

CHAPTER II

REVIEW OF LITERATURE

There are three topics that are discussed in this chapter, those are: (1) Learning strategies in language learning, (2) Classifications of language learning strategies, (3) Previous studies on learning strategies in EFL learning.

2.1. Definition of learning strategies in language learning

Several definitions of learning strategies have been proposed by linguists. Early on, Tarone (1983) defined learning strategies as an attempt to develop linguistic and sociolinguistic competence in the target language and to incorporate these into one's inter-language competence. Rubin (1987) said that learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly. Additionally, in her latest research (as cited in Griffiths, 2004), she identified two kinds of learning strategies: those which contribute directly to learn, and those which contribute indirectly to learning.

According to Riding and Rayner (1998), an activity becomes strategic when it is particularly appropriate for the individual learner. Cohen (1990) insists that only conscious strategies are language learning strategies, and that there must be a choice involved on the part of the learner. It clearly stated that learners choose their own learning strategies consciously. Sometimes they may not consciously realize about their learning strategies, but they do some activity that they prefer it help them in learning in order to gain their goals, and then it can be concluded as their learning strategies too.

O'Malley and Chamot (1990) defined learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.

In his book, *Strategies in Learning and Using a Second Language*, Cohen (1998) offered a more specific definition of language learning strategies, that language learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other material if need be, grouping it for easier learning (e.g., grouping vocabulary by category into nouns, verbs, adjectives, adverbs, and so forth), having repeated contact with the material (e.g., through classroom tasks or the completion of homework assignments), and formally committing the material to memory when it does not seem to be acquired naturally (whether through rote memory techniques such as repetition, the use of mnemonics, or some other memory technique) (p.5).

The definitions from experts above makes the researcher conclude that learning strategies are activities that can develop linguistic competence, developing language system which the learners construct, helping learners in order to gain their

goals, and comprehend, learn, or retain new informations.

2.2. Learning strategy in speaking

In learning foreign language, speaking is the most demanding for students, speaking has been major focus in the last 30 years. It also widely known that the ability to function another language is generally characterize of being able to speak that language, certain learners seemed to be successful regardless of methods or techniques of teaching. Brown (2004:141) categorized the basic types of speaking as follows:

a. Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence. While this

purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of languages may be included in the criterion

performance.

b. **Intensive**

The second types of speaking frequently employ and assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical and phonological relationship such as prosodic elements-intonation, stress, rhythm, and juncture.

c. **Responsive**

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request, and come and the like.

d. **Extensive (monologue)**

Extensive oral production task include speech oral presentation, storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or rolled out altogether.

So those types speaking activities are much concern with the age of the speaker. A speaker will be able to produce the more complicated sentences as he become older.

In other side Houang (2006) also formulates the following strategies that he considered good in learning a language. They are:

a. **Imitation:** Observing the teacher, native speaker or the models then imitating.

b. **Technical means:** Using the technical means like tape recorder, video, ... to learn, store or practice the language.

- c. **Practicing alone:** Talking to self, answering to self-question, and creating situation to practice in your own.
- d. **Questioning clarification:** Asking a teacher, native speaker, etc... for repetition, paraphrasing, explanation or example.
- e. **Communication:** Creating opportunities to practice the language by making conversation with native speaker or foreigner or those who speak English.
- f. **Self-monitoring:** Correcting your speech for accuracy or appropriateness to context.
- g. **Self-evaluation:** Always checking learning outcome against internal standard.
- h. **Repetition:** Repeating a language model including overt practice and silent rehearsal or repeating the name of items, or object that had been heard.

2.3. Previous studies on learning strategy in speaking

Kustati (2003) in her research, Students Speaking-Related Language Learning Strategies in their Speaking Ability, she found that there are thirty four speaking related LLS which most frequently used by high average, and low achievement student. It was also found that practicing naturally and using circum location and synonym are the highest intensity of speaking related LLS used by the students in speaking.

In 2004, Liu conducted Research under the title "EFL Proficiency, Gender And Language Learning Strategy Use Among A Group Of Chinese Technological Institute English Majors". Descriptive statistics indicated that the Chinese technological institute English majors were medium strategy users (Overall strategy use $M = 3.25$, $SD=.53$); the most frequently used strategies were Metacognitive strategies ($M =3.74$, $SD=.64$) and the least frequently used were Memory strategies ($M=2.91$, $SD= .61$).

Communication and Social Strategies of Successful English Learners At PT Semen Padang (2005) conclude that the social communication strategies applied by the 20 subjects provide them with what can be called a mini English speaking Community. The interaction in the community and Teacher Teaching Strategies gave them sufficient input and to develop and maintain their English proficiency than enable them to successfully communicate with the native speakers expatriates from other countries.

In 2006 Volya conducted a research, Student Speaking Strategies and teacher Teaching Speaking Strategies at Senior high school in Kerinci District. She found that there were a number of strategies found in speaking encountered at senior High school in Kerinci District. The strategies were speaking with friends, Speaking with English Teacher, Trying to find English Speaker, and talking to themselves in English, taking English course, making dialogues, listening English music and watching English movie, Those strategies were perceived, believed, regarded, though and considered differently by the students.

The related findings above tried to identify the influence of learning strategies in the students' speaking ability, Communication and Social Strategies of Successful English Learners and also identifying the students' speaking strategies and the teacher teaching strategies at level of high school. Differently, this research found the eight classifications of learning strategies in speaking; imitation, technical-means, practicing alone, question clarification, communication, self-monitoring, self-evaluation, and repetition at once that being used by the English department students.

