RELATIONSHIP BETWEEN VOCABULARY LEARNING STRATEGIES AND READING COMPREHENSION PERFORMANCE AMONG NURSING AND ENGINEERING STUDENTS FROM A PRIVATE UNIVERSITY IN MALAYSIA

By

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KUALA LUMPUR

Project Paper Submitted in Partial Fulfillment as the Requirement for the Masters of Arts in Teaching English to Speakers of other Languages (TESOL) by Coursework in the Faculty of Arts, Communication and Education

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Abstract of project paper presented to the Senate of Infrastructure University Kuala Lumpur in partial fulfillment of the requirement for the degree of Masters of Arts in Teaching of English to Speakers of other Languages (TESOL)

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The current study examines a group of nursing and engineering students studying in Malaysia. The current study combines these two groups as sample and a comparative study between them will be done. The main purpose of this study is to look at the relationship between VLS and RCP among the nursing and engineering students from one private institution in Malaysia. There were three theories used as the fundamental of this research: Cognitive Learning Theory (Bartlett, 1932), Noticing Hypothesis (Schmidt,1990) and Reading Comprehension Theory (Gunning,1996). Since the nature of this study is dealing with classifying and counting, researcher believed that the quantitative approach is the best option and the research employed a correlational study as its research design. Researcher took 58 students as sample. This comprised of 18 nursing students and 40 engineering students. They were selected based on the non-probability sampling technique that is purposive sampling. Two instruments were used: Vocabulary Learning Strategy Questionnaire (Schmitt, 1997) and Reading Comprehension Test.

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APPROVAL

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CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

Appreciation of the importance of vocabulary and learner strategies has led to considerable research in both areas. Researchers intersect them to become vocabulary learning strategies (VLS). VLS has attracted a noticeable lack of attention. The research which has been done on vocabulary learning strategies has tended to deal with individual or small numbers of strategies, with very few studies looking at the group as a whole.

The research on language learning strategies began in the 1970s as part of the movement away from a predominantly teaching-oriented perspective, to one which included interest in how the actions of learners might affect their acquisition of language. In the beginning, the emphasis was on identifying beneficial language strategies. In the process of identifying and categorizing language strategies, many studies dealt indirectly with strategies specifically applicable to vocabulary learning.

Other than that, reading is by far the most important skills for many students in both second language (SL) and foreign language (FL). Research on effective reading has emphasized the importance of identifying readers' comprehension problem. Researchers later have introduced approaches to emphasize on reading strategies and styles. There are also researchers who have looked into reading comprehension performance. All these approaches have shown the importance of reading comprehension skills in language acquisition.

Chapter 1 of this study presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions, and research hypotheses. Other than that, the chapter also presents significance of the study, limitations to the study and the definitions of terms. The chapter ends with a conclusion.

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