

Relationship Between Students' Attitude Towards Vocabulary Learning and Their English Vocabulary Knowledge

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Abstract—This study investigated the relationship between students' attitude (cognitive, affective and behavioral) towards vocabulary learning and their English vocabulary knowledge (breadth, depth and fluency) with reference to Grade 9. It employed a correlational research design and simple random sampling and stratified sampling techniques. Pearson's r was computed to examine the relationship between each of the three aspects of students' attitude towards vocabulary learning and their breadth, depth and fluency of English vocabulary knowledge. The coefficient of determination (r^2) was calculated and multiplied by 100 to give a percentage value to examine how a difference in one variable is predicted by the difference in another variable. The findings show that there is a very strong positive relationship between students' attitude towards vocabulary learning and their breadth of English vocabulary knowledge, but a strong positive relationship for a few aspect of breadth of vocabulary knowledge. A moderate positive relationship was found between the students' attitude towards vocabulary learning and their depth of English vocabulary knowledge, but a weak positive relationship between their cognitive and affective aspects of attitude and their knowledge of some aspects of depth of vocabulary knowledge. There is a moderate positive relationship between each aspect of students' attitude towards vocabulary learning and their fluency of English vocabulary knowledge. It is also found that the students' attitude towards vocabulary learning predicts their breath, depth and fluency of English vocabulary knowledge by 77.44%, 26.3169% and 35.76% respectively (maximum values). Lastly, appropriate recommendations were made based on the conclusions of the study.

Index Terms—relationship, attitude, vocabulary learning, vocabulary knowledge

I. INTRODUCTION

There have been various approaches to language learning, each with diverse perspectives on vocabulary, for a period of more than two thousand years (Schmitt, 2000). At the time of Roman (in the 2nd century B.C), the Greek language vocabulary was learned beginning with the alphabet in early school for second language acquisition (Zorzos, 2009). Then, the students gradually increased their progress in vocabulary skills up to developed discourse (Bowen et al., 1985). Later, in the medieval period (1000-1450 A.D), grammar was overemphasized more than vocabulary during the language instruction renaissance. The matter of attention given to either vocabulary or grammar, speaking or reading, was relayed to the language experts who were initiated to contribute such work to the generation.

If there were no existing vocabulary learning in English as a foreign language (EFL) teaching and learning process, there would be great challenges in English language learning in the academic environment. Considering this problem, in the history of English, the first standardized vocabulary called "A Table Alphabetical Dictionary" was produced by Robert Cawdrey (1604). Later, improving this approach, William and Comenius (1611, cited in Schmitt, 2000) attempted to create vocabulary acquisition text to raise vocabulary status. And also in 1755, Samuel Johnson wrote a standard reference titled "Dictionary of the English Language". In the 18th and 19th centuries, English language instructional materials including vocabulary were prepared based on Latin models considering all things in a natural law which could be derived from logic as any language had no difference (Schmitt, 2000).

In the late 19th and early 20th centuries, in the time of the Grammar Translation Method (GTM), students were mainly expected to know essential vocabularies by using only their efforts through bilingual dictionary word lists. After GTM was downplayed, the Direct Method (DM) focused on meaning-based oral language via listening as a primary skill, and limited instructional time was taken to vocabulary acquisition naturally. Next to DM, Coleman (1929) in the United States and West (1935) in Britain formulated the Reading Method emphasizing reading skills by promoting

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vocabulary teaching. After World War II, the linguist Fries (1945) developed a new approach that is called Audio-lingual. In this approach, he attempted to avoid the limitation of conversation fluency among soldiers in American military institutions by giving less attention to vocabulary teaching. Besides, in Britain, the Situational Approach dealt with vocabulary in a more standardized way than audio-lingual. In 1959, Chomsky strongly criticized the habit formation of the audio-lingual approach. In 1972, Hymes also added the concept of communicative competence to develop meaningful communication. This time, the Communicative Language Teaching (CLT) approach emerged, but it also gives little attention to vocabulary teaching rather than considering it as a support for functional language use. All the above methodologies have a common feature of addressing vocabulary teaching and learning issues by giving less attention, but the Reading Method.

To simplify a foreign language teaching and learning process which is highly dependent on vocabulary knowledge, experts developed the following theories to improve vocabulary learning. For instance, language theory which included the three main issues has a great role in a vocabulary learning situation. According to Kasper (2000), one of those issues is 'language is the text' which is discourse-based approach focusing on meaning rather than form in language acquisition. Based on this issue, vocabulary learning takes place in the most contextualized language curricula as the formation is derived from and used in discourses and texts. The next one is 'language use' which draws on integrated skills. In terms of this issue, the skills of the target language are also more related to students' vocabulary knowledge. The last one is 'language is purposeful' (Davies, 2003). This values attention that students may have either academic or professional employment purposes besides the overall communication purpose. It is, therefore, important for EFL students to have a content-rich curriculum that prepares them for success in further vocabulary knowledge.

In addition, input-based Second Language Acquisition (SLA) theory is also one of the theories that support the role of vocabulary knowledge in language learning in this research. In this theory, Krashen (1985) argues that language acquisition occurs when only comprehensible inputs are available. These inputs are the second language inputs and are slightly above the learners' current language understanding level (Krashen & Terrell, 1983). These inputs must be comprehensible to the learner and offered in such a way to make him/her understand and use the language using multiple opportunities. In line with this, students' level of word familiarity is considered to control the word level they need to learn. Thus, vocabulary learning is highly attached to the comprehensible inputs which are the pushing factors to express ideas or feelings during using a language.

In Ethiopia, for the last three decades, the English language has been taught as a subject from Grade 1 through colleges and universities in different parts of the country (Sileshi & Tamene, 2022; Admassu, 2008). Apart from these nationally consistent practices, different regions have adopted somewhat different regional policies; some of the regions have made English to be a medium of instruction starting from Grade 5, some from Grade 7 and some from Grade 9 (Addisu, 2020; Heugh et al., 2006). Whereas, the English courses are facing difficulties in language skills like writing, speaking, listening and reading due to their poor vocabulary knowledge (Bereket, 2020; Melaku, 2020; Abiy, 2013; Fisher & Swindells, 1998). In line with this, vocabulary is considered as the most essential component in language learning (Agustín-Llach, 2015; Arast & Gorjian, 2016; Ertürk, 2016). Similar to this, Wilkins (1972, pp. 111–112) says “. . . without grammar, very little can be conveyed, without vocabulary nothing can be conveyed”. Without having sufficient vocabulary knowledge, students cannot understand others or express their ideas in English properly for the reason that it is central to communication.

Vocabulary knowledge is fundamentally divided into three dimensions: breadth, depth and fluency (Milton, 2009; Aviad & Laufer, 2013). The three aspects of learner's vocabulary knowledge were proposed by Daller et al. (2007). These lexical dimensions were described based on Nation's (2001) analytical framework of vocabulary knowledge. Each dimension contains descriptions of word knowledge aspects. The first horizontal axis lies on lexical breadth (the quantity or number of words learners know at certain level of language competence in the meaning of new words and translation of target words) and the second vertical axis lies on lexical depth (diverse aspects as grammatical functions of words: syntagmatic, paradigmatic, analytic associations and morphological knowledge). The final axis is fluency (correction of spelling errors of words and suffixes) which describes a learner's automaticity and readiness to use the known words in writing.

Although vocabulary learning is very important in language use, it is a challenging and multifaceted task for learners of EFL throughout the time (Read, 2000; Mizumoto & Takeuchi, 2009). In this case, EFL learners cannot acquire words naturally as natives and require to use various strategies "to learn, acquire, comprehend, retain, recall, use and expand their vocabulary" (Siriwan, 2007, p.43). They do not have exposure to using words they learned. To this effect, they are influenced by their academic achievement in general and English language learning in particular. Thus, the current study aimed to know how the students apply vocabulary learning to improve their success in foreign language (English in this case) knowledge which depends on how they learn vocabulary lessons in or outside the class.

As long as learners are the major stakeholders in vocabulary knowledge development, understanding their attitude towards vocabulary learning is unquestionable to be researched in a language learning environment. According to Eagly and Chaiken in Al Noursi (2013), attitude is defined as a psychological tendency which can be done by evaluating a particular entity with several degrees of favor or disfavor. In line with this, Hornby (2000) states that attitude is the way that you think and feel about somebody or something that shows how you think and feel and that you want to do things individually. This indicates that attitude is one of the major factors that affect students' language learning and their

English language achievement. On the other hand, Amelia (2018) described that someone's attitude determines how she/he reacts to adversity, ability to grow and learn, potential to overcome challenges and create bonds with certain objects. This considers the characteristic of attitude which is always related to definite stimulus situations but not straggling with challenges. Although there is no single agreement on understanding attitude, the general concepts are similar. For example, Brown (1994, p.168) describes that people's attitudes in all aspects of development begin from the early childhood period and eventually come up with positive or negative value judgments. Overall, attitudes belong to somebody who uses his/her way to show his/her feeling and emotion, belief and knowledge, action and visible responses. Thus, the present researchers believe that one's attitude is the reflection of his/her cognition, emotion and behavior positively or negatively towards an object.

In the same line of discussion, Abun et al. (2019) assert that attitudes include three dimensions such as cognitive, affective and behavioral engagements in academic commitment. In line with this, Jain (2014) defines the three dimensions as follows: cognitive attitude is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object and it refers to the thoughts, facts and knowledge about an object; the affective attitude is the emotional response and feeling (liking/disliking) favoring and disfavoring, positive or negative evaluation towards the object; behavioral attitude is more or less consistent (favorable/unfavorable) and the tendency to behave, act and respond observably to the object depending on cognitive and affective components. These three dimensions are classified into two: positive or negative feelings about a certain issue, person, object or situation, or event (Abate & Elias, 2018; Cherry, 2019). This helps the researchers recognize students' feelings of implementation, judgment on how they learn, and how they practice language learning. Therefore, in this study attempts were made to assess students' attitudes towards vocabulary learning and their vocabulary knowledge in terms of cognitive, affective and behavioral aspects.

There are researches conducted at international and local levels on learners' attitudes at different grade levels and in different settings. For instance, Lin (2019) conducted a research on students' attitudes towards learning English vocabulary through collaborative group work versus individual work in the second year non-English major Taiwanese students at Chia-Yi University, Taiwan. The researcher found that students improved their attitude toward individual work than toward group work over the study period even though their actual vocabulary learning improved more with group work. Similar to this, Li (2009) conducted a study on the attitudes of Chinese junior students who had been studying English as a second language for almost ten years at Kristianstad University College towards English vocabulary learning strategies. The results of the study showed that the successful learners were more in favor of using learning strategies to learn vocabulary and thought most of the strategies are useful. However, the unsuccessful learners had different opinions; they seemed not to favor using learning strategies in their study and only a few of them thought these strategies are very useful. Mukundan et al. (2012) also investigated students' attitudes towards vocabulary learning techniques, namely contextual clues, dictionary strategy, and computer-assisted language learning (CALL) at Malaysia Pahang University (MPU) first-year students. The results of the study also showed that the usefulness and limitation of the respective techniques depend on students' approaches to using them for learning vocabulary. Abate and Elias (2018) researched EFL learners' attitudes towards communicative language learning and their English language achievement with reference to Grade 11 students at Areka Preparatory and Secondary School in Ethiopia. They found that the students' attitude toward communicative language learning significantly predicted their achievement. In the same way, Mustefa (2021) conducted a research on the attitude of students towards learning the English language at secondary schools in Dire Dawa, Ethiopia. He found that students had a positive attitude towards English language learning.

The three studies done at Chia-Yi University second-year non-English major Taiwanese students, Kristianstad University College Chinese junior students who were studying English as a second language for almost ten years, and Malaysia Pahang University first-year students focused on students' attitude towards vocabulary learning strategies and the results pertained to the strategies. These studies are not similar to the current study which assessed the participant students' vocabulary knowledge (breadth, depth and fluency). The fourth and fifth studies were conducted in the same approach as the present study but used different variables (CLT and English language achievement) and English language learning respectively.

Apart from the above studies, the present study, therefore, contributes its part to both local and international research concerns by investigating the relationship between students' attitude (cognitive, affective and behavioral) towards vocabulary learning and their English vocabulary knowledge (breadth, depth and fluency). In addition, as the current researchers' thoughtful survey of the topic studied is concerned, there are no local studies done on this issue (students' attitudes in terms of cognitive, affective and behavioral aspects towards vocabulary learning and their English vocabulary knowledge - breadth, depth and fluency and settings: Wanna Wagwsho and Soddo Comprehensive Secondary schools in Wolaita Zone, South Nation, Nationalities and Peoples' Regional State of Ethiopia). Thus, this study aimed to assess this issue and answer the following research question: what is the relationship between each of the three aspects of students' attitude (cognitive, affective and behavioural) towards vocabulary learning and their vocabulary knowledge (breadth, depth and fluency)?

II. RESEARCH DESIGN AND METHODOLOGY

A. Research Design

The design of this research is correlational which attempted to determine the extent of a relationship between two or more variables using statistical methods. In this design, relationships between and among facts are sought and interpreted. Issues are identified and studied as they occur in natural settings, without any manipulation or treatment. Thus, this study was meant to see the relationship between students' attitudes in terms of cognitive, affective and behavioral aspects towards vocabulary learning and their English vocabulary knowledge.

B. Sampling Techniques

The researchers selected two secondary schools out of five (5) government secondary schools which are found in Wolaita Zone, Sodo Town, Ethiopia. To this end, a simple random sampling technique was utilized. The schools selected for the study include Wana Wagesho Secondary School and Sodo Comprehensive Secondary School. The populations of the study were Grade 9 students who were attending classes in the 2013/2021 academic year. The number of sections of Grade 9 at Wana Wagesho Secondary School and Sodo Comprehensive Secondary School was 10 and 20 respectively. By using stratified random sampling procedure, one section was selected from Wana Wagesho Secondary School and two sections were selected from Sodo Comprehensive Secondary School. All the students in the three sections, a total of 133 students, were included in the study.

C. Data Collection Tools and Procedures

A questionnaire was adapted from Gardner's (2004) Attitude-Motivation Test Battery used for students studying English as a foreign language. Thus, the researchers used a six-point Likert Scale (an even number of response categories) without a neutral/undecided category. The statement type of attitude adapted requires only a positive or negative category rather than neutral or undecided categories. Each item had six possible answers: strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree and strongly disagree. The questionnaire was translated into Amharic to make the instrument clearer and easily understandable to the respondents of the study. To establish the validity of the Amharic version of the scale and ensure its suitability for this study, the instrument was piloted. The questionnaire consisted of 27 items, 9 items for each attitudinal dimension. The researchers determined the items' reliability through the reliability coefficient test by administering the questionnaire to a sample of 20 Grade 9 students from a different school. Then, the reliabilities of the three aspects of the attitude questionnaire were tested by computing Cronbach's alpha and the values of Cronbach's alpha were 0.87, 0.82 and 0.91 for the cognitive, affective and behavioral aspects respectively.

The researchers used English vocabulary knowledge test to measure the students' achievement/performance. As supported by scholars such as Harley et al. (1990), the test was designed in multiple-choice and matching formats to evaluate the students' vocabulary knowledge objectively. In this regard, the researchers prepared the test consisting of thirty-two common and appropriate target words which fit the participants' grade level. It was prepared for evaluating the performance of the participant-students' vocabulary knowledge focusing on breadth, depth and fluency. In order to check the reliability of the test, the students who filled in the questionnaire for the pilot purpose were made to take the same test twice (10 days gap between Test 1 and Test 2). Then, Pearson Product Moment Correlation Coefficient was computed on the SPSS to measure the consistency of the students' results on the two tests. The results of the reliability analysis were 0.82, 0.84 and 0.81 for breadth, depth and fluency respectively indicating the reliability was good since the results are ≥ 0.8 . The validity of the test was established by getting suggestions and comments from relevant experts and most senior colleagues of the researchers. Before administering the questionnaire and test, the objectives of the tools were communicated to the study participants and they were requested to read the items carefully and respond honestly.

D. Data Analysis Methods

Pearson Product Moment Correlation Coefficient was computed on the SPSS to examine the relationship between each of the three aspects of students' attitude (cognitive, affective and behavioral) towards vocabulary learning and their breadth, depth and fluency of English vocabulary knowledge. In relation to this, Voelker et al. (2001, pp. 98-99) write the following:

Pearson's product moment coefficient (r), commonly referred to as the correlation coefficient, is a quantitative measure of correlation between two interval-level variables. The coefficient r can take values from -1.0 to 1.0 .

The sign of r indicates whether the correlation is positive or negative. The magnitude (absolute value) of r indicates the strength of the correlation, or how close the array of data points is to a straight line.

The following cutoff points are suggested by Evans (1996) for determining the strength of a correlation: $.00-.19$ = very weak, $.20-.39$ = weak, $.40-.59$ = moderate, $.60-.79$ = strong and $.80-1.0$ = very strong.

The p -value which represents the probability that the correlation between the students' attitude towards vocabulary learning and their vocabulary knowledge would occur by chance was taken at 0.05 level. A p -value of 0.05 means that there is only 5% chance which results from a sample due to chance. If this probability is less than the conventional 5% ($P < 0.05$), the correlation coefficient is called statistically significant.

Before computing the Pearson correlation, the researchers of this study made sure the following assumptions were met: the sample is random; both variables are continuous data; the data contain paired samples; there is independence of

observations; the variables are approximately normally distributed (a histogram was produced for the attitude and vocabulary scores and it showed that dataset is roughly bell-shaped); a linear association exists between the two variables; there are no outliers in the data.

Pearson's correlation is a measure of only the strength and direction of association that exists between two variables measured on at least an interval scale. "All this means that Pearson's r gives us information about a number of aspects of the relationship: the direction of the relationship: a positive sign indicates a positive direction (high scores on X means high scores on Y), a negative sign shows a negative direction (high score on X means low scores on Y); the strength of the relationship: the closer to 1 (+ or -) means the stronger the relationship" (Muijs, 2004, p.144). That is, here comes the concept of coefficient of determination which is a statistical measurement that examines how a difference in one variable can be explained or predicted by the difference in another variable. "It is referred to as the coefficient of determination (r^2), and provides a measure of the degree to which one variable predicts the other by simply squaring the correlation value. You can then simply multiply this by 100 to give a percentage value" (Greasley, 2008, p. 82). Therefore, this statistics was computed for the said purpose.

III. RESULTS AND DISCUSSION

TABLE 1
CORRELATION OF STUDENTS' ATTITUDE AND THEIR BREADTH OF VOCABULARY KNOWLEDGE

Components of Attitude	Correlation	Breadth of Vocabulary Knowledge	
		Meaning of new words	Translation of words
Cognitive attitude	Pearson Correlation	.857**	.770**
	Sig. (2-tailed)	.000	.000
	N	133	133
Affective attitude	Pearson Correlation	.880**	.744**
	Sig. (2-tailed)	.000	.000
	N	133	133
Behavioral attitude	Pearson Correlation	.713**	.725**
	Sig. (2-tailed)	.000	.000
	N	133	133

** Correlation is significant at the 0.01 level (2-tailed).

As Table 1 shows, the r -value for the cognitive aspect of attitude is .857 ($r^2 = .734449$), while the r -values for the affective and behavioral aspects of attitude are .880 ($r^2 = .7744$) and .713 ($r^2 = .508369$) respectively as to meaning of new words. For translation of words, the r -value for the cognitive aspect of attitude is .770 ($r^2 = .5929$), whereas the affective and behavioral aspects of attitude r -values are .744 ($r^2 = .553536$) and .725 ($r^2 = .525625$) respectively. The p -value is .000. The r -values show that the correlations are strong and very strong and since the calculated p -value is less than the conventional 5% ($P < 0.05$), the correlation coefficient is statistically significant. That is, as students' attitude (cognitive, affective and behavioral) towards vocabulary learning is improved, their breadth of vocabulary knowledge (meaning of new words and translation of words) is improved accordingly; the attitude the students hold on learning vocabulary matches with their vocabulary knowledge, namely breadth of vocabulary knowledge (meaning of new words and translation of words) strongly and very strongly. The maximum coefficient of determination (r^2) is .7744. That is, the students' attitude towards the aforesaid construct predicts their performance on the breadth of vocabulary knowledge by 77.44%. The finding of this study is consistent with the findings of previous studies, namely Abun et al. (2019), Taghizadeh and Khalili (2019) and Amelia (2018).

TABLE 2
CORRELATION OF STUDENTS' ATTITUDE AND THEIR DEPTH OF VOCABULARY KNOWLEDGE

Types of Attitude	Correlation	Depth of Vocabulary Knowledge			
		Paradigmatic relation	Syntagmatic relation	Analytic relation	Morphological knowledge
Cognitive attitude	Pearson Correlation	.446**	.309**	.295**	.314**
	Sig. (2-tailed)	.000	.001	.001	.001
	N	133	133	133	133
Affective attitude	Pearson Correlation	.473**	.361**	.270**	.357**
	Sig. (2-tailed)	.000	.001	.002	.001
	N	133	133	133	133
Behavioral attitude	Pearson Correlation	.513**	.461**	.432**	.474**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	133	133	133	133

** Correlation is significant at the 0.01 level (2-tailed).

As Table 2 shows, the r -values for the cognitive aspect of attitude are .446 ($r^2 = .198916$), .309 ($r^2 = .095481$), .295 ($r^2 = .087025$), and .314 ($r^2 = .098596$) for paradigmatic relation, syntagmatic relation, analytic relation, and morphological knowledge respectively. The r -values for the affective aspect of attitude are .473 ($r^2 = .223729$), .361 ($r^2 = .132321$), .270 ($r^2 = .072900$), and .357 ($r^2 = .127449$) for paradigmatic relation, syntagmatic relation, analytic relation, and morphological knowledge respectively. The r -values for the behavioral aspect of attitude are .513 ($r^2 = .263169$), .461 ($r^2 = .212521$), .432 ($r^2 = .186724$), and .474 ($r^2 = .224776$) for paradigmatic relation, syntagmatic relation, analytic relation, and morphological knowledge respectively.

= .130321), .270 ($r^2 = .0729$), and .357 ($r^2 = .127449$) for paradigmatic relation, syntagmatic relation, analytic relation, and morphological knowledge respectively. The r-values for the behavioral aspect of attitude are .513 ($r^2 = .263169$), .461 ($r^2 = .212521$), .432 ($r^2 = .186624$), and .474 ($r^2 = .224676$) for the paradigmatic relation, syntagmatic relation, analytic relation, and morphological knowledge respectively. The p-values are .000, .001 and .002.

The r-values show that the correlations are positive, but weak and moderate correlations exist between each aspect of students' attitude and their paradigmatic relation, syntagmatic relation, analytic relation and morphological knowledge which is called depth of vocabulary knowledge. As the calculated p-value is less than the conventional 5% ($P < 0.05$), the correlation coefficient is statistically significant. The maximum coefficient of determination (r^2) is .263169). That is, the students' attitude towards the aforementioned construct predicts their performance on the depth of vocabulary knowledge by 26.3169%.

This implies that students' attitude towards vocabulary learning needs to be improved in this. In relation to this, Lin (2019) found that enhancing students' vocabulary learning through group work was valuable despite students' perceptions of it not unambiguously favorable, and underlined that it needs to be encouraged. Moreover, Taghizadeh and Khalili (2019) found that the breadth and depth of vocabulary knowledge were statistically significant contributors to academic reading, while the contribution of attitude to academic reading was not statistically significant and weak vocabulary knowledge was the most frequent problem.

TABLE 3
CORRELATION OF STUDENTS' ATTITUDE AND THEIR FLUENCY OF VOCABULARY KNOWLEDGE

Types of Attitude	Correlation	Fluency of Vocabulary Knowledge	
		Spelling error of words	Spelling error of suffixes
Cognitive attitude	Pearson Correlation	.598**	.564**
	Sig. (2-tailed)	.000	.000
	N	133	133
Affective attitude	Pearson Correlation	.419**	.408**
	Sig. (2-tailed)	.000	.000
	N	133	133
Behavioral attitude	Pearson Correlation	.535**	.545**
	Sig. (2-tailed)	.000	.000
	N	133	133

** Correlation is significant at the 0.01 level (2-tailed).

As Table 3 depicts, the r-value for the cognitive aspect of attitude is .598 ($r^2 = .3576$), while the r-values for the affective and behavioral aspects of attitude are .419 ($r^2 = .175561$) and .535 ($r^2 = .286225$) respectively for spelling error of words. For spelling error of suffixes, the r-value for the cognitive aspect of attitude is .564 ($r^2 = .318$), while for the affective and behavioral aspects of attitude, the r-values are .408 ($r^2 = .166464$) and .545 ($r^2 = .297$) respectively. The p-value is .000. The r-values show that the correlations are positive but moderate correlation exists between each aspect of students' attitude and their spelling error of words and spelling error of suffixes knowledge which is called fluency of vocabulary knowledge. As the calculated p-value is less than the conventional 5% ($P < 0.05$), the correlation coefficient is statistically significant. The maximum coefficient of determination (r^2) is .3576. That is, the students' attitude towards vocabulary learning predicts their fluency of vocabulary knowledge by 35.76%. The finding of the current study is supported by the findings of other researchers such as Tran (2020) whose participant students were found cognitively aware of the importance of learner autonomy in English vocabulary learning, but affectively and behaviorally they showed low interest in learner autonomy in English vocabulary learning.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, it is concluded that there is a:

- Very strong positive relationship between secondary school students' attitude (cognitive and affective) towards vocabulary learning and their breadth of English vocabulary knowledge (meaning of new words), whereas there is a strong positive relationship between their attitude (cognitive, affective and behavioural) towards vocabulary learning and their breadth of English vocabulary knowledge (translation of words);
- Moderate positive relationship between secondary school students' attitude (cognitive, affective and behavioural) towards vocabulary learning and their depth of English vocabulary knowledge (paradigmatic relation and depth of English vocabulary respectively, whereas there is a weak positive relationship between their cognitive and affective aspects of attitude towards vocabulary learning and their knowledge of syntagmatic relation, analytic relation and morphological understanding of English vocabulary which are also aspects of depth of vocabulary knowledge;
- Moderate positive relationship between secondary school students' attitude (cognitive, affective and behavioral) towards vocabulary learning and their fluency of English vocabulary knowledge.

The students' attitude towards vocabulary learning predicts their breath, depth and fluency of English vocabulary knowledge by 77.44%, 26.3169% and 35.76% respectively (maximum values). Based on the findings and conclusion of the study, it is recommended that English language teachers should work on their students' attitude towards vocabulary

lessons in order to enhance their English vocabulary knowledge. Moreover, material developers should include attractive vocabulary tasks/activities so that students would be interested in the vocabulary lessons and thus their vocabulary knowledge could be improved accordingly. Furthermore, interested researchers might fill in the research gaps of the current study if they notice research gaps focusing on its findings, research design and methodology and scope.

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