

CHAPTER II

LITERATURE REVIEW

This chapter reviews previous empirical studies related to the theoretical and practical literature from the areas of EFL students' metacognitive strategies in learning vocabulary. The purpose is to find analytical and empirical frameworks for this present study. This section explores two major parts: one dealing with theoretical studies and their related theories, and the other focusing on prior studies and the implementation of associated theories.

2.1 Theoretical Framework

2.1.1 Vocabulary Learning Strategy

Vocabulary learning strategies are a critical component of language learning strategies, which can be seen as a subset of the broader category of general learning strategies (Gu, 2018). As such, language learners must be aware of and utilize adequate vocabulary learning strategies when attempting to acquire a language. Vocabulary learning strategies are a component of language learning strategies, which can be classified as a sub-category of general learning strategies (Nation, 2001). Whereas Fan (2003) demonstrated that learners use a combination of available approaches and particular actions or techniques, both mental and behavioral, to facilitate their vocabulary learning, making it more efficient, quicker, and effective. There are seven key steps in the process of learning and retaining new words, which are: rhymes, association and categorization, comprehension of word

structure, utilization of a dictionary, identification of word groups, utilization of contextual indications, and utilization of mnemonic devices, understanding word's origin, and using analogies (Kilickaya & Krajka, 2010).

Schmitt's categories (1997): Schmitt proposes a wide and elaborative taxonomy or vocabulary learning strategies. Various strategies for learning L2 vocabulary can be found in the taxonomy. The various strategies are compiled from vocabulary reference books, students' reports on studying English vocabulary, and teachers' reviews and experiences. In Schmitt's taxonomy of vocabulary, learning strategies are divided into two major areas by their function in the learning process: 1) initial learning of new words meaning (discovery) and 2) studying and remembering the words meaning once it is known (consolidation). These two main categories are further divided into five sub-categories: 1) determination, which belongs to the discovery category; 2) social, which belongs to both discovery and consolidation categories; 3) memory, which belongs to the consolidation category; 4) cognitive, which belongs to consolidation category and 5) metacognitive, which belongs to consolidation category. Metacognitive strategies involve planning, monitoring, and evaluating learning.

Gu and Johnson's categories (1996): In their research on vocabulary learning strategies, Gu and Johnson (1996) divide the strategy into four significant parts, namely metacognitive, cognitive, memory, and activation. The first type is metacognitive. It consists of selective attention and self-initiation. Selective attention means identifying essential words to be comprehended, while self-initiation means using a variety of means to clarify the meaning of words. The second is cognitive, which consists of guessing, using dictionaries, and note-taking.

The third is a memory that involves rehearsal (word list and repetition) and encoding association (imagery, visual and auditory). The last is activation which means using new words in a new context.

Oxford categories (1990): Oxford taxonomy involve cognitive, compensation, metacognitive, affective, and social strategies. Cognitive strategies facilitate learners in directly manipulating language materials through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, and reorganizing information to develop more robust cognitive frameworks. Compensation strategies aid learners in compensating for their lack of knowledge, encompassing activities such as guessing meaning from context, utilizing synonyms, employing paraphrases, or employing gestures. Meta-cognitive strategies manage the overall learning process, including self-awareness of learning style preferences and needs, planning for tasks, gathering and organizing materials, establishing a conducive study environment and schedule, and evaluating the effectiveness of language learning strategies implementation. Affective strategies involve regulating one's emotional and motivational state. Social strategies assist learners in collaborating with others, comprehending the target culture and language, and including actions.

Nation's categories (2001): Nation (2001) categorizes vocabulary learning strategies into three general strategies: planning, finding information about words, and establishing knowledge. The first strategy consists of strategies for choosing words, choosing aspects of word knowledge, choosing strategies, and planning repetition. The second strategy includes analyzing words, using context, consulting a reference source in the first or second language, and using parallels in the first and

second languages. The third strategy refers to strategies for establishing knowledge, such as noticing, retrieving, and generating.

2.1.2 Metacognitive Strategies in Learning Vocabulary

Over the past three decades, learning strategies have been an important topic of discussion in the foreign language learning area (Rubin, 1975). This has been particularly relevant in second language acquisition, where research has identified the importance of learners employing effective strategies to achieve successful outcomes in their studies (Raba, 2017). Additionally, many language teachers have recognized the importance of explicitly teaching effective learning strategies to their students. This is intended to further explore and understand their beneficial use in the language learning context has become increasingly evident (Talley & Hui-Ling, 2014). The efficacy of the strategy in enhancing self-regulated learning has been empirically demonstrated (Dignath & Veenman, 2021). Thus, the most effective approach to accelerate academic language learning is to empower learners to learn more effectively (Zwiers, 2014).

Metacognitive strategies have been identified as a range of processes that can be employed for self-directed language learning, such as planning, self-management, goal-setting, and prioritization (Rubin, 1987). Moreover, Oxford (2003) demonstrates that metacognitive strategies control the learning process. Metacognitive strategies cover a variety of learning techniques, including recognizing one's language learning style and requirements, establishing a study schedule, monitoring and correcting errors, gathering and organizing learning materials, and selecting appropriate learning strategies (Oxford, 2003). It is

generally recognized that learners use metacognitive strategies to monitor, evaluate, regulate, or manage their learning. It is widely accepted that learners employ metacognitive strategies to assess, control, and oversee their learning (O'Malley & Chamot, 1990). Research has demonstrated that metacognitive strategies are the most universal and applicable to all kinds of learning (Oxford, 1990). This highlights the importance of making learners aware of metacognitive strategies, which are essential for learner autonomy. Now, more than ever, university students must become mindful of metacognitive strategies and incorporate them into their daily learning process.

Metacognitive strategies involve the conscious review of the learning process and decision-making regarding the planning, monitoring, and evaluating the most effective study methods (O'Malley & Chamot, 1990; Schmitt, 2000). These strategies empower learners to select appropriate inputs and determine the most beneficial study approaches. Oxford (1990) classified metacognitive strategies into three sub-categories, i.e. centering learning, planning learning, and evaluating knowledge. Centering learning can be utilized by students with unfamiliar vocabulary or complicated rules while formulating rules, establishing objectives, taking into account the purpose, and organizing for a language task. Learners of language who are earnest about gaining knowledge of vocabulary must accept responsibility for their learning and undertake as much practice as possible to augment their vocabulary. Self-monitoring and evaluation are essential for learners concerned about making errors, allowing them to learn from their mistakes (Negretti, 2012).

Furthermore, Zhang and Seepho (2012) point out that metacognitive strategies are important for successful second or foreign-language learners. Moreover, using metacognitive strategies has positively affected students' cognitive processes and critical thinking skills, allowing learners to evaluate their progress and success in vocabulary acquisition (Anderson, 2005; Rasekh & Ranjbary, 2003). Research has demonstrated that metacognitive strategies such as self-monitoring, goal setting, and self-evaluation can effectively increase motivation and improve academic performance (Zimmerman, 2002). These strategies allow students to reflect on their learning process and refine their learning approaches. Students can better identify the most effective strategy by developing metacognitive skills and adjusting their learning approaches accordingly (Mitsea & Drigas, 2019).

Additionally, metacognitive strategies may reduce helplessness and frustration by allowing students to engage in learning and be more mindful of their academic progress. As a result, implementing metacognitive strategies in vocabulary learning can be highly beneficial in promoting motivation and optimizing academic achievement with the various metacognitive strategies. For instance, Pavadai and Sah (2019) point out that the use of English language media in vocabulary acquisition has been widely advocated and practiced by language educators worldwide. The widespread use of this approach among language learners could be attributed to its practicality and effectiveness in facilitating language acquisition. Alqarni's (2017) study stated that using English language media, such as movies, songs, podcasts, etc., in acquiring vocabulary is identified as the most prevalent metacognitive strategy used by Saudi EFL learners.

Moreover, Hadi and Guo's (2020) investigation revealed a higher incidence of selective attention employment relative to self-initiation. Gu and Johnson (1996) also revealed that the set of metacognitive strategies encompasses selective attention and self-initiation strategies, L1 and L2 learners utilizing selective attention strategies possess the ability to identify and prioritize essential vocabulary for adequate comprehension of a given passage. The other metacognitive strategies is observing new vocabulary when communicate. Observing and acquiring new vocabulary during communication refers to the deliberate and attentive act of actively seeking out and absorbing unfamiliar words or phrases encountered in verbal or written interactions. Therefore, observing and acquiring new vocabulary during communication strategies was found to be less frequently used by EFL students in vocabulary learning (Al-Bidawi, 2018).



Table 2.1 Taxonomy of Metacognitive Strategies in Learning

No	Author(s)/Year	Category/Strategies	Description	Example
1	Gu & Johnson's (1996)	<p>1. Selective-attention</p> <ul style="list-style-type: none"> - choosing important word - words-interested - word-note important - guessing the meaning - identifying meaning of the word <p>2. Self-initiation</p> <ul style="list-style-type: none"> - evaluating self-progress - find out new word which previously learned - focus on related examinations - using the variety of word to making the meaning clear 	<p>Selective attention is deciding in advance to attend to specific input aspects and ignore distracters. While self-initiation means to use a variety of means to make the meaning of words clear.</p>	<ul style="list-style-type: none"> - <i>Students know whether a new word is important in understanding a passage.</i> - <i>Students know which words are important for them to learn.</i> - <i>When they meet (see) a new word or phrase, they know whether they need it.</i> - <i>Besides textbooks, they look for others that fall under their interest.</i> - <i>They learn what the English teacher tells them to learn.</i> - <i>They focus on things that are directly related to examinations.</i> - <i>They wouldn't care much about vocabulary items their English teacher doesn't explain in class.</i>

No	Author(s)/Year	Category/Strategies	Description	Example
2	Schmitt's (1997)	<ol style="list-style-type: none"> 1. Use online English-language media (songs, movies, cartoons, newcasts). 2. Self-testing using word-list 3. Using spaced word practice 4. Skip or pass new words 5. Study overtime 6. Vocabulary planning 7. observed new vocabulary when communicate 	<ol style="list-style-type: none"> 1. this strategy frequently used by the students because it is easier to be accessed in the internet. 2. Self-testing using word list for learning vocabulary involves creating a list words with their definition and quizzing yourself to recall the definitions of each word 3. spaced practices or distributed practice means the students learn the word by spacing or learning activities out over time. 4. The skip or pass new word method can be a useful way to focus on the most important and relevant words for your language learning goals. 5. The study overtime method in learning vocabulary involves studying a set of words repeatedly over an extended period of time. This method is based on the concept of spaced repetition, which involves spacing out learning seccions to optimaze retention and long-term memory. 6. A vocabulary planning method involves creating a structured approach to learning new vocabulary. This method can help 	<ol style="list-style-type: none"> 1. <i>"I listen to songs in English and try to understand new word". "I learn new words from fillms and TV program that I watch". I learn new words from films' subtitle". "I write down new words when I watch films and TV programs.</i> <i>"I read online novel to understand new words.</i> 2. <i>" I prefer to make word list and then practice by my self"</i> 3. <i>"I learn new word 1-2 hours in every day.</i> 4. <i>"If I do the vocabulary exercise, I skip the new words that I do not understand".</i> 5. <i>By setting aside a little bit of time each day to review new words and review old ones, I am able to retain them better in my long-term memory. Additionally, I find that when I study over a longer period of time, I am less stressed and feel more confident when it comes time to take a test or use the words in conversation.</i> 6. <i>"When I want to learn new vocabulary, I always determine how many new words I want to learn and by what date. This will give me a clear target to work</i>

No	Author(s)/Year	Category/Strategies	Description	Example
3	Oxford (1990)	<ol style="list-style-type: none"> 1. Find the suitable method 2. Stick to plan 3. self evaluation 4. Self-monitoring 5. Manipulating learning processes 	<p>you focus your learning efforts and ensure you are consistently building your vocabulary knowledge.</p> <ol style="list-style-type: none"> 7. Learning vocabulary by observing new words during communicate can be an effective way to increase your vocabulary knowledge. When you hear a new word in a conversation or in a speech, try to understand its meaning based on the context in which it is used. 1. finding a suitable method for learning vocabulary involves identifying your learning style, incorporating vocabulary learning into your daily routine, focusing in relevant words and repeating new words regularly. 2. Learning vocabulary by sticking to a plan involves creating a structured approach to vocabulary acquisition and committing to following it consistently. A plan can help you set a spesific goals, track your progress, and stay motivated. 3. Learning vocabulary by self-evaluation involves regularly 	<p>towards”.</p> <ol style="list-style-type: none"> 7. <i>Let's say you're learning English and you're having a conversation with a native English speaker. During the conversation, you notice that they use the word "baffled" to describe their confusion about something. You might not know what "baffled" means, but by observing how the word is used in context, you can make an educated guess about its meaning.</i> 1. <i>I've found that there are many different methods for learning vocabulary, but not all of them work equally well for me. After experimenting with different approaches, I've discovered that using flashcards combined with reading and listening to materials in the target language is the most effective way for me to learn new words.</i> 2. <i>or me, creating a weekly schedule and setting specific goals has been key to staying on track. I schedule specific times throughout the week for vocabulary study and use flashcards, online quizzes, and reading/listening materials to practice.</i> 3. <i>after studying new words, it's important</i>

No	Author(s)/Year	Category/Strategies	Description	Example
			<p>assessing your own progress and identifying areas where you need to improve your vocabulary skills.</p> <p>4. Self-monitoring strategies are essential when learning vocabulary as they help you track your progress, identify areas for improvement, and make adjustment to your learning approach.</p> <p>5. Manipulating learning process refers to intentionally modifying and adapting the strategies, techniques or approaches used in the process of acquiring knowledge. It involves making deliberate changes to optimize learning outcomes, improve efficiency and enhance the overall learning experience.</p>	<p><i>for me to reflect on my progress and identify areas where I need to improve. I like to create a list of the words I've learned and review them regularly to see which ones I still struggle with. If I find that I'm still having difficulty remembering a particular word or using it in context, I know that I need to spend more time studying it. I also like to test myself regularly to see how many words I've mastered and how many I still need to work on.</i></p> <p>4. <i>Establish specific, achievable goals for vocabulary acquisition. For example determine how many new words want to learn each day or week.</i></p> <p>5. <i>Active engagement: instead of passively studying word lists actively engage with the vocabulary. Use interactive techniques such as flashcards, word games to make the learning process more dynamic and enjoyable.</i></p>

No	Author(s)/Year	Category/Strategies	Description	Example
4	Nation (2001)	<ol style="list-style-type: none"> 1. relating newly and previously 2. doing extra-curriculum exercises from different sources 	<ol style="list-style-type: none"> 1. Learning vocabulary by relating newly learned word to previously learned words involves making connections between words you already know and new words you are trying to learn. This can help you better understand and remember new words. 2. Learning vocabulary by doing extra-curriculum exercise involves practicing your vocabulary skills outside of your regular language learning program, such as through worksheet, games or other activities. 	<ol style="list-style-type: none"> 1. <i>Whenever I come across a new word, I try to think about how it's related to words I've learned in the past. For example, if I learn the word 'feline', I might relate it to the word 'cat' that I learned previously. This helps me to create connections between new and old words, which makes it easier for me to remember them over time.</i> 2. <i>I have found that incorporating extracurricular exercises into my vocabulary study can be a fun and effective way to improve my vocabulary skills. One activity that I enjoy doing is reading books in the language I'm studying. By reading books, I'm able to encounter new words and see them used in context, which helps me to better understand their meanings and usage.</i>

2.1.3 Previous Studies

In this research, there are several studies in the context of EFL students' metacognitive strategies in learning vocabulary, and various previous studies related to international scope are discussed. Studies exploring the efficacy of metacognitive strategies in advancing EFL vocabulary acquisition have been conducted in various contexts worldwide. For instance, Kalajahi and Pourshahian (2012) conducted a study investigating the correlation between vocabulary learning strategies and the vocabulary size of undergraduate English language teaching students. The study's results suggested that most ELT students employed psycholinguistic strategies effectively, while metacognitive strategies were utilized to a lesser extent.

Ghalebi, Sadighi, and Bagheri's (2020) study focused on investigating and finding out different uses of vocabulary learning strategies among students with varying levels of academic degree; the study came across that metacognitive strategies were the most frequently used vocabulary learning strategies for postgraduate students, for metacognitive strategies, the students declared that they use vocabulary notebooks, learning journals, and word tests. It showed that learners were firmly taking control of their learning.

Furthermore, Hadi and Guo's (2020) study focused on identifying the most and least strategies adopted by learners in learning vocabulary; this study found that metacognitive strategies are lower than affective strategies; among two sub-categories of metacognitive, selective attention was frequently used strategy than self-initiation, learners are interested in doing more extra reading beyond the textbook, never focused on rote learning, and never prefer to read only for the exam.

In addition, according to the analysis, learners feel comfortable selecting and picking up relevant words.

Moreover, Ghalebi, Sadighi, and Bagheri's (2021) study focused on investigating the differences between Iranian high and low English vocabulary learners in terms of vocabulary learning strategies. This study indicated that there are significant differences in using metacognitive strategies between high and low-vocabulary learners and high-vocabulary learners, the use of metacognitive strategies more widely used by high-vocabulary learners than low-vocabulary learners such as the use of vocabulary notebooks, questions for reflection, frequent no-stakes testing, and learning journal.

Al-Khasawneh and Huwari's (2014) study focused on identifying the effect of metacognitive strategy instruction on vocabulary learning. This study found that explicit instruction on metacognitive strategies generated positive results. The results of the post-instruction vocabulary test indicated that the experimental group outperformed the control group, suggesting that metacognitive strategies instruction should be incorporated into regular vocabulary classes to promote student autonomy.

In addition, Diaz's (2015) conducted a study that focused on investigating the effect of metacognitive strategies on vocabulary acquisition in young beginning learners with difficulties. This study revealed that metacognitive strategy training positively impacted vocabulary acquisition skills as participants became more aware of different learning strategies and used metacognitive strategies to enhance their vocabulary learning.

Meanwhile, in the Indonesian context, the research related to EFL metacognitive strategies in learning has been carried out with various focuses, such as on EFL metacognitive strategies in reading; for instance, Bakti (2018) focused on examining the most commonly utilized vocabulary learning strategies by junior high school students in English learning. It was found that junior high school students preferred to check if the word was also Indonesian (equivalence strategy) and utilized metacognitive strategies such as accessing English media such as news, the internet, magazines, and video.

Moreover, Wijaya and Mbato's (2022) study focused on investigating the important role of metacognitive strategies used in Indonesian EFL reading learning context. This study shed light that metacognitive strategies are worth cultivating in the Indonesian EFL reading learning context due to the full manifestation of independent, self-regulated, proficient, innovative, and critical. Furthermore, Ali and Anwar's (2021) study focused on investigating how English language learners help their students improve their vocabulary at private university at Kurdistan. This study revealed that there is a positive correlation between self-regulatory capacities in vocabulary learning and the variety and range of students' memory, cognitive, metacognitive, and social strategies.

In summary, this study and all these studies have similarities in that these studies discussed several examples of vocabulary learning strategies including metacognitive strategies (Al-Khasawneh & Huwari 2014; Anwar, 2021; Bakti, 2018; Diaz, 2015; Ghalebi, Sadighi, & Bagheri 2020; Hadi & Guo, 2020; Kalajahi & Pourshahian, 2012; Wijaya & Mbato, 2022). However, previous research on metacognitive strategies in language learning did not focus on EFL students'

metacognitive strategies in learning vocabulary using the narrative review approach. The study, therefore, seeks to explore this topic in greater detail, explicitly examining EFL students' metacognitive strategies in learning vocabulary through a synthesis matrix.

