

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about some information and relevant research. It is intended to provide some theoretical concepts which not only support but also un-support this investigation. The discussion is present under the following sub headings:

2.1 Learning Process

Learning process has been carried out for countries, and this is enticing, scholars, social scientists, phychologists and also educators. However, the definition of the learning process concept is still vague. According to Mezirow (1990) defined learning as the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation, and action. Other researcher said, rather than looking at the definiton of learning, it is better to see the final outcome of learning. Gegne (1970) recognizes the five kinds of learning outcomes as intellectual skills, verbal information, cognitive strategies, motor skills, and attitudes. But more important is the learning process than result. And it has been recognized that the learning process is intricate, dynamic and individualized. Kidd (1973) stated some knowledge of learning theories is essential for every practicioner to understand why certain methods or techniques can be applied ant to understand, apply, or reject new proposal that are presented. Because with the knowledge of theory will help practicioner to form new exercise. Kidd said that the researcher must be guided by theory to provide initial assumptions that later be tested.

2.2 Learning Strategies

There is no explanation that explains the approach taken by each student to complete their learning tasks. Even, educators have been long searched for an explanation. And over time students begin to examine the concept of learning strategies as a way to explore individual differences to achieve the learning tasks.

As said by McKeachie (1980) learning strategies are those techniques or specialized skills that the learner has developed to use in both formal and informal learning situations. In addition techniques, tactics, and method are include increase effective learning. Majid (2015, cited in Lily 2016) states that in general learning strategies can be interpreted as selected activities which can provide facilities or assistance to students towards achieving in learning. Fellenz & Conti (1993:3) said adeptness and insight in the use of learning strategies appears to be a significant part of one's ability to learn how to learn. Learning strategies chosen by students and appropriately will prove the fundamental education to improve mastery of the material. Other experts argued that learning is a relatively permanent change in behavioral tendencies and is the result of reinforced training.

Thus teaching which is defined in the first lesson can be interpreted as showing or helping someone to learn how to do something. Because the focus on this study is language learning strategies students need to be considered about strategies in process language learning. Language learning strategies is an important part of language education. Rigney (1987) states that learning strategies are operations used by learner to facilitate the acquisition, retention, or retrieval of information. This strategies training can help students become more aware of the strategies used and more skills using appropriate strategies. Below are the point of view of some researchers about the types of strategies in language learning.

2.3 The Type of Language Learning Strategies

In the 1970's a language learning strategy was introduced by Rubin (1975) in the research entitled the good language learner. There are many linguists who defined the types of learning strategies. They have similarities and disagreements in classifying them. The following discusses the differences or similarities in beliefs about the types of learning strategies. Fahri Ras (2013) conducted a research aimed at evaluating and facilitating the language learning strategies used and what factors influence the choice of learning strategies. He argued that there was no significant difference in learning strategies between outstanding students based on the type of

school and also strategies were closely related to superior learning. That statement meant that these strategies would definitely affect student success in the learning process.

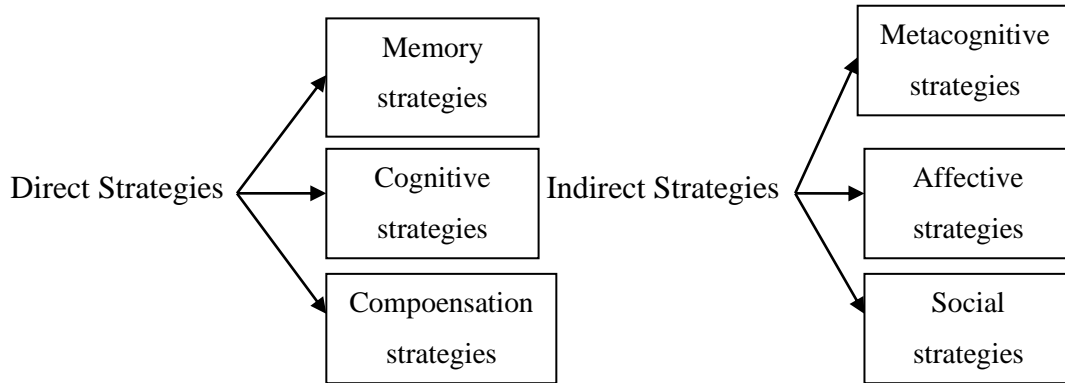
According to O'Malley (1990) language learning strategy can be classified into three parts. They are metacognitive strategies, cognitive strategies, and socio-affective strategies.

1. Metacognitive strategies is a technique that leads to students planning, self-evaluating in learning, thinking about process. Planning, monitoring, re-planning is a metacognitive strategies process in the student learning process.
2. Cognitive strategies are related with repetition, resourcing, translating, grouping, taking-note, deduction, recombination, imagery, auditory representation, keyword, contextualization, and elaboration.
3. Socio-affective, Mittits (2015) said that socio-affective strategies is how students cooperate with another and set question for clarification about something, which consist of using social interaction to assist them in obtaining a comprehension, learning or retention of information. It will help them successful learners to lower their anxiety when performing a learning task.

According to Oxford (1990) language learning strategies are divided into two part that are direct and indirect strategies. These part of strategy support each other and each strategy group is able to connecting and assist every other strategy. She said that Strategies Inventory for Language Learning (SILL) defined six categories, they are memory strategies (e.g. grouping, representing sounds in memory), cognitive strategies (e.g. switching to the mother tongue, using other clues), compensation strategies (e.g. guessing from the context in reading and listening), metacognitive strategies (e.g. linking information with already known one, self-monitoring), affective strategies (e.g. lowering anxiety by use music, encouraging one self and discussing feeling with others), and social strategies (e.g. asking for clarification, cooperating with others and developing cultural understanding).

Diagram 2.1

Direct and Indirect Strategies (Oxford,1990)



A. Direct Strategies

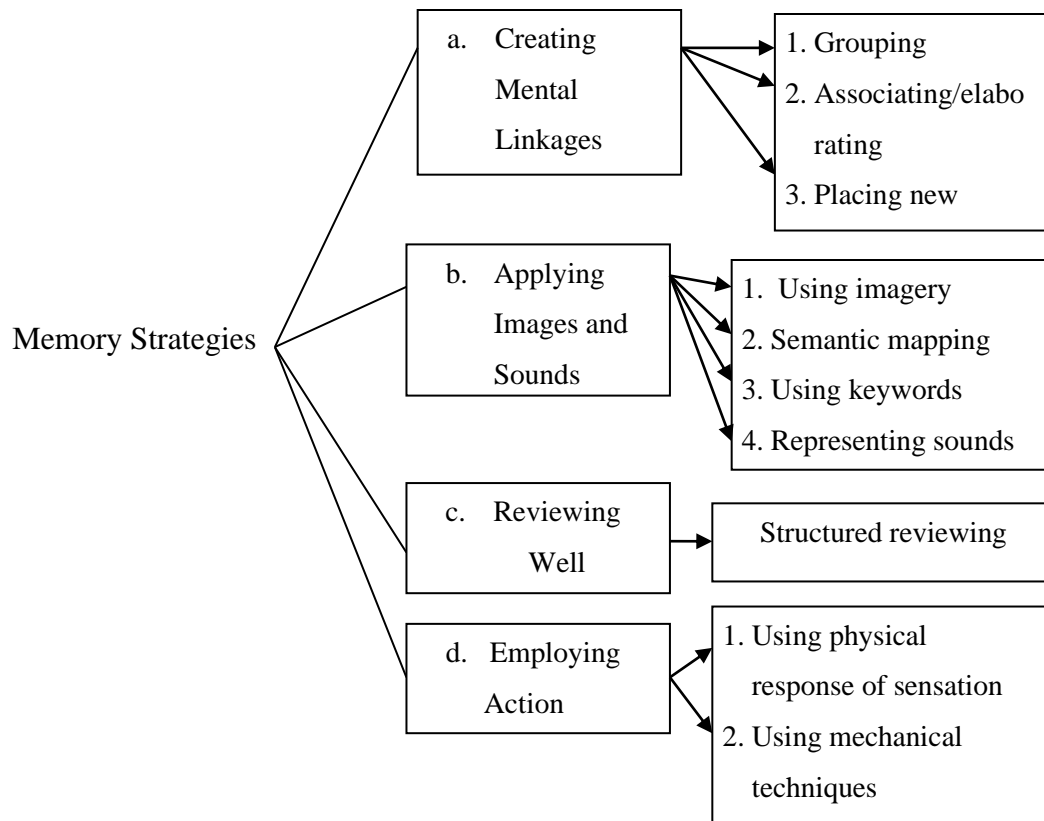
Direct strategies focus on storing and recovering information which directly strategies involve the target language. Based on Oxford (1990) explained above direct strategies classified into three group; memory strategy, cognitive strategy, and compensation strategy.

1.) Memory Strategies

In pursuance of Oxford in kamila (2015) memory strategies is a technique designed to help students store new information in memory and retrieve it later. This strategies are usually to connect the verbal with the visual, for four reasons. The capacity of the mind to store visual information exceeds it capacity for verbal material. The package of information is most efficiently transferred to long-term memory via visual images. Visual images are perhaps the most effective way to help remember verbal material. Visual learning is preferred by most students.

Diagram 2.2

Diagram of the Strategy Showing All the Memory Strategies

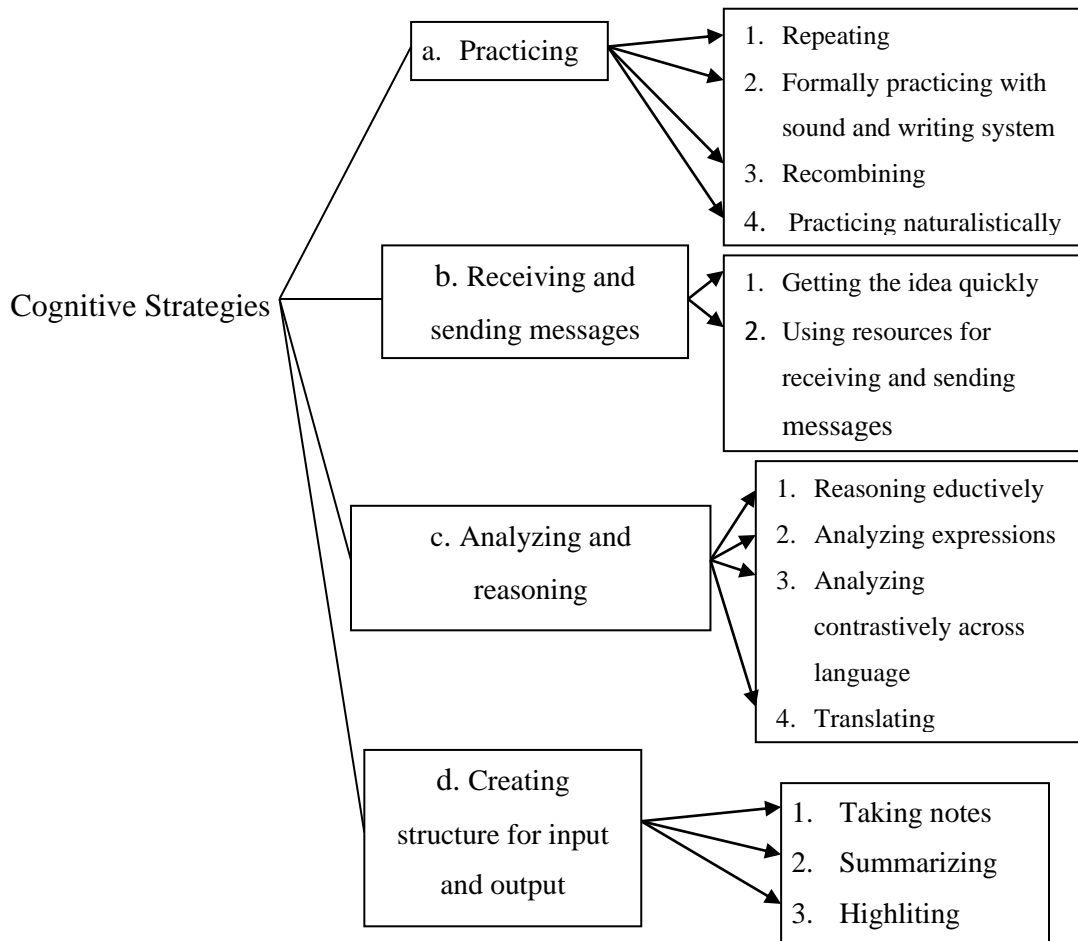


2.) Cognitive Strategies

This strategy is the second strategies of direct strategies. cognitive strategies play an important role in the process of learning a foreign language. Cognitive strategies is a process that helps significantly for English learners proficiency by create language material through reasoning, analysis, summarizing, note-taking, outlining, reorganizing information, practicing in a natural setting, reviewing sounds and images.

Diagram 2.3

Diagram of the Strategy System Showing All the Cognitive Strategies

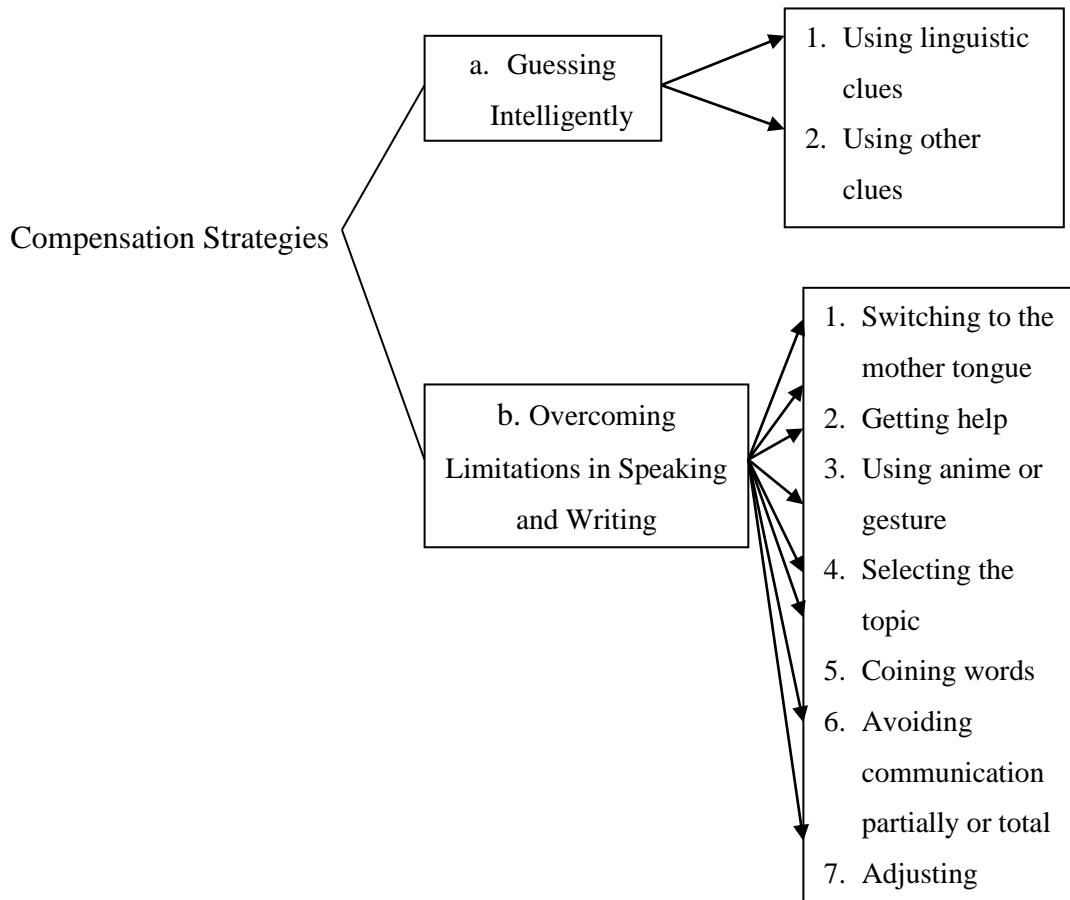


3.) Compensation Strategies

Compensation strategies is the strategy that help students to overcome difficulties in field of knowledge with help of this strategy. The learner can use the new language for either undstanding or

production. Oxford (1990) stated that compensation strategy is intended to make up for students whose speaking and writing ranges are inadequate.

Diagram 2.4
Diagram of the Strategy System Showing
the Compensation Strategies



B. Indirect Strategies

Based on Oxford (1990) said above, indirect strategies as a second part of language learning strategies. this strategy can support and manage

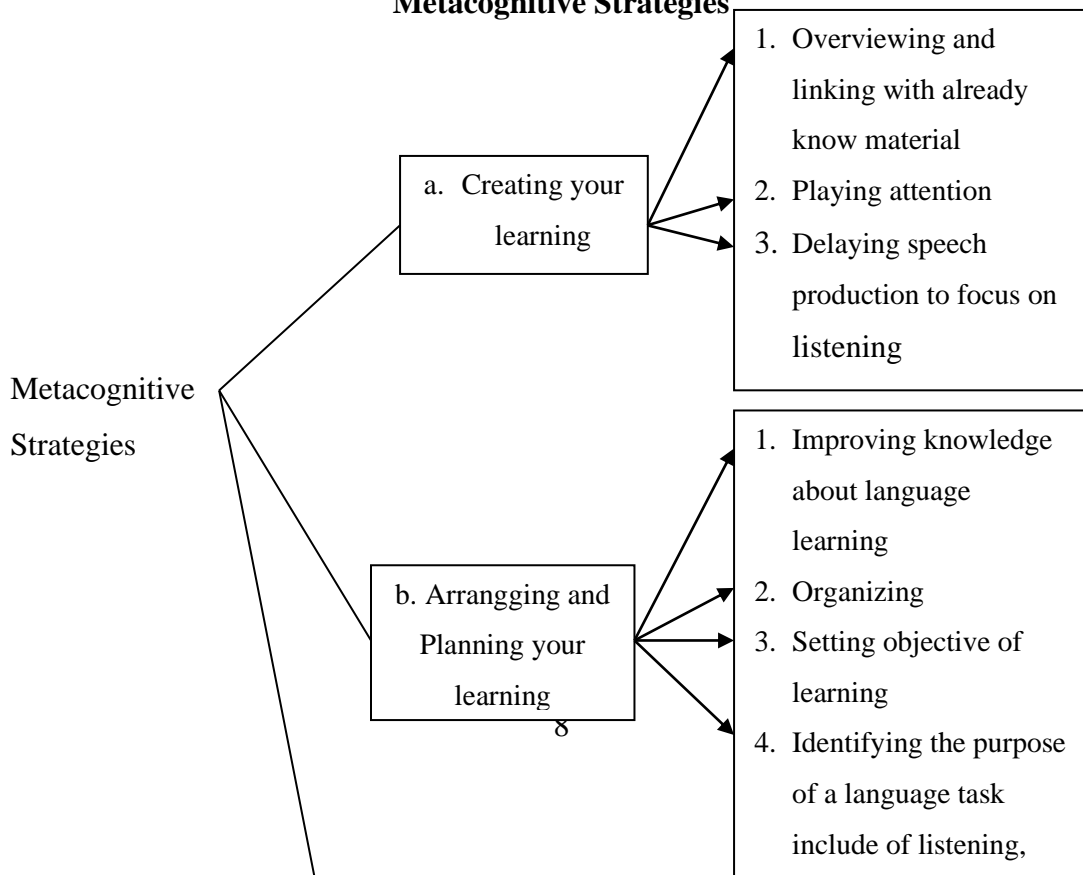
language learning in most cases and directly involving the target language. Indirect strategies are classified into three strategies there are metacognitive strategies for coordinating learning process. Affective strategies for regulating emotions, and social strategies for learning with others.

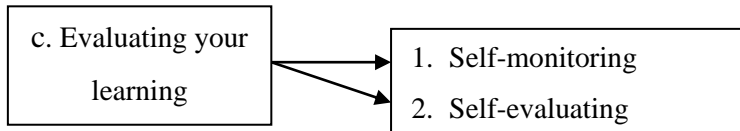
1.) Metacognitive Strategies

This strategy consist of centering your learning, arranging, and planning your learning. it means this strategy allows students to plan the task, collecting the material, arranging the planning, supervising the eror, and evaluating the task. It indicates that students which do not have metacognitive strategies can be said a students who leatn without direction or opportunity to plan their learning, monitoring their learning process or reviewing their achievements.

Diagram 2.5

Diagram of the Strategy System Showing All the Metacognitive Strategies



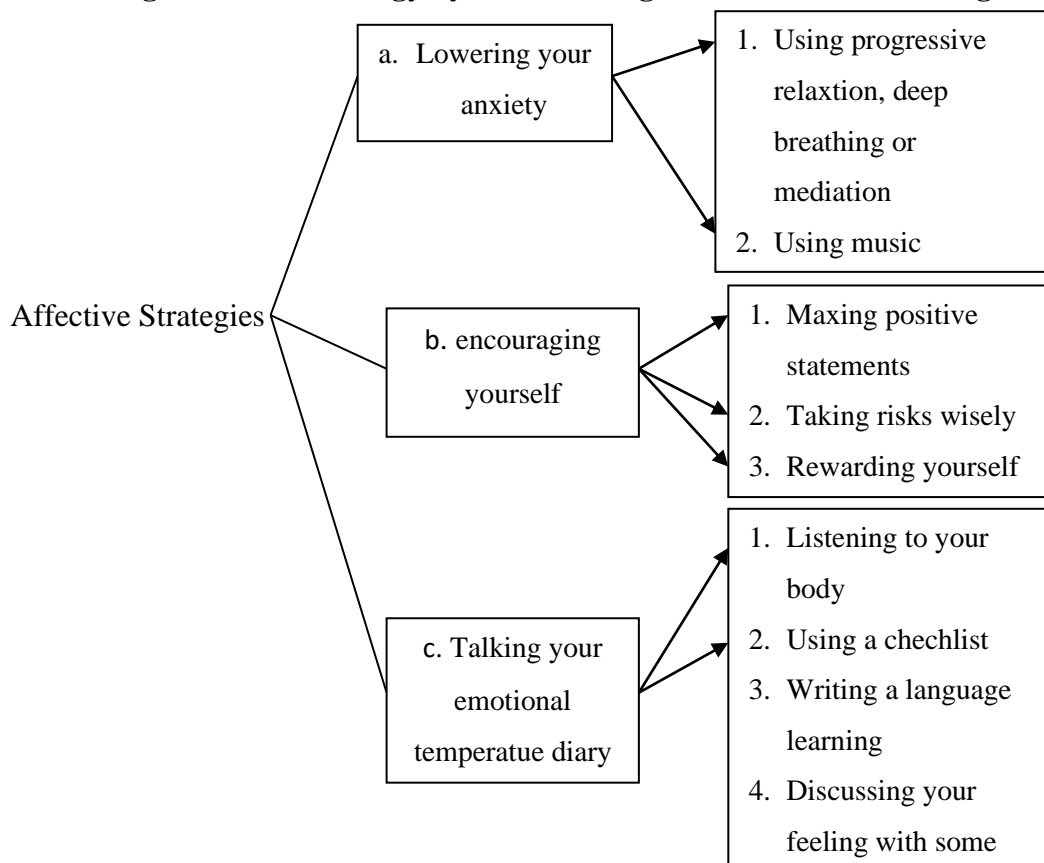


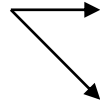
2.) Affective Strategies

Affective strategies as technique that identify students mood and anxieties. It is a techniques like self-reinforcement and positive self-talk which help learners gain better control over their emotions, attitudes, and motivation that related to the language learning. students cannot maintain their positive emotion and it will be hard in learning process if they do not have affective strategies.

Diagram 2.6

Diagram of the Strategy System Showing All the Affective Strategies



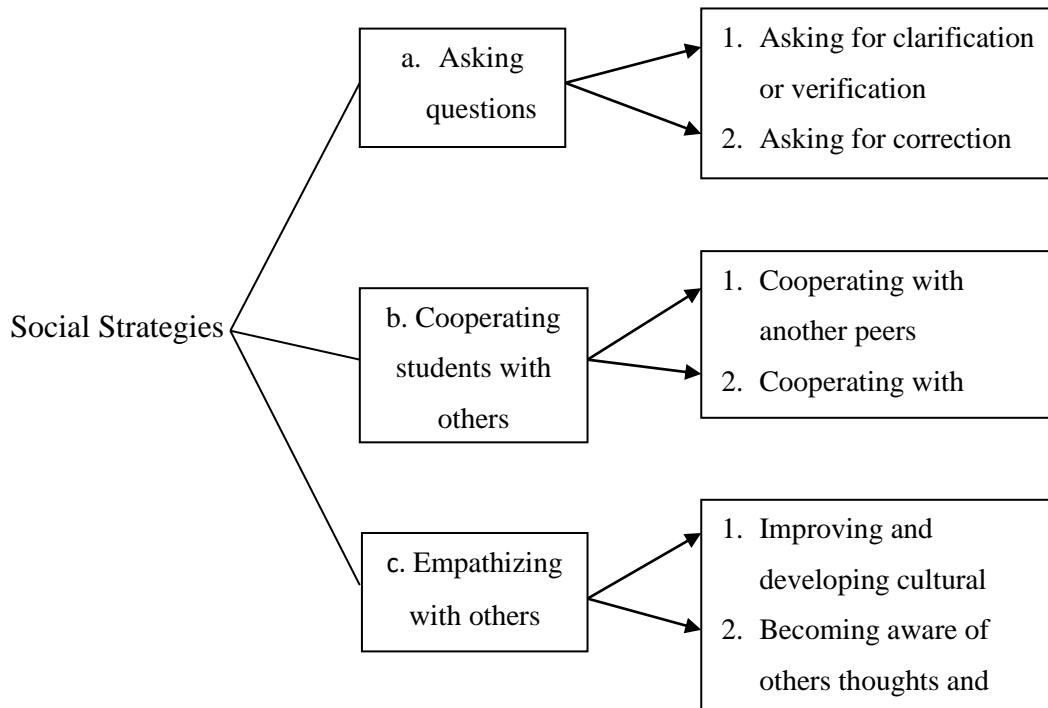


3.) Social Strategies

According to Michae and Harris (1999) they argued that social strategies focus to help students understand the target language by asking question to get confirmation and clarification, asking for help in completing task, conducting dialogue with native speakers, and exploring cultural and norms. It happen since language is a form of social behaviour then it involves communication between and among people. There are the system of learning strategies based on Oxforf (1999);

Diagram 2.7

Diagram of the Social Strategies



2.4 Features of Language Learning Strategies

Students that study language usually it equipped with language learning strategies. it will actively engage in the process of learning. this is caused by features of language learning itself. The main feature of language strategies (LLS) are (Oxford, 1990):

Table 2
Feature of Language Learning Strategies

Language Learning Strategies	
	1. Contribute to main goal, communicative competence
	2. Allow learners to become more self-directed
	3. Expand the role of teachers
	4. Are problem-oriented
	5. Are specific actions taken by learner
	6. Involve many aspects of the learner, not just the cognitive
	7. Support learning both directly and indirectly
	8. Are not always observable
	9. Are often conscious
	10. Can be taught
	11. Are flexible
	12. Are influenced by a variety of factors

These main features of LLS encourage greater overall self-directed for learners which is particular important for LLS especially in using the language out the teacher guidance.

2.5 Previous Study

Previous study are related to avoid duplication, plagiarism, replication, and ensure the validity of the research conducted. Based on the results of literature review, the writer found that research results that have similarities with research that the writer do but have differences in the substance of their contents. Here below are the results for the research previously published as follows:

Astrit Itania (2014) conducted a study about “Learning strategies used by the students of acceleration class in speaking at MAN 3 Tulungagung”. The pupose of this study to know the learning strategies used by students of acceleration class in learning English at MAN 3 Tulungagung and to know the dominant learning strategy used by the students of acceleration class. the subject of this research were 10 grade students of acceleration class at MAN 3 Tulungagung. The data were obtained through a questionnaire and observation to get more valid data. Then the results of this study students can know more about innformation about speaking English especially without the help of teacher. effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the langauge and their confidence in using it.

Another research was conducted by Rita Charlene Kolody (1997) entitled “Learning strategies of alberta college students. The purpose of this study was to identify relationship between learning strategies and demographic variables and to explore patterns of learning of distinct groups that existed in the sample. The sample of this study included 1.143 students. The researchers used two ways to get the data, first multivariate analysis using discriminant analysis. But it failed to produce in the areas of grades, gender, program, and age. And in the other ways, in multivariate technique of cluster analysis, did produce a solution with five clear and distinct clusters. That is navigator, monitor, networkers, critical thinkers, and engagers. There are two major conclusions of this study shows that distinct groups of learners exist in adult learning situations and that learning strategies are not linked to various demographic variables. It is not the best way to imposing the sense upon the data

through preconceived groupings with discriminant analysis to uncover differences in uses of learning strategies.

This study entitled “Language learning strategies in english as foreign language classroom in Indonesia higher Education context by Firma Zona Tanjung (2018). The purpose of this study was to investigate students language learning strategies related to their ages and providing some steps to make teaching program more effective. the participants of this study 122 learners of English Department in one of the Universities in Borneo Island, Indonesia. To get the data the researchers used utilized instrument. Then the finding of this study show that students mostly used metacognitive (m=3.857), cognitive (m=3.707), and compensation strategies (m=3.563). different age of students led them to select and implement different strategies. to optimize students learning strategies are through inserting LLS inatruction in the curriculum of teaching program, implementing certain models of strategy instruction, and developing lecturers awareness of designing instruction it can be concluded that although indirect strategies get higher means of preference from the participants but they do not only focus on indirect strategies. they combine these with direct strategies. and also to make students successful on their learning, the institution including lecturers and the academic comunity should take part in the effort of teaching learning strategies.

The following research was conducted by Renafitria with entitled “Analyzing the learning strategies used by senior high school students in improving speaking skill (2015). This study was intended to find our the types of learning strategies used by students with different strategies used by the high and the low acheaving students of the class. the researcher used descriptive qualitative and also questionnaire and interview ad instruments in this study to improve speaking skill of students. Students of third year in class XII A1 were the subjects of this study. The finding of this research show that both of students either high and low achieving students used cogniitive strategies, memory strategies, compensation strategies, metacognitive, affective strateggies, and social strategies to omprove their speaking. And the

differences in the strategies used by the high and low achieving learners in speaking are found in terms of frequency of use, strategy category and varieties of strategy