

Language Learning Approaches: A Meta-Analysis Study of Vocabulary Mastery in EFL Learners

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ABSTRACT

To determine whether language learning is feasible, numerous researchers from around the world have studied this area; nevertheless, no real solution has yet been put forth in this regard. It is simpler to gain a command of the second language or even speak it fluently with linguistic comprehension and knowledge. This study does a meta-analysis of three study programs to examine the applicability of the various strategies and methodologies suggested in this research project related vocabulary learning or lexical knowledge. The results demonstrated that the learners' lexical knowledge strategies encompassed cognitive, metacognitive, social, willpower, and memory techniques. Additionally, competent people preferred making assumptions based on context and scenario and employing dictionary references. Additionally, this study looked into the relationship between the background, circumstance, approach, context, and therapy using a vocabulary acquisition strategy. The findings indicated that while the instructors used particular teaching methods in accordance with their curricula and preferred distinct methods, the L2 beginners came from diverse backgrounds and situations. The study's findings suggest that in order to effectively encourage the new EFL learners to improve their vocabulary, the instructors must be fully aware of the significance of using an appropriate strategy for English language teaching (ELT) in STKIP Muhammadiyah Pagaram.

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1. INTRODUCTION

A set of vocables which an individual remembers for a certain language and a list of terms which are used by people to communicate with others in a particular language are acceptable definitions of vocabulary. (Nation, 2006). A person's vocabulary is a collection of terms that they are familiar with. (Muzajidah, 2018). The capacity to speak a foreign language requires lexical or vocabulary knowledge. One cannot speak any language in the world, including the English language, without vocabulary. This lexical understanding provides a foundation for language learning. (Asyiah, 2017). One can master all four aspects of a language—speaking, reading, writing, and listening—after developing a strong L2 vocabulary. Without a doubt, vocabulary is crucial to studying English in the STKIP Muhammadiyah setting and is regarded as a necessary component to mastering all linguistic skills. Hence, vocabulary includes lexical terms that newcomers must be aware of in order to meet their various academic and wide-ranging needs.

As previously said, various classifications of language acquisition or vocabulary mastery of L2 are offered. These classes were proposed by various researchers. Mutalib et al. (2014), A person who lacks a sufficient language cannot be read, written, spoken, or understood efficiently without vocabulary. By using instructional techniques that convey diverse learning techniques, vocabulary can be learned. (Browne, 2014). Academics and researchers often collect little more information regarding educational advancement than is reasonably possible, with the exception of policies for gaining specific phrases and terms. According to (Anderson, 1980), With the aid of lexical knowledge or vocabulary learning procedures, a significant number of words or vocabulary can be acquired; these tactics have shown to be helpful for language learning students with a variety of linguistic phases. As a result, the learners can be prepared to begin learning the language and take on their responsibilities for

language acquisition by applying word-learning procedures. There are several definitions in relation with ways that renowned researchers have suggested.

Further, Brown and Lee (2015) defines approaches as "the clear events that occur upon a present delinquent that vary greatly among everyone." Chamot and Rubin (1994) says that approaches are the methods that speed up the learning process; they are perceptive and ostensibly driven. Nyikos and Fan (2007) determined that a vocabulary strategy is an excellent teaching tool. It is a way to do business in a straight line and a way to develop the independent word-memorization skills that are necessary (Dansereau, 1988). Besides it, one can find many other descriptions for vocabulary learning approaches recommended by Hu and Lei (2014), Schmitt, (2007), and Oxford (2002). These three academics suggested categorizations for approaches to language acquisition after more clearly describing the techniques first (Schmitt, 1997). According to Richards (2016), Since 1960, multiple scholars have proposed various categorizations for language learning methodologies. There are countless taxonomies of vocabulary erudition methods, however the one that is most useful for this study is the one suggested by Rubin (1987).

This study adapts the research pattern of Schmitt to jump to the findings and follows two kinds of approaches: direct and indirect. Schmitt, however, opted for the strategies recommended by Diamond and Gutlohn (2006) which can be divided into different groups and for the strategies recommended by Đào (2022) which include cognitive, meta-cognitive, memory, and social strategies. This research divided the different learning strategies into two key categories: consolidation and discovery. He addressed cognitive, metacognitive, memory, and social approaches along with their drawbacks in his discussion of determination and societal approaches. The learners choose a different variety of approaches depending on their erudition background, learning phase, age, acuity, perception, gender, observation, level of ability, skills, culture, proficiency, needs, talent, requirements, and other determinants, while the teachers rarely use multiple methods to teach lexical items or vocabulary. Typically, there are a number of ways for teaching and acquiring vocabulary, each of which has pros and cons.

The findings of numerous studies on vocabulary-learning techniques reveal that only when these techniques are used correctly will all of the methods suggested by researchers be effective in word acquisition and erudition. The students who thoroughly understand the techniques and implement them when necessary have demonstrated that they are competent language students. This study seeks to generalize and provide an overview of "erudition techniques" for English language learners (EFL). Taking this into account, this study assessed the usefulness of instructional methods with regard to two important factors, namely accomplishment conclusions and competitive situations for students studying English as a foreign language (EFL) or as a second language (L2). Hence, rather of doing a practical interventional study, a meta-analysis measure has been used to compare the results of each test (experiment) (quasi experiment study).

2. METHOD

The meta-analysis study included research that had elaborated how to treat and handle the vocabulary erudition approach. Mechanism, control, switching, experimental groups, contrivance, and investigations were all included, and the use of the vocabulary erudition method was nothing more than an at the mercy of mobile objects (dependent variable). Because it was nearly impossible to directly relate different studies to the shabby and rutted data available there and the group dimension, the data or statistics acquired from many research articles were taken into consideration. In this study, a systematic review (meta-analysis) was carried out, and the impact of some main methodologies on the erudition of the terms was assessed. Age or life stage, for example, were measured using a small or minimal scale for the mediator flexible (moderator variable). So, in these research articles, a number of tests were carried out to ascertain the impact of interference on the English as a Foreign Language (EFL) pupils regarding the erudition of their words.

In this respect, SPSS provided assistance by enabling the measurement of means, average aberrations (standard deviations), along with illustrative influence size. Although the majority of research included influence dimensions (effect sizes), this study documented and provided evidence that the information was only considered. Each research's influence dimensions (effect sizes) were standardised and averaged to create one illustrative dimension. According to Glass (1976), a large collection of research findings is referred to be a systematic review (meta-analysis) with the goal of absorbing the findings. A thorough report containing prior studies using statistical methodology and investigation was provided to consider this viewpoint (Purwanto & Despita, 2022). In comparison to a meta-synthesis, the basic topographies of a narrative review offer more goals and exact outcomes because they employ statistical technique. To study the outcome dimensions, the comprehensive systematic review program created by Bio-Stat was employed online (effect sizes). Because this study had to choose what data to look for and how to analyze them, this tool was utilized to deliver the various statistics or data types and select the investigation's methodologies.

As the research's topics and impediments varied, so did the stimulus dimensions (effect sizes). So, the goal of the study was to compute and establish the median of the stimulus dimensions distribution (effect sizes), which is the result of every method for increasing vocabulary or word knowledge. Up to this point, the major

descriptive data used in the rejected research consisted of means and average aberrations. The statistics were analyzed qualitatively in order to respond to the second research question. In this study, a systematic review was used with the aim of reducing bias and increasing the validity of updating different instructional approaches. This approach was used to assess and synthesize study findings about vocabulary learning in EFL students. Effect size was used in the systematic review to compare and link the results of actual investigational (experimental) or simulated investigational (quasi-experimental) studies.

3. RESULT AND DISCUSSION

3.1 Result

This section of the study is intended to produce and explore the data collected for the goal of this research. The discussion, an exhaustive description of the study topics, and the results have been separated into its three main sections. Statistical Package for Social Science, Version 19 (SPSS) software is used in the initial section of the analysis to tabulate the data and perform statistical operations on it (quantitative data). The second section, in comparison, illustrates the extent to which the research issues might be addressed. The validity or legitimacy of the study questions is assessed in this section. Yet it is discovered by the quantifiable analysis of the boosted statistics. The descriptive data of average as well as means aberrations for five classifications were chosen to comprehend words' erudition approaches favoured by the partakers. To respond to this research question, descriptive data has been used for the five most repeated word erudition approaches. This can be seen in the Table 1.

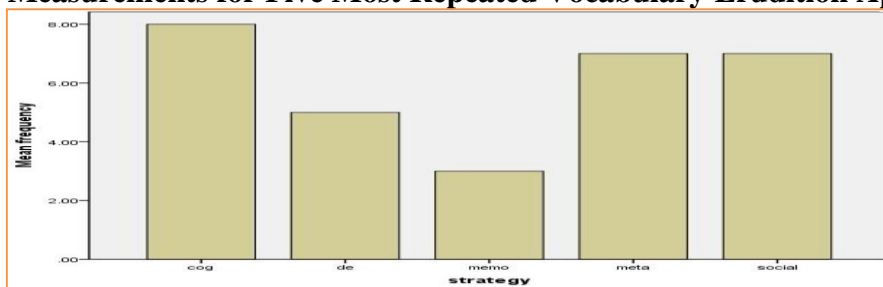
Table 1.
Descriptive Measurements for the Five Most Repeated Words' Erudition Approaches

Strategies	SD	M
Determination	5.42	31.76
Cognitive	4.16	26.95
Metacognitive	3.51	13.92
Social	3.73	10.66
Memory	4.28	25.5

The five strategies—determination, cognitive, metacognitive, social, and memory—are displayed in Table 1. The erudition of the words is impacted by these tactics. The approaches' averages are respectively (31.7), (26.9), (13.9), (10.6), and (25.5). As a result, their average aberrations may be described as (5.42), (4.16), (4.28), (3.73), and (3.51). The average aberration and mean of these five methods collections have undergone some change. The determination methodology's mean was also discovered to be the best, proving that it may be classified as a direct method and that it is superior to the remnant approach. In general, using the mean table, the conclusion that emerges is that memory and cognitive techniques are at a sufficient and reasonable extent because the means of the two ways are nearly comparable.

Table 1 also shows that the social and metacognitive techniques have the lowest extents of the means. The mean of the memory approach, however, turned out to be higher than the mean of the social approach. Because of this, it can be said to be at a low or moderate level, while the social approach is slipping just a little. This emphasizes that the participants cannot actively apply or make use of this strategy. Thus, it might be described as an indirect method. This entire procedure is shown in Figure 1.

Figure 1.
Descriptive Measurements for Five Most Repeated Vocabulary Erudition Approaches



The effect sizes have been discussed or revealed in the current narrative evaluation using average aberrations (SD) and mean. Figure 1 lists these strategies in order of which is the most effective (direct) and

least effective (indirect). As a result, it can be accurately calculated that the most efficient or direct technique opens the door to a beautiful vocabulary erudition in English, while the determination method may be referred to as the direct strategy. All participants in various studies that might be divided into five primary categories—cognitive, meta-cognitive, determination, social, and memory—used some of these methodologies in general. Achieved were the desired standard aberrations and methods.

The determination approach, as shown in Table 2, is what gives guessing or inferring from a word-based context its highest standard deviations, average aberrations, and mean of (4.21) as well as (1.00). It is therefore the highest extent among the five techniques. As a result, the second highest mean [M=3.98] belongs to the determination strategy referring to a wordlist or dictionary for a single language (monolingual). Its average aberration (AA) or standard deviation (SD) is [SD=0.93] at the same time. Once more, the third strategy reiterates the terminology used in cognitive stratagem verbally, along with the mean [M=3.93] and standard deviation [SD=0.98]. Investigating the various parts of speech is thus the fourth tactic. This method is also a determination approach; its standard deviations and mean are [SD=0.97] and [M=3.84], respectively.

Tabel 2.
The Maximum and Minimum Reported Vocabulary or Words' Erudition Approaches

Description	Classification	Mean	SD
Surmising (guessing) from word-based background	Determination	4.21	1.00
Employing a monolingual wordlist (dictionary)	Determination	3.98	0.93
Recapping the term vocally	Cognitive	3.93	0.98
Investigating the parts of speech	Determination	3.84	0.97
Reviewing the sound of the English term	Memory	3.80	1.03
Having words' notepad	Cognitive	3.78	0.93
Utilizing English tags for things	Cognitive	1.98	1.00
Requesting the instructor for creating a sentence	Social	1.72	1.02
Requesting the instructor for native language conversion	Social	1.56	0.99
Extrapolating the new English terms' connotation	Meta cognitive	1.83	0.8
Utilizing self-taught insights or flashcards	Meta cognitive	1.80	0.83
Remembering preliminary letters of terms	Memory	1.99	0.93

Examining the English term's acoustics is the fifth technique. It uses a memory technique; its mean and standard deviation are 3.80 and 1.03 respectively. Once more, the word notepad is in the sixth group. It belongs to the category of cognitive approach along with the mean (M=3.78; SD=0.93). English tags are used for things in the seventh category. It is a cognitive method with a mean of 1.98 and a standard deviation of 1.00.

Similar to the seventh group, the eighth asks the teacher to construct a statement with a standard deviation of [SD=1.02] and a mean of [M=1.72], along with the category of [SD=1.02] and [M=1.72] that fits under the heading of a social approach. The eighth point deals with asking the instructor to convert to native tongue. This belongs to the social approach group, together with the mean [M=1.56] and standard deviation [SD=0.99]. The eleventh story once more extrapolates the meanings of the new words. Together with the mean [M=1.83] and the standard deviation [SD=0.8], this is classified as a metacognitive approach. As a result, the eleventh narrative discusses using a meta-cognitive strategy called self-taught insights or flashcards along with the mean [M=1.80] and standard deviation [SD=0.83]. The twelfth tale, in contrast, makes reference to recalling the initial letters of English phrases. Together with the mean of [M=1.99] and the standard deviation of [SD=0.93], this is categorized as a memory method.

Table 2 also illustrates that the first six tales used ways that had remarkable means, such as inferring from the word-based background, using a monolingual wordlist (dictionary), recapping the term vocally, researching the parts of speech, revisiting the sound of the English term, and keeping a notepad of words, while the remaining six narratives used approaches like using English tags for items, asking the instructor to create a phrase, and requesting. It demonstrates once more the precise best and worst (direct and indirect) methods used by English as a foreign language (EFL) student to learn new English words or lexical items. It has been said that the most efficient (direct) methods should be used primarily in order to learn vocabulary or new terms.

The investigations were analysed and reevaluated in respect to the relationship between the envisioned factors and words erudition approaches in order to address the second study question. To understand the relationship, qualitative research was conducted. Another study demonstrated a relationship between learning new terms or having a strong vocabulary and taking action or receiving therapy (Uzun, 2013). The utilization of many treatments and actions is found to be based on established values within a nation.

According to Zohrabi et al. (2012), in a study, instructor-spotlighted information had been mentioned, and in certain republics, a relationship was found regarding collaborative efforts in the classroom's word erudition. It highlighted the most direct or effective relationship in the value of various transactions, treatments, as well as behaviours, and kids' vocabular sophistication. Alemi and Tayebi (2011) concluded that the perspectives, attitudes, opinions, drive, and passion of the EFL students served as the foundation for their effective methods of approaching the acquisition of English terminology. Ahmed (1989) established that Several studies have discovered a correlation between vocabulary acquisition strategies or the knowledge of English terms and studying techniques. The greatest likelihood of the contribution could be seen in contexts involving erudition endeavours, EFL students' physiognomies, linguistic tasks, and students' personal preferences, apprentice approaches, use of various tools, responsibility objective (task purpose), and undertaking at various levels and extents of approaches and stratagems of different vocabulary learning or English language erudition. As a result, each factor worked in concert to produce a particular erudition outcome.

Thirty (thirty) research papers from three departments were analyzed, and it was discovered that twelve of those twelve forms of study were based on independent sample T-tests and descriptive statistics and data. This was in connection with asking the teacher to translate and interpret native language materials. (Mugheri et al., 2019) described that "The EFL students at the school had rarely asked the instructor to speak in their native tongue (L1) in the capacity of a social approach.

3.2 Discussion

The current study's findings revealed that the determination approach was the way that was most frequently chosen and used, while it was also discovered that the second group included cognitive approaches. According to this study, the meta-cognitive technique came in fourth and the memory approach third. The fifth social stratagem was discovered. The two most popular methods were assuming from the backdrop while using the mean of [M=4.21] and using the dictionary while using the mean of [M=3.98]. These tactics were considered to be the best options.

In response to the first query, it was evident that the systematic review (meta-analysis) of English as a foreign language apprentices' word erudition technique highlighted the direct ways led towards healthier word erudition (vocabulary learning), while the results of the second question found a relationship between the various erudition settings, actions, treatments, as well as research strategies as per meta-analysis or narrative review and the utility of vocabularies. The findings also showed that some EFL students had little knowledge of some erudition techniques including as carrying out group work activities. It was determined that it demonstrated the significance of approach-teaching techniques in lecture halls, which were recommended by Hasan et al. (2022). It created the opportunity for becoming autonomous and self-sufficient in acquiring vocabulary or erudition of new terms while falling within the category of direct approach, according to the researcher, who claimed that it enhanced the core knowledge of English language erudition. This study conducted a comprehensive review (meta-analysis) of word erudition techniques used by EFL students. As a result, it is widely accepted that the fundamental level of learning and understanding an L2 (second or foreign language) is recognizing the reasoning or explanation underlying its erudition. Finding and understanding the relationship between determinants such as background, context, setting, scenario, treatment, action, research technique, word knowledge, and approach use was one of the study's goals. Thus, this can be referred to as an indirect method.

Indonesians now give serious consideration to studying English because of its high status in the nation. The majority of students in the country still find learning English as a second language to be a stimulating process that they manage during their studies. Being an international language, English has become crucial for Indonesian young to study and communicate in order to succeed. It has established itself as a language used by the people of different countries to communicate and trade information. Like all other languages, English has a vast vocabulary, lexicon, and word repertoire. Terminologies have a significant role in determining linguistic knowledge and proficiency and lay the groundwork for understanding how EFL students write, read, communicate, and listen. Many methods can be used to acquire innovative English words, although the EFL students typically succeed below their viewpoint of academic success. Using a variety of English words is pertaining to the range of settings and chatty activities. Thus, a clear indication of English word erudition methods could offer EFL students who need them a useful timeframe.

According to the results, this was discernible in the five words' erudite approaches to Schmitt's classification, which were observed in all of the study projects previously mentioned. As previously noted the results of this study showed that the mean and standard deviation (SD) of the five approaches collected had

undergone distinct alterations. (M). As a result, the procedures that were determined to be direct or indirect in the provided order were displayed in the current study. The fact that the limiting technique produced more results than the other approaches demonstrated how straightforward it was. It may be concluded that neither memory nor cognitive techniques or methods were used, and that the employment of social ways utilizing an indirect approach was the least effective.

Nonetheless, there were twelve depictions for the aforementioned five ways, and the first six were complicated guessing (guessing) from the word-based background, consulting a one-language dictionary or wordlist, summarizing the term orally, looking into the components of speech, reading as well as understanding the sound of the English words, and carrying a notepad. Consequently, the second instructor's six erudition strategies included using English tags for items, asking the instructor to help with a sentence, frolicking with new vocabulary, using flash cards, badges, or indexes, and remembering terms' first letters. In regards to the educational and pedagogical effects, mentors can inform their apprentices to completely understand erudition approaches. The teachers can support their EFL students in using more appropriate methods to increase their aptitude and skill level. Also, an instructor with a high degree of education would seem to be familiar with all major techniques to English erudition in order to make EFL students familiar with all relevant broad approaches (Elmahdi & Hezam, 2020). Another limitation could be that the researcher just used the research projects that were obtained for the prevailing study, Beygi & Behnam (2014). This investigator was unable to access certain other important research initiatives due to inaccessibility and excessive fees. So, the findings would have likely grown much more crucial if there had been a larger sample size. A significant additional fact is that it was discovered to be challenging to investigate how action and therapy affected choosing a particular technique.

There were a variety of roadblocks that needed to be taken into account for the new study. Thus, it may be thought that another limitation of the current research is the limited investigation knowledge and comprehension of a systematic review (meta-analysis) (Tokunaga, 2011). This research will increase with stronger subject translation skills. Despite the restrictions or limitations described above, the results of the previous research provided some guidance for carrying out additional research in this area. Thus, additional research should be done using a method that will appeal to many learners who are learning English as a foreign language (EFL) and take the development and evolution of English words' erudition methods into consideration. So, further research must examine a narrative examination of this technique using EFL students at various levels of edification based on varying levels of English ability is presented. Therefore, it is advised that more study be done on the application of systematic review (meta-analysis) to evaluate the erudition approaches of English terms.

4. CONCLUSION AND SUGGESTION

In the present study, a systematic evaluation (meta-analysis) of as many as three study programs on the effectiveness and value of word erudition methodologies utilized by English language learners was conducted (EFL). These strategies or tactics fall under the cognitive, metacognitive, social, memory, and determination categories. These strategies are linked to many techniques; EFL students specifically target vocabulary words or English words in the books at different stages, for different goals, and in different circumstances.

The discoveries were made using descriptive metrics, average aberrations (standard deviation), and mean. As a result, in the current research, all of the results (effect sizes) were either supported by the data or were regarded as high. There were two collections of the thirty research studies' control group and analytical or experimental data. While other research studies examined and anticipated the relationship between a number of autonomous variables including content, action, treatment, feat, and usage when using vocabulary learning or English words erudition, the investigational (experimental) groups acknowledged that teaching in words erudition techniques and rheostat collection had outdated teaching on English word stuff.

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