CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides a comprehensive exposition of the research findings obtained through a rigorous investigation. The study draws on data from 28 research articles that examine EFL students' metacognitive strategies in learning vocabulary. The research process, including data calculation and presentation, is meticulously described. The study addresses the research question of the types of metacognitive strategies EFL students use in learning vocabulary. This chapter presents the study's findings and analysis in the discussion.

4.1 Findings

In the exposition of the research findings, a review of EFL students' metacognitive strategies in learning vocabulary is represented. The present section unveils the distinct components, which is a review of the types of metacognitive strategies used by students in learning vocabulary.

4.1.1 The Types of Metacognitive Strategies Used by EFL Students in Learning Vocabulary

Investigating the metacognitive strategies used by foreign language students involved a purposive sampling of 28 pertinent research articles, which were subsequently categorized into four taxonomies. The first taxonomy is Schmitt's (1997) include seven metacognitive categories; the second is Gu and Johnson's taxonomies (1996) include two metacognitive categories, the third taxonomy is

Oxford (1990) include five metacognitive categories, and the last is Nation's taxonomies (2001) include two metacognitive categories. Each article underwent a meticulous investigation to determine the metacognitive strategies used by EFL students in learning vocabulary. Consequently, the four taxonomies are identified as having a primary emphasis on one of the subsequent domains: Schmitt's taxonomy (1997), Gu and Johnson's taxonomy (1996), Oxford's taxonomy (1990), and Nation taxonomy (2001)

Although the reported strategies were disparate, assigning that every type of metacognitive strategy appeared once and even more in each article review was possible. The enumerated strategies are presented in Table 4.1.

Table 4.1 A categorization of the Reviewed Metacognitive Strategies (Schmitt (1997), Gu and Johnson (1996), Oxford (1990), Nation (2001)

Authors/category	Strategies	Article (s)
Schmitt (1997)		
- Planning	- Stick to plan	Okyar (2021); Hamza, Yasin & Aladdin (2017); Faraj & Kilic (2018)
- Monitoring	- Skip or pass new word	Amirian & Heshmatifar (2013); Chumworatayee & Pitakpong (2017); Benedic & Shabdin (2021); Baskin, Iscan, Karagoz & Birol (2017); Mirioglu (2020); Rahimy & Shams (2012); Vo & Jaturapitakkul (2016); Yazdi & Kafipour (2014); Hamza, Yasin & Aladdin (2017)
	- Using English language media	Hadi & Guo (2020), Alsharif (2022; Ghalebi & Bagheri (2021); Ghalebi & Sadighi (2020); Amirian & Heshmatifar (2013), Chumworatayee & Pitakpong (2017);

Authors/category	Strategies	Article (s)
		Thiendathong & Sukying (2021); Faraj & Kilic (2018); Memis (2018); Benedic & Shabdin (2021); Baskin, Iscan, Karagoz & Birol (2017); Rahimy & Shams (2012); Vo & Jaturapitakkul (2016); Yazdi & Kafipour (2014);Hamza, Yasin & Aladdin (2017)
	- Spaced word practice	Chumworatayee and Pitakpong (2017); Benedic & Shabdin (2021).
	- Study overtime	Chumworatayee and Pitakpong (2017); Benedic & Shabdin (2021); Mirioglu (2020); Rahimy & Shams (2012); Vo & Jaturapitakkul (2016); Yazdi & Kafipour (2014): Hamza, Yasin & Aladdin (2017) Al-Bidawi (2018)
	- Observed new vocabulary when communicate	
- Evaluation	- Self-testing	Ghalebi & Sadighi (2020); Alsharif (2022); Amirian & Heshmatifar (2013); Chumworatayee & Pitakpong (2017); Fu (2021); Benedic & Shabdin (2021); Mirioglu (2020); Rahimy & Shams (2012); Yazdi & Kafipour (2014).
Gu and Johnson (1996)	1. Self-initiation - evaluating self-progress - find out new word which previously learned - focus on related examinations	Hadi & Guo (2020), Goundar (2019); Fatima & Pathan (2016); Kırmızı (2014); Heidari & Ahmadian (2012)
	2. Selective attention - choosing important word - choosing the important words, - words-interested	Hadi & Guo (2020), Goundar (2019); Fatima & Pathan (2016); Kırmızı (2014); Heidari & Ahmadian (2012)

Authors/category	Strategies	Article (s)
	- word-note important - guessing the meaning - identifying meaning of the word	
Oxford (1990)		
- Centering learning	- Used suitable method	Memis (2018), Gorgoz & Tican (2020), Okyar (2021)
- Arranging and planning your learning	- Plan goals	Ghalebi & Bagheri (2021), Fu (2021); Faraj & Kilic (2018)
	- self-monitoring	Al-Zahrani & Chaudhary (2022), Fu (2021)
	- Manipulating learning processes	Alshammari (2020)
- Evaluating your learning	- Self-evaluating	Fu (2021); Faraj & Kilic (2018); Al Zahrani & Chaudhary (2021); Hamza, Yasin & Aladdin (2017)
Nation (2001)	-	
- Planning - Sources	-	
- Establishing knowledge	- Relating newly and previously learn	Alsharif (2022); Faraj & Kilic (2018)
	- Using exercise	Okyar (2021); Alsharif (2022; Al Zahrani & Chaudhary (2021); Baskin, Iscan, Karagoz & Birol (2017)

Numerous articles have been identified concerning using metacognitive strategies by EFL students in learning vocabulary. These articles have revealed 28 articles comprising 18 types of metacognitive strategies from four taxonomies. Consequently, a detailed analysis of this matter is presented in the following description.

4.1.1.1 Schmitt's Taxonomies (1997)

The majority of metacognitive strategies employed fall within this particular taxonomy. The taxonomy is comprised of 8 types of metacognitive strategies. Table 4.2 shows strategy types from this taxonomy, coupled with their cumulative incidence across multiple scrutinized articles.

Table 4.2 Schmitt's Taxonomies (1997)

Taxonomy/Category	Type of Metacognitive	Reviewed Articles	%
Planning	- Vocabulary planning	3	10.71%
Monitoring	- Use online English language media	15	53.57%
	- Skip or pass new words Study overtime	9	32.14%
	- Using spaced word practice	7	25%
	- Observed new	2	7.14%
	vocabulary when communicate	1	3.57%
Evaluation of learning	- Self -testing using word-list	8	28.57 %

Based on the review of 28 articles, 8 metacognitive strategies used by EFL students in learning vocabulary based on Schmitt's taxonomy have been identified. The first strategy is vocabulary learning. The vocabulary planning strategy needs to be addressed by students, despite its significance in establishing targeted learning objectives (Hamza, Yasin & Aladdin, 2017). This may be attributed to the availability of more exciting strategies in the modern era. For instance, Benedict and Shabdin's (2021) study found that the widely used strategy among students is English language media utilization including songs, movies, videos, online novels, etc. The research findings from the study indicate that the strategy of using English-language media is reported as one of the most frequently used and beneficial

vocabulary learning strategies. This highlights the significance of studying English in the era of globalization, considering the advancements in the internet and technology. This has made students more interested in utilizing this strategy, as there are abundant resources for learning English through media that are virtually limitless and easily accessible. The benefits are not limited to entertainment content but include various authentic materials useful for language learning.

Additionally, the vocabulary related to media is rich and diverse. Therefore, it is reasonable for students to confirm media use and perceive this vocabulary learning strategies as one of the most beneficial strategies. Nevertheless, notwithstanding the inherent advantages, a subset of individuals needs to acknowledge the strategy (Vo & Jaturapitakkul, 2016). Due to their limited exposure in language acquisition, the study posits that participants may need to exhibit more proficiency to engage in productive interactions with extant linguistic media resources.

Moreover, Chumworataye and Pitakpong's (2017) study found that Thai undergraduate students majoring in English in this study need to demonstrate more utilization of the spaced word practice strategy despite acknowledging its value. This outcome can be elucidated by the fact that the implementation of the spaced word practice strategy necessitates studying new vocabulary over an extended period, which is uncommon among a majority of university students due to the demanding nature of their academic commitments. Given the many assignments across various subjects at this educational level, allocating sufficient time for prolonged vocabulary study becomes highly improbable.

Another critical strategy observed among the students is the deliberate act

of skipping or passing unfamiliar words encountered during the language learning process. Although the students are inclined to employ this strategy, they do not attribute considerable significance to its usefulness. This phenomenon could be attributed to the students' hesitance in skipping or passing a word, stemming from their uncertainty regarding the word's frequency of occurrence in language usage. There exists a prevalent concern among the students that by passing a word, they may inadvertently neglect an infrequently used term, thereby hindering their overall language proficiency (Chumworataye & Pitakpong's 2017). However, students must know that acquiring every word within a language is an unattainable feat.

Yolcu and Mirioglu's (2020) study stated the pervasive significance and widespread adoption of studying words over time. This particular strategy assumes paramount importance among learners while concurrently manifesting as the most popular choice. Moreover, such findings further elucidate the congruence between the perceived level of importance and the practical application of this strategy. In essence, this empirical evidence reaffirms that learners ought to embrace the principle of persistence through repetition, as the repeated utilization of vocabulary significantly facilitates the learning process.

In contrast, a strategy characterized by a relatively infrequent occurrence and deemed the least consequential by learners is observing new words when communicating. Evidently, this discovery resonates harmoniously with Al-Bidawi's (2018) study. Based on the reviewed article, the self-testing strategy often emerges, but a study conducted by Yazdi and Kafipour (2014) found that students perceived self-testing to impact their learning negatively. The research also discovered that this strategy was among the least frequently used strategies in the

qualitative phase of the study because this strategy could lead to increased stress, this study found that if the students have not fully learned new words, they become frustrated and cannot continue studying further; therefore, they try not to test myself and focus on studying.

The frequency of occurrence of metacognitive strategies in the Schmitt taxonomy can be observed in Figure 4.1.
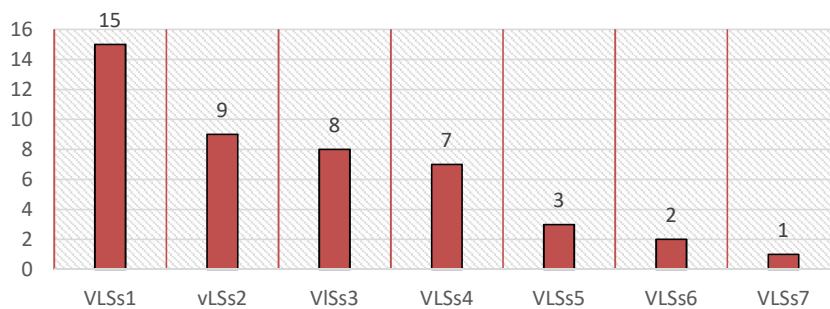

Figure 4.1 The most frequently used strategy of Schmitt taxonomy

Notes: VLSs1 (use English language media); VLS2 (Skip or pass new words); VLSs3 (Self -testing using word-list); VLSs4 (Study overtime); (VLSs5 (Vocabulary planning); VLSs6 (use spaced word practice); VLSs7 (observed new vocabulary when communicate)

Based on 28 articles reviewed there are seven metacognitive strategies found that include in Schmitt taxonomy as seen in Figure 4.1. Notably, online English language media emerged as the most prevalent type within this taxonomy featuring in 15 of the 28 reviewed studies. The present analysis of relevant literature indicates that skipping or passing new words is a second frequently employed strategy among language learners; as reported in 9 studies out of 28 total studies reviewed. Moreover, the other type of metacognitive strategy most frequently used is self-testing using a word list, as identified in 8 of 28 total studies reviewed. Then, the study overtime strategy has been identified as a middle appearance in 7 studies of 28 total studies reviewed. Furthermore, vocabulary planning consists of 3

studies, with a total of 28. The present study has identified a limited number of metacognitive strategies used by Schmitt's taxonomy, including spaced word practice, questions for reflection, and observed new words when communicating. Therefore, spaced word practice and questions for reflection have the same frequency, consisting of 2 studies with a total of 28 studies. Moreover, the last rarely used strategy is observing new words when communicating, which appeared in one study.

2.1.1.2 Gu and Johnson Taxonomies (1996)

The second taxonomy is Gu and Johnson (1996): This taxonomy consists of two types of metacognitive strategies which is self- initiation and selective attention. Table 4.3 shows strategy types from this taxonomy.

Table 4.3 Gu and Johnson taxonomy

Types of Metacognitive	Reviewed Articles	%
Self-initiation	5 studies	17.85%
Selective attention	5 studies	17.85%

Goundar (2019) revealed that in self-initiation, it was ascertained that learners engage in self-reflective practices, thereby revealing their conscientious consideration of progress in vocabulary acquisition. Additionally, learners demonstrate a proactive approach to seeking a comprehensive understanding of new words, encompassing meaning, usage, alternative definitions, and pronunciation. This dispels the misconception that learners solely focus on aspects related to examinations as learners, express dissent towards such a notion.

Moreover, the data shed light on selective attention, with learners autonomously taking the initiative to search for words that pique their interest and discerning the words deemed significant for their learning. Notably, learners employ note-taking techniques to facilitate the acquisition of these essential words, a practice that resonates with most participants. However, learners expressed uncertainty regarding the cues to employ when attempting to infer the meaning of a specific word.

Moreover, Hadi and Guo's (2020) study revealed that students are quite adept at selecting and picking up essential words. They are not interested in rote learning and short-term retention. They exhibit a more positive attitude towards regulating vocabulary learning, preferring selective attention, while self-initiation ranks second. They extensively report engaging in additional reading beyond textbooks and can capture essential words within a text. This indicates their ability to recognize which words are important and how to regulate their learning effectively. They hold a more positive attitude towards leveraging diverse resources rather than solely focusing on what is taught in the classroom.

The present analysis of relevant literature indicates that selective attention and self-initiation have the same frequency. The review featured five out of the 28 reviewed studies. Selective attention in learning vocabulary prioritizes words that are most relevant to the learners' needs. In comparison, self-initiation is the proactive engagement of learners in actively pursuing unfamiliar vocabulary and employing it within appropriate contexts, thereby fostering expedited and efficacious enhancement of their language proficiency.

2.1.13 Oxford Taxonomy (1990)

The third taxonomy is Oxford Taxonomy (1990). This taxonomy consists of six types of metacognitive strategies, i.e., self-evaluation, stick to plan, finding a suitable method, self-monitoring, and manipulating the learning process. Table 4.4 shows strategy types from this taxonomy.

Table 4.4 Oxford taxonomy

Taxonomy/Category	Type of Metacognitive	Reviewed Articles	%
Centering learning	- Find the suitable method	3	10.71%
Arranging and planning your learning	- Stick to plan	2	7.14%
	- Self-monitoring	2	
	- Manipulating learning process	1	7.14% 3.57%
Evaluating your learning	- Self-evaluation	4	14.28%

Based on 28 articles reviewed there are five metacognitive strategies found that include in Oxford's taxonomy. For instance, Okyar's (2021) study found that a suitable method used by students to highlight that a significant portion of the student population displayed an inclination towards proactively engaging in the exploration of optimal methodologies for the acquisition of vocabulary. This overt manifestation strongly indicates their propensity to assume personal responsibility for their endeavors in mastering vocabulary, thus reflecting a possible alignment with the fundamental principles of learner autonomy.

Furthermore, the strategies found by Faraj and Kilic's (2018) study which is stick-to plan. This strategy enables students to effectively manage their learning process by setting specific goals and aligning their efforts accordingly. This deliberate approach facilitates a focused and purposeful educational

experience where students can direct their attention and resources toward achieving desired outcomes. Moreover, the regular evaluation of progress is a valuable tool for students to assess their language development. By systematically comparing their previous language knowledge with their current proficiency, students gain valuable insights into their strengths and areas that require further improvement.

The significance of monitoring learning progress for learners found in Al Zahrani and Chaudhary's (2021) study. They found that this particular learner takes an active role in monitoring his learning progress, employing a metacognitive approach to identify potential pitfalls and errors. This reflective practice allows the learner to gain valuable insights into the areas that require adjustment and modification. By closely monitoring and diagnosing these challenges, the learners can adapt their learning strategies accordingly, thereby optimizing their language acquisition process.

Moreover, manipulating learning processes strategy found by Alshammari's (2020) study. The study's findings reveal that students exhibit a limited utilization of learning process manipulation. Furthermore, the study posits that exclusive concentration on a singular strategy fails to yield substantial improvements in vocabulary size, whereas an equitable allocation of attention across all strategies ensures progress. Further investigations are needed to comprehensively examine these strategies' characteristics and applicability across diverse language usage domains. Enhanced strategic competence, holds the potential to facilitate the acquisition of foreign languages significantly. Cultivating learners' strategic competence catalyzes and augmenting their learning experiences.

Moreover, it is imperative to acknowledge the significant role played by

self-evaluation strategy in enhancing the learning process for students. Al-Bidawi's (2018) study demonstrates that the employment of self-evaluation strategies proves highly advantageous, as it assists students in effectively regulating their language learning endeavors. By imposing self-imposed limitations, students are able to maintain a structured approach towards their studies, thus enabling them to stay focused and on course. Consequently, the continuous evaluation of their progress facilitates a deeper understanding of their learning trajectory, fostering continuous growth and improvement.

The frequency of occurrence of metacognitive strategies in the Oxford taxonomy can be observed in Figure 4.3.
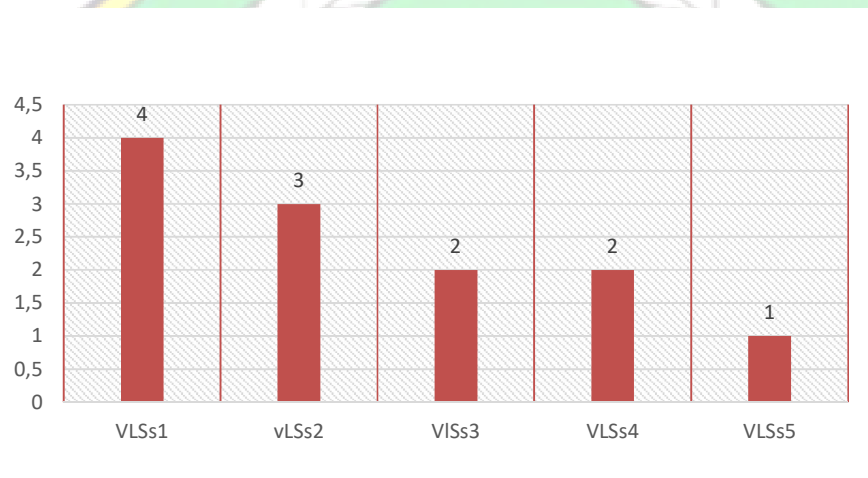

Figure 4.3 The frequent used strategies of Oxford taxonomy

Notes: VLSs1 (self-evaluation); VLSs2 (find the suitable method); VLSs3 (stick to plan); VLSs4 (self-monitoring); VLSs5 (manipulating learning process)

The data presented in Figure 4.3 demonstrated the identification of six metacognitive strategies of Oxford taxonomy. The data presented clearly illustrated that VLSs1 or self-evaluation emerged as the most commonly utilized strategy. The prevalence of this type was substantiated by four studies out of 28 studies reviewed, while VLSs5, which is manipulating learning process was found to be less

employed strategies which appeared once out of 28 studies reviewed.

2.1.14 Nation Taxonomy (2001)

The Nation's (2001) taxonomy consists of three types of metacognitive strategies i.e., using vocabulary tests and relating newly and previously learned. Table 4.5 shows strategy types from this taxonomy.

Table 4.5 Nation taxonomy

Taxonomy/Category	Types of Metacognitive used	Reviewed Articles	%
Planning: choosing what to focus on and when to focus on it.	-	-	-
Sources: finding information about the words	-	-	-
Processes : establishing knowledge	1. relating newly and previously learned	2	7.14%
	2. Using vocabulary test/exercise	4	14.28%

There are three categories in Nation taxonomy including planning, sources, and establishing knowledge (Nation, 2001). Based on the 28 articles reviewed, three specific metacognitive strategies used by the students include establishing knowledge categories. For instance, the use of relating newly and previously learned strategy found by Faraj and Kilic's (2018) study. The study revealed that students articulated their approach by emphasizing the importance of establishing connections between the newly and previously learned. They further developed this explanation by stating that consciously establishing such connections enables them to effectively comprehend and assimilate new material while reinforcing their understanding of previously learned information.

The second strategies involve the deliberate implementation of vocabulary exercise as a means of enhancing language proficiency. The exercise has garnered significant prominence and are consistently employed by participant in Noprianto and Purnawarman (2019) study indicating their prevalent usage and acceptance within the research. This adoption of vocabulary exercise underscores their potential efficacy and relevance in facilitating language acquisition and development, offering valuable insight into the pedagogical strategies employed by learners in pursuit of linguistic competence.

The frequency of occurrence of metacognitive strategies in the Oxford taxonomy can be observed in the Figure 4.4.
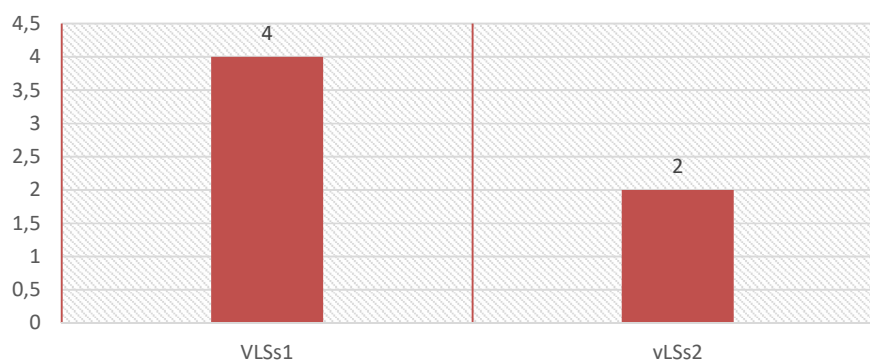

Figure 4.4 The frequent used strategies of Nation taxonomy

Notes: VLSs1 (Relating newly and previously learned); VLSs2 (Using vocabulary test/exercise)

As seen on Table 4.5, it is evident that this particular taxonomy comprises two distinct types of strategies based on 28 articles reviewed. However, the strategy with the highest frequency used strategy is using vocabulary tests which appeared in 4 out of 28 studies reviewed. Through exposure to various vocabulary items and regular testing, learners may improve their ability to recognize and use new words

in context. Furthermore, the use of relating newly and previously learned was found

to be the least strategy that appeared in 2 studies.

In summary, Figure 4.5 illustrates four taxonomies commonly employed

metacognitive strategies.
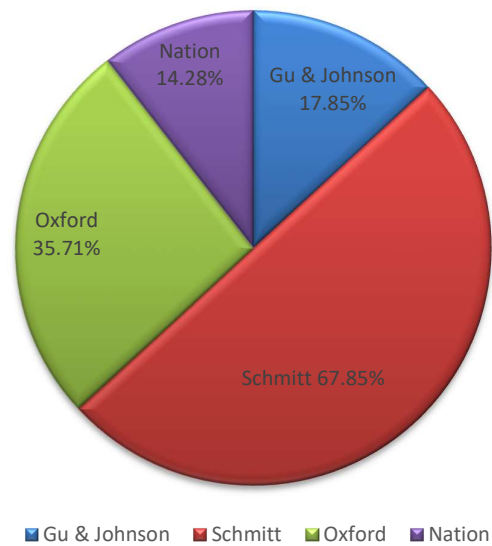
VLSs Taxonomies

Figure 4.5 Frequently taxonomies used

The present analysis of 28 articles that focus on metacognitive strategies

reveals that Schmitt's taxonomy exhibits the highest frequency of use among the

identified taxonomies, as indicated in Figure 4.5. The total number of Schmitt

taxonomies is 19, with the percentage is 67.85 % with comprises a total of 7 types

of metacognitive strategies. Subsequently, it is followed by Oxford taxonomies,

with a percentage of 35.71%, and ten of 28 articles were reviewed. Then, Gu and

Johnson taxonomies, with a percentage is 17.85%, appeared in five of the 28 articles

reviewed. The least apparent taxonomy is Nation, with a total number of 4 with a

percentage of 14.28%, and has two types of metacognitive strategies which are relating newly and previously learned and using vocabulary exercise.

4.2 Discussion

This section provides a discussion of research findings pertaining to metacognitive strategies employed by EFL students in learning vocabulary. Additionally, this section examines previous research, providing a critical analysis that includes comparison and linkage to prior discoveries. Specifically, this involves exploring the relevance of existing research findings to utilizing metacognitive strategies in learning vocabulary in the EFL context.

This study's findings discuss metacognitive strategies EFL students use in learning vocabulary. According to the findings of the present study, based on a review of 28 articles, the most frequently metacognitive strategy used in vocabulary learning is English language media utilization. Specifically, 15 studies of the reviewed articles highlighted the prevalence of English language media strategy in mastering vocabulary size. This review is consistent with the previous study conducted by Elzubier (2016) which revealed that Bangladesh and Sudanese students often used language media such as movies, songs, and news broadcasts to learn new vocabulary. Recently, there exists a multitude of English language media learning resources accessible through various forms of media that language learners can select (Schmitt, 1997).

Media has become a crucial aspect of language learners' lives, encompassing not just entertainment content but also a diverse array of valuable authentic language materials, and the lexicon associated with media is abundant and highly diverse (Chumworataye & Pitakpong, 2017). Consequently, it is rational for

students to validate the use of media and recognize it as one of the most advantageous vocabulary learning strategies. A similar finding also reported by 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. The widespread use of this approach among language learners could be attributed to its practicality and effectiveness in facilitating language acquisition. Furthermore, the use of English language media in vocabulary acquisition has been widely advocated and practiced by language educators worldwide (Pavadai & Shah, 2019).

The second metacognitive strategy commonly used is skip or pass new words, which appeared in 9 out of 28 studies reviewed. This strategy is used to skip or pass unfamiliar words while reading or listening and only focus on those essential for understanding the overall meaning of the text or conversation. However, this strategy may not be effective for learners who want to build a broader vocabulary or improve their language proficiency. For instance, Bakti (2018) found that skip or pass new words need to be studied. The findings of this study indicate that most participants believed that acquiring knowledge of all English words is imperative. They believed that the inability to comprehend a word in an English sentence could potentially hinder the overall understanding of the sentence; as such, the students considered mastery of English vocabulary a crucial aspect of their language learning.

The other metacognitive strategy found to be the most commonly used in this study is self-testing using a word list. Developing lists of specialized words is a practical approach to enhancing the acquisition of domain-specific vocabulary for

educators and learners (Nation, 2016). This study differs from Alsharif 's (2022) study which revealed that self-testing strategies have been identified as the least commonly employed among Saudi EFL learners. Self-testing, as the metacognitive strategy, involves assessing learning progress and identifying areas that require further attention or improvement. The low frequency of using self-testing strategies among Saudi EFL learners is due to the lack of understanding of the effectiveness of these techniques or inadequate guidance from instructors on how to incorporate them into their language learning routine.

Furthermore, the frequent middle strategies found in this study are self-initiation and selective attention. Based on this present study's analysis the equivalence in the rank of these two strategies can be attributed to their inherent interdependence; namely, the occurrence of self-initiation and selective attention are invariably intertwined. In contrast to the present study's result, 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. Moreover, Goundar (2019) revealed that students are more likely to use self-initiation than selective attention. The participant reported the reflection on their progress in acquiring new vocabulary and demonstrated an active effort to seek out information related to unfamiliar words, including their definitions, usage, additional meanings, and pronunciation.

Moreover, the least strategies used are observing new vocabulary when

communicate and manipulating learning process. Manipulating learning process strategies in vocabulary learning involves employing different techniques and approaches to enhance the acquisition and retention of new words. Implementing various learning strategies in vocabulary acquisition represents an essential aspect of learning English as a foreign language. However, it is noteworthy that among the various strategies EFL students use, manipulating the learning process itself appears to be the least frequently utilized strategy (Alshammari, 2020). 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).

By capitalizing on the vast array of online media platforms that are readily accessible, students can effectively customize their media selections to align seamlessly with their individualized learning needs. This customized approach not only facilitates a more personalized and immersive learning experience but also imbues learners with a sense of ownership and agency over their educational journey. Furthermore, the salient advantage of this strategy lies in the seamless convenience it offers, enabling learners to access these valuable resources from any geographical location with an internet connection (Halima, 2020 in Maharani et al., 2022).

As a consequence of these demonstrable benefits, the researcher unequivocally concurs that the utilization of English language media as a learning strategy garners wide acknowledgment as the most frequently and pervasively

employed method among students (Shabdin 2021; Elzbier 2016; Chumhorataye & Pitakong 2017; Alqarni 2017).