CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the theoretical framework, which consists learning strategy, language learning and english class. Furthermore, this chapter describes the previous research related to this research.

A. Learning Strategy

Effective students are those who are active in their learning strategy, independent in practicing their learning strategies, and applying various learning strategies, while ineffective students must be guided and tend to be passive and aloof. Therefore, this learning strategy is important because it is effective in supporting the acquisition of language learning (Wulandari, 2018). One measure that is very important when learning takes place is the learning strategy. The use of appropriate learning strategies will facilitate student learning. Therefore, a study of learning strategies is an important requirement to do (Fatkhurrokhman et al., 2018).

Strategic competence is very important in the learning process. Although this strategic competency is said to be very important in learning, many learners are not aware of it. They are very lacking in some strategic competencies such as, lack of memory strategy which is a direct strategy. The lack of this strategy makes learners many obstacles in increasing their learning skills to develop slowly (Hapsari, 2019). strategies are specific methods of approaching a problem, modes operation

for achieving a particular end planned designs for controlling and manipulating certain information (Faculty of English Education University of Prima Indonesia, Medan et al., 2019).

Strategy can be interpreted as a tactic, trick, o r method. Strategy in general is a plan on the utilization and use of existing potential and facilities to improve teaching effectiveness and efficiency. Meanwhile, what is called learning is teaching students to use educational principles and learning theories. Where efforts are made to help students carry out learning activities. The purpose of the learning strategy is the realization of the efficiency and effectiveness of learning activities carried out by students. The parties involved in learning are educators (individuals and or groups) and students (individuals, groups, and or communities) who interact educatively with one another.

B. English Language Learning

A simple way to define language learning is the process by which language capability develops in an individual. Learning language per se takes strategies and according to Wenden and Rubin, learning strategies can be defined as actions, steps, plans, or routines taken by the learners in processing the information they received. Learners learn differently according to their language learning styles and preferences. Language learning cannot take place only in the brains of individual learners alone but are instead related to social factors (Hashim & Yunus, 2018).

Learning a foreign language is the process of learning a language that is used as a language of communication in one's environment, but the language is only learned in school and is not used as daily communication by learners.

Learning English is developing English language skills contextually and gratefully with the context and conditions and daily situations of students. This is to produce a form of learning English that is more important than the language needs of students

C. English Language Learning Strategy

The process of learning English should have a direct impact and influence on students. Gain a deep understanding of grammar, basic words, and sentences. Make students feel the prospect of further development in order to be able to apply learning to individual lives every day. Learning English is not just being able to read and hear what the teacher says, but there must be developed such as understanding, understanding, and being able to pronounce correctly according to the rules of speaking English that should exist and practicing it for foreigners or foreigners who can express their abilities.

O'Malley et al. (1985:117) classify learning strategies into 4 types. including cognitive, metacognitive, affective, and social. Cognitive strategies are related to the learners thinking power in processing teaching and learning materials. Metacognitive strategies relate to tactics or learning methods to deal with and manage teaching and learning materials.

Cognitive strategies are related to the learners thinking power in processing teaching and learning materials. Effective strategies relate to the attitudes and feelings of learners in dealing with the learning process of learners, and Social strategy relates to the collaboration of learners with their peers in achieving learning goals (O'Malley & Chamot, 1995). Although what O'Malley put forward first and there are 4 strategies, there is a more complete strategy proposed by Oxford in 1990.

Oxford (1990) divides learning strategies into two major parts: direct and indirect. Direct strategies are further broken down into three types: memory, cognitive, and compensatory. Indirect strategies are divided into three: meta-cognitive, effective, and social. each strategy has its own types of activities. More specifically classifies strategies learning in the context of language learning or what is known as language learning strategies are divided into two main categories, namely direct strategies, and indirect strategies. Oxford explains that the direct strategy involves using the target language or the language studied directly to facilitate the learning process. Direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. Indirect strategies provide indirect support in language learning which is carried out in ways such as; focusing attention, planning, evaluating, controlling anxiety, seeking opportunities, increasing cooperation and empathy. Indirect strategies consist of metacognitive strategies, affective strategies, and social strategies (Oxford, 1990).

1) Memory Strategies

Memory learning strategies are used by learners by utilizing previous knowledge and learning experiences. This learning strategy involves a lot of memory and learning processes that use memory. For example, if the learner associates the sound of speech with things he has ever remembered, then he is using a memory learning strategy. Included in this learning strategy is repeating the previous lesson. Similarly, if the learner uses body movements to aid comprehension, he or she is practicing memory learning strategies.

2) Cognitive Strategies

Cognitive strategies are all learner behaviors in the teaching and learning process related to the use of the learner's thinking power. This strategy can take the form of various activities. In one study, six kinds of cognitive behavior were determined that were expected to represent this strategy. These six behaviors are: correcting their own mistakes, using gestures, practicing saying words, writing in notebooks, reading from the blackboard, and looking at teaching media.

3) Compensation Strategies

The compensation learning strategy is used by learners who already have high enough skills. This learning strategy is usually used to overcome some limitations in language. Learners who have difficulty explaining something in the language being studied, for example, can use definitions or translations in their words to keep the language process running. In fact,

body movements can be used to cover the limitations he faces. Included in this type of learning strategy is to determine or choose the topic to be discussed. Even avoiding difficult topics is also a strategy in this group.

4) Metacognitive Strategies

Meta-cognitive strategies are all learner behaviors related to techniques or ways of learners to deal with and manage teaching and learning materials. In this study, meta-cognitive strategies are manifested in various activities that can be included in the following three categories: deciding attention to planning and organizing teaching and learning activities, and evaluating the teaching and learning process. It can be emphasized that all of this must come from and be done by learner.

5) Affective Strategies

Affective strategies are all learner behaviors related to the attitudes and feelings of learners in dealing with the learning process. This strategy is further divided into two: positive affective and negative affective. Positive affective strategy is a learner's behavior that shows that the learner accepts and appreciates the teaching and learning process. Negative affective strategy is a learner's behavior that shows that the learner refuses and does not appreciate the teaching and learning process. It should be noted that the term "negative" as used here does not have a bad or bad meaning. The rejection of the learner to the teaching and learning process must be seen as a "neutral" attitude, which is not related to good or bad grades.

6) Social Strategies

Social strategy is all the behavior of learners related to the cooperation of learners with their peers in achieving learning goals. This strategy is manifested in six activities of talking with classmates about learning, helping friends according to teaching and learning activities, asking friends for help, giving praise to friends, harassing or cheering friends, and disturbing friends.

Figure 2.1. Oxford learning strategy classification system
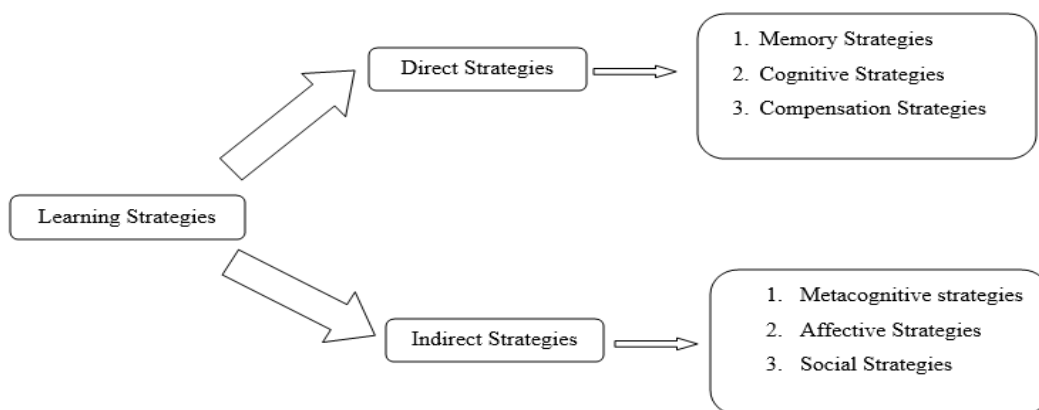
Based on the statement above, it can be seen that the Oxford strategy is a language learning strategy that is more comprehensive, detailed, and systematic than oth ers.

D. Challenges in Learning English

The pesantren environment is an environment that also plays a role in student achievement. perhaps Relationships with other individuals outside the family began to be experienced by students in this

environment. That's why choosing a good boarding school to support student achievement is not only seen from its luxurious building but how the social support of the school environment is felt by students so that it has a positive influence on increasing student achievement.

Learning English is a challenge for students to be able to apply it in everyday life or in improving English learning achievement. With the trust that each student has, individual students will very easily interact in their learning environment.

Challenges are something that requires great mental or physical effort in order to be done successfully and therefore test one's abilities. It can be seen that a challenge means something or a problem that is not easy to do and requires more effort and skills to deal with it. So, what is meant by challenges in this study are obstacles or problems that students must face when learning English in the English class. To faces the challenges, it requires effort both mentally and physically for the something to be successfully done and does not negatively affect the teaching and learning process (Husna, 2021).

E. Previous Studies

Previous studies serve to support the research to be studied and as a consideration for the research to be studied. In this study, the authors include research that is related to the research to be carried out as a way to strengthen the argument.

Ipek & Yesilbursa (2017) said in the journal about Language Learning Strategy Use of University Preparatory School Students, International Journal of Educational the journal contains about language learning strategies used by learners of English as a foreign language, to determine the differences in the use of strategies and the relationship between these strategies and student achievement. Rosdianti's (2019) examines The Student's Language Learning Strategy at Sven Grade Junior High School Al-Azhar Jambi City. The results show that in general students use strategies that focus on the lesson, pay attention, and record or listen to the material. by the teacher, open textbooks, open dictionaries, and use other learning media.

Then, Ningrum (2018) investigated on the Student's Learning Strategy of English Foreign Language by The Students in MAS ANNUR Tangkit. The students tend to take notes, listen to voices and speak like native speakers and students tend to be used by students in general, guess words, use words and use sign language. Meanwhile, SAA (2020) has Analyze of English Learning Strategies of Thailand Students at Pondok Modern Darussalam Gontor Ponorogo. His findings revealed that the students use body language or gestures to communicate by speaking, especially if they don't know some English words or the listener doesn't know. so understand what they are talking about. students often ask the speaker to repeat or explain better to get the correct information (ask, cooperate with others) and students apply strategies by using the internet

for various modes of research and clarity such as social media, translation apps, entertainment apps, online games, etc. to help them learn.

From previous research investgated by Faruk Ipek & Yesilbursa (2017) examined the use of learning strategies used by students, to determine the differences and use of strategies and between strategies and student achievement. Rosdianti (2019) also researches related learning strategies in the junior high school class and students use strategies that focus on lessons such as listening to material, recording and paying attention to teachers. Therefore, what reseacher study students in this boarding school environment will produce strategies that may be different from students in school.

For Ningrum (2018) research where research is conducted in high school students also tend to listen and record, listen, and speak like native speakers. Saa (2020) also examines English students at a boarding school who use inetrnet help to understand learning. While what reseacher will research is students from various backgrounds, not only students from English majors. It is, the student learning strategy will be different.