

**EFL STUDENTS' METACOGNITIVE STRATEGIES IN LEARNING**

**VOCABULARY: A NARRATIVE REVIEW**



**RESEARCH PAPER**

by

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**KENDARI**

**2023**

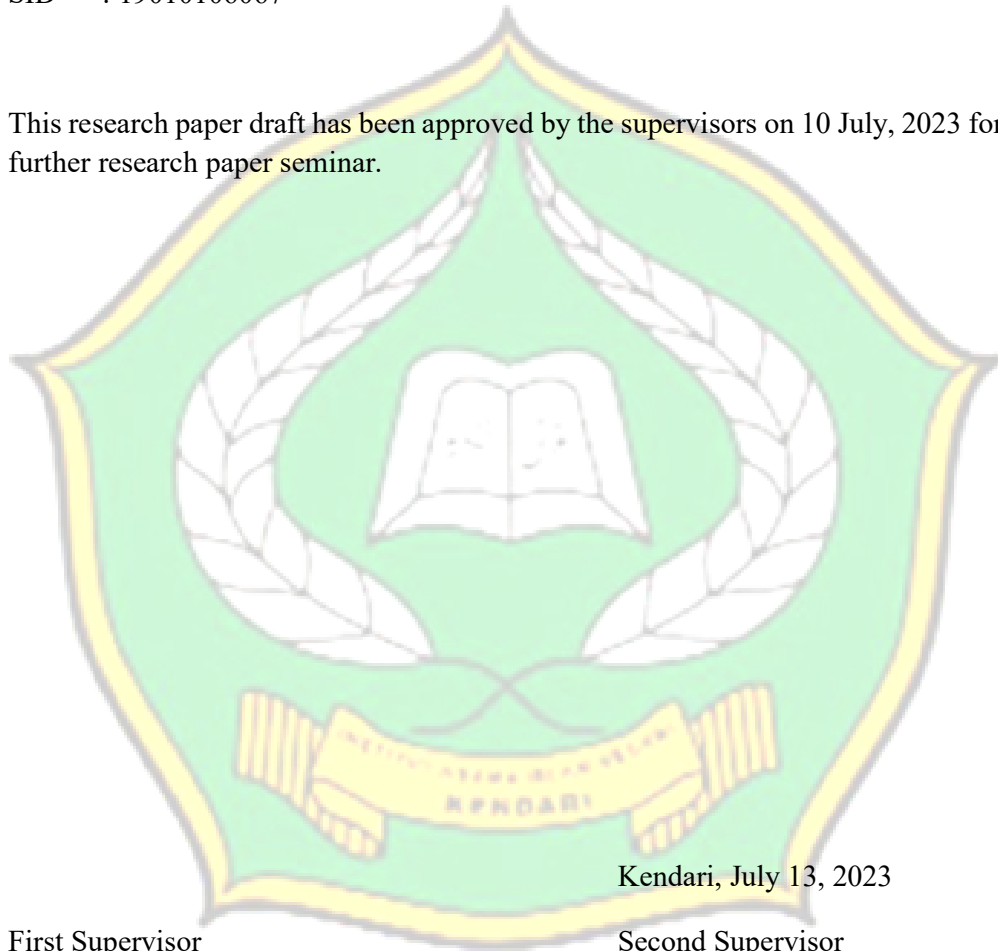
## APPROVAL SHEET

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This research paper draft has been approved by the supervisors on 10 July, 2023 for further research paper seminar.



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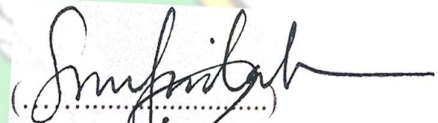
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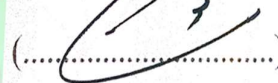
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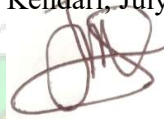
  
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillahirobbil'alamin*

All praises to Allah *Subhanahu wata'ala*, the Lord of the world; thanks for all His blessing and everything given to me in completing my study and this research paper. Peace be upon our prophet Muhammad *Shallallahu'alaihi wasallam* who has guided us from the darkness to the lightness in this universe.

While completing this research paper, I realized that many things could not be done without assistance, support, encouragement, benefactions, contributions, and suggestions from other parties. Therefore, I would like to express my deepest special thanks to everyone who has prayed for, helped, supported, encouraged, contributed, and advised me while completing this research paper. Then, special thanks to my father, Zainudin, and my mother, Sutarni. Other thanks are also delivered to:

1. Dr. Husain Insawan, M.Ag., the Rector of Institut Agama Islam Negeri Kendari.
2. Dr. Masdin, M.Pd., the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Sarjaniah Zur, S.Pd.I., M.Pd, the Head of the English Education Department.

Thank you so much for patiently teaching me for several semesters. Also, thank you for always being kind and spreading positive vibes for your students.

4. Ir. Muragmi Gazali, M.Ed., as my academic advisor who has guided me throughout my studies to get to this stage. Thank you for providing direction and convenience for me when I do academic consultations.

5. Dr. Sitti Nurfaidah, S.Pd., M.Ed., as my primary supervisor who has given advice and motivation. Thank you for your excellent guidance and all the help you provided while I completed this research. You are like my wake-up alarm who always reminds and supports me to finish this research quickly. You are like a lantern that helps me through the dark while completing my studies. You are one of the limited kinds of lecturers in the world and my motivator as a good reader and writer.
6. Azwar Abidin, M.Pd., as my second supervisor thank you for your excellent guidance and all the help you provided while I completed this research.
7. Nur Hasanah Safei, M.Pd., as my primary examiner and lecturer who has suggested me well in the process of completing this study. Thank you for giving great suggestions so I can revise my paper comfortably. These directions helped me further understand the focus of my research. Also, thank you for teaching us fun learning models in the classroom.
8. Ilfan Askul Pehala, S.Pd., M.Hum., as my second examiner. Many thanks for being kind and providing suggestions and feedback for my research. Thank you for giving me the task of writing a research article in the previous semester so that I could understand a little about how to do research. You are such a friendly person either outside or inside the teaching class.
9. Abdul Halim, S.Pd., M. TESOL, as my dearest lecturer in English Education Department, who always spreads his affection by providing motivation, suggestions, advice, and helpful knowledge to me while completing my studies. I learn a lot from you about how we should know. Thank you for

teaching me how to smile appropriately and correctly, which I will use for the rest of my life.

10. All lecturers of the English Education Department and IAIN Kendari, who have given me a lot of knowledge during my study.
11. All staff of the Faculty of Tarbiyah and Teacher Training who have been alert and helpful in sharing information about lectures.
12. For my brother Ishak, my sister Mutiara, my cousin Sulfi, Hamka and Nilma. Thank you for all the help in form of financial, prayer, and support given to me until now. I am very grateful to have you guys who really support my education.
13. For my partner in narrative review research, Nunu and Wilda, who always took time to clear up my confusion while I was doing this research. Thank you always for your fast response.
14. My best friend Sari, Hajri, and Ifa. Thank you for being my part of my life; you understand how I am. I am very proud and grateful to have a friend like you guys.
15. For Pink Kost group, Anisa, Erna, and Intan, thanks a mountain for your support and kindness given to me. I am happy to be a part of your life journey on campus.
16. Thanks to all my friends in TBI 019 for their friendship and support.



Kendari, July 13, 2023

The Writer,



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## ABSTRACT

Juslina. SID. 19010106067. "EFL Students' Metacognitive Strategies in Learning Vocabulary: A Narrative Review." Supervised by: Dr. Sitti Nurfaidah, S.Pd., M.Ed. and Azwar Abidin, M. Pd.

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This study investigates the metacognitive strategies EFL students use to learn vocabulary. This study adopted narrative review to capture the metacognitive strategies used by students in vocabulary learning. The data in this study were taken from previously identified documents from articles published in 2012-2022. The findings identified in each article related to metacognitive strategies in learning vocabulary. This study's findings synthesize that meet predetermined eligibility through matrix synthesis. Based on the findings from the 28 articles, students generally use English language media utilization strategies featuring 15 out of 28 reviewed studies. The least strategies used were observed new vocabulary when communicating and manipulating the learning process, which appeared only once out of 28 studies reviewed. This narrative review can aid students in using a variety of metacognitive strategies in learning vocabulary, and students can also gain a deeper understanding of the benefits of metacognitive strategies, leading to increased acceptance and engagement with such practices during the learning process.

Keywords: EFL students; Metacognitive strategies; Narrative review; Vocabulary learning.

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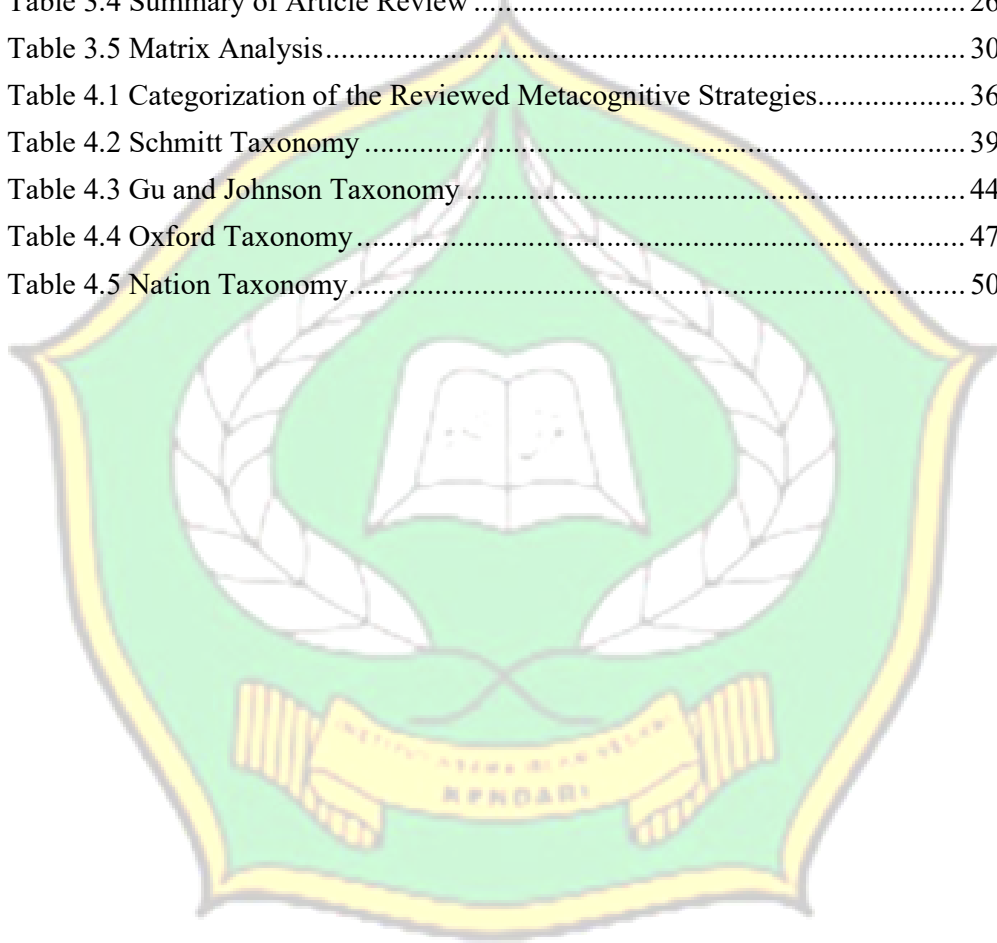
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## LIST OF ABBREVIATIONS

EFL= English Foreign Language

VLS= Vocabulary Learning Strategies

L2= Second Language



