CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer describe the theory based on the problem. It concern about learning style, learning style classification, learning strategy and learning strategy classification.

A. The Definition of Learning Style

Language learning style is an internally based characteristic, often not perceived or consciously used by learners, for the intake and comprehension of new information.[1] Therefore, learning styles can be stated as an individual's preferred learning environment or the ability to adapt to a specific learning environment based on the way the individual processes information that they don't aware before.

According to Pashler, McDaniel, Rohrer, and Bjork, the term learning styles refers to the concept that individuals differ in regard to what mode of instruction or study is most effective for them.[2] Therefore, to the teacher determining students' learning style is important in order to facilitate students in identifying the most effective way for them to gain a deeper understanding on certain subjects and make the learning process easier for them.

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[1] Reid J. M., *Understanding learning styles in the second language classroom* (United States of America: Prentice Hall Regents, 1998).
[2] Pashler H., McDaniel M., Rohrer D. & Bjork R., *Learning styles concepts and evidence* (Psychological science in the public interest, 2008), 105.

B. The Classification of Learning Style

Reid reiterates that there are six major learning style preferences that are: visual, auditory, kinesthetic, tactile, group and individual.[3]

1. Visual learning style

The students who prefer the visual learning style learn well from seeing words in books, on the whiteboard, and in workbooks. Students can remember and understand information and instructions better if their teachers read them. Students don't need a lot of oral explanation as an auditory learner and they can learn alone with a book.

Therefore, visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in front of the classroom and they should take notes of lectures and oral directions if they want to remember the information

2. Auditory learning style

Students who prefer the auditory learning style learn well from hearing words spoken and from oral explanation. Students can remember information by reading aloud or by moving their lips as they read; especially, when they are learning new materials. They will learn well from audiotapes, lectures, and class discussion. The students can take benefit from making tapes to listen to, by teaching other students, and by conversing with their teacher.

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[3] Ibid., 78.

Therefore, these individuals discover information through listening and interpreting information speedily. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

3. Kinesthetic learning style

The students who prefer the kinesthetic learning style learn best by experience or by being involved physically in classroom experiences. Students can remember information well when they actively participate in activities, role-playing in the classroom, field trips and etc.

Therefore, individuals that are kinesthetic learn best with and active hands-on approach. A combination of stimuli-for example, an audio tape combined with an activity-will help you understand new material.

4. Tactile learning style

The students who prefer the tactile learning style learn best when they have an opportunity to do experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and working with materials provide students with the most successful learning situations. [4]

Therefore, writing notes or instructions can help he students remember information, and physical involvement in class related activities may help them understand new information.

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[4] Joy Reid, *Explanation of learning styles Instrument* (Wichita: Kansas 67208, 1984.

5. Group learning style

Students who prefer the group learning style learn best when they are studying in a group or at least with another student. Students value group interaction and class work with other students and can remember information better when they work with two or three classmates.

Therefore, the stimulation and motivation students gain from group work or learn or work with others help them learn and understand new information better.

6. Individual learning style

The students who prefer the individual learning style learn best when they work alone. Students can think better when they study alone, and they remember information learned by themselves. They understand materials best when they learn them alone, and they make better progress in learning when they work by themselves.[5]

C. The Definition of Learning Strategy

According to Chamot's explanation on her book "Learning strategies is an action are complex behavior that rarely occurs as a single instances, normally; we use strategies in combination to complete a task".[6] Certainly, learning strategies is designed by teacher or learner. When strategies is comfortable and appropriate with their learning goals, they will use and maintain their learning strategies more effectively.

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[5] Chayata Sutthirak, *Gender Differences in Language Learning Style and Language Learning Strategies* (IJAL, Vol. 3 No. 2, January 2014), 78-79.
[6] Anna Uhl Chamot., *The Learning Strategies Handbook* (New York: Addison Wesley Longman, 1999), 35.

Learning strategies are strategies which contribute to develop of the language system which the learner constructs and affect learning directly.[7] Therefore, learning strategies is intentional ways to choose or use by learners to reach their goal that has been set, as learners' tool to solve the problem they faced in their learning.

So, learning strategies are used by learners in learning process, because they have to reach their aim, feel easier to solve difficulties, enrich their limited language usage, and improve their language learning. By applying learning strategies, students are easier to get involve to their foreign language or new language information during the learning process.

Most of the students set their goal to improve or to enrich their learning, therefore they use some strategies in learning activity as their guidance without concerning to or waiting for their teacher in classroom activity. They will be independently used the world they have known bravely. This situation, learners focused on their learning without feel pressure from their teachers and others, likely; they will be easier to understand what they can schedule their learning, and manage their emotion while learning foreign language and becomes their good habit.

D. The Classification of Learning strategies

O'Malley and Chamot distinguished three main classes of strategies, there are cognitive strategy (that similar to oxford's cognitive and memory),

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[7] Anita Wenden & Joan Rubin, Learner Strategies in Language Learning (U.S.A.: Prentice Hall International, 1987), 23.

meta-cognitive and social/affective strategies (that correspond to Oxford's social, affective and communication category).[8]

Moreover, Rebecca L. Oxford classified language learning strategies differently, but she explained about language learning strategies more accurate, clearly, comprehensive, and detailed. The classification of Rebecca's theory is easily to understand by reader and learner, she divided learning strategies into two major classes; there are direct strategies and indirect strategies.[9] Direct strategies includes: memory strategies, cognitive strategies, and compensation strategies, whereas indirect strategies included: meta-cognitive strategies, affective strategies, and social strategies. Detailed explanation of each strategy discussed below.

1. Direct strategies

Direct strategy is unity from many strategies that learners entailed their selves without aid or interacted with others in their learning or practice. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies.

a. Memory strategies

Memory strategies are mental activities designed to improve encoding and retrieval. Mostly, memory strategies help the learners to remember what was occurred in the past, whether it is information

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[8] Zoltan Dornyei, The Psycology of the Language Learner "*Individual Differences in Second Language Acquisition*" (New Jersey: Lawrene Erlbaum Assosiates Publisher, 2005), 168.
[9] Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (U.S.A: Heinle Publisher, 1990), 14.

relative to a school course, the name of a new acquaintance, new word they learned, or something that is personally important to the learners.

Memory strategy are divided into four sets; they are creating mental linkages, that is classifying language material into meaningful units through writing or mentally that relating new language information to concepts already in memory to make easier to remember by learners. Applying image and sound, these all involve remembering by means of visual images or sounds. Reviewing well in learning new language looking once is not enough; therefore reviewed for several times must in order to be remember. And employing action is strategy that included using physical response or sensation and using mechanical techniques in learning activity.

b. Cognitive strategies

Cognitive strategies are essential in learning a new language and they are unified by common function: manipulation or transformation of the target language by the learner. The cognitive strategies that students use influence how they will perform in school, as well as what they will accomplish outside of school. This strategy is managing learners' physique.

Furthermore Pressley & Woloshyn defines cognitive strategies as:

> "Cognitive strategies can be general or specific. General Cognitive strategies are strategies that can be applied

across many different disciplines and situations (such as summarization or setting goals for what to accomplish), whereas specific cognitive strategies tend to be more narrow strategies that are specified toward a particular kind of task (such as drawing a picture to help one see how to tackle a physics problem). Specific strategies tend to be more powerful but have a more restricted range of use. Effective learners use both general and specific strategies."[10]

Based on definition above, Cognitive strategy sets of into four principles that include practicing sounds (e.g., pronunciation, intonation, register, etc.) in a different ways or practicing the new writing system of the target language. And then getting the idea quickly and using resources for receiving and sending messages. Analyzing and reasoning, this set help the learners to use grammar rules or vocabulary of the new language. And the last is creating structure for input and output, the mean of this word is cognitive strategies that are practical to language learning.

c. Compensation strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an

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[10] Clark Chinn & Lisa Chinn, Cognitive Strategies: http://www.wducation.com/reference/article/cognitive-strategies/, accessed on 26th May 2016.

inadequate repertoire of grammar and, especially, of vocabulary.[11] Based on definition above, compensation strategies useful for guessing the meaning that not known, use synonym of language target to mother tongue, or using gesture from unknown meaning of word that difficult to state.

Two sets of this strategy: guessing intelligently refers to different clues: linguistic and nonlinguistic are set in this strategy and overcoming limitation in speaking and writing that provide new knowledge in a more obvious way.

2. Indirect strategies

Indirect strategies are the strategies that underpin the business of language learning.[12] Therefore, these strategies support and manage language learning without directly involving the target language. Indirect strategies consist of meta-cognitive strategies, affective strategies and social strategies.

a. Meta-cognitive strategies

Metacognitive strategies means beyond, beside, or with the cognitive.[13] Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.

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[11] Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (U.S.A: Heinle Publisher, 1990), 47.
[12] Ibid., 135.
[13] Ibid., 136.

The sets of this strategy are arranging, planning and evaluating students' learning, it means to check their language performance and paying attention, it means deciding in advance to pay attention in general to ignore distractors, and pay attention to specific aspect of language learning.

b. Affective strategies

Affective strategies are learning strategies concerned with managing emotions both negative and positive, attitudes, motivations, and values. This strategy should not be overlooked because positive emotions and attitudes can make language learning far more effective and enjoyable. On the other hand, negative feelings can stunt progress. The side of affective strategies has one biggest influence toward learning language success or failure. Good language learners are those who know to control their emotion and attitude about learning.

The sets of this strategy are lowering the students anxiety, it means that the students learn how to manage their emotion and improve their confidence in learning foreign language activity that my help them successfully in this way. Second one is encouraging their self, it means that the students give positive response to themselves as like make a positive statement, taking risk to avoid their worried to make mistake, and reward their self-effort.

c. Social strategies

Social strategies means that language is a form of social behavior; it is a communication, and communication occurs between and among people.[14] Therefore, learning a language thus involves other people, and appropriate social strategies are very important in this process to afford them opportunities to be exposed to and practice their knowledge.

A social strategy is very important in language learning, because language is tool for human to interact with others. Generally, language will improve when we try to associate the language frequently. The sets of this strategy are asking question, asking classification or clarification and asking for correction, this strategies aimed that strategies used by the students make them sure of their ways in learning. The second one is empathizing with others, it means that trying to understand the culture of target language, make us easier to pronounce the language bravely, because when we already know how to use and spoken the world, we will be aware to make mistake.

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[14] Chayata Sutthirak, *Gender Differences in Language Learning Style and Language Learning Strategies* (IJAL, Vol. 3 No. 2, January 2014), 79-81.