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## A Vocabulary Learning Strategies: (Arabic Subject)

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### Abstract

This paper describes the vocabulary learning strategies used by 17 learners of Arabic in subject Maharah Istima' wa Fahm (Listening Skills) in semester two at the Faculty of Islamic Studies (FIS) in National University of Malaysia (UKM). Study design refers to a vocabulary learning strategies based on Schmitt's (1997) taxonomy of vocabulary learning strategies. The effort to produce the multiple variation in study vocabulary. Research findings show that the students demonstrate a multiple variety of vocabulary learning strategies.

**Keywords:** Vocabulary, Learning, Strategies, Arabic, Subject

### Introduction

Vocabulary learning is the basis of the language learning process in teaching Arabic as a second language. Vocabulary learning strategies need to be used in order for vocabulary learning to take place effectively (Sami et al., 2017). Learning strategies have been used for thousands of years. Oxford (2003) defined language learning strategies as "specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. Language learning styles and strategies are among the main factors that help determine how—and how well—our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. The proposal aims to explore the vocabulary learning strategies used by learners of Arabic used by 17 learners of Arabic in subject Maharah Istima' wa Fahm (Listening Skills) in semester two at the Faculty of Islamic Studies (FIS) in National University of Malaysia (UKM).

### Research Objectives

The study generally intends to finding a clearly the nature of language learning strategies. In particular it aims to address the following objectives:

To mention a variety of language learning strategies by a most particular persons.

To study a vocabulary learning strategies by students in subject Maharah Istima' wa Fahm (Listening Skills) in semester two at the Faculty of Islamic Studies (FIS) in National University of Malaysia (UKM) 2015/2016.

### **Research Questions**

Based on the research objective have been established, then this study is to find answers to some of the following questions:

What the types of vocabulary learning strategies do learners use when learning Arabic as a foreign language during their study in subject Maharah Istima' wa Fahm (Listening Skills) in semester two at the Faculty of Islamic Studies (FIS) in National University of Malaysia (UKM)

How frequently are these vocabulary learning strategies and when learning Arabic in their academic year and their spare time?

### **Methodology**

Study design is critical aspect in planning for a successful study. Study design refers to a vocabulary learning strategies based on Schmitt's (1997) taxonomy of vocabulary learning strategies. The study is based on questionnaire and data collection from learners in subject Maharah Istima' wa Fahm (Listening Skills) in Faculty of Islamic Studies (FIS) in National University of Malaysia (UKM)

The questionnaire study divided into two major group:

- a) Discovery Strategies
- b) Consolidation Strategies

Discovery Strategies consists of determination strategies and social strategies whilst consolidation strategies comprise social, memory, cognitive and metacognitive strategies.

### **The Importance of Study**

Language, which is the sign of mental development and instrument of understanding, has a very important place in cognitive and social development. Language is intertwined with thought. Thoughts are conveyed to others via language. Words are indispensable elements of written and verbal communication in daily life. A word is a means of expression. Dreams and emotions are partly based on words, and thoughts are based entirely on words. So the more words a person knows, the more he has developed in thought. Language learning strategies are effective in enabling students to create an independent learning environment in accordance with their needs, and the level of proficiency in the target level can easily be achieved with these strategies. Learning a word on a foreign language is not an immediate action, it requires conscious work and constant repetition. These studies and repetitions are continued outside the classroom because there is not enough time in the classroom. This means that the learner tries to learn vocabulary on his own. In this process, students learn vocabulary in the light of their own interests and needs. (Sami B et al. 2017) For researcher, there are several reasons why this study need to be done. To the end, a vocabulary learning strategies questionnaire was designed based on Schmitt's (1997) taxonomy of vocabulary learning strategies. Schmitt's taxonomy is one of the most popular and remarkable sources

for teachers and learners in the identification of successful learning strategies. In order to provide an analysis of the case study on vocabulary learning strategies, it is necessary to discuss language learning strategies, the taxonomy of vocabulary learning strategies and the taxonomy of vocabulary language learning in this study. Furthermore, some significant vocabulary learning studies are also essential to justify and determine how previous studies investigated vocabulary learning strategies and their methods and the possible implications are. The study attempts to identify the range of vocabulary learning strategies used by learners in secondary schools in Malaysia studying Arabic as a foreign language.

Schmitt has designed a taxonomy of vocabulary learning strategies which divided into two major groups.

- a) Discovery Strategies
- b) Consolidation Strategies

Discovery Strategies consists of determination strategies and social strategies whilst consolidation strategies comprise social, memory, cognitive and metacognitive strategies.

Discovery Strategies are categorized into two types of strategies: Determination and Social Strategies.

- a) Determination Strategies

These strategies mean acquiring knowledge of new lexical items, for examples: analysing parts of speech; analysing affixes and roots; checking for L1 cognates; analysing any available pictures or gestures; guessing from textual context; referring to a bilingual dictionary; using a monolingual dictionary; word lists and flash card.

- b) Social Strategies

This means discovering new words by asking someone else who has an ability to provide the definition; for example, by asking teachers. It includes asking the teacher for L1 translation; asking teacher for paraphrase or provide for a synonym of the new word; asking the teacher for a sentence which includes the new word; asking classmates for meaning; and discovering new meaning through group work activities.

## 2) Consolidation Strategies

It comprises of four group of strategies, social, memory, cognitive and metacognitive strategies.

- a) Social Strategies

This includes studying and practicing meaning in a group, the teacher checking students' flash card or work lists for accuracy and interacting with native speakers.

- b) Memory Strategies

This involves a process of using some form of imagery or grouping to relate to the new vocabulary and words to be retained with previous lexical items. Amongst examples of these strategies are: studying the word with a pictorial representation of its meaning; image of the word's meaning; connecting the word personal experience ; associating the word with its coordinates; connecting the word to its synonyms and antonyms; using the Peg Method, using the Loci Method; grouping words together to study them; grouping words together spatially on a page; using the new word in sentence ; grouping words together within a storyline; studying the spelling of a word; studying the sound of a word; saying the new word when studying, forming an image word form; underlining the initial of the word ; configuration ; using the Keyword

Method; studying affixes and roots; studying a part of speech, paraphrasing the word's meaning, using cognates in study; learning the words of idiom together; using physical action  
when learning a word, using semantic feature grids

c) Cognitive Strategies

In this taxonomy, the strategies are similar to memory strategies but they are not concerned directly with manipulative mental processing. Examples of these strategies are verbal repetition; written repetition; using word lists; studying flash cards; taking notes in class; using the vocabulary section in the learner's textbook, listening to a tape of word lists, putting English label on physical objects and keeping a vocabulary notebook.

d) Metacognitive Strategies

Metacognitive Strategies are defined as strategies to evaluate and control learners' acquisition of the language and more specifically

To facilitate the learning new lexical items.

It includes using English language media (songs, movies, newscast, etc), testing oneself with word tests, using spaced word practice; skipping or passing new words and containing to study the new word over time.

**Item Analysis**

**Table 1. Sex and Frequency details**

Sex	Frequency
Male	3
Female	14
Total	17

**Source: Researcher 2021**

**A: Discovery Strategy**

**Table 2. Discover Strategy Research**

Discovery Strategy	Frequency of Respondents
analysing parts of speech	10
analysing affixes and roots	10
checking for L1 cognates	12
analysing any available pictures or gestures	16
guessing from textual context	15
referring to a bilingual dictionary	17
using a monolingual dictionary	4
asking the teacher for L1 translation	13
asking the teacher for a sentence which includes the new word	9
asking teacher for paraphrase or provide for a synonym of the new word	15
asking classmates for meaning	15

**Source: Research 2021**

**B. Consolidation Strategy****Table 3. Consolidation Strategy**

Consolidation Strategy	Frequency of Respondents
studying and practicing meaning in a group	9
the teacher checking students' flash card or word lists for accuracy	8
interacting with native speakers	6
studying the word with a pictorial representation of its meaning	14
image of the word's meaning	5
connecting the word personal experience	6
grouping words together to study them	6
using the new word in sentence	6
grouping words together within a storyline	6
studying the spelling of a word	13
studying the sound of a word	9
saying the new word when studying	12
forming an image word form	5
underlining the initial of the word	5
studying affixes and roots	6
studying a part of speech	5
learning the words of idiom together	6
using physical action when learning a word	8
verbal repetition	13
written repetition	12
using word lists	6
studying flash cards	5
taking notes in class	11
using the vocabulary section in the learner's textbook	10
listening to a tape of word lists	11
putting label on physical objects	6
keeping a vocabulary notebook	10
language media (songs, movies, newscast, )	7
testing oneself with word tests	8
using spaced word practice	4
study the new word over time	4

**Source: Research 2021**

**Conclusion**

This study aimed to describe the vocabulary learning strategies used by 17 learners of Arabic in subject Maharah Istima' wa Fahm (Listening Skills) in semester two at the Faculty of Islamic Studies (FIS) in National University of Malaysia (UKM). Study design refers to a vocabulary learning strategies based on Schmitt's (1997) taxonomy of vocabulary learning strategies. Research findings demonstrated a multiple variety of vocabulary learning strategies based on



their experienced in their living study .The findings is between two construct of Discovery Strategies and Consolidation Strategies. Discovery Strategies consists of determination strategies and social strategies whilst consolidation strategies comprise social, memory, cognitive and metacognitive strategies.

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