CHAPTER II
LITERATURE REVIEW

This chapter the researcher presents the related literature referred to in this study. The aim is to provide information about some relevant theories and previous studies related to the topic of this study. It consists of some items those are learning strategies, types of learning strategies, strategies in learning vocabulary, and previous study.

A. Learning Strategies

The idea and activity students apply to learn is called their learning strategy. They also have a goal they want to accomplish with their strategies. Oxford defines a learning strategy as a learner's own set of behaviors, activities, and methods used to develop their own foreign language proficiency. They may use behaviors like repeating new words to aid in memory or they may guess the meaning of a word based on its context in vocabulary or circumstance. That is, when presented with a challenge like memorizing a new word, learners use strategies for learning.

Learning techniques undoubtedly entail internal material activity, but they may also require physical action, according to Gass & Selinker (1992). The assertions presented in the literature are to possible enhancements in language learning that have to do with the choice of input material, as well as its arrangement and integration within the learner system. It is significant to observe that the notion appears to be heavily influenced by the methods used to choose information from the input. Learning tactics are often implemented impulsively and frequently, though not always, occur to the person intuitively as the circumstance requires.

There is currently a helpful list of learning techniques in the literature, which is summarized by O'malley and Chamot (1990). Clarification, verification, analyzing, monitoring, remembering, guessing, deductive vs inductive reasoning, stressing one item over another, and practice and production "tricks" are among the phenomena classified. They aim to lay the groundwork for situating research

on learning techniques in a cognitive environment. The previous definition clearly states that strategies are the mental and communicative strategies that learners utilize to learn and use language. Language learners must make a conscious and serious effort or engage in activities throughout time in order to acquire the target or new language. It is evident that there is a combination of purpose and action when employing a learning approach.

B. Types of Learning Strategies

O'Malley at el. (1988) divide learning techniques into three broad categories: metacognitive strategies, cognitive strategies, and socially effective strategies. As a result, they are:

a. Metacognitive Strategies

Metacognitive strategies is a terms used in information processing theory to include an executive function strategies that involve planning or learning, thinking about the learning process as it as taking place, monitoring of one's production or comprehension and evaluating learning after an activity is completed. It involves the Advance organizers process (creating a basic but complete preview of the organizing idea or principle in a planned learning activity), Directed attention (planning ahead of time to pay broad attention to a learning activity while ignoring extraneous distractions), Selective attention (deciding ahead of time to pay attention to a certain feature of linguistic input), Self-management (understanding the conditions that aid learning and planning for their existence), Functional planning (planning and practicing linguistic components required to complete an future language activity), Self-monitoring (correcting one's own speech for accuracy in pronunciation, grammar, vocabulary, or appropriateness in relation to the situation or the individuals present), Delayed production (deliberately deferring speaking in order to learn first through listening comprehension), Self-evaluation (comparing the results of one's own language acquisition to an internal measure of completeness and correctness).

b. Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. It, include repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, transfer, elaboration, and inferencing using available information to guess meaning of new items, predict outcomes, or fill in missing information.

c. Socio Affective Strategies

As to the socio affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio affective strategies. It include cooperation working with one or more peers to obtain feedback, pool information, or model language, question for clarification asking a teacher or other native speaker for paraphrasing, explanation and or examples. Oxford's categories of learning strategies are divided into two categories direct and indirect strategies. The direct strategies are beneficial to the students because they help store and recover information. All the direct strategies are associated with the mental processing of the language. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new word. Direct strategies include memory, cognitive and compensation strategies, memory strategies are known for the agreement of information for retrieving purpose. Mental linkage of information is vital as it eases the learner to retrieve information particularly in learning. Cognitive strategies are crucial for manipulation of language learning. Manipulation here refers to a learner ability to manage and utilize the learning behavior in a skill full manner. Meanwhile, compensation strategies are used to enhance comprehension or production when there is limited knowledge of grammar or vocabulary of the target language.

On the other hand, indirect strategies are the second is indirect learning strategy work together with the direct strategy. They help learner

regulate the learner process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies. Indirect strategies include: metacognitive, social and affective strategies, do not directly assist learnings in learning. The ultimate purpose of metacognitive strategies is to ensure that learners are capable of coordinating their learning progress.

C. Strategies in Learning Vocabulary

Vocabulary learning strategies are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning strategies which are proposed by different researchers. In addition, there is a wide ranging-inventory of vocabulary learning strategies developed by Schmitt (1997). While a variety of definitions of the vocabulary learning strategies have been suggested in learning vocabulary strategies Schmitt (1997) there are five sub-categories in learning vocabulary strategies, they are:

a   Determination Strategies

These are individual learning strategies. According to Schmitt (1997), determination strategies are used when students discover the meaning of a new word without using the experience of another person. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material. That means students find (determine) the meaning of the words on their own. The following are several examples of determination strategies used in the classroom. These strategies include various methods employed by teachers. Such methods support learning activities to help students understand the material and achieve their learning goals. For example, there are students' activities by finding or searching for new vocabulary found from the text given by the teacher based on their own reading comprehension.

b   Social Strategies

They are learners learn new words through interaction with others. Social strategies provide interaction and more emphatic understanding which

also are two important factors in reaching communicative competence. Social strategies include the actions the learner chooses to take in order to interact with other learners or native speakers of the language. Eventually the strategies can act in specific ways to foster certain aspects of that competence, such as grammatical, sociolinguistic, discourse and strategic elements. The following are some examples of cognitive strategies carried out in class as follows: lowering your anxiety, encouraging yourself, taking your emotional temperature, asking questions, cooperating with others, empathizing with others. Class activities consist of assignments carried out in groups to work together in carrying out assignments and teacher directions based on learning material.

c   Memory Strategies

They are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words. Memory strategies involve correlating the word with previously learned information using some image or grouping format. It emphasizes that using visual materials is much more useful and effective than using verbal materials. Underwood also says that pictures will be remembered better than words. In addition, he implies that associating words with pictures is a stronger recollection system. Groupings are an important way of bringing learned knowledge back. Here are some examples of memory strategies carried out in class as follows: practice active attention, minimize environmental distractions, take breaks, repeat information spaced out over time, make connections, create visual images, put it in a location, use the first-letter method, use chunking, cluster information by topic, invent rhymes, get emotional, test yourself, write it down, relax when it is on the tip of your tongue, learn the name well in the first place, review names before attending a social event, it's okay to forget a name. In this strategy, activities can be carried out by students making lists or notes or notes that are important so that it makes it easier to remember them, besides that students repeat the understanding or sentences regularly and repeatedly.

d   Cognitive Strategies

They are strategies that do not engage learners in mental processing but is more mechanical means. According to Schmitt (1997), cognitive strategies of his taxonomy are similar to memory strategies but they do not concentrate on manipulative mental processing but rather on repetition and mechanical means to study vocabulary. The traditional and popular examples of these are written and verbal repetition writing or speaking a word over and over again. Word list, flash cards and taking notes as well as using study aids such as language textbooks are also classified as cognitive strategies. The following are some examples of cognitive strategies carried out in class as follows, in the form of attention, observing, perception, interpreting, organizing, memory (storing and retrieving), categorizing, forming generalizations. This means that the teacher acts as a facilitator for students by providing analogies and problems so that students can think hard with themselves about the material presented or to be studied.

e   Metacognitive Strategies

They are strategies related to process involved in monitoring; decision making, and evaluation of one's progress. According to Oxford, metacognitive strategies help learners to regulate their own cognition and focus in addition to planning and evaluating their progress. Cohen states that metacognitive strategies deal with pre-assessment, pre-planning online planning and evaluation and post-evaluation of language learning activities and of language use events. Effective metacognitive strategies are getting maximum exposure to language learner, for example, by reading books watching movies and interacting with native speakers. Also efficient use of time and knowing when to actively study a new word are useful metacognitive strategies. The following are some examples of metacognitive strategies carried out in class as follows: self-questioning, meditation, reflection, awareness of strengths and weaknesses, awareness of learning styles, mnemonic aids, writing down your working, thinking aloud, graphic organizers, regulation checklists, active reading strategies, active listening

strategies, and planning ahead. In this case, the teacher is still guided as a mentor in the learning activities carried out.

D. Previous Study

In this research, the research found other research who could show similarities with the researcher being studied. The previous research that the researcher found was:

First, the research conducted by Tayyebi, (2021) the current study indicate that Iranian elementary school EFL students are intermediate VLS users. Social strategies were found to be the most frequently used strategy category, followed by memory, determination, cognitive and metacognitive strategies.

Second, the research conducted by Kesmez, (2021) the calculation of qualitative and quantitative data show that students use strategy determination strategies such as cognitive, metacognitive, memory, and social strategies (consolidation). In this research, the researcher also found that students faced difficulties in the process of learning vocabulary. After the implementation process was carried out, the researcher stated that teaching vocabulary learning strategy in increasing knowledge compared to using teaching methods.

Thirds, the research conducted by Anggriani (2022) there are five finding in this research that uses as strategies in learning English vocabulary, they are (1) Preparation, (2) Remembering, (3) Discussion, (4) Using Media, (5) Memorizing. The results of this research findings include vocabulary learning strategies using Preparation, Remembering, Discussion, Using Media, Memorizing. In this study, the research also found students' problems in mastering vocabulary in learning. After that, implementing vocabulary learning strategies is influenced by the learning methods and media used in the activities.