CHAPTER V

CONCLUSION

This chapter aims to provide the main points of this research, including conclusions, limitations of this study, and recommendations for further research.

5.1 Conclusion

The following conclusions are drawn based on the data analysis results. The present study analyzed the metacognitive strategies used by foreign language learners in learning vocabulary. The study revealed that EFL students from diverse cultural backgrounds adopt metacognitive strategies when mastering vocabulary. Drawing on the extensive literature reviewed, it was observed that EFL students employ numerous metacognitive strategies. However, the utilization of some of these strategies is rare among students. The findings highlight four themes: Schmitt taxonomy, Gu and Johnson taxonomy, Oxford taxonomy and Nation taxonomy.

From the result of the review, this research reveals that the students use a variety of metacognitive strategies to master the vocabulary based on their interest in them. Then, from the review analysis, the most commonly employed metacognitive strategy is using English language media strategy from 28 studies reviewed. The study also revealed that each metacognitive strategy has perspective benefits in learning.

5.2 Limitation

In completing the research, it is imperative to acknowledge the existence of a limitation in the present study. Specifically, the researchers have solely focused on the metacognitive strategies employed by EFL students in learning vocabulary and identified 18 types from 4 taxonomies. A more comprehensive investigation into vocabulary learning strategies may offer additional insight, thus warranting further exploration. Additionally, the limitation of the article reviewed has resulted in the study being insufficiently explored.

Moreover, the data analysis in this study employed a narrative review and a qualitative data approach, with the researcher manually categorizing the data, so the operational data took longer to collect, from a month to three months. Furthermore, the researcher did not explore the other context of metacognitive strategies and only focused on vocabulary skills and conducted a more extensive investigation into another skill in language.

5.3 Recommendation

Given the present study's limitations, various future research directions can be identified. A prospective researcher could gather pertinent literature on the employment of metacognitive strategies, thereby enabling analysis with varied datasets. Moreover, utilizing contrasting the number of previous investigations concerning metacognitive strategies, which are presently limited, further advancement in research focusing on this domain can be accomplished through additional exploration.

This research has the potential to serve as a valuable source of inspiration

and reference for future researchers who seek to investigate the metacognitive strategies in learning vocabulary. In addition, the researcher advocates for exploring alternative research methods, such as diverse designs, contexts, approaches, instruments, and data collection techniques, as well as varying data analysis methodologies in future studies. Lastly, regarding the focus in this study namely vocabulary skill, the researcher suggest that future researcher can investigate metacognitive strategies in other skill in language learning.

5.4 Pedagogical Implication

The present study provides valuable theoretical and practical contributions to the field of education. Specifically, the findings shed light on the various forms of metacognitive strategies employed by EFL students in learning vocabulary, offering insight for students, teachers, and educational institutions alike.

The present 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. This study summarizes how EFL students use various strategies to master vocabulary by effective utilization of metacognitive strategies that can improve their vocabulary acquisition. Furthermore, teachers are advised to raise students' awareness of the significance of vocabulary learning strategies and provide them with definitions and examples of vocabulary learning by utilization of this study through the data that has been reviewed.

Understanding the processes involved in word acquisition and the cognitive aspects of vocabulary learning holds considerable significance. Moreover, it has been observed that proficient and suboptimal learners employ distinct strategies in their learning endeavors. Consequently, when learners possess insights into the mechanisms underlying vocabulary acquisition, they can effectively employ learning strategies and enable educators to adopt the most advantageous approaches in vocabulary instruction. Consequently, this research endeavor aims to enhance learners' comprehension of vocabulary learning strategies and foster collaboration with educators to incorporate comprehensive training in learning strategies within their curriculum.