CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some points. All points are reviewing the literature related to this study. Those are language learning strategies, English proficiency, some previous studies and theoretical framework.

A. Language Learning Strategies

There are some points reviewed here. Those are the definition of the language learning strategies, the taxonomy of the language learning strategies and the assessment of the language learning strategies used. All of them are reviewed in order to help the researcher in discussing the result of the research findings, especially in the discussion of the language learning strategy use.

1. The Definition of Language Learning Strategies

There are some definitions of learning strategies from the expert. Some of them are existing. Those are as follows:

- Brown (2007): specific techniques that the learners make on a given problem employed to solve 'problems' posed by second language input and output[1].

- Chamot (2005): procedures that facilitate a learning task[2].

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[1] Brown, H. D, *Principles of Language Learning and Teaching*, 5 (White Plains: Pearson Education, 2007), 132.
[2] Chamot, A, "Language learning strategy instruction: Current issues and research", *Annnual Review of Applied Linguistics*, 25 (2005), 132.

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- Cohen (1998): the learning processes which are consciously selected by the learner[3].

- And Oxford (1999): specific actions, behaviors, steps, or techniques that students useto improve their own progress in developing skills in a second orforeign language. These strategies can facilitate the internalization,storage, retrieval, or use of the new language[4].

- Riding andRayner (1998):An activity becomes strategic when it is particularly appropriatefor the individual learner[5].

- Ehrman, Leaver andOxford (2003):A given learning strategy is neither good nor bad; it is essentiallyneutral until it is considered in context. A strategy is useful underthese conditions: (a) the strategy relates well to the L2 task in hand,(b) the strategy fits the particular student's learning stylepreferences to one degree or another, and (c) the student employsthe strategy effectively and links it with other relevant strategies[6].

From some definitions above, it can be inferred that language learning strategies are involving the learner in taking some form of any specific actions, behaviors, steps, techniques that will make the learning easier or more successful improving the learners' progress in developing skills in a second or foreign language. They are consciously and appropriately used.

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[3] Andrew D. Cohen, *Strategies in Learning and Using a Second Language* (Harlow, Essex: Pearson, 1998), 4.

[4] Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York:Newbury House, 1990), 7-8.

[5] Riding, R., &Rayner, S, *Cognitive Styles and Learning Strategies: Understanding the Style Differences in Learning and Behaviour* (London: David Fulton Publishers Ltd . 1998).

[6] Ehrman, M., Leaver, B., & Oxford, R. "A brief overview of individual differences in second language learning", *System*, 31, (2003). 315.

And they are compatible with the task or learning context and the learners' style. In addition, they can be taught so that the teachers can develop their learners' language learning strategies.

2. The taxonomy of Language Learning Strategies

After knowing the definition of language learning strategies, then it should be known what they are. The previous research have identified and classified them into the taxonomy. The following are some taxonomy of language learning strategies(Anderson: 2005)[7]:

Table 2.1
Taxonomies of Language Learning Strategies

Hsiao and Oxford (2002)	1. cognitive strategies (e.g., identifying, retention, and storage of learning material as retrieval, rehearsal, and comprehension) 2. metacognitive strategies (e.g., preparing and planning, identifying, monitoring, orchestrating, and evaluating strategy use) 3. mnemonic or memory-related strategies (e.g., memorization strategies) 4. compensatory strategy (e.g., circumlocution strategies such as using a word the learners do know to describe the meaning of a word or phrase the learners do not know) 5. affective strategies (e.g., strategies for reducing anxiety) 6. social strategies (e.g., strategies for interacting with others) 7. self-motivating strategies (e.g., self-encouragement, relaxation, and meditation eliminating negative influences, creating positive influence).
Oxford (1990, 2001)	Six categories, some as above. The overlap is between affective strategies and self-motivating strategies.

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[7] Neil J. Anderson, "L2 Learning Strategies", *L2 Strategy Research. In E. Hinkel (ed.), Handbook of Research in Second Language Teaching and Learning* (Mahwah, NJ: Lawrence Erlbaum Associates), 760.

Chamot& O'Malley (1994); Chamot et al., (1990); Cohen (1996); Weaver & Cohen (1997)	Use a fewer number. E.g.: O'Malley &Chamot (1994): 1. cognitive strategies 2. metacognitive strategies 3. social and affective strategies. Cohen (1996): 1. retrieval strategies 2. rehearsal strategies 3. cover strategies 4. communication strategies
Dörnyei (2001)	Focus on self-motivating strategies.

However, there are some issues among those taxonomies of language learning strategies. One of them is stated by Dörnyei (2005)[8]. He stated that there are two issues involved between Oxford's taxonomy and O'Malley &Chamot's taxonomy. O'Malley &Chamot taxonomy was made up of the same as Oxford but without compensation and memory strategies,whereas Oxford's taxonomy was made up of six categories. Those six-category strategies then are grouped into two major classes: direct and indirect strategies. The following are the description for each of categories:

Table 2.2
Six categories of Language Learning Strategies by Oxford (1990)

Direct Strategies	Indirect Strategies
Memory strategies for remembering and retrieving new information, for example placing new words into a context, using keyword, or repressing sounds in memory and so on. Memory strategies involve creating mental linkages, applying images and sounds, reviewing well, and employing action.	**Metacognitive strategies** actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process involved centering, arranging and planning, and evaluating learners' learning.
Cognitive strategies	**Affective strategies**

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[8]ZoltánDörnyei, *The Psychology of the Language Learner* (Mahwah, NJ: Lawrence Eribaum Associates, 2005), 168.

for understanding and producing the language involved practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.	enable learners to control feelings, motivation and emotions included lowering anxiety, encouraging oneself and taking risks involved lowering learners' anxiety, encouraging learners' selves, and taking learners' emotional temperature.
Compensation strategies for using the language despite knowledge gaps involved guessing intelligently and overcoming limitations in speaking and writing.	**Social strategies** strategies that involving the social behavior involved asking questions, cooperating with others, and empathizing with others.

As can be seen above, between Oxford's taxonomy and O'Malley &Chamot's taxonomy seems the same. But there is some overlap there and it becomes what Dörnyei said as the issue. The first issue is the category of compensation (i.e. communication) strategies which is related to language use rather than language learning. The second issue is the separation of cognitive and memory strategies as if they were independent categories of equal status.

Another issue was stated by Hsiao and Oxford in their journal (2002)[9]. Their journal was about investigating what the best classification of language learning strategies. The result indicated that of the strategy theories examined, Oxford's six categories-strategy taxonomy is themost consistent with learners' strategy use. However, they also includedsome suggestions that other possible approaches to strategyclassification should be considered. One of the suggestions is about ensuringthat the language skills are obvious in each strategy item.

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[9]Tsung–Yuan Hsiao & Rebecca L. Oxford, "Comparing Theories of Language Learning Strategies: A Confirmatory Factor Analysis", *The Modern Language Journal*, 86 (2002), 368.

Cohen, Oxford and Chi (2002) have developed the classification of learning strategies that involved skills which are covered into a language strategy use inventory and index (LSUII). This may answer thatsuggestion above. There are six skills involved(listening, reading, writing, speaking, vocabulary and translation). Those six strategies then are divided into some categories. Those categories as follows[10]:

Listening strategies

- Strategies to increase my exposure to the target language (TL).

- Strategies to become more familiar with the sounds in the TL.

- Strategies to prepare to listen to conversation.

- Strategies to listen to conversation in the TL.

- Strategies for when I do not understand some or most what someone says in the TL.

Vocabulary Learning Strategies

- Strategies to learn new words.

- Strategies to review vocabulary.

- Strategies to recall vocabulary.

- Strategies to make use of new vocabulary.

Speaking Strategies

- Strategies to practice speaking.

- Strategies to engage in conversation.

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[10] Andrew D. Cohen, et. al., *Maximizing Study Abroad Through Language and Culture Strategies: Research on students, Study Abroad Program Professional, and Language Instructors* (University of Minnesota, 2005), 18-19.

- Strategies for when I cannot think of a word or an expression.

<u>Reading Strategy</u>

- Strategies to improve my reading ability.

- Strategies for when words and grammatical structures are not understood.

<u>Writing Strategies</u>

- Strategies for basic writing.

- Strategies for writing an essay or academic paper.

- Strategies to use after writing a draft of an essay or paper.

<u>Translation strategies</u>

- Strategies for translation.

- Strategies for working directly in the TL.

From the review above, it can be seen that each skill involved some categories of strategy use differentiating between strategies forusing a language ("language use strategies") from strategies for learning it ("language learningstrategies").

3. The Assessment of Language Learning Strategies

Based on the definition before, it can be inferred that learning strategies areusefulfor the learners. They can help the learners to be more successful, meant the result are in improving proficiency and greater self-confidence. Learning strategies can be taught. Thus, the role of teachers is also involved here. Besides, Oxford said:

New teaching capacities also include identifying students' learning strategies...[11]

Therefore, the teacher needs some methods for assessing learners' language learning strategies.

Some of themare through observations, interviews, "think-aloud" procedures, note-taking, diaries or journals, and self-report surveys.Among those methods, self-report survey is supposed to be inaccurate if the learner does not report truthfully but it is still the only way to identify learners' mental processing[12].

Self-report surveys are instruments used to gather systematic, written data on language learning strategy used included less structured and more structured survey[13]. One of more structured form is questionnaire. This form is the most frequent and efficient method for identifying students' learning strategies[14].Besides, through questionnaire, the students will be more likely to remember and to report accurately if little time has elapsed. The limitations are that students may not remember the strategies they have used in the past, may claim to use strategies that in fact they do not use, or may not understand the strategy descriptions in the questionnaire items.

For these reasons, some research have developed questionnaire based on tasks that students have just completed. Some questionnaires used in some previous studies are *MSLQ, SILL, LSUII, SRCvoc* questionnaire.From the

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[11] Oxford, *Language Learning Strategies.*, 10.
[12] Anna Uhl Chamot, "Issued in Language Learning Strategy Research and Teaching", *Electronic Journal of Foreign Language Teaching*, Vol. 1, 1 (2004). 15.
[13] Oxford, *Language Learning Strategies.*, 198.
[14] Chamot, *Issued in Language Learning Strategies.*, 15.

review of the taxonomy of language learning strategies above, the LSUII questionnaire is supposed to be more appropriate used in this research. Therefore the LSUII will be reviewed further.

Language Strategy Use Inventory and Index (LSUII) by Cohen, Oxford, and Chi (2002) is aimed to find out more about the students' as the language learners and to help them discover strategies that can help them master a new language. This questionnaire offers an interesting development in devising learning strategy instruments.There are 90 items representing the language learning strategies which categorized into six skills (reading, speaking, listening, writing, vocabulary and translation). The scale used is the four practical categories: "I use this strategy and I like it," "I have tried this strategy and would use it again", "I've never used this strategy but am interested in it", and "This strategy doesn't fit for me".

The following are the structural outline and the items of Language Strategy Use Inventory and Index (LSUII):

Table 2.3
Structural Outline and Items of LSUII

Category	Strategies
Listening strategy use (26 items)	- Strategies to increase my exposure to the target language (TL). - Strategies to become more familiar with the sounds in the TL. - Strategies to prepare to listen to conversation. - Strategies to listen to conversation in the TL.
Vocabulary strategies use (18 items)	- Strategies for when I do not understand some or most what someone says in the TL. - Strategies to learn new words.

	• Strategies to review vocabulary. • Strategies to recall vocabulary. • Strategies to make use of new vocabulary.
Speaking strategies use (18 items)	• Strategies to practice speaking. • Strategies to engage in conversation. • Strategies for when I cannot think of a word or an expression.
Reading strategies use (11 items)	• Strategies to improve my reading ability. • Strategies for when words and grammatical structures are not understood.
Writing strategies use (10 items)	• Strategies for basic writing. • Strategies for writing an essay or academic paper. • Strategies to use after writing a draft of an essay or paper.
Translation strategies use (5 items)	• Strategies for translation. • Strategies for working directly in the TL.

The complete 90 items of LSUII can be seen in Appendix 1.

B. English Proficiency

The review of English proficiency includes the definition, the classification and the assessment. English proficiency may be the one of the outputs of the learners in learning language. It is important to know what English proficiency itself, and how the learners are classified into each level of proficiency through the particular assessment.

1. The Definition of English Proficiency

In the Oxford Pocket Dictionary, proficiency is competent or skilled in doing or using something[15]. According to Oxford, proficiency is the degree skill measured with reference to a particular curriculum[16]. From two

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[15] Oxford Dictionary.
[16] Oxford, *Language Learning Strategies.*, 237.

definitions above, it can be inferred that English proficiency is the degree of competency or skills in English.
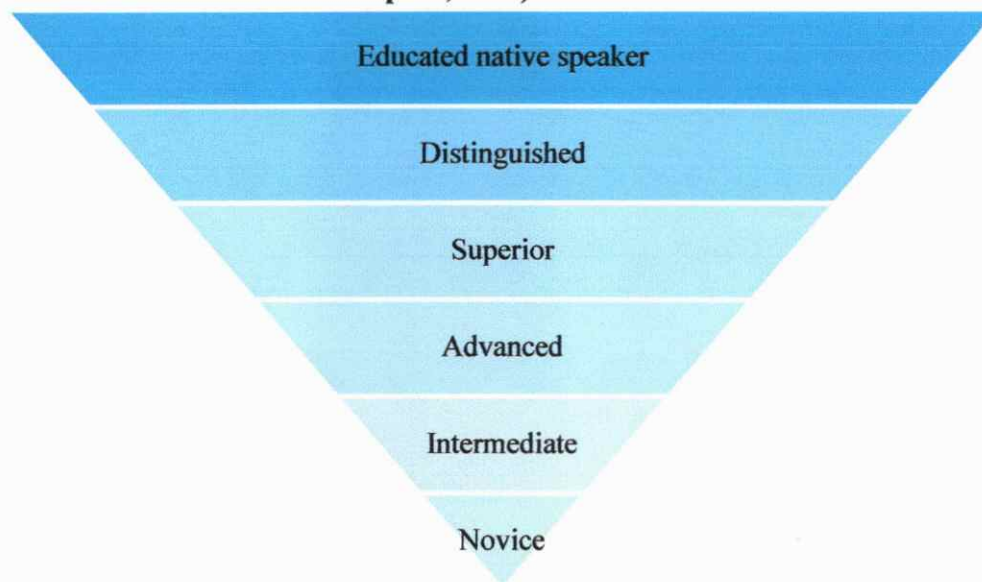
2. Classification of English Proficiency

The English proficiency is classified into some level of proficiency. One of the classifications is from Rubin and Thompson (1994)[17]. They showed that language learning process is visualized as "The Inverted Pyramid of Language Proficiency".The lowest level and smallest part labeled 0 is representative of novice language learners (see Figure 2.1). Right above 0 is 1 which is for intermediate learners. Next is advanced learners labeled 2; after that superior learners are labeled 3; 4 is distinguished learners, and finally the highest and largest part on the top of the inverted pyramid is 5 which stands for educated native speakers.

Rubin andThompson (1994) further explained and described each individual level of proficiency in detail for each language skill so that learners can choose the appropriate level for them to set their goals. Generally, novice learners are said to be in a pre-functional level where only a few words can be identified, spoken, read, and written. Intermediate learners are in a survival level where learners start to use the language in a limited way due to their lack of grammar and vocabulary and mistakes are often made. Advanced learners are able to use the language with limited working proficiency where learners can use the language to work, socialize or study in a limited way. Superior learners are in a professional proficiency level where learners are

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[17]J. Rubin and I. Thompson. *How to Become a More Successful Language Learner* (Boston, MA: Heinle&Heinle, 1994), 16.

able to function fully in a foreign language and finally distinguished learners are in a near native proficiency level where learners can use the language as well and comfortably as their native language.

Figure 2.1
The Inverted Pyramid of Language Proficiency (Rubin &
Thompson, 1994)

Educated native speaker

Distinguished

Superior

Advanced

Intermediate

Novice

From the classification of the level of English proficiency above, it can be supposed that English language proficiency should need to be assessed. It should be conducted in the firts of the yearso thatthe teachers can identify the students' needs and inform planning for instruction. English language learners should also be assessed periodically throughout the year to determine how their language proficiency is developing[18].Thus, the assessment of the learners' English proficiency is needed.

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[18] Http://www.learnalberta.ca/content/eslapb/languageproficiencyassessment.html

3. The Assessment of English Proficiency

According to McMillan and Schumacher, there are some ways for assessing students' proficiency included through standardized tests which have adequate reliability[19]. As what in Indonesia, it may be common on these two kinds of standardized test for English proficiency. Those are TOEFL and IELTS. However the TOEFL ITP is considered to be explained further here.

TOEFL is abbreviation of test of English as foreign language. It evaluates a student's ability to use and understand English in an academic setting.At many English-speaking colleges and universities in the United States, the TOEFL is an admission requirement.Others that might also require a passing TOEFL grade include: government agencies, scholarship programs or businesses.There are three kinds of TOEFL: ITP, PBT and IBT.

ITP is institutional testing program or also known as TOEFL prediction test. TOEFL ITP includes listening, structure& writing and reading comprehension. The score are 310-677. The 310-677 is for intermediate to advanced level, and the 200-500 is for the high beginning to intermediate level. The time allocation is generally 35 minutes for listening section, 25 minutes for structure & writing section, and 55 minutes for reading section, all those are including the reading of the directions for each part.

TOEFL ITP is similar to TOEFL PBT (paper-based test) using paper as the base of the test. But the writing test is not included as in PBT. Anotherdifference between ITP and PBT is the purpose of the test. The ITP is

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[19] James H. McMillan and Sally Schumacher, *Research in Education: Evidence-Based Inquiry7th*(New Jersey: Pearson, 2010), 189.

usually only for placement test while the PBT can be trusted to apply for studying or job requirement.

TOEFL in the college of this study took place is conducted through the TOEFL courses. Therefore, it is not kind of standardized test. However, since there is no other possibilities on the assessment of English proficiency which can be conducted in this college, the TOEFL score taken from TOEFL course is supposed to be representing the learners' English proficiency. According to Tarbiyah syllabus of STAIN Kediri, TOEFL is one of courses of English department that students should pass in their seventh semester or odd semester[20].

C. Previous Studies

There are so many studies focused on the language learning strategies related to the proficiency. Chamot(2004) lists some previous studies examined the relationship between the use language learning strategiesand the learners' proficiency. She explained studies from Anderson, 2005; Bruen, 2001; Chamot& El-Dinary, 1999; Green & Oxford, 1995; O'Malley &Chamot, 1990; Wharton, 2000; have results more proficient language learners use a greater variety and often a greater number of learning strategies[21].

Another previous study is from Green and Oxford (1995). They conducted the study which described the patterns of variation in overall strategy use, strategy use by SILL categories, andstrategy use at the

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[20]SilabusTarbiyah STAIN Kediri.
[21]Chamot, *Issued in Language Learning Strategies.*, 18.

individual item level, by students in three differentcourse levels, and by males and females, in the specific setting of theUniversityof Puerto Rico (UPR) at Mayaguez[22]. The result shows language learning strategies of all kinds were used more frequently by more proficient students.

Similar to Green and Oxford, Griffiths (2003) also found a strong positive correlation between learning strategies use and language proficiency. The finding revealed that advanced language learners have reported to employ learning strategies more frequently than elementary students[23].

As can be seen, those previous studies above show the same that there is positive correlation between the use of language learning strategies and language proficiency. However, Kitakawa (2008) reports rather different. The study showed advanced level learners prefer to use some strategies such as taking risk wisely (affective) and making positive statements (affective) compared with other proficient learners, yet the relationship between variation and frequency of strategy use and proficiency are not stable. They differ depending on learning contexts[24].

Actually there are more previous studies. However, those above are supposed to be enough supporting this research. For the purposes of this research, some results above are used as the theoretical.

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[22] John M. Green & Rebecca Oxford, "A Closer Look at Learning Strategies, L2 Proficiency, and Gender", *TESOL Quarterly,* 29/2 (1995), 261-297.

[23] PezhmanZare, "Language Learning Strategies among EFL/ESL Learners: A review of Literature", *International Journal of Humanities and Social Science,* 2/5 (March: 2012), 167.

[24] Kitakawa, "An Experimental Study of Language Learning Strategies: Particular Focus on Patterns of Strategy Use by Japanese University Learners of English", *Iwate University Repository: Bulletin of Graduate School of Humanities and Social Sciences,* 17 (2008), 149.

D. Theoretical Framework

Some theories are used here. Oxford and Nyikos (1989) state language proficiency can be either effects or causes of strategy use[25].It means that the use of language learning strategies can enhance the English proficiency and the level of proficiency also can enhance the use of language learning strategies.As being reviewed before that the teacher should take their students learning strategies into considerations and try to recognize and identify the learning strategies in order to support less successful students to achieve success and master the target language. Therefore, the perspective used here is the use of language learning strategies which can enhance the learners' English proficiency because it is supposed that it may be useful for the learners.

Besides, from the definition of the language learning strategies, it also can be inferred that learning strategies are very helpful to the learners in learning the target language. It another word, it can help them in enhancing their language proficiency. In this regard,Anderson (2005)stated:

> Proficient second language (L2) learners have been found to have a wider repertoire of strategies and draw on them to accomplish L2 tasks[26].

Therefore, it is supposed that the learners who have the more variety on the use of language learning strategies have the higher English proficiency.

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[25]Oxford, R. &Nyikos, M., "Variables Affecting Choice of Language Learning Strategies by University Students", *MLJ,* 73 (1989), 295.
[26] Anderson, *L2 Learning Strategies.*, 762.