# The Use of English Vocabulary of Master's Degree Students in Buddhist Educational Administration of the Faculty of Education at Mahachulalongkornrajavidlaya University

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## Abstract

The objectives of this research were (1) to study the use of English vocabulary by the Second year Master's Degree Students in Buddhist Educational Administration of the Faculty of Education and(2) to analyze English vocabulary used by the Second-year Master's Degree Students in Buddhist Educational Administration of the Faculty of Education. This study used a mixed methodology to address research inquiries, incorporating quantitative and qualitative data. It analyzed 22 questionnaires distributed to 30 second-year students to identify issues with English vocabulary and propose solutions. Additionally, five key informant teachers were interviewed to gain insight into their experiences teaching English as a second language. The study aimed to offer effective strategies for addressing English vocabulary challenges.

The result of the findings was found as follows: The problems in this study showed that most of the students faced difficulties in the use of English vocabulary in a very short period, lack of vocabulary, and loss of confidence to use with others, which were totaled rate at a medium level (M= 3.37, SD = 0.91). A study on English vocabulary use found that many respondents need to motivate themselves and use different strategies, such as reading English books, listening to music, watching movies, and practicing with others, to improve their skills. which were totaled rate at a high level (M= 3.56, SD = 0.90). According to the interview, most of the teachers reported that students lacked confidence, lacked skills in learning languages, and the ways to solve the problems were to build the confidence, motivation, and practice more and more in their daily lives.

**Keywords:** English Vocabulary; English Society; English Community

## Introduction

In the 21st century, English is a global language a second language in the world. In addition, English has become the most important language to communicate with each other in many parts of the modern world and is widely used in communication around the world.

Fluency in English creates more job opportunities due to its status as the dominant business language. It has become almost essential for participation in the global workforce. The widespread use of English for communication and information sharing further emphasizes its importance in today's world. For this reason, so many nations are eager to educate and cultivate the English language in their city, so that citizens can use English efficiently as a global language to share more information and receive updated news globally. That is why most of the developed countries had been used the English language as a second language to connect with other people across the world. At the same time, most of the developed countries' universities tried attempts to develop a good English curriculum concerning four skills: listening, speaking, reading, and writing skills that enable all students to study English at university. (Pemiko, 2016).

Learning English vocabulary is essential, as there are over a million English words. However, most speakers only use around 20,000 words. For those learning English as a second language, this can be challenging. Understanding and using new words correctly is crucial. Vocabulary acquisition involves more than just knowing the meaning of words. The best way to learn English words is through repetition within a context that interests you or is relevant to daily life. This can include stories, readings, or topics that engage you. By making vocabulary relevant and engaging, you can learn English words more effectively and efficiently. The story page allows you to listen to a native speaker read the text while you read along. This helps with connecting the sounds of language with spelling, improving English pronunciation and listening skills. It's important to listen and read several times for practice. (Lebedev, 2007).

The research discusses the importance of improving vocabulary for non-native English speakers. It emphasizes the significance of vocabulary in exercises and presentations, as well as the difficulties that arise when lacking the appropriate words. The text also highlights various methods for enhancing vocabulary, such as reading news reports and practicing reading. The research provides eleven topics around which news stories and activities are organized, including family, health and safety, science and technology, and more. Each story includes reading, vocabulary practice, comprehension questions, and a writing activity. The activities can be completed in any order, depending on individual interests and learning goals. The research emphasizes the importance of vocabulary in English language study and provides practical ways to improve it, ultimately helping non-speakers become more proficient in the language. (Lebedev, 2022).

The use of learning strategies for vocabulary acquisition is crucial in language learning, and researchers have identified strategies that can be taught to students. Language learning strategies are activities used to make learning easier and more effective, and can be transferred to other situations. These strategies are tools for students to acquire vocabulary independently, making them responsible for their learning. With knowledge of vocabulary learning strategies, learners can learn new words without the presence of a teacher, at their

own convenience. Different learning strategies may be utilized, and students should be taught how to use them effectively. (Astika, 2016).

Normally, English learners have to practice themselves before and do it every day and take notebooks whenever learning English, It will make them remember and improve their writing skills together with knowing the vocabulary.

This research is to study the Problems of Second-year Master's Degree Students in Buddhist Educational Administration at the Faculty of Education at Mahachulalongkorn rajavidyalaya University. It aims to solve the problems of the students in using and understanding English vocabulary. This research investigates how, why, what, where, and when the students are facing problems in English vocabulary and to find out the solution to the issues. And then the researcher will provide a way to solve problems with English vocabulary academically.

## Objectives of the Research

1. To study using English vocabulary by the Second-year Master's Degree Students in Buddhist Educational Administration of the Faculty of Education.

2. To analyze English vocabulary used by the Second-year Master's Degree Students in Buddhist Educational Administration of the Faculty of Education.

## Research Methodology

The purpose of this study was to investigate using of English vocabulary by Second-year Students in the Buddhist Educational Administration of the Faculty of Education at Mahachulalongkornrajavidyalaya University about the research methods, the crucial elements of this study are the Questionnaire "student", description, and the analysis of what the researcher has found from the survey focusing on English.

### Research Design

This research is designed and aimed to investigate the use of English vocabulary by Second-year Students of the Buddhist Educational Administration of the Faculty of Education at Mahachulalongkornrajavidyalaya University.

Research identifies effective methods for English language students, utilizing both qualitative and quantitative approaches to improve learning outcomes.

**Qualitative Data:** The questions interview comprises their opinion on being English teachers and the ways in solving the problems of English vocabulary of Master's Degree Students in Buddhist Educational Administration of the Faculty of Education at Mahachulalongkornrajavidlaya University.

**Quantitative Data:** The study analyzes second-year students' attitudes toward using English vocabulary information obtained from questionnaires. It uses mean, standard deviation, percentages, and average meaning to interpret the data. The goal is to determine

the level and extent of English vocabulary use among students at Mahachulalongkornrajavidyalaya University.

**Population and Key Informants**

**1. Populations** There are a total of 30 students who are studying in the second year of Buddhist Educational Administration at the Faculty of Education at Mahachulalongkornrajavidyalaya University.

**2. Key Informants** There are 5 key informants who are teaching the English language at the Faculty of Education at Mahachulalongkornrajavidyalaya University were selected as interviews for qualitative research.

**Research Tools**

In this study, the researcher uses instruments for data collection as below:

**1. Questionnaires**

The tool for collecting data in this study with a questionnaire, the researcher uses instruments questionnaire includes 4 main parts as follows:

**Part I**: Personal information of the respondents.

**Part II**: The Problems of English Vocabulary.

**Part III**: The ways to solve the problems of English vocabulary.

**Part IV**: Opinions & Suggestions about the ways to solve the problems of English vocabulary.

The questionnaires mirrored all research questions related to the needs in the present and future, problems, and proposals of learners using five levels of points of the rating scale. The average mean scores were translated according to the formula. The mean range for each scale is defined below:.

**Table 1** The criteria are provided as the following:

| No | Scale | Wants | Mean Range |
|----|-------|-------|------------|
| 1 | 5 | Strongly agree | 4.50-5.00 |
| 2 | 4 | Agree | 3.50-4.49 |
| 3 | 3 | Fairly agree | 2.50-3.49 |
| 4 | 2 | Disagree | 1.50-2.49 |
| 5 | 1 | Strongly disagree | 1.00-1.49 |

**2. Interview**

For collecting qualitative data, using an Interview with 5 key informants from the Faculty of Education at Mahachulalongkornrajavidyalaya University.

Teacher 1-5 the researcher selected a teacher who taught an English subject in the Faculty of Education at Mahachulalongkornrajavidyalaya University for 10 years.

The question in an interview comprises their opinion on being English teachers and the ways to solve the problems of English vocabulary of Second-year Students in the Buddhist

Educational Administration of the Faculty of Education at Mahachulalongkornrajavidyalaya University.

**Data Collection**

SPSS or the statistic devices will be used in the study as the following:

1. Frequencies and percentages are used in the data analysis concerned. The respondents' background information.

2. Arithmetic means and standard deviations (S.D) are used to analyze the respondent's strategies at the bottom of problems with the use of English vocabulary.

3. Find the results for further discussion from questionnaire papers and find ways to resolute the problems of the use of English vocabulary.

**Data Analysis**

A computer program analyzed questionnaire data and used statistics like frequency, percentage, mean, and standard deviation.

The results of average means are classified into five levels:

1. The average 4.51 - 5.00 means 'Very High'

2. The average 3.51 - 4.50 means 'High'

3. The average 2.51 - 3.50 means 'Medium'

4. The average 1.51 - 2.50 means 'Low'

5. The average 1.00 - 1.50 means 'Very Low'


## Results of Research

The study of using and analyzing English vocabulary by second-year students in the Buddhist Educational Administration of the Faculty of Education at Mahachulalongkornrajavidyalaya University.


**Table 2:** How to study English Vocabulary

| No. | Statements | $\bar{X}$ | S.D. | Levels |
|---|---|---|---|---|
| 1 | You read books to improve your new vocabulary | 3.60 | 1.02 | high |
| 2 | You have confidence when speaking new vocabulary | 3.50 | 0.81 | medium |
| 3 | You practice new vocabulary almost every day | 3.10 | 0.87 | medium |
| 4 | You read newspapers to improve your vocabulary | 3.23 | 1.23 | medium |
| 5 | You watch English movies to develop vocabulary | 3.53 | 0.88 | high |
| 6 | You listen to a song to develop vocabulary | 3.50 | 0.89 | medium |
| 7 | You learn vocabulary from pictures | 3.63 | 0.80 | high |
| 8 | When you meet new words, you make them your sentence | 3.57 | 0.84 | high |
| 9 | It is really difficult to learn vocabulary | 3.07 | 0.77 | medium |
| 10 | Vocabulary difficult to remember | 3.40 | 0.84 | medium |

| No. | Statements | $\overline{X}$ | S.D. | Levels |
|---|---|---|---|---|
| 11 | You are not good at learning vocabulary by pictures | 3.07 | 0.93 | medium |
| 12 | The vocabulary is not difficult to remember | 3.23 | 0.99 | medium |
| | Total | 3.37 | 0.91 | medium |

Table 2 It presents the analysis of the use of English Vocabulary. The results collected are the overall mean score and standard deviation of Students' 'Study' to English vocabulary, at a medium level with a mean which is equal to 3.37 Standard Deviation which is equal to 0.91.

**Table 3** How to Analyze English Vocabulary

| No. | Statements | $\overline{X}$ | S.D. | Levels |
|---|---|---|---|---|
| 1 | You can analyze the meaning of words from pictures found in the content | 3.60 | 0.66 | high |
| 2 | You can analyze the vocabulary by listening | 3.63 | 0.84 | high |
| 3 | You can use a variety of vocabulary while the conversation | 3.43 | 1.02 | medium |
| 4 | You can use a variety of vocabulary while writing | 3.47 | 1.06 | medium |
| 5 | You find word meaning in the English dictionary | 3.80 | 0.98 | high |
| 6 | You can analyze the vocabulary when you read | 3.40 | 0.84 | medium |
| 7 | You learn vocabulary from various media such as music, movies, and news | 3.80 | 0.87 | high |
| 8 | You find word meaning in the Thai dictionary | 3.53 | 0.88 | high |
| 9 | You guess the meaning of vocabulary from the context of the sentence | 3.53 | 0.88 | high |
| 10 | You analyze the meaning of words by swarming with friends or doing activities | 3.37 | 0.91 | medium |
| | Total | 3.56 | 0.90 | high |

Table 3 It presents the analysis of to analyze the use of English vocabulary. The results collected are the overall mean score and standard deviation of Students' 'Analyze' to English Vocabulary, at a high level with a mean which is equal to 3.56, Standard Deviation which is equal to 0.90.

## Conclusion

The objective of the research is to study the problems of English vocabulary and to seek a way to solve the problems concerning the English vocabulary of Second-year Master's Degree students in Buddhist Educational Administration of the Faculty of Education at Mahachulalongkornrajavidlaya University. The participants of the study consisted of one class 30 students in number; 19 monks, 1 male, and 10 females.

According to questionnaires, both problems of English vocabulary and seeking a way to solve the problem of English vocabulary of second-year students can be concluded briefly in the following:

1. Students use different methods to increase their English vocabulary, such as Reading books, listening to music, and watching movies.

2.They use a Thai-English dictionary when they don't know some words.

3. They analyze the meaning of words by swarming with friends or doing activities.

4. Many students can analyze the meaning of words from pictures found in the content.

5. Most students think that watching English movies is the best way to improve their vocabulary.

The results of this study will be useful and appropriate for students and individuals who want to improve their English vocabulary and use it in daily life. The study also revealed that students can use many ways to improve their English vocabulary such as Reading books, listening to music, and watching movies.

## Discussion

In this part of the discussion, the researcher will point out the results of the study analysis, which is the most important thing to discuss and the fundamental understanding to all the readers, professors, and others. The discussion is as follows:

**1. The problems of "The Use of English Vocabulary of Master's Degree Students in Buddhist Educational Administration of the Faculty of Education at Mahachula-longkornrajavidyalaya University.**

The researcher found that students faced problems in using English vocabulary, including fear of mistakes, poor pronunciation, grammar difficulties, limited vocabulary, and lack of practice opportunities. Environmental factors also hindered daily communication in English. Students with limited English skills benefited from practice in pronunciation, vocabulary, grammar, and fluency. The researchers highlighted the importance of speaking skills such as pronunciation, vocabulary, grammar, and fluency, as well as the need for communication strategies.

**2. The ways to solve the problems of "The Use of English Vocabulary of Master's Degree Students in Buddhist Educational Administration of the Faculty of Education at Mahachulalongkornrajavidyalaya University.**

The results of a questionnaire from students in Attitudes highlighted the importance of difficult vocabulary and appropriate activities as the highest priorities for learning. Masoumeh Pourajiab's (2015) work emphasized the significance of vocabulary learning strategies as part of the learning process. There are various methods for learning new vocabulary, such as listening to English, reading English books, and speaking English. Effective English learners typically structure vocabulary, review previously learned words, and practice

using them. Therefore, integrating new words into sentences, reviewing learned words, and practicing using the words are essential for improving English vocabulary.

## Suggestion

### Suggestion for Implementation

1. Students should improve vocabulary and confidence in English sentences when they have to speak English and encounter problems in speaking English.

2. Students should improve their English vocabulary by using short movie media and should be more varied in people stages.

### Suggestion for Further Studies

1. The researcher should explore multiple teaching subjects, compare their strengths and weaknesses, and use the findings to improve daily vocabulary learning.

2. The next researcher should focus on studying areas with strong and weak English language skills among students to understand the clarity of the vocabulary problem.

3. The researcher suggests using qualitative research to better understand the problem of English vocabulary and learning, as it can capture the facts more accurately.

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