CHAPTER I

INTRODUCTION

This paper is intended to investigate the metacognitive strategies used by English as a Foreign Language (EFL) learners in learning vocabulary. This chapter introduces the study, including a discussion of its background, scope, research question, purpose, significance, and definitions of key terms.

1.1 Background of the Study

Recent studies in second language acquisition have identified learning strategies as essential components. Gonzales and Jenny (2017) stated that learning strategies are how people use them during their learning process. Learning strategies play an essential role as a factor in terms of successful language learning (White, 2008).

O'Malley and Chamot (1990) suggested three key language learning strategies: cognitive, metacognitive, and social affective. Learners use cognitive strategies to manage and make them more successful in their learning process. Meanwhile, social affective strategies which are non-academic, refer to those that encourage stimulating learning through the development of empathetic relationships between lecturer and students, and metacognitive strategies are defined as administrative processes such as planning for learning, monitoring comprehension, production, and evaluating how well a learning objective has been achieved (Chamot & O'Malley, 2009). Metacognitive is very important in becoming a person's strategy in the learning process and assisting someone in developing

learning outcomes consisting of mastery of concepts and attitudes towards learning (Marantika, 2021).

Thus, people who can optimize metacognitive abilities will get good results from the purpose of the learning process. Metacognitive strategy is defined as thinking before thinking, so the students need to think before starting the course (Israel, Bauserman & Block, 2005). Thinking these are strategies that learners need to reflect on and identify their abilities and approaches to learning. For example, a student might consider how successful they were during a task which strategies they did or did not use, what types of strategies they found most helpful, useful or difficult and what they might do in the future to improve their performance on a particular skill type. As a result, learners will become more independent in their learning because they know their strengths and weaknesses (Baron & Sternbeg, 1987).

In international context, Ghalebi, Sadighi and Bagheri (2020) study found that students frequently utilize metacognitive strategies to learn vocabulary, and metacognitive strategy can be conceptualized as a technique that can regulate students' cognitive process for a better comprehension of the subject matter. Metacognition has been identified as an essential factor in language learning, aiding learners in expanding their cognitive processes, such as problem-solving, decision-making, and understanding a situation (Bannert & Mengelkamp, 2008). Another study by Pintrich (2002) stated that students who apply metacognitive strategies in their learning tend to demonstrate improved performance and increased levels of learning. Furthermore, Hadi and Guo (2020) said metacognitive strategies are essential components for learners because it helps them comprehend and manage

their performances. This strategy guides learners toward self-directed learning, enabling them to generate their approaches to learning and evaluation.

Meanwhile, metacognitive strategies are essential, and it has been believed that the most frequent strategies used in learning vocabulary are those in which learners strongly take control of their learning (Schmitt, 2000). In the context of international, Ghalebi, Sadighi, and Bagheri (2020) found that the metacognitive strategies were the most frequently used by students in learning vocabulary in a foreign language learner. While in the context of Indonesia itself, Bakti (2018) focus on investigating what vocabulary learning strategies are commonly utilized by junior high school students in learning English. This study comes across that junior high school students preferred checking if the word is also an Indonesian word (equivalence strategy). Metacognitive strategies were adopted using English media such as news, the internet, magazines, and videos.

Furthermore, numerous studies have been conducted on metacognitive strategies in language learning. For instance, Kalajahi and Pourshahian (2012) sought to explore the correlation between the utilization of vocabulary learning strategies and the vocabulary size of undergraduate English language teaching students. The results suggested that most ELT students employed psycholinguistic processes appropriately, whereas their metacognitive strategies were more moderate. Additionally, Hadi and Guo (2020) conducted a study identifying the most and least common strategies learners adopt when learning vocabulary. Results revealed that metacognitive strategies were the most frequently used among students; within the two sub-categories of metacognitive approach, selective attention was utilized more often than self-initiation; the students declared that they

used vocabulary notebooks, questions for reflection, learning journals, and word tests, showing that learners were taking control of their learning. Moreover, Trujillo, Alvarez, Zamudio, and Morales (2015) studied whether training using metacognitive strategies via learning journals could enhance participants' vocabulary learning. The results of this study demonstrate that providing additional training to students positively affected their lexical competence.

This study is important because it 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. This study summarizes how EFL students use various strategies to master vocabulary by effective utilization of metacognitive strategies that can improve their vocabulary acquisition.

The previous study has been discussed about metacognitive strategies in learning vocabulary. However as of yet (to the best of the researcher's searching and investigating), there has been a little study conducted in EFL students' metacognitive strategies in learning vocabulary using a narrative review approach. This study focused on categorizing metacognitive strategy to give the students' understanding about metacognitive strategy, students become more skilled at using metacognitive strategies, they gain confidence and become more strategic, and become more independent as learners because this study presented various metacognitive strategies which can be used as learning by students (Djudin, 2017).

Therefore, to cover the gaps, this present study aims to investigate metacognitive strategies used by the students in learning vocabulary using a

narrative review approach. This study focused on metacognitive strategy in vocabulary skill because vocabulary is an essential component of acquiring knowledge and mastering language. Having a strong vocabulary is one of the most important aspects in learning English because without of knowing vocabulary it is difficult for learners to learn language (Fan, 2003).

Vocabulary skill is essential for language learners to be aware of, and utilize, the most effective vocabulary learning strategies when attempting to acquire a language. Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies. This study is expected to provide understanding for readers that vocabulary learning strategies as both general approaches and specific actions or techniques either mental or behavior used by the learners to make their vocabulary learning become easier, faster and better.

1.2   Scope of the Study

This study utilized the specified relevant articles focusing on the metacognitive strategies EFL students use in learning vocabulary.

1.3   Research Question

In light of the background of the study presented above, this study focused on the following question: What are the metacognitive strategies used by EFL students in learning vocabulary?

1.4   Purpose of the Study

Based on the research questions, this present study aims to categorize the metacognitive strategies more likely used by the students in learning vocabulary.

1.5   Significance of the Study

This research presents the essential explanation. This study is expected to show the students, lecturers, and universities that vocabulary learning strategies are challenging and important in overcoming educational problems in learning. Effective and ineffective students have also been applying different strategies. So, it is truly important to know how they opine vocabulary learning and how they learn the words. In consequence, if student know-how about the way they learn vocabulary, it can help them select effective strategies and also help the lecturers to pick the best approach toward vocabulary teaching. This study profiled the metacognitive strategies used among EFL learners in enhancing vocabulary. So, this research can provide learners with a greater understanding of metacognitive strategies, as well as enable lecturers to incorporate effective metacognitive strategies into their teaching practice.

1.6 Definition of Key Terms

Based on the purpose of the study, the researcher defines several key terms used in this study, such as:

EFL Students: In this research refers to students who studying English vocabulary using various metacognitive strategies.

Metacognitive Strategies: It is an awareness through understanding of knowledge that can be expressed verbally or in other words, metacognitive is about realizing your thinking when solving a problem, choosing a strategy when troubleshooting, monitoring, and correct back understanding.

Vocabulary Learning: It is an essential component of gaining proficiency in a language, and it presents a major challenge for successful comprehension of reading materials.