APPENDICES

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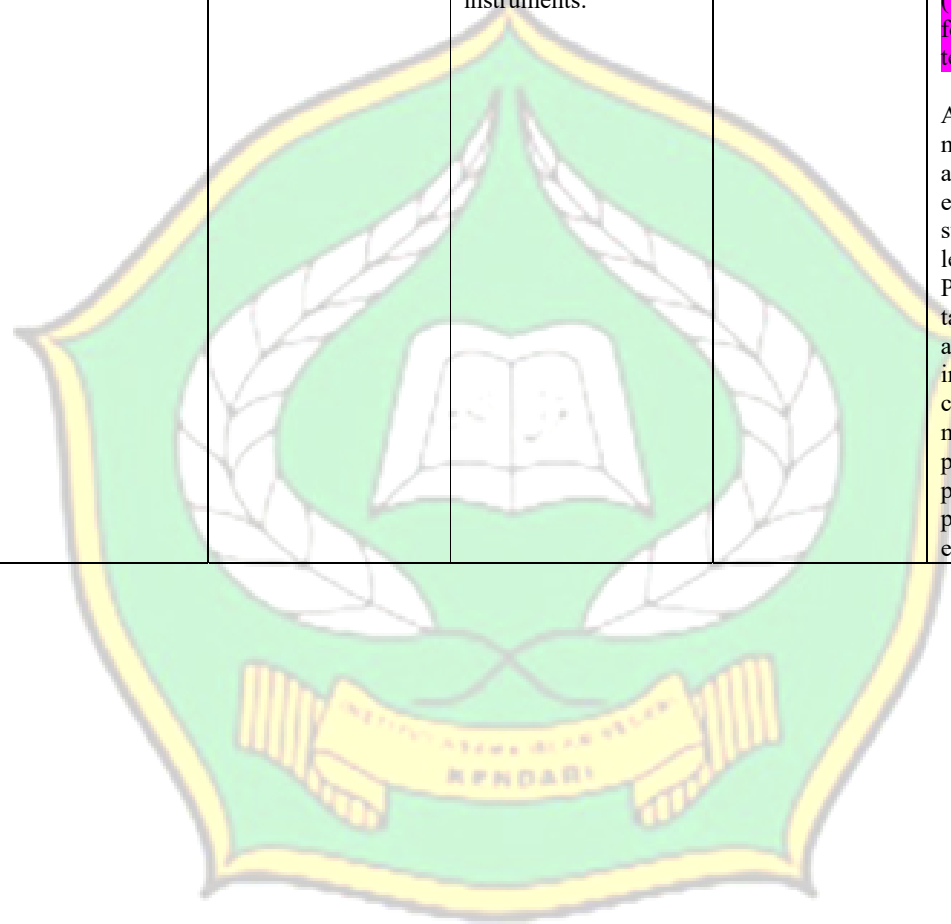
Appendix 2. Matrix Article Review

No	Title	Author/ year	Context/ Taxonomies adopted of VLS	Participant/ Instrument/ Research Design/ Data Analysis	Aims	Research Question and Findings
1	A survey of beliefs and vocabulary learning strategies adopted by EFL learners at Shaikh Zayed University	Hadi and Guo (2020)	Shaikh Zayed University, Khost, Afganistan. Gu and Johnson	This study involved 177 undergraduate students consisting of 155 males and 22 females. This study used quantitative method with questionnaire instrument. While in analyze the data researcher were analyzed using SPSersion 20.	This research aims to find out the most and least strategies used in learning vocabulary adopted by EFL learners at Shaikh Zayed University.	3. What are the beliefs of learners about vocabulary learning at SZU? 4. What are the most and least strategies used by EFL learners at SZU? *Students believed of VL:* Students believed that vocabulary should be memorized and also believed that vocabulary should be learned through use contextual learning, even though they believed that more words should be memorized, but they don't trust that learning the meaning of all words in their native language would help them to retain the words in a long-term memory. *Most and least strategy used:* To examine the VLSs most and least used by EFL learners at SZU, the taxonomies by Gu and Johnson

| | | | | | used in this study to analyzed the data. The metacognitive strategies include (selective attention and self- Iniation)

Within the realm of metacognitive strategies, it is evident that students demonstrate proficiency in the selection and acquisition of crucial vocabulary, displaying a heightened awareness of its significance. Furthermore, their inclination toward avoiding rote learning and transient memorization is apparent. In terms of regulating vocabulary acquisition, a predominant preference for selective attention is observed, with self-initiation ranking second. Additionally, respondents expressed a propensity for extensive reading beyond the confines of textbooks, enabling them to effectively identify pivotal words within passages. This aptitude signifies their ability to discern the importance of specific terms and effectively manage their learning process. Notably, respondents exhibited a favorable inclination toward utilizing diverse resources, recognizing the advantages of supplementing classroom instruction. |
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| 2 | A study of vocabulary learning strategies among high and low Iranian English vocabulary learners | Ghalebi and Bagheri (2021) | English language studies at an Iranian university (Iran) <mark>Schmitt (1997)</mark> | In this study involved 148 teaching students, 39 translation students, and 31 Linguistics and literature.

This study used quantitative method with vocabulary part of OPT and questionnaire instrument. While in analyze the data researcher used SPSS. | The present study aimed investigates the differences of VLSs used between Iranian high and low English vocabulary learners. | 3. What the differences of the used VLSs between high and low Iranian learners?
4. What the significant differences of the most and least VLSs used between high and low Iranian learners?

metacognitive <mark>(plan goals, vocabulary notebooks, question for reflection, using articles)</mark>

Based on the finding of this study the most frequently used are cognitive and metacognitive strategies and the least strategies used is determination strategies. The metacognitive strategies used by EFL students are plan the objective and using articles. |
| 3 | Vocabulary learning strategies: A comparative study of EFL learners | Ghalebi and Sadighi (2020) | English language studies at an Iranian university (Iran) <mark>Schmitt (1997)</mark> | This study involved 218 EFL students on BA, MA, and Ph.Ds of English language studies at an Iranian university. This study used mixed method qualitative and quantitative method with open-ended and closed-ended | | (1) To what extent do learners with different academic degrees share common vocabulary learning strategies?
(2) What are undergraduate and postgraduate students' reflections on English language vocabulary learning strategies? |

				questionnaires instruments.		Metacognitive strategies include (vocabulary notebooks, questions for reflection, learning journals, and testing oneself with word tests.) Among postgraduate students, metacognitive strategies emerged as the foremost frequently employed approach, indicating a strong inclination for self-directed learning exhibited by Master's and Ph.D. candidates. The ability to take charge of one's own learning is a prominent characteristic of independent learning. However, the comparatively lower utilization of metacognitive strategies could potentially be attributed to the prevalence of rote learning practices among students and educators in Turkey.

4	Vocabulary Learning Strategies of Turkish EFL Learners: A Focus on Gender	Okyar (2021).	Turkey. Schmitt (1997), Nation (2001) and Oxford (1990)	This study involved 209 Turkish EFL students at a state university participated in this study, 108 males and 101 females. This study used qualitative method with questionnaire instrument. While in analyze the data researcher used descriptive statistic.	This present study aimed to identify vocabulary learning strategies used by Turkish EFL learners and determine the use of varies VLSs by gender.	1. What kind of VLSs do Turkish EFL students report to use? 2. Do male and female students differ in terms of VLS use? Metacognitive (using vocabulary test, find the suitable method, and stick to plan) affective, social. The most frequently used VLS was metacognitive strategies. For four metacognitive strategies students preferred use trying to find the best method to learn words while the least strategies used is stick to plan.
5	A Survey on Vocabulary Learning Strategies: A Case of Iranian EFL University Students	Amirian and Heshmatifar (2013)	Schmitt (1997)	This study involved 74 EFL students (18 males and 56 females) from Hakim Sabzevari University participated in the study, eighteen postgraduate students majoring in TEFL (teaching English as foreign language), and 56 undergraduate	This study aimed to investigated what strategies are more or less common for learning vocabulary among EFL university students at Hakim Sabzevari University in Iran.	1. What are the most common vocabulary learning strategies used by Iranian college EFL learners? 2. What are the least common vocabulary learning strategies used by Iranian college EFL learners? *Schmitt taxonomy*: metacognitive (using flashcards and skip or pass new word).

			students majoring in English literature. 21 were males and 53 were females semi-structured interviews and questionnaire Statistical analysis was carried out using The Statistical Package for the Social Sciences (SPSS, version 17.0)		Based on the result of this study Metacognitive was the fourth frequently strategies used by the students and the most frequently used is first item which is using flashcards while learning new vocabulary and the other strategies used is skip or pass new word.
6	EFL vocabulary learning strategies used by Saudi Arabia university students'	Alshammari (2020)	Oxford, 1990	The participant in this study were 85 students majoring in English, 39 males & 46 females. This study used quantitative method with questionnaire and vocabulary test battery instruments. While in alnalyze the data researcher used descriptive statistic and ANOVA.	The present study aimed to explore the vocabulary level of Saudi EFL students.	Is there a difference in the level of proficiency in the second language between the male and female students?

Meta-cognitive (manipulating learning process) strategies affective strategies, and social strategies.

The most strategies used by students to improve their vocabulary size is metacognitive strategies, it is being the most favourable strategies for Saudi learners. However, students with high vocabulary level focus equally on all language learning strategies while students with low vocabulary level focus more on meta-cognitive strategy. |

| 7 | Relationship between Vocabulary Learning Strategies and Vocabulary Size: Evidence from Saudi Female EFL Learners | Alsharif (2022) | Schmitt (1997) and Nation (2001) | The study involved 116 Saudi EFL learners from Saudi Arabia. All were female undergraduates studying English language and linguistics. This study used qualitative method with vocabulary size test and questionnaire instruments. While in analyze the data researcher used IBM SPSS (Version 26) | This present study aimed to identify the type of vocabulary learning strategies more frequently used among Saudi female EFL learners. | 1. What are the most and least frequent vocabulary learning strategies used by Saudi female EFL learners?
2. What is the relationship between strategy use and vocabulary size among Saudi female EFL learners?

Metacognitive (using movie subtitles, listening songs, using article, relating newly and previously learned, listening radio, doing extra-curriculum exercises from different sources, self-testing with word list).

The most and least metacognitive strategies used:

Based on the finding of this study, Saudi EFL students more likely used non-conventional learning strategies in learning new words. For instance, they prefer learn new words from films and TV programs. However, Saudi EFL students seem to be less reliant on making word lists or doing extra-curriculum exercises. And the least frequent metacognitive strategies among Saudi female EFL learners used are self-testing with word list and extra-curriculum exercises. |

8	The Relationship between the use of vocabulary learning strategies and their usefulness as perceived by English major students in a Thai university	Chumworatayee and Pitakpong (2017)	Schmitt's (1997)	The participant were 72 university students majoring in English in the academic year 2016 were selected to be the participants in this study. Ten students were asked to be the volunteers in a semi-structured interview session. 63 participants were females. questionnaire and a semi-structured interview the data were analyzed using SPSS version 20.0 The participants in this study were chosen using a convenience	The present study aimed to investigate VLS use and usefulness as perceived by English major students in a Thai university.	What are the relationships between vocabulary learning strategy use and usefulness as perceived by English major students in a Thai university? In Schmitt's (1997) taxonomy: Metacognitive (using media, self-testing, spaced word practice, skip or pass the word, continue to study over time. *Most and least VLS used* The most metacognitive strategies used by EFL Thai students is the first item which is using English media and the least strategies used is the third item which is use spaced word practice.
9	Vocabulary Learning Strategies (VLS) Preferred by Saudi EFL Students	Al-Bidawi (2018)	Schmitt's (1997), Oxford (1990)	The participant of this study are 94 undergraduate students was selected from Al Jouf University. Quantitative method. Questionnaire The data were collected and analysed by using the Statistical	The present study aims to examine the preferred VLS strategies for Saudi EFL students	1). What are the preferred VLS by Saudi EFL students? 2). What are the most and least frequently used vocabulary learning strategies for each strategy used by Saudi EFL students? *VLSs taxonomy*: metacognitive (observed new vocabulary when communicate, self -evaluating of

				Package for the Social Sciences (SPSS)		<mark>words use assess the use of words according to the context</mark>) *VLSs preferred used by EFL students* Based on the result of the study Saudi EFL students used metacognitive strategies, the types of metacognitive strategies used by them are, observed new vocabulary when communicate, self -evaluate of words use assess the use of words according to the context.
10	Chinese EFL University Students' Self-Reported Use of Vocabulary Learning Strategies	Fu (2021)	Oxford (1990), and Schmitt (1997)	This study involved 8 EFL students majoring English from University of Mainland China, from 21 to 25 age. This study used qualitative method with semi-structured interview instrument to explore students' use of VLSs types and the factors affecting their use, to analyse the data researcher use thematic analysis.	This present study aims to investigate the types of vocabulary learning strategies used by Chinese EFL students and factors for their VLS use.	1) What types of VLSs do Chinese EFL students report use? 2) What are the factors affecting Chinese EFL students' use of VLSs? *VLSs taxonomy: determination, social, cognitive, memory and metacognitive (self-testing, plan a schedule, give attention to vocabulary learning and think about vocabulary learning progresses).* Based on the finding of this study the metacognitive strategies used by students are *self-testing, plan a schedule, give attention to vocabulary learning and think about vocabulary learning progresses.*

| 11 | Vocabulary Learning Strategies Used by Thai High School Students in Science, Language, and English Programs | Thiendathong and Sukying (2021) | Schmitt's (1997) | This study involved 491 EFL students from two public high school in Northeastern Thailand and 21 students was selected to interviewed to gain further information on their VLSs use. This study used qualitative and quantitative method with semi-structured interview and questionnaire instrument. study was analysed using Statistical Package for the Social Sciences (SPSS) | This present study aims to identify the frequency of vocabulary learning strategies used by high school students in various program. | 1. What types of VLSs do Thai high school students use? 2. What different of VLSs used between multiple programs of Thai high school students? Schmitt's taxonomy: metacognitive (watching movies, listening music, read online novel, read books, watching cartoons). *VLS used by Thai high school students* Based on the finding of this study the most frequently strategies used is metacognitive strategies. The science program preferred watching movies, listening music, and read online novels, the language program use watching cartoons and read books, the English program use watching video, listening music, read books and read online novel. So, the most frequent metacognitive strategies used are watching movies and listening music and the least strategies used is watching cartoons. |
| 12 | The relationship between language learning strategies | Faraj and Kilic (2018) | Oxford's taxonomy (1990), Nation | The participant of this study were 122 Iraqi EFL students. | This present study aimed to examines the | Which sub-category strategy is most frequently used by high and low VS Iraqi EFL students? |

			This study used mixed method qualitative and quantitative. The instrument used are vocabulary level test, questionnaire and semi-structured interview. For the analysis data use SPSS version 20.0.	relationship between language learning strategies and vocabulary size.	*VLSs taxonomy*: metacognitive (specifying goals and objective, evaluating learning progress, relying between newly and previously learned words, organize schedule and avoid distractions, and watching movies), affective and social. *The most sub-category strategy used:* Based on the finding of this study the most frequent strategies emerged from four different sub-categories, most of the metacognitive strategies were among the most frequently used strategies (seven strategies out of nine) and the least metacognitive strategies used and create picture in mind. While the least sub-category strategies used is compensation strategies.
and vocabulary size among Iraqi EFL university students		(2001), Schmitt (1997)			
13	Vocabulary Learning Strategies in ESP Context: Knowledge and Implication	Al Zahrani and Chaudhary (2021)	Nation (2001) and (Oxford (1990)	The participant of this study were 20 students from an intact class. This study used quantitative method with questionnaire and semi-structured interview instruments. While in analysed the	The aim of this study is exploring the knowledge level and preferences regarding vocabulary learning strategies among the EFL	1. What is the level of awareness of VLSs among EFL university students? 2. Which VLS is the most commonly used among EFL university students? 3. How do VLSs affect EFL students' success in ESP classes?

				data researcher used SPSS.	university students studying English for Specific Purposes courses and investigated the impact of vocabulary learning strategies on EFL learners' performance	*VLSs taxonomies:* metacognitive (using exercise, monitoring self-progress and evaluating self-progress). Based on the finding of the study, students were found aware of VLSs the majority of them viewed VLSs. The most common VLSs used by EFL learners is guessing meaning from context from determination strategy. While for metacognitive strategies the most frequently used is using vocabulary exercise, while the least strategies used are monitor the progress and evaluate the progress.
14	Investigation of Middle School Students' Self-Regulation Skills and Vocabulary Learning Strategies in Foreign Language	Gorgoz and Tican (2020)	Oxford (1990)	the participant of this study were 990 grade middle school students from Turkey school year 2018-2019. This study used quantitative method with ANOVA data analysis.	This study aimed to investigate middle school students' self-regulation skills and vocabulary learning strategies in foreign language	What is the level of the middle school students' vocabulary learning strategies? *Oxford (1990) taxonomy:* metacognitive (used suitable method). Based on the finding of the study students used suitable method for metacognitive strategies.
15	Omani EFL Learners` Vocabulary Learning Strategies	Behforouz and Al Ghaithi (2022)	Schmitt's (1997) and Oxford (1990) taxonomies	The participant of this study were 42 male and female students from Oman and native speakers of Arabic with some English	This study aimed to investigate the vocabulary learning strategies of 42 Omani EFL learners and	1. What types of strategies are employed by Omani EFL learners to learn vocabulary better? 2. What are the most and the least frequent vocabulary

				training. This study used mixed method qualitative and quantitative with questionnaire instrument. While in analysed the data researcher used SPSS version 21.	measure the effect of gender in strategy selection among them.	learning strategies among Omani EFL learners? VLSs taxonomies: (watching TV, using computer, listening English radio, reading newspaper, skip new word, asses self vocab knowledge). Based on the finding of this study the metacognitive strategies the most frequently used strategies are watching TV, using computer and listening to music. While the least strategies used is reading newspaper.
16	EFL students' vocabulary learning strategies and their affixes knowledge	Noprianto and Purnawan (2019)	Schmitt's (1997) and Nation (2001) taxonomies	The participant of this study was 116 consisting of 27 males and 89 females of the first grade of senior high school between fourteen and seventeen years old. This study used quantitative method with questionnaire instrument. While in analyze the data researcher used SPSS.	The aim of this study is investigating the frequency of vocabulary learning strategies used by Indonesian high school students.	What vocabulary learning strategies are frequently used by Indonesian high school students? *VLSs taxonomies*: metacognitive (listening English songs and using vocabulary exercise). Based on the finding of this study reveal that the most frequently used strategies by Indonesian high school students is listening English songs while the least strategies used is using vocabulary exercise.
17	The Relationship between Vocabulary Learning	Memis (2018)	Oxford (1990) and Schmitt (1997) Taxonomies	The participant of the study was 182 learners of Turkish and abroad in Turkey. This study	This present study aimed to find out which vocabulary learning strategies	Which vocabulary learning strategies do the learners of Turkish in Turkey use?

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No	Title			Method	Aim	Findings
	Strategies and Vocabulary of Learners of Turkish as Foreign or Second Language			used quantitative method with vocabulary test instrument. This study was analyzed by ANOVA.	used by learners of Turkish in Turkey and abroad.	*Oxford (1990) Schmitt (1997) taxonomy:* metacognitive (used suitable method, using English songs) Based on the finding of this study the most frequently used vocabulary learning strategies is metacognitive strategies for B2-level learners. The least frequently used strategies were compensatory strategies for A1-, A2-, and B1-level learners and social strategies for B2-level learners. For the metacognitive strategies the students used is using suitable method and using English songs in learning vocabulary.
18	A Comparison of the Vocabulary Learning Strategies Employed by High and Low Proficient Pre-University Students in Malaysia	Benedic & Shabdin, (2021)	Schmitt, 1997	This study involved 67 from band 5 and band 3 pre-university students from various backgrounds. This study used quantitative method with questionnaire instrument. While in analyzed the data researcher used SPSS version 20.	This present study aimed to identify the vocabulary learning strategies used by band 5 and band 3.	1. What are the vocabulary learning strategies employed by high proficient students? 2. What are the vocabulary learning strategies employed by low proficient students? *Schmitt, 1997 taxonomies*: metacognitive (word spaced practice, study overtime, word testing, skip or pass new word, using movies, songs, new-cast)

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					Based on the finding of this study the frequency of VLS used by band 5 is metacognitive strategies which is using English language media (movie, song, new-cast, etc) they preferred use English language media because it is easier to access in internet. While the band 3 also preferred used English language media. The least strategies used by band 5 and band 3 is social strategies.
19	The Use of Vocabulary Learning Strategies in Teaching Turkish as a Second Language	Baskin, Iscan, Karagoz and Birol (2017)	Schmitt's taxonomy (1997)	This study involved 22 students at level A1. This study used quantitative method with questionnaire instrument. While in analyzed the data researcher used SPSS version 22.	This present study aimed to determine the vocabulary learning strategies of the students in Gaziosmanpasa University Turkish Teaching and Application Center.	*Schmitt's taxonomy (1997):* metacognitive (using songs and news, using memorized using magazine, cards reviewing, skip or pass new word, using online exercise)

Based on the finding of this study for the metacognitive strategies frequently used by the students are using English songs and news while the least strategies used is skip or pass new words. |
| 20 | Vocabulary Learning Strategies (VLSs) Employed by Learners of English as a | Goundar (2019) | Gu and Johnson (1996) | This study involved 53 EFL learner course at Projects Abroad (Nadi) Fiji. This study using quantitative method with questionnaire instrument. While in | This present study aimed to explore the use of different vocabulary learning strategies among adult | *Gu and Johnson (1996) taxonomies:* Metacognitive (selection and self-initiation)

Metacognitive strategies consist of selective attention (choosing the |

| | | | | analyzed the data researcher used descriptive statistic. | English as foreign language learners. | important words, words-interested, word-note important, guessing the meaning) and self -initiation (evaluating self-progress, find out new word which previously learned, focus on related examinations)

Based on the finding of this study, in self-initiation strategies students preferred used self-evaluate about their progress in their vocabulary learning and the least strategies used is focus only with things that related to their examinations. While in selective attention, students preferred used strategy that choosing the important words for them and the least strategy used is guessing the meaning of a particular word. |
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| 21 | Investigating Learning Strategies for Vocabulary Development: A Comparative Study of Two Universities of Quetta, Pakistan | Fatima and Pathan (2016) | Gu and Johnson (1996) | This study involved 180 undergraduate students of Sardar Bahadur Khan Women's University (SBKWU) and University of Balochistan (UOB), Quetta, Pakistan. This study used quantitative method with | This study aimed to investigate the vocabulary learning strategies used by the undergraduate students of Sardar Bahadur Khan Women's University (SBKWU) and | What vocabulary learning strategies are employed by undergraduates of Sardar Bahadur Khan Women's University (SBKWU) and University of Balochistan (UOB), Pakistan?

Gu and Johnson (1996) taxonomies: Metacognitive (selection and self-initiation). |

				questionnaire instrument. The data was analyzed using SPSS.	University of Balochistan (UOB).	Metacognitive strategies consist of selective attention (identifying meaning of the word) and self-initiation. Based on the finding of the study, for metacognitive strategies the students preferred to identifying the meaning of the word and using the variety of word to making clear the meaning.
22	Investigating The Importance Level and Utilization of Vocabulary Learning Strategies Among Turkish EFL Learners	Mirioglu (2020)	Schmitt's (1997) taxonomy	This study involved 398 eighth grade EFL learners 182 male and 216 females. This study used quantitative method with questionnaire instrument and analyzed by SPSS.	This present study aimed to investigate the EFL students' perception regarding the importance and use of L2 vocabulary learning strategies and to investigate the most and the least frequently applied VLS by EFL learners in their learning processes.	1. What are the most and least frequently used vocabulary learning strategies among the 8th grade EFL learners? *Schmitt's (1997) taxonomy:* metacognitive (study overtime, self-testing with word test, skip or past new word) Based on the finding of this study the most important and frequently used strategies is determination strategy and the least one is memory strategy. For metacognitive strategy students preferred study overtime in their vocabulary learning and least using word list.
23	Measuring Vocabulary	Kırmızı (2014)	Gu & Johnson (1996)	This study involved 213 English language	This present study aimed to	Which vocabulary learning strategies are common among

	Learning Strategy Use of Turkish EFL Learners in Relation to Academic Success and Vocabulary Size			and literature students. This study used quantitative method with questionnaire instrument and analyzed by SPSS.	investigate vocabulary learning strategy used by English language and literature department students in relation to academic success and vocabulary size.	English Language and Literature department students? VLSs taxonomy: metacognitive (<mark>self-initiation and selective attention</mark>) Based on the finding of this study statistically significant differences were found between 2nd grade and 3rd grade students in terms of bottom-up strategies, note-taking strategies, and using linguistic clues. The metacognitive strategies used by the students are self-initiation and selective attention.
24	The Relationship between Iranian EFL Learners' Self-efficacy Beliefs and Use of Vocabulary Learning Strategies	Heidari and Ahmadian (2012)	<mark>Gu and Johnson (1990) taxonomy</mark>	This study involved 50 male and female junior students majoring in English translation from University of Sistan & Baluchestan were randomly selected to participate in this study. This study used quantitative method with questionnaire instrument and analyzed using SPSS.	This study aimed to explore the relationship between Iranian EFL juniors' self-efficacy beliefs and their employed vocabulary learning strategies.	What the current level of Iranian EFL students' self-efficacy beliefs and their use of vocabulary strategies? Gu and Johnson taxonomy: metacognitive (<mark>self-initiation and selective attention</mark>). Based on the finding of this study the most frequently used strategies by EFL Iranian students were memory strategies, and the least frequently used one was social/affective strategies. The metacognitive strategies used are self-initiation and selective attention.

| 25 | An Investigation of the Effectiveness of Vocabulary Learning Strategies on Iranian EFL Learners' Vocabulary Test Score | Rahimy and Shams (2012) | Schmitt (1997) | This study involved 50 Intermediate level students from Kish English Institute were randomly selected from among fifteen classes after administering the Oxford Placement Test (OPT). This study used quantitative method with questionnaire instrument and analyzed the data using SPSS. | This present study aimed to investigate the effectiveness of vocabulary learning strategies on Iranian EFL learners' vocabulary test score. | Does VLSs affect Intermediate Iranian EFL learners' vocabulary test score?

Schmitt's (1997) taxonomy: metacognitive (Use English-language media (songs, movies, newscasts, self-testing word list, Skip or pass new word, study word over time)

Based on the finding of this study The most frequently used VLSs by the students in High-score group were cognitive, memory and determination strategies. The metacognitive and social strategies were strategies used least often.in metacognitive strategies students used English-language media (songs, movies, newscasts, self-testing word list, Skip or pass new word and study word over time strategies. |
| 26 | The Use of Vocabulary Learning Strategies by Thai EFL Learners Studying Vietnamese as a Third Language | Vo and Jaturapitakkul (2016) | Schmitt's (1997) taxonomy | This study involved 55 undergraduate students from different departments and faculties. This study used quantitative method with questionnaire instrument and data | This study aimed to investigate the use of vocabulary learning strategies by undergraduate Thai EFL students. | What the vocabulary learning strategies used by Thai undergraduate KMUTT students when learning Vietnamese as their L3? Schmitt's (1997) taxonomy: metacognitive (Use English-language media (songs, movies, newscasts, self-testing word list, |

			was analyzed using SPSS.		Skip or pass new word, study word over time) *The most preferred used strategies* The descriptive statistics show that the VLSs most frequently employed by undergraduate Thai EFL students studying Vietnamese as their third language at KMUTT were cognitive strategies. While in metacognitive strategies students used (Use English-language media (songs, movies, newscasts, self-testing word list, Skip or pass new word, study word over time. The most preferred strategies used is study over time and the least strategies used is English language media.
27	A Qualitative Study of Vocabulary Learning Strategies Applied by Iranian Undergraduate EFL Learners in Real Learning Setting	Yazdi & Kafipour (2014)	Schmitt's (1997) taxonomy	This study involved 238 EFL undergraduate students at Semnan Universities were included in the study. This study used qualitative method with questionnaires, interviews, tests, observations, think-aloud and diary use instrument. This study was analyzed using SPSS.	This study aimed to investigate the real use of vocabulary learning strategies by Iranian EFL learners.	What are vocabularies learning strategies applied by Iranian EFL learners in daily English language learning? *Schmitt's (1997) taxonomy:* metacognitive (Use English-language media (songs, movies, newscasts, self-testing word list, Skip or pass new word, study word over time) the most frequently used strategy was memory strategy which was applied by the participants 188 times while social strategy was

						identified as the least frequently used strategy. In metacognitive strategies skip new words was the most frequently used strategy while test oneself by word test was applied only once and was the least frequently used strategy.
28	The Use and Evaluation of Vocabulary Learning Strategies among Sudanese EFL Learners	Hamza, Yasin and Aladdin (2017)	Schmitt (1997) and Nation (2001)	This study involved 60 EFL students in the department of English faculty of education in Khartoum university. This study used qualitative method with questionnaire and in-depth interview instruments. The data was analyzed using SPSS.	This study aimed to investigates how Sudanese EFL learners at Khartoum University use and evaluate vocabulary learning strategies (VLSs).	What are the most frequently strategies used by Sudanese EFL learners?

Schmitt (1997) and Nation (2001: metacognitive strategies (word-list, word cards, watching TV, listening radio, reading newspaper, skip or past new word, vocabulary planning, self-evaluation, study overtime),

Based on the finding of this study metacognitive is the most frequently used strategies and the least strategies used is consolidation strategies. From the eleven metacognitive sub-categories the most frequently used by students is using word-list. |

Appendix 3. Table of Metacognitive Strategies.

NO	Category/Strategies	Description	Example
1	Gu & Johnson's (1996)	**1. Selective-attention** - choosing important word - words-interested - word-note important - guessing the meaning - identifying meaning of the word **2. Self-initiation** - evaluating self-progress - find out new word which previously learned - focus on related examinations - using the variety of word to making the meaning clear	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.	- *Students know whether a new word is important in understanding a passage.* - *Students know which words are important for them to learn.* - *When they meet (see) a new word or phrase, they know whether they need it.* - *Besides textbooks, they look for others that fall under their interest.* - *They learn what the English teacher tells them to learn.* - *They focus on things that are directly related to examinations.* - *They wouldn't care much about vocabulary items their English teacher doesn't explain in class.*

NO	Category/Strategies	Description	Example
2	Schmitt's (1997)		
	1. Use online English-language media (songs, movies, cartoons, newcasts).	1. this strategy frequently used by the students because it is easier to be accessed in the internet.	1. *"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.*
	2. Self-testing using word-list	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	*"I read online novel to understand new words.*
	3. Using spaced word practice	3. spaced practices or distributed practice means the students learn the word by spacing or learning activities out over time.	2. *" I prefer to make word list and then practice by my self"*
	4. Skip or pass new words	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.	3. *"I learn new word 1-2 hours in every day.*
	5. Study overtime		4. *"If I do the vocabulary exercise, I skip the new words that I do not understand".*
	6. Vocabulary planning	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	5. *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.*
	7. observed new vocabulary when communicate		
	8. Question for reflection		

NO	Category/Strategies	Description	Example
		retention and long-term memory.	
		6. A vocabulary planning method involves creating a structured approach to learning new vocabulary. This method can help you focus your learning efforts and ensure you are consistenly building your vocabulary knowledge.	6. *"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 towards".*
		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.	7. *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.*
		8. When learning vocabulary, reflection is an important strategy that can enhance vocabulary knowledge.	8. *ask your self how the new word fits into a spesific context or situation. " in what scenarios could I use this word? " can I think of a personal example or story that related to this story?"*
3	Oxford (1990) 1. Find the suitable method 2. Stick to plan 3. self evaluation 4. Self-monitoring 5. Manipulating learning process	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	1. *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*

NO	Category/Strategies	Description	Example
		to a plan involves creating a structured approach to vocabulary acquisition and commiting 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 assesing your own progress and identifying areas where you need to improve your vocabulary skills. 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. 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 effeciency and enhance the overall learning experience.	*me to learn new words.* 2. *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.* 3. *after studying new words, it's important 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..* 4. *Establish spesific, achievable goals for vocabulary acquisition. For example determine how many new words want to learn each day or week.* 5. *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*

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NO	Category/Strategies	Description	Example
			more ynamic and enjoyable.
4	Nation (2001) 1. relating newly and previously 2. doing extra-curriculum exercises from different sources	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-curiculum exercise involves practicing your vocabulary skils outside of your regular language learning program, such as through workksheet, games or other activities.	1. *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.* 2. *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.*

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Appendix 4. Surat Izin Penelitian

PEMERINTAH PROVINSI SULAWESI TENGGARA
BADAN RISET DAN INOVASI DAERAH
Jl. Mayjend S. Parman No. 03   Kendari 93121
Website : https//brida.sultra prov.go.id Email: bridaprovsultra@gmail.com

Kendari, 09 Juni 2023

Kepada

Nomor	: 070/2636 /VI /2023
Sifat	: -
Lampiran	: -
Perihal	: IZIN PENELITIAN.

Yth. Rektor IAIN Kendari
Di -
      KENDARI

Berdasarkan Surat Dekan FTIK IAIN Kendari Nomor : 1668/In.23/FTIK/TL.00/05/2023 tanggal 08 Mei 2023 perihal tersebut diatas, Mahasiwa dibawah ini :

Nama	:	JUSLINA
NIM	:	18010106067
Prog. Studi	:	TBI
Pekerjaan	:	Mahasiswa
Lokasi Penelitian	:	IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Sesuai Lokasi diatas, dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

"EFL STUDENTS' METACOGNITIVE STRATEGIES IN LEARNING VOCABULARY: A NARRATIVE REVIEW".

Yang akan dilaksanakan dari tanggal : 09 Juni 2023 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :
1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq. Kepala Badan Riset dan Inovasi Daerah Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA
KEPALA BADAN RISET & INOVASI DAERAH
PROV. SULAWESI TENGGARA

Dra. Hj. ISMA, M.SI
Pembina Utama Madya, Gol. IV/d
Nip. 19660306 198603 2 016

Tembusan:
1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FTIK IAIN Kendari di Kendari;
3. Ketua Prodi TBI FTIK IAIN Kendari di Kendari;
4. Mahasiswa yang bersangkutan.

CURRICULUM VITAE

PERSONAL DATA

1. Name   : Juslina
2. Place/Date of Birth   : Tolihe, 22 May 2000
3. Gender   : Female
4. Status   : Student
5. Religion   : Islam
6. Phone Number   : 081524155514
7. Address   : Ds. Tolihe, Kec. Baito, Kab. Konawe-
                              Selatan, Proy. Sulawesi Tengggara
8. E-mail   : Najuslina@gmail.com
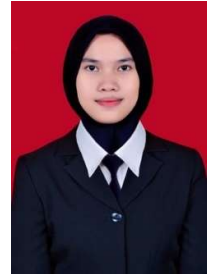
PARENTAL DATA

1. Name of Parents
   a. Name of Father   : Zainudin
   b. Name of Mother   : Sutarni

2. Name of Sister and Brothers: 1. Ishak
                                2. Mutiara

EDUCATIONAL BACKGROUND

1. SD: SDN SATAP 22 KONAWE SELATAN
2. SMP: SMP N SATAP 22 KONAWE SELATAN
3. SMA: SMA 15 KONAWE SELATAN
4. COLLEGE: INSTITUT AGAMA ISLAM NEGERI KENDARI

Kendari, July 21 2023
The Writer

Juslina
SID. 19010106067