

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ABSTRACT

This study was conducted to explore strategies for learning vocabulary employed by Mathayom Suksa Six students in an Islamic Private school and the extent they used the strategies. The subjects were 82 Mathayom Suksa six students at Sasanupatam school, an Islamic Private school, in Pattani province in the academic year of 1993-1994. The data were obtained through self-introspective questionnaires. The subjects were classified into two groups : the good and the poor students, by the scores from the English test. The major findings were as follows:

1. The good Mathayom Suksa Six students seemed to use strategies for learning vocabulary occasionally. They tended to most frequently employ the comprehension

strategies for learning vocabulary, compared to storing and production strategies. The strategies widely used were, for example, to use Thai to write the meanings of a new word, to look up words in an English-Thai dictionary and to pronounce a new word when looking it up in a dictionary or when listening to the teacher.

2. The poor Mathayom Suksa Six students seldom to occasionally used the three types of strategies for learning vocabulary : comprehension, storing and production although they used comprehension strategies slightly more often. The strategies widely used by the poor students were: to look up words in an English-Thai dictionary, and to use Thai and Arabic to write the meanings of a new word.

3. The rating means of the subjects were significantly different at a confidence level of .05 between the good and the poor Mathayom Suksa Six students only in using the production strategies for learning vocabulary. However, there was no significant difference in the other two types of strategies: comprehension and storing strategies. The findings indicated that the good students generally used the strategies more frequently than the poor students did.

It was suggested in this study that the subjects tended to be low English-proficiency students. They seemed to use not many English vocabulary strategies and their use was not highly frequent.