The Role of Vocabulary in Succeeding Communication Process in Learning English as a Second Language by M.A Applied Linguists' Students at Mu'tah University

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Abstract
This research aimed to investigate the role of vocabulary in succeeding communication process in learning English as a Second language by M.A Applied linguists students at Mu'tah University. This quantitative research included 20 M.A Applied linguistics students. The study was conducted at Mu'tah University in Jordan. The researcher used a test to collect data from the participants. The result of the study found that Vocabulary indeed does a significant role in succeeding communication process in learning English as a Second language. This study recommended that Vocabulary should be taught as a major subject at University level. MA. Applied Linguists students should take a course to improve their communication skills and increase their vocabulary knowledge. Reading more books and spending time with native speakers will make them a better speakers of the English language and they will have the confidence when communicating with other people.

Keywords: Effect, Quantity, Grammar, Information, Elementary, ESL.

1. Introduction
The English language is the primary language of several countries (including Australia, Canada, New Zealand, the United Kingdom, and the United states) and a second language in a number of multilingual countries (including India, Singapore, and the Philippines). English is conventionally divided into three major historical periods: Old English, Middle English, and Modern English. The term English is derived from Angles, the speech of the Angles- one of the three Germanic tribes that invaded England during the fifth century (Grammar.about.com). The Jordanian educational system consists of a two-year cycle of pre-school education, ten years of compulsory basic education, and two years of secondary academic or vocational education, after which the students sit for the Tawjehee exams.79% of children go through primary education, while secondary school enrollment has increased from 63% to 97% of high school aged students in Jordan. Between 79% and 85% of high school students in Jordan move on to higher education (Wikipedia. 2016).

Another way to describe language is in terms of the four basic language skills: listening, speaking, reading and writing. People generally learn these four skills in the following order: listening: (when people are learning a new language they first hear it spoken. Speaking eventually, they try to repeat what they hear). Reading: (Later, they see the spoken language depicted symbolically in print). M.A students of applied 'linguists' at Mu'tah University encounter communication process. It is difficult to communicate with each other in a successful way while using the English language.

2. Literature Review
Much research has been conducted to investigate the significance of vocabulary and their role in language learning. Zhi-liang (2010): "152-164" conducted a research to examine the pattern of English vocabulary learning strategies used by the non-English major students in Chinese independent colleges. This qualitative research included 390 non-English major students from grade one to grade three. The study was conducted in Beihani College of Beihang University. The researcher used three instruments to collect data from the participants. The first one was by observing the learner's performance in a variety of tasks. The second one was a structured interview. The third one was a questionnaire that has been...
commonly used. The findings of the study show that non-English learners in independent college have an active attitude about English vocabulary learning and usually employ a large variety of learning strategies when they come across new words in their English learning, either to discover the meaning of the new words or to consolidate the words from but did not from effective vocabulary learning strategies. This study recommended that as a teacher should pay more attentions to vocabulary teaching, consciously try to seek successful learning strategies, stimulate and help students to use strategy suited them and let them put what they have learned into practice and actual use as much as possible.

Similarly, Mokhtar, Rawian, Hussian, Mohamed (2011):"174-180" conducted a study to examine the relationship between metacognitive regulation and the acquisition of passive vocabulary knowledge among Malaysian adult ESL learners. This qualitative research included 360 university student aged between 18 and 21 years old. The research was conducted in Malaysia by different researchers Mokhtar and Rawian at Universiti Teknologi MARA perlis Malaysia, Hussian at Universiti Utara Malaysia, Mohamed at Universiti Sains Malaysia Malaysia. The researchers used a questionnaire to collect the data from the participants. The results of the research reveal that the respondents do not prefer metacognitive regulation as their vocabulary learning strategy. metacognitive regulation is a powerful vocabulary acquisition takes place in second language is generally acknowledged among researchers. The study recommended that teachers have to find teaching approaches which can maximize vocabulary retention. Teachers should make use of activities that will specifically increase the number of times learners will encounter the words.

Likewise, Alhasioni (2012):"115-127" conducted a research to investigate the type and frequency of language learning strategies used by Saudi EFL students. This qualitative research consisted of 701 male, female Saudi EFL students enrolled in an intensive English language program at the University of Ha'il. The research was conducted at University of Ha'il in Saudi Arabia. The researcher used a questionnaire to collect the data from the participants. The findings of the study showed that there was no significant gender difference in the use of language learning strategies except for social strategies. The highly proficient students used all six categories more than low-proficiency students. The paper concludes by recommending that more training should be given in using all strategies by embedding them in regular classroom activities.

Also, lajooee, Barimani (2013):"1-19" conducted a study to examine contrastive study on learning vocabulary through role-play and memorization among EFL female learners. This qualitative research included seventy five Iranian EFL female students. The study was conducted in Hegmataneh English institute in Tehran. The researcher used A pre- test of vocabulary at the beginning of the instruction then, he divided the participants into experimental group and control group. There were thirty- seven learners in experimental group and thirty- eight learners in control group. The results of the study showed that there was a significant difference between role-play and memorization. Both groups had promotions in learning vocabulary. Experimental group was observed to make much more promotion in learning vocabulary through role-play than the control group. This study recommended that through role-play, not only can students have more opportunities to "act" and to "interact" with their peers trying to use the English language, but also students English speaking, listening and comprehension will improve. Even introvert and shy learners will be interested in attending conversational interaction via role-play. Role-play brings about students learn to use the language in a more realistic more practical way. Role-play, as a worthwhile learning experience, requires energetic and mature teacher in order to apply and experiment in the classroom. Role-play reduces learners' anxieties and makes them excited about interaction. It is necessary to state the role-play help learners to produce sentences to use the correct accent, to construct some other conversations, to speak fluently, and to learn the new words along with the synonyms well. This study shows that teaching vocabulary through Role-play enhances vocabulary learning among EFL female learners over the traditional technique that is memorization.
In addition, Saengpakdeejit (2014:1101-1108) "conducted a research to indentify the awareness of vocabulary learning strategies among EFL students in Khon Kaen University. This qualitative research consisted of 63 undergraduate students. The research was conducted at Khon Kaen University (2 campuses). The researcher used a semi-structured interview to collect the data from the participants. The findings of the study reveal that the students display awareness of vocabulary learning strategies. Two main vocabulary learning strategies were found: strategies for discovering the meaning of the unknown words: strategies for retaining the newly learned words in long-term memory and recalling them at will. The study recommended that both language teachers and learners should be aware how important vocabulary learning strategies are in their language.

Furthermore, Nayan and Krishnasamy (2015):"10-14" conducted a study aims to unveil the usefulness of vocabulary learning strategies among students from the faculty of Accountancy in a public university in northern Malaysia. This qualitative research consisted of 52 participants (44 female and 8 male). The study was conducted in public university in northern Malaysia. The researcher used a questionnaire to collect the data from the participants. The results of the research shows that learners preferred to communicate, read books and listen to English songs in order to acquire vocabulary, they also acquire vocabulary explicitly from their daily routine activities. The research recommended that lectures should focus more on explicit teaching vocabulary because previous research shows that this strategy helps learners in their vocabulary acquisition.

Having reviewed past researches, the researcher believes that none of these researches has investigated the role of vocabulary in succeeding communication process in learning English as a foreign language by M.A Applied' linguists' students at Mu'tah University. As a result, the researcher felt that there is a need to conduct this study.

3. Statement of the problem:
MA. Applied Linguists students face a communication problems when learning English as their Second language.

4. Research Objectives
The objective of this research is to investigate the role of vocabulary in succeeding communication process in learning English as a Second language by M.A Applied Linguists' students at Mu'tah University.

5. Research Questions
This study addresses the following research questions:

i. What is the role of vocabulary in succeeding communicating problem in learning English as Second language by M.A Applied Linguists students at Mu'tah University?

6. Methodology
The population of the study consists of 20 M.A students in applied linguistics at Mu'tah University. They are all similar in terms of in speaking Arabic as their first language, the educational level, social background, different in gender and age. The sample of the study included 20 (10 males, 10 females) M.A students applied linguistics. The researcher selected the sample of the study purposely. That is the researcher selected all of the existing population based on her experience. The researcher used a test as research instrument. The test contained 20 multiple choice item. The researcher used the statistical package of social science (SPSS) to analyze the data.

7. Findings and Discussion
As far as the analysis of the study is concerned, the researcher used static package social science (SPSS) to calculate the frequency of the elected data. Based on the analysis it was found out 10 participants answered Question 1 that indicates ( a term used by Saussure to refer to the collective
knowledge of a community of the language spoken by its members) correctly, whilst 10 respondents answered incorrectly. The researcher discovered that 6 respondents respond to Question 2 that indicates (an imperceptible change in the typology of a language in more or less constant direction as with the shift from synthetic to analytic in the course of history of English) successfully while 14 participants answered incorrectly. It was detected that 7 respondents answered Question 3 which indicates (the investigation of the structure and style of texts, of pieces of language which consist of more than a single sentence) correctly. On the other hand, 13 participants replied incorrectly. It was found that 11 participants to Question 4 which indicates (a characteristic mistake made by learners of a second language, usually traceable to a structural feature of their native language) answered correctly. On the contrary, 9 respondents answered incorrectly. The researcher discovered that 10 respondents replied to Question 5 (a free lexical word to which one or more endings can be added) in a correct way, but 10 answered incorrectly. It was revealed that 6 participants respond to Question 6 (a division in the verbal area which refers to whether the action of the verb represents a fact, a wish, a possibility, necessity or command) correctly. On the other hand, 13 participants replied incorrectly. The researcher discovered that 10 respondents replied to Question 7 (any term which serves to indicate an amount such as all, some, a few, or the set of numerals in a language) correctly. On the other hand, 7 answered incorrectly. It was revealed that 14 participants’ responds to Question 8 (a phonetic segment which consists of a stop followed immediately by a fricative) correctly, while 6 answered incorrectly. The researcher discovered that 13 respondents replied to Question 9 (a term referring to sounds produced at the gap in the vocal cords) correctly. On the other hand, 7 answered incorrectly. It was found out that 7 participants replied to Question 10 (the study of human sounds without immediate regard to their systematic statues for a certain language) correctly, whilst 13 respond incorrectly. The paper shows that 5 participant answered Question 11 which indicates (a reference to a type of linguistic analysis which relies heavily on the formulation of rules for the exhaustive description of the sentences of a language) correctly. On the contrary, 15 replied incorrectly. It was found out that 12 respondents replied to Question 12 which indicates (a vowel which is articulated with a change in tongue position between the beginning and the end in English and German) correctly, but 8 answered incorrectly. It was detected that 11 responds to Question 13 that indicates that (the study of the structure of language without any concerns for practical application which may arise from one's work) correctly, while 9 replied incorrectly. The paper revealed that 10 respondents answered to Question 14 which indicates (any human sound which has not been classified in the phonology of a language) correctly while 10 replied incorrectly. It was detected that 15 participants replied to Question 15 that indicates (a term which refers to all the super segmental properties of a language such as a pitch, loudness, tempo and rhythm) correctly, whilst 5 responds incorrectly. The researcher found out that 12 respondents answered Question 16 that indicates (the arrangement of words in a linear sequence in sentence) correctly. On the other hand, 8 replied incorrectly. The paper reveals that 10 respondents answered Question 17 that indicates (that part of a sentence which is the focus of interest and usually introduced at the beginning) correctly. On the contrary, 10 replied incorrectly. It was found out 14 participants answered to Question 18 that indicates (is the study of language in relation to our cognition and particular to the way we acquire our first language) correctly while 6 replied incorrectly. The researcher discovered that 5 respondents answered Question 19 which indicates (the language of an individual as opposed to that of a group) correctly, in contrast 15 responds incorrectly. It was as found that 13 respondents answered Question 20 which indicates (the process by which children acquire knowledge about their native language in their early childhood) correctly. But 7 replied incorrectly.
These charts show the results of the true and wrong percentage answers of a test which consists of 20 questions, the results as follow:

i. The percentage of the true answers is 51% while the wrong answers are 49%.

ii. The percentages of the first Question were identical in the true and wrong percentage.

iii. In Question 2 the true percentage is 30%, On the other hand, the wrong percentage is 70%. The true frequency in Question 3 is 30%.On the contrary it is 70% in the wrong percentage.

iv. Question 4 the true percentage is 45%. On the other hand, the wrong percentage is 55%.Likewise, Question 5 shows the same result in the two previous percentages.
v. The true frequency in Question 6 is 30% while it is 70% in the wrong frequency.

vi. Unlike Question 4, Question 7 shows that the true percentage is more than the wrong. That is 65%. In contrast with, 35% in the wrong percentage.

In addition to the previous question, 8 reveals the true percentage has 75% while the wrong has 30%. In Question 9, the true percentage (65%) is higher than the wrong (35%). These percentages differ in Question. This is because we have 35% in the true frequency, while we have 65% in the wrong Percentage. In Question 11, the wrong percentage is higher than the true which has 75% in contrasts with the true which is 25%. Question 12 shows that we have 60% in the true frequency unlike the wrong in which we have 40%. Question 13 shows that true frequency is 55%, while it is 45% in the wrong. Question 14 reveals the same result in these previous percentages. The true percentage is 75%, while the wrong one in Question 15 which is 25%. Also, in Question 16 it was revealed that the true percentage has a higher value (60%), in comparison with the wrong (40%). Question 17 has the same percentage in both the wrong and the true answers in which there are 50% in each. The true percentage in Question 18 is 75%. On the contrary, it is 30% in the wrong frequency. In Question 19, the true percentage has a lower value which is 25%, in comparison with the wrong in which we have a higher value that is 75%. Question 20 shows that the true percentage is 65%, while the wrong frequency is 35%. After looking at the charts above, the result of the study found out that Vocabulary indeed does have a significant role in succeeding communication process in learning English as a Second language.

8. Conclusion

As a conclusion, and as an answer to the research question it was demonstrated that a Behavior has a positive influence on students lack of vocabulary in succeeding communicating process in learning English as Second language, in which 52% of the respondents shows that their behavior indeed affect their performance when they communicate with each other.

9. Recommendation

This study recommends that vocabulary should be taught as a major subject university level. Vocabulary is central to English language because without it students will not be able to understand each other or express their own ideas and thoughts.

MA. Applied 'Linguists' students should take a course to improve their communication Skills and to increase their vocabulary knowledge.

Reading more books and spending more time with native speakers can help them be a better speakers of the English language. Thus, they will have a confidence when communicating with other people.

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