

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

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ARTICLE INFO

Keywords: Vocabulary Learning Mastery, Language Learning Approaches, Meta-Analysis

Received : 20, July

Revised : 21, August

Accepted: 26, September

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ABSTRACT

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, 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 Instructors at STKIP Muhammadiyah Pagaralam should be well aware of the significance of employing proper techniques of teaching English (ELT) to new EFL students in order to develop their vocabulary.

INTRODUCTION

An acceptable definition of vocabulary is a collection of terms individuals use to communicate with one another in a given language and a person's memory of vocabulary words for that language. (Nation, 2006). A person's vocabulary is a collection of terms that they are familiar with. (Muzajidah, 2018). Vocabulary or lexical knowledge is necessary for speaking a foreign language. Without vocabulary, it is impossible to speak any language in the world, even English. The foundation for learning a language is this lexical awareness. (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), a significant number of words or vocabulary can be acquired with the aid of lexical knowledge or vocabulary acquisition techniques; This strategy has been effective for language learners at various linguistic stages. 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 & Lee (2015, p. 145) defines approaches as "the clear events that occur upon a present delinquent that vary greatly among everyone." Chamot & Rubin (1994) says that approaches are the methods that speed up the learning process; they are perceptive and ostensibly driven. Nyikos & 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 & 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).

To quickly get to the results, the study will adhere to Schmitt's research design. (Dictionary, 2002) recommends both direct and indirect techniques. Both. Schmitt still chose the approaches suggested by (Diamond & Gutlohn, 2006), It can be categorized into various groups. Schmitt still chose the approaches suggested by (Đào, 2022), among them are cognitive, metacognitive, memory, and social techniques.

This study 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. Depending on their knowledge base, learning stage, age, acumen, perception, gender, observation, ability level, skills, culture, skills, needs, talents, requirements, and other influencing criteria, students choose a range of various ways, 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, for students learning English as a foreign language (EFL) or as a second language (L2), the conclusion of performance and competitive settings. The outcomes of each test (experiment) are therefore compared using meta-analysis measures rather than actual intervention trials (quasi-experimental study).

LITERATURE REVIEW

Vocabulary Mastery

The four language skills of hearing, speaking, reading, and writing are connected by vocabulary. It goes hand in hand with learning a language. It is essential for language comprehension. It is comparable to the "Everest language" (Voicu, 2012). According to (Micklethwait, 2005), "very little can be conveyed without grammar, and nothing can be conveyed without vocabulary." Therefore, in order to do that, one needs first become fluent in social vocabulary. When someone thinks about vocabulary, they typically think of a collection of words pertaining to a specific tongue. There are numerous definitions of vocabulary from various specialists, though. Wherever the language is first, second, or foreign, the focus of language acquisition, according to (Shen, 2003), is on vocabulary. In contrast, (R. Brown, 1973) describe vocabulary as a list or collection of words that can be utilized by a speaker in a certain language or list of terms. Furthermore, according to (Crystal, 2001), vocabulary is a comprehensive catalog of terms along with their definitions. This is what a language is made of. These definitions lead to the conclusion

that vocabulary is a collection of words in a language that are utilized by individuals or groups of individuals in both oral and written communication. Additionally, the term "mastery" refers to having exceptional abilities and expertise in a certain field. Thus, having a strong command of a wide range of terms and their meanings is known as vocabulary mastery.

Language Learning

Numerous studies on learning strategies have been carried out in recent years (Zhou, 2017; Rehman et al., 2014). Speaking about this is undoubtedly not new in the sphere of education. However, teachers have expressed worries regarding the language learners' learning processes as a result of the shift in learning environments from conventional surroundings to those that incorporate technology today. "Good language learners" have long been related to the phrase "language learning strategies". The "personal characteristics, style, and strategies" of a "good language learner" are described (Ghazvini & Khajepour, 2011). However, because of how technology is employed in teaching and learning, it is now nearly hard to examine the traits, communication methods, and learning philosophies of today's students. Due to the lack of in-depth explanations, pronunciation corrections, honest criticism, and translations of foreign terminology, student engagement with teachers is also restricted while learning a language using online learning platforms (H. D. Brown, 2000). Because of this, "a good traditional definition of a language learner is not sufficient to describe how learners self-organize their language teaching online" (Chang et al., 2005).

The majority of academics concur that before using techniques in the classroom, teachers should first determine how their pupils acquire languages (Purwanto, 2022). The appropriate language learning strategies that can be applied in an online learning environment must be identified by teachers in the current technological context. This is done to make sure the method can be applied to language learning. To determine learners' learning strategies, more online learning sessions must to be held (Rubio, 2021). According to one study, pupils who utilized more learning methods performed better than those who used less strategies (Bambang Purwanto & Hidayad, 2022). Because students who utilize learning strategies will be viewed as good language learners, the usage of strategies in language learning also affects students' capacity to learn effectively (Oxford, 2002). (Oxford, 2002) separates strategy into two categories: "direct strategy" made up of "memory strategy, cognitive strategy, and compensation strategy," and "indirect strategies" made up of "metacognitive strategies, affective strategies, and social strategies." These techniques aid students in organizing and assessing their learning processes in order to comprehend the learning techniques they employ when learning a language. Language learners employ a variety of methods, therefore teachers should first look into those tactics to make sure that students can match those strategies with the teaching strategy.

METHODOLOGY

The scientists' meta-analysis of studies includes research with sophisticated or complex therapy procedures and vocabulary knowledge treatment strategies. The employment of language approaches amounts to nothing more than giving in to moving objects (dependent variables), and includes mechanisms, control, switching, experimental groups, building, and exploration. Data or statistics gathered from various study publications are taken into consideration because it is nearly impossible to link different studies directly to the shoddy and corrupted data accessible there and the dimensions of the group. In this study, a systematic review (meta-analysis) was conducted and the impact of several important methodologies on the knowledge of 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 interference's effects on English as a Foreign Language (EFL) students' ability to use words with erudition.

By enabling the measurement of mean, mean deviation (standard deviation), and indicative measures of effect in this context, SPSS has been helpful. This research describes and offer proof that such information is only taken into account, despite the fact that the majority of studies also include dimensions of influence (effect measurements). One illustration dimension is created by standardizing and averaging the impact dimension (effect size) of each study. 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.

RESEARCH RESULT

This section of the study aims to create and investigate the information gathered for this investigation. There are three key sections: discussion, a thorough explanation of the study's subject, and its findings. In the first section of the analysis, data (quantitative data) are shown in tabular form and statistical operations are carried out on them using the Statistical Package for Social Sciences software, Version 19 (SPSS). Comparatively, the second section discusses how much the research problem can be handled. This section evaluates the research question's legitimacy or validity. However, it was identified by a quantitative study of the provided statistics. For five categories, descriptive data on the means and means of the deviations were chosen in order to identify the participants' preferred knowledge approach to terms. For the five most widely used word knowledge methodologies, descriptive data were used to provide an answer to this study question. The table below illustrates this:

Table 1. Erudition Approaches for the Five Most Recurring Words: Descriptive Measures

Method	M
SD	
Determination 5.42	31.76
Cognitive 4.16	26.95
Meta-Cognitive 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 (31.76), (26.95), (13.92), 0.66, and (25.5). As a result, their average aberrations may be described as (5.42), (4.16), (4.28), (3.73), and (3.51), respectively. This information can be obtained by looking at Table 1. 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. The average table generally leads to the conclusion that memory and cognitive procedures are adequate and reasonable because the means of both approaches are nearly identical.

Additionally, the metacognitive and social approaches have the lowest resource measurements, as shown in the chart above. The average memory approach was discovered to be superior to the average social approach, nevertheless. As a result, it is considered to be at a low or medium level, although the social perspective barely changes. It highlights that none of these tactics may be actively used or implemented by the participants. As a result, it qualifies as an indirect method. The following figure illustrates the entire process:

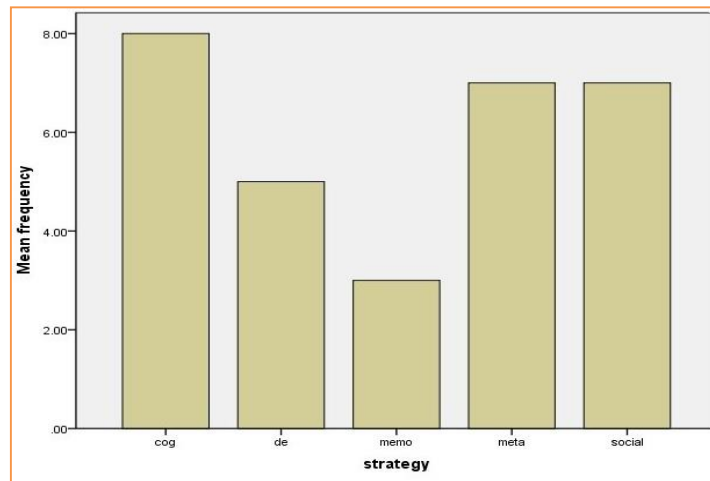


Figure 1. Five Approaches to Vocabulary Erudition using Descriptive Measures

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 maximum standard deviation, mean deviation, and mean (4.21) and (1.00) are inferred or guessed from the word-based context using the determination approach, as shown in Table 2. As a result, it has the highest rating among the five techniques. As a result, the determination technique uses the second-highest average [M = 3.98], which is a glossary or dictionary for a single language (monolingual). simultaneous deviation from the mean (AA) or standard deviation (SD) [SD = 0.93]. The third technique did the same thing by audibly repeating the terms used in the cognitive strategy and adding the mean (M = 3.93) and standard deviation (SD = 0.98). Thus, the fourth strategy is to analyze the various speech components. This approach is likewise one of resolve; The standard deviation and mean are [SD = 0.97] and [M = 3.84] respectively.

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

Description	Classification	Mean	SD
Speculating (assuming) from a backdrop of words	Determination	4.21	1.00
Using a dictionary or word list in one language	Determination	3.98	0.93
Audibly reciting the term	Cognitive	3.93	0.98
Examining the many parts of speech	Determination	3.84	0.97
Reviewing how the English word sounds	Memory	3.80	1.03
Having a notepad for words	Cognitive	3.78	0.93
The use of English tags for objects	Cognitive	1.98	1.00
Asking the teacher to construct a sentence	Social	1.72	1.02
Asking the instructor to convert in native language	Social	1.56	0.99
Adding the meaning of the new English phrases	Meta-cognitive	1.83	0.8
Using flashcards or self-taught insights	Meta-cognitive	1.80	0.83
Keeping in mind the initial letters of the phrases	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 analyzed 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 behaviors, and kids' vocabular sophistication. Alemi & 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 endeavors, 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.

DISCUSSION

In addition to showing that the second set of methods comprised cognitive techniques, the study's findings showed that the determination strategy was the one that was most frequently selected and applied. This study places memory approaches in third place and meta-cognitive strategies in

fourth. A fifth social tactic was found. The two most common techniques are using an average while adopting a backdrop [M=4.21] and using an average while employing a dictionary [M=3.98]. The best choice is thought to be this strategy.

In response to the first question, it is evident that a systematic review (meta-analysis) of English as a word knowledge technique for foreign language learners highlights the immediate steps that promote healthier word knowledge (vocabulary learning), whereas the findings of the second question revealed a connection between various knowledge arrangements, actions, and treatments as well as research strategies according to meta-analysis or narrative assessment and vocabulary useful.

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 are twelve illustrations for the aforementioned five methods, the first six of which are difficult guesses (guesses) from word-based backgrounds, consulting dictionaries or glossaries in a single language, verbally summarizing terms, looking up speech components, reading and comprehending the sounds of English words, carrying a notebook, and checking speech components. 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.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the current study was to evaluate the utility and efficacy of the word knowledge methodology utilized by English-speaking students (EFL) in three courses. These methods or techniques fall under the cognitive, metacognitive, social, memory, and willpower categories. This tactic is similar to many others; EFL students pay close attention to vocabulary words or English words in texts at various levels, for various objectives, and in various contexts.

Mean deviation (standard deviation), mean, and other descriptive metrics are used in the discovery process. As a result, all outcomes (effect sizes) in this study were either supported by data or regarded as high. There were two sets of control groups, each with thirty studies and experimental or analytical data. The experimental (experimental) group recognized that teaching in words used outdated teaching techniques and a collection of outdated teaching resources about English word matters, while other studies examined and anticipated relationships between a number of autonomous variables, including content, action, care, performance, and use in vocabulary learning or knowledge of English words.

ADVANCED RESEARCH

Further research is expected to be carried out again using different approaches and methods.

ACKNOWLEDGMENT

A lot of gratitude to the Head of STKIP Muhammadiyah Pagaralam and especially the head of the English Language Education study program STIKP Muhammadiyah Pagaralam who has given permission to carry out this research. This research still has many shortcomings and is very feasible to be developed in accordance with the reality that will exist in the field later.

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