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MALAY VOCABULARY LEARNING STRATEGIES PRACTICED BY FORM ONE NON-NATIVE STUDENTS

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Abstract:

Vocabulary plays an important role in language learning because it is the basis for mastering the language, especially for non-native speakers. Students face challenges in mastering vocabulary in Malay. This quantitative study aims to the vocabulary learning strategies among non-native speakers. This study involved a total of 254 students from 10 secondary schools in the Pudu and Bangsar areas of Kuala Lumpur through purposive sampling. Research findings were analysed using SPSS software version 27. The finding of the social strategy is the highest strategy cognitive strategy is the lowest. Overall, the Malay vocabulary mastery strategy is at a moderate level. This study suggests the aspect of vocabulary teaching should be given attention in Teaching and Learning activities starting from primary school.

Keywords:

Strategy, Malay Vocabulary Learning, Non-Native Students, Form One

Introduction

Language mastery is a formal language acquisition process. Mastery of a new language, also known as a second language, typically occurs in a formal educational system (Ramli, 2018). When learning any language, whether it be mother tongue or a foreign language, the speaker

needs to master the vocabulary as the core of that language (Asmuni Zumrah, 2020). If a speaker is not proficient in mastering the vocabulary of a language, they will not comprehend information well (Alharthi, 2020). Furthermore, from a globalization perspective, the acquisition of a second language by students adds value to their future career development (Muhammad Safuan Yusoff, 2021). Li Yan et al. (2022) have studied the level of the use of Malay language learning strategies among university students in China. The study findings indicate that international students more frequently use metacognitive strategies to learn Malay. Students tend to focus more when someone is speaking in Malay, as it provides a clearer understanding of the language. Meanwhile, Cho Min Sung et al. (2020) researched the effectiveness of mobile applications in Malay language learning for foreign speakers. The study found that students can directly connect with language experts worldwide to learn more about Malay language rules, especially related to grammar formulas. Although the research was based on mobile app-based learning, the results demonstrate that this method is one of the ways and learning strategies that can be used by international students, particularly regarding vocabulary, to learn Malay.

Literature Review

Language learning strategies can be defined as techniques, approaches, and actions used by students to make learning more independent, meaningful, and enjoyable. Schmitt (1997) divides strategies into five categories: determination, social, memory, cognitive, and metacognitive. These learning strategies were refined by Schmitt (1997) from the learning strategies introduced by Oxford (1992).

Determination strategies involve finding meaning without expert assistance. Determination strategies entail the process of formulating steps or plans aimed at determining the direction and goals of an organization or project (Schmitt, 1997). According to O'Malley and Chamot (1990), social strategies refer to interpersonal strategies related to personal psychology, emotional conditions, and the experiences of the learner. In the study by Balini and Jeyabalan (2018), memory strategies practiced by students can aid in the acquisition of new vocabulary, making the retention and understanding of the learned language easier and more effective. Cognitive strategies refer to awareness in handling learning materials, techniques, and linguistic input (O'Malley and Chamot, 1990). Williams and Burden (1997) state that learning strategies can influence cognitive psychology when students are learning a second language. Metacognitive strategies refer to high-level executive strategies such as planning, monitoring, thinking about the learning process, and self-evaluation (O'Malley and Chamot, 1990).

Furthermore, Juwairiah Osman (2018) studied the teaching and learning strategies of Malay language among international students at Universiti Malaysia Pahang. The study found that international students found it easier to understand Malay when the learning topics were based on activities they engaged in daily. Meanwhile, Noor Zuhidayah Muhd Zulkifli (2019) conducted a study related to the incorporation of cultural factors when teaching Malay to foreign students. The incorporation of culture is one way to teach the direct and indirect application of vocabulary learning. According to Noor Zuhidayah Muhd Zulkifli (2016), the strategic use of Malay language learning differs among students when learning in the classroom, outside the classroom, and during examination periods.

The study by Norlidah Alias (2015) analysed the learning strategies of international students using video game applications. The research found that video games assisted international students in vocabulary learning. The study concluded that video games could enhance students' vocabulary by incorporating elements such as the full use of applications in Malay, more interactive video games, grammar learning, and sentence construction.

Vocabulary Learning Strategy Model

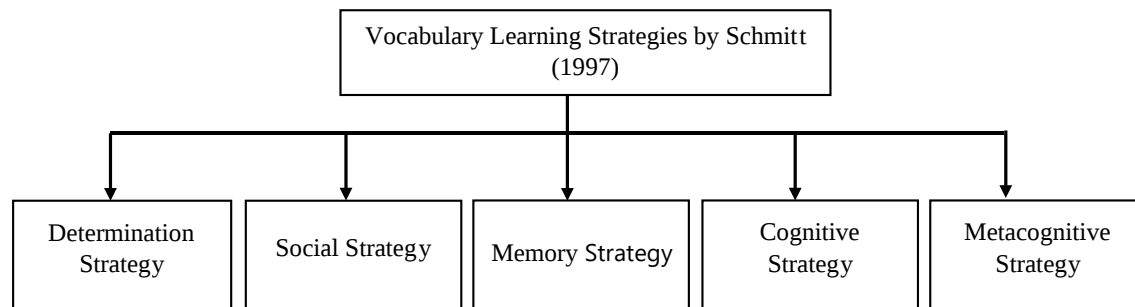


Figure 1: Vocabulary Learning Strategies Schmitt, (1997)

The study analyzes vocabulary learning strategies using Schmitt's (1997) theory of learning strategies. Learning strategies are techniques and used by students to acquire information. A student will try to convey their thoughts using the vocabulary they have acquired. The learning strategies introduced by Schmitt in 1977 are an improvement on those introduced by Oxford (1990). He added another sub-strategy for vocabulary learning, namely, social strategies in the discovery category. This strategy is categorized under both discovery and consolidation. According to Schmitt (1977), students can learn a second language through social factors that help them acquire new vocabulary.

Research Problem

The next research issue is the second language learning strategies for non-native speakers, which are inefficient in mastering the vocabulary of the Malay language. A lack of vocabulary will lead to communication and information intended for the listener or target group not reaching them (Uraidah et al., 2021). The main problem faced by students learning a second language is that they do not know how to learn the language, especially in terms of vocabulary (Rabadi, 2019).

According to Nur Izzatul, Zaimuariffudin, Norehan (2021), students are more inclined to use metacognitive strategies in learning the Malay language. This statement is also supported by the study of Nur Aisyah et al. (2014), which indicates that students have high metacognitive skills in learning the Malay language, especially in understanding various types of texts. Therefore, this study is used to identify the strategies by non native speakers in learning vocabulary.

Mastery of the vocabulary aspect of a language's weakness is further evidenced by the insufficient use of dictionaries among students. Studies by Mustafa (1994), Norma (2003), Syakirah (2004), and Ghazali Yusri (2012) found that students tend to use dictionaries less in

language learning. Regarding the use of dictionaries, Tu'aymah (1986) emphasises that students should utilise dictionaries as learning materials in acquiring vocabulary. Furthermore, the use of dictionaries for the purpose of mastering vocabulary is one of the language objectives (Rosni, 2009).

Research Methodology

The research design used for this study is a quantitative. The method is employed method to identify vocabulary learning strategies in the Malay language among non-native speakers at the intermediate level, specifically at the first-year level. The researcher selected 10 schools in the Pudu and Bangsar zones of Kuala Lumpur. Among the selected schools are SMK A, SMK B, SMK C, SMK D, SMK E, SMK E, SMK G, SMK H, SMK I, and SMK J. Choosing secondary schools allows for the gathering of students from various backgrounds and different schools. The selection of first-year students, consisting of non-native Malay speakers from the Chinese and Indian communities is aged 13. The total population of non-native Malay speakers in the 10 schools is 750 students (Refer to Table 1). Based on Krejcie and Morgan's table (1970), for a population of 750 individuals, the required sample size for the study is 254.

The number of students in each school is listed as shown in the table below:

Table 1: Population and Sample of Non-Native Speaker Students

Number Of Secondary Schools	Number Of Student Population	Population Of Non-Native Speaker Students	Sample Of Non-Native Speaker Students	Non-Native Speaker Interviewed
1 SMK A	140	109	38	1
2 SMK B	156	78	27	1
3 SMK C	162	75	18	1
4 SMK D	144	99	32	1
5 SMK E	132	65	26	1
6 SMK F	154	56	27	1
7 SMK G	128	53	18	1
8 SMK H	132	88	24	1
9 SMK I	141	57	19	1
10 SMK J	139	70	25	1
Amount	1428	750	254	10

Source: (Education Department of the Federal Territory of Kuala Lumpur, 2022)

For sampling purposes, the researcher employs purposive sampling method, incorporating several criteria in selecting and determining the study sample. The following are among the key criteria for sample selection:

1. Students who are non-native Malay speakers.
2. Students who do not use Malay as a medium of communication at home.
3. Students who entered the first year without going through transition classes.
4. Students from National-Type Schools.

The researcher utilized questions developed by Yeh and Wang (2004), adapted from Schmitt (1997), comprising five strategies: Determination, Social, Memory, Cognitive, and Strategic Metacognitive. A total of 50 questions were presented to the students in this section. Each strategy has a different number of questions; specifically, Determination and Social strategies have 7 questions each, Memory strategy has 18 questions, while Cognitive and Strategic Metacognitive strategies have 9 questions each.

Respondents were asked to choose an answer on a scale of 1 to 5 to indicate the tendency toward statements that correspond to their experiences (1 – never, 2 – rarely, 3 – sometimes, 4 – often, 5 – always) (Neil, 2011; Bucci, 2003). A high score indicates that the strategy is a primary practice applied by the respondents in mastering vocabulary (Budiaji, 2013).

Result

Learning strategies are student behaviours aimed at acquiring information. In this study, the researcher employs Schmitt's Theory (1997) of learning strategies, which includes determination, social, memory, cognitive, and metacognitive strategies.

Table 2: Interpretation of Min Scores Based on Vocabulary.
(Mean Score Interpretation)

1.0 – 1.4	Low
1.5 – 2.4	Moderately Low
2.4 – 3.4	Moderate
3.5 – 4.4	Moderately High
4.5 – 5.00	High

Source: (Sorrel Brown, 2010)

Table 3: Overall Descriptive Statistics of Vocabulary Mastery Strategies for Students

No.	Vocabulary Strategy Category	Mean (M)	SP (SP)	Mean Level
1.	Determination Strategy	3.76	0.82	Moderately High
2.	Social Strategy	4.50	0.79	High
3.	Memory Strategy	3.02	0.97	Moderate
4.	Cognitive Strategy	1.55	0.88	Moderately low
5.	Metacognitive Strategy	3.01	0.96	Moderate
	Average	3.17	0.88	Moderate

Table 3 illustrates the use of Malay vocabulary mastery strategies among first-year non-native Malay-speaking students. The overall average for vocabulary learning strategies is at a moderate level ($M=3.01$, $SD=0.88$). Of the five presented strategies, the social strategy is the most frequently employed ($M=4.50$, $SD=0.79$). Memory strategy ($M=3.02$, $SD=0.97$) and metacognitive strategy ($M=3.01$, $SD=0.96$) are both at a moderate level. Determination strategy is at a moderately high level ($M=3.76$, $SD=0.82$), while cognitive strategy ($M=1.55$, $SD=0.88$) is at a moderately low level.

Table 4: Analysis of Determination Strategies Used by Students

No.	Item	TP (N)%	J (N)%	KK (N)%	K.KALI (N)%	S (N)%	Mean	SP	Mean Level
1.	Saya akan menganalisis jenis kata (kata kerja, kata nama, kata adjektif, kata tugas) dari kosa kata baharu untuk menentukan maksudnya.	4 (1.6)	1 (0.4)	26 (10.0)	122 (48.0)	101 (39.8)	4.24	0.78	Moderately High
2.	Saya akan menganalisis bentuk kata dasar, awalan atau akhiran untuk mengetahui maksud perkataan tersebut.	24 (9.4)	55 (21.7)	106 (41.7)	50 (19.7)	19 (7.5)	4.48	0.54	Moderately High
3.	Saya akan meneka makna sesuatu kata mengikut konteksnya.	4 (1.6)	1 (0.4)	26 (10.2)	122 (48.0)	101 (39.8)	2.94	1.04	Moderate
4.	Saya akan menggunakan kamus Melayu-Tamil/Cina untuk mengetahui maksud kata baharu.	0 (0)	1 (0.4)	2 (0.8)	125 (49.2)	126 (49.6)	4.24	0.78	Moderately High
5.	Saya akan menggunakan kamus Melayu-Melayu untuk mengetahui maksud sesuatu perkataan.	15 (5.9)	51 (20.1)	104 (40.9)	59 (23.2)	25 (9.8)	4.58	0.54	High
6.	Saya akan menggunakan kamus Tamil/Cina-Melayu, kamus Melayu Tamil/Cina untuk mengetahui maksud kata baharu.	33 (13.0)	62 (24.4)	120 (47.2)	26 (10.2)	13 (5.1)	3.11	1.03	Moderate
7.	Saya akan menggunakan kamus elektronik untuk mengetahui maksud kata baharu.	1 (0.4)	2 (0.8)	120 (47.2)	5 (1.97)	126 (49.6)	2.70	1.00	Moderate

From the 4 items presented to students to identify determination strategies, it was found that the most frequently used strategy by students the use of a Malay-Malay dictionary to understand the meaning of a word ($M=4.58$, $SD=0.54$). Meanwhile, the strategy of analyzing the form of the root word, prefix, or suffix to determine the meaning of the word ($M=4.48$, $SD=0.54$) has a moderately high level. Furthermore, item 1 and item 4 have a moderately high level with the same mean and standard deviation ($M=4.24$, $SD=0.78$). On the contrary, statement 6 ($M=3.11$, $SD=1.03$) and item 3 ($M=2.94$, $SD=1.04$) achieve a moderate level. Finally, item 7 has the lowest level ($M=2.70$, $SD=1.00$). The overall average minimum for determination strategies is at a moderately high level ($M=3.76$, $SD=0.82$).

Table 5: Analysis of Social Strategies Used by Students

Bil	Item	TP (N)%	J (N)%	KK (N)%	K.Kali (N)%	S (N)%	Mean	SP	Mean Level
1.	Saya akan meminta guru menterjemah kosa kata baharu itu ke dalam bahasa ibunda.	4 (1.6)	1 (0.4)	14 (5.5)	80 (31.5)	155 (61.0)	4.50	0.76	High
2.	Saya akan meminta guru memberikan maksud yang sama bagi kosa kata baharu tersebut.	8 (3.1)	2 (0.8)	18 (7.1)	70 (27.6)	156 (61.4)	4.43	0.90	Moderately High
3.	Saya akan meminta guru memberikan contoh ayat yang mempunyai kosa kata baharu tersebut.	2 (0.8)	2 (0.8)	14 (5.5)	69 (27.2)	167 (65.7)	4.56	0.71	High
4.	Saya akan bertanya kepada rakan sekelas maksud sesuatu kosa kata.	5 (2.0)	3 (1.2)	13 (5.1)	70 (27.6)	163 (64.2)	4.51	0.81	High
5.	Saya akan memahami kosa kata baharu ketika belajar bersama kawankawan dalam kumpulan.	5 (2.0)	3 (1.2)	14 (5.5)	77 (30.3)	155 (61.0)	4.47	0.82	Moderately High
6.	Saya akan menggunakan kata yang telah saya pelajari bersama rakan sekelas saya.	4 (1.6)	2 (0.8)	14 (5.5)	74 (29.1)	160 (63.0)	4.51	0.77	High
7.	Saya akan menggunakan kosa kata yang saya baru tahu untuk bercakap dengan penutur asli Bahasa Melayu.	2 (0.8)	1 (0.4)	15 (5.91)	73 (28.7)	163 (64.2)	4.54	0.73	High
Average Mean							4.50	0.79	High

Table 5 is related to the social strategies used by students. Of the 7 items, the average minimum for social strategies is at a high level ($M=4.50$, $SD=0.79$). Item 3 has the highest level ($M=4.56$, $SD=0.81$) regarding students asking the teacher for examples of sentences with new vocabulary. Item 7 achieves the second-highest level ($M=4.54$, $SD=0.73$). Items 4 and 6 obtain the third-highest values with the same mean, namely, item 4 ($M=4.51$, $SD=0.81$) and item 6 ($M=4.51$, $SD=0.77$). On the other hand, item 5 and item 2 achieve a moderately high level with different mean values, namely, item 5 ($M=4.47$, $SD=0.82$) and item 2 ($M=4.43$, $SD=0.92$).

Table 6: Analysis of Memory Strategies Used by Students

NO.	Item	TP (N)%	J (N)%	KK (N)%	K.KALI (N)%	S (N)%	Mean	SP	Mean Level
1.	Saya akan memadankan kosa kata dengan gambar yang sebenar.	10 (3.9)	64 (25.2)	94 (37.0)	66 (26.0)	20 (7.9)	3.09	0.99	Moderate
2.	Saya akan memberikan suatu gambaran yang terkait maksud suatu kosa kata dalam fikiran saya. Contohnya, ketika saya belajar tentang “menara tertinggi di Malaysia” pemikiran saya akan muncul KLCC.	15 (5.9)	60 (23.6)	102 (40.2)	53 (20.9)	24 (9.4)	3.04	1.03	Moderate
3.	Saya akan menghubungkan kosa kata dengan pengalaman peribadi saya. Sebagai contoh, apabila belajar tentang nostalgia, saya terfikir tentang pengalaman saya ketika menjalani kehidupan di kampung bersama rakanrakan.	22 (8.7)	57 (22.4)	110 (43.3)	43 (16.9)	22 (8.7)	2.94	1.04	Moderate
4.	Saya akan mengaitkan kosa kata dengan perkataan yang berkaitan dengannya. Contohnya apabila mempelajari kosa kata epal, saya juga memikirkan buah-buahan lain, seperti, pisang, rambutan, nanas dan lainlain.	14 (5.5)	59 (23.2)	111 (43.7)	52 (20.5)	18 (7.1)	3.00	0.97	Moderate
5.	Apabila saya mempelajari kosa kata saya memberi perhatian kepada sinonim (maksud perkataan yang sama) dan antonim (maksud perkataan berlawanan), contoh: apabila mempelajari perbendaharaan kata indah, saya belajar cantik untuk sinonim, dan hodoh untuk antonim.	11 (4.3)	68 (26.8)	97 (38.2)	62 (24.4)	16 (6.3)	3.02	0.97	Moderate
6.	Saya akan mengumpulkan kosa kata yang akan dipelajari. Contohnya: nama objek di dalam bilik darjah.	10 (3.9)	40 (15.7)	48 (18.9)	71 (28.0)	85 (33.5)	3.71	1.20	Moderately High
7.	Saya akan menggunakan kosa kata baharu yang dipelajari untuk membina ayat.	11 (4.3)	56 (22.0)	120 (47.2)	53 (20.9)	14 (5.5)	3.01	0.91	Moderate
8.	Saya akan menggabungkan beberapa kosa kata baharu dan menghubungkannya ke dalam sebuah cerita untuk membantu saya mengingat.	8 (3.1)	53 (20.9)	123 (48.4)	56 (22.0)	14 (5.5)	3.06	0.88	Moderate
9.	Apabila saya belajar kosa kata , saya akan ingat ejaannya.	14 (5.5)	54 (21.3)	107 (42.1)	64 (25.2)	15 (5.9)	3.05	0.96	Moderate
10.	Apabila saya mempelajari kosa kata, saya memberi perhatian kepada sebutannya.	10 (3.9)	38 (15.0)	129 (50.8)	56 (22.0)	21 (8.3)	3.16	0.92	Moderate

11. Apabila saya mempelajari kosa kata saya akan membacanya dengan kuat.	21 (8.3)	43 (16.9)	113 (44.5)	57 (22.4)	20 (7.9)	3.05	1.02	Moderate
12 Saya akan mencari padanan bahasa ibunda yang serupa dengan sebutan Bahasa Melayu untuk membantu menghafal kosa kata baharu.	12 (4.7)	54 (21.3)	119 (46.9)	52 (20.5)	17 (6.7)	3.03	0.94	Moderate
13 Saya akan mencari padanan bahasa ibunda yang serupa dengan sebutan Bahasa Melayu untuk membantu menghafal kosa kata baharu.	13 (5.1)	66 (26.0)	109 (42.9)	50 (19.7)	16 (6.3)	2.96	0.96	Moderate
14 Saya akan ingat kata akar, awalan dan akhiran sesuatu kosa kata.	2 (0.8)	3 (1.2)	17 (6.7)	56 (22.0)	176 (69.3)	4.58	0.74	High
15. Saya akan ingat kosa kata baharu daripada cara sebutannya.	14 (5.5)	63 (24.8)	108 (42.5)	53 (20.9)	16 (6.3)	2.98	0.97	Moderate
16. Saya akan melihat penerangan pada teks untuk menjelaskan maksud kosa kata. Contohnya pembantu rumah dimaksudkan sebagai orang yang membersihkan atau menjaga rumah.	9 (3.5)	55 (21.7)	116 (45.7)	48 (18.9)	26 (10.2)	3.10	0.97	Moderate
17. Saya akan menulis semua frasa atau simbol yang berkaitan dengan suatu kosa kata.	14 (5.5)	64 (25.2)	109 (42.9)	51 (20.1)	16 (6.3)	2.96	0.96	Moderate
18. Saya akan menggunakan gerakan fizikal untuk membantu mengingati kosa kata.	16 (6.3)	60 (23.6)	103 (40.6)	55 (21.7)	20 (7.9)	3.01	1.01	Moderate

Table 6 is related to the memory strategies used by first-year students. The overall average minimum for memory strategies is at a moderate level ($M=3.1$, $SD=0.97$). Item 14 obtains the highest minimum score ($M=4.58$, $SD=0.74$) with a high level regarding students remembering the root word, prefix, and suffix of a vocabulary. Item 6, which concerns students collecting all the vocabulary learned in the classroom, is the second-highest minimum score ($M=3.71$, $SD=1.20$). Item 10, where students learn vocabulary by paying attention to pronunciation, receives the third-highest minimum score. On the other hand, item 15, where students remember new vocabulary from their pronunciation, has the third-lowest minimum score ($M=2.98$, $SD=0.97$). Item 17 has the same minimum and standard deviation as item 13, namely ($M=2.96$, $SD=0.96$). Finally, item 3, which involves connecting vocabulary with the student's experiences, obtains the lowest minimum score ($M=2.94$, $SD=1.04$).

Table 7: Analysis of Cognitive Strategies Used by Students

Bil	Item	TP (N)%	J (N)%	KK (N)%	K. KALI (N)%	S (N)%	Mean	SP	Mean Level
1.	Saya akan mengulang maksud kosa kata untuk diimbis semula.	147 (57.9)	80 (31.5)	21 (8.3)	4 (1.6)	2 (0.8)	1.56	0.78	Moderately Low
2.	Saya akan menulis kosa kata berulang kali untuk diimbis semula.	184 (72.4)	44 (17.3)	18 (7.1)	5 (2.0)	3 (1.2)	1.42	0.80	Low
3.	Saya akan menggunakan rangka untuk mengingat kosa kata baharu (satu jadual mengandungi kosa kata bahasa Melayu) jadual lain pula ialah maksud bahasa ibunda.	181 (71.3)	43 (16.9)	17 (6.7)	8 (3.1)	5 (2.0)	1.48	0.90	Low
4.	Saya akan menggunakan satu kad kosa kata untuk mengingat kosa kata baharu (kad itu ditulis dengan kosa kata Bahasa.Melayu di sebelah lagi menulis maksud dalam bahasa ibunda.	203 (79.9)	27 (10.6)	10 (3.9)	7 (2.8)	7 (2.8)	1.38	0.91	Low
5.	Saya akan membuat nota kosa kata baharu semasa proses pembelajaran.	113 (44.5)	100 (39.4)	32 (12.6)	5 (2.0)	4 (1.6)	1.76	0.86	Moderately Low
6.	Saya akan menggunakan konteks dalam teks untuk menerangkan maksud kosa kata.	196 (77.2)	22 (8.7)	17 (6.7)	11 (4.3)	8 (3.1)	1.48	1.01	
7.	Saya akan mendengar senarai kosa kata yang dirakam.	138 (54.3)	76 (29.9)	29 (11.4)	6 (2.4)	5 (2.0)	1.68	0.91	Moderately Low
8	Saya akan meletakkan label bahasa Melayu pada objek untuk membantu saya mengingat kosa kata.	125 (49.2)	94 (37.0)	27 (10.6)	5 (2.0)	3 (1.2)	1.69	0.83	Moderately Low
9	Saya akan sentiasa membawa buku nota bersama saya untuk merekodkan kosa kata baharu.	190 (74.8)	34 (13.4)	14 (5.5)	9 (3.5)	7 (2.8)	1.46	0.95	Low
Average Mean							1.55	0.88	Moderately Low

Table 7 shows that the overall average minimum for cognitive strategies is at a moderately low level ($M=1.55$, $SD=0.88$). Of the 9 items presented, students learning vocabulary by creating new vocabulary notes during the learning process ($M=1.76$, $SD=0.86$) achieved the highest minimum score at a moderately low level. The use of learning strategies in the presented category, where students label objects in Malay to help them remember vocabulary, obtained the second-highest minimum score ($M=1.69$, $SD=0.83$) at a moderately low level. Meanwhile, item 7, stating that students will listen to a list of vocabulary, scored the third-highest minimum ($M=1.68$, $SD=0.91$). On the other hand, item 9 ($M=1.46$, $SD=0.95$), item 2 ($M=1.42$, $SD=0.80$), and item 4 achieved the lowest minimum scores ($M=1.38$, $SD=0.91$).

Table 8: Analysis of Metacognitive Strategies Used by Students

No	Item	TP (N)%	J (N)%	KK (N)%	K.KALI (N)%	S (N)%	Mean	SP	Mean Level
1.	Saya akan mendengar lagu Melayu untuk mempelajari kosa kata baharu.	16 (6.3)	47 (18.5)	129 (50.8)	43 (16.9)	19 (7.5)	3.01	0.95	Moderate
2.	Saya akan menonton video berkaitan sebutan dalam bahasa Melayu untuk mempelajari kosa kata.	12 (4.7)	59 (23.2)	126 (49.6)	43 (16.9)	14 (5.5)	2.95	0.90	Moderate

3. Saya akan membaca karangan dalam bahasa Melayu untuk mempelajari kosa kata.	181 (71.0)	43 (16.9)	17 (6.7)	8 (3.1)	5 (2.0)	1.48	0.90	Low
4. Saya akan membaca majalah bahasa Melayu untuk mempelajari kosa kata.	13 (5.1)	70 (27.6)	103 (40.6)	52 (20.5)	16 (6.3)	2.95	0.97	Moderate
5. Saya akan membaca bahan bacaan bahasa Melayu untuk mengetahui kosa kata baharu dari bahan komponen sastera.	3 (1.2)	4 (1.6)	18 (7.1)	46 (18.1)	183 (72.0)	4.58	0.78	High
6. Saya akan mendengar program radio bahasa Melayu untuk mempelajari kosa kata.	16 (6.3)	53 (20.9)	104 (40.9)	56 (22.0)	25 (9.8)	3.08	1.04	Moderate
7. Saya akan menggunakan ujian kosa kata untuk menguji apakah kosa kata yang saya ingat.	11 (4.3)	53 (20.9)	122 (48.0)	56 (22.0)	12 (4.7)	3.02	0.89	Moderate
8 Saya akan sentiasa mengulang kaji kosa kata yang telah saya pelajari.	16 (6.3)	52 (20.5)	123 (48.4)	43 (16.9)	20 (7.9)	3.00	0.97	Moderate
9 Saya akan membuat latihan dalam talian untuk menguji pemahaman kosa kata baharu yang telah dipelajari.	21 (8.3)	54 (2.3)	114 (44.9)	42 (16.5)	23 (9.1)	2.97	1.03	Moderate

Table 8 shows that the overall average minimum for metacognitive strategies is at a moderate level ($M=3.00$, $SD=0.94$). Item 5, where students read Malay literary materials to discover new vocabulary from literary components ($M=4.58$, $SD=0.78$), has the highest minimum in metacognitive strategies. Meanwhile, item 6, where students listen to Malay radio programs to learn vocabulary, is the second-highest minimum score ($M=3.08$, $SD=1.04$). Additionally, item 7, 'I will use vocabulary tests to test whether I remember the vocabulary.' ($M=3.02$, $SD=0.89$), obtains the third-highest minimum score. On the other hand, item 2 ($M=2.95$, $SD=0.90$) and item 4 ($M=2.95$, $SD=0.97$) have the same low minimum values. Meanwhile, item 3 has the lowest minimum ($M=1.48$, $SD=0.90$). Overall, all items in this strategy achieve a moderate level of interpretation.

Discussion

The researcher analyzed the vocabulary learning strategies practiced by first-year non-native Malay-speaking students in their efforts to master Malay vocabulary. According to the researcher's findings, Social strategy was found to be the most widely practiced strategy among non-native speakers, while memory and metacognitive strategies achieve a moderate level were found to be moderately used. Social strategy is the highest-most commonly practiced strategy among first year students. This is because in the leaning process, non- native speakers require assistance from others such as teachers, classmates, and parents, to enhance their proficiency in the Malay language. Students will ask teachers to translate new vocabulary into their native language, request teachers to provide sentences with specific vocabulary, inquire with classmates about the meaning of certain words, and seek explanations from parents based on their experiences and daily activities. This can provide a clearer understanding for students to comprehend the true meaning and usage of vocabulary. The results of this study indicate that the social strategy contributes to an improvement in the level of Malay vocabulary among non-native speakers.

Meanwhile, memory and metacognitive strategies achieve a moderate level in vocabulary learning strategies. A study by Balini and Jeyabalan (2018) indicates that memory strategies practiced by students can aid in the acquisition of new vocabulary, making the learning and retention of the language more accessible and effective. Referring to the use of memory

strategies, two students reported that they use memorization strategies for English words in learning vocabulary. However, since the focus of the researcher is only on first-year students, non-native speakers in the first year may not acquire memory strategies for mastering Malay vocabulary (Schmitt, 1997).

According to Kamarul Shukri and Mohamed Amin (2009), cognitive strategies refer to awareness in handling learning materials, techniques, and linguistic input (O'Malley and Chamot, 1990). Williams and Burden (1997) state that learning strategies can influence cognitive psychology when learners are acquiring a second language. Referring to cognitive strategies used by students, some responses point to the types of strategies employed. The first response mentions that students often try speaking to themselves or with animals (cats) to practice English. Practicing spoken English may have a significant impact on building students' confidence to use the language. Harun Baharudin (2017) notes the role of translation in cognitive strategies when students receive, process, and transfer understanding of the target language based on their native language. Through translation, second and third-language learners can analyze and comprehend the complex structures of the target language quickly and efficiently (Chamot & Kupper, 1989; Oxford, 1990; Ts. Dilkova, 2010; al-Musawi, 2014).

Conclusion

In conclusion, this study has achieved its research objectives and successfully identified the frequency of Malay vocabulary learning strategies as well as providing an overall analysis of the strategies practiced by first-year non-native speakers. After students have identified the strategies they use, teachers can assist them in selecting and exploring more suitable and organize approaches to learning Malay more effectively. Teachers play a crucial role by introducing new strategies to students and observing how these methods function (Mardian Shah & Mashrom, 2019). This requires continuous efforts from all parties involved.

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