CHAPTER II

LITERATURE REVIEW

A. **Language Learning Strategies**

Language learning strategies, it has been a subject for many researchers that make researchers interest to conduct a research about this study. In the process of learning students may encounter some problem, so they can't learn a subject quickly and effectively. On the other hand, one might not encounter a problem in process of learning that they learn a subject quickly and well effectively.

Solving that problem is not easy task for teacher and students, so they have to understand the learning strategies that will help solving the problem. The definition of learning strategies has been defined by many researchers in consequences, there are a lot of definition of learning strategies. In the term of terminology, the word "Learning Strategies" consist of word that is learning and strategy, in Oxford American Dictionary "Learning" means the skill or knowledge that it gained through study or being taught, and it is done by your own efforts and hard work, and "strategy" means a plan which is planed in order to get achieve or something that have been aimed (Oxford, 2008). Thus, learning strategy is the learner's plan of action for finding or following the desired track through experience, study, or by being taught.

According to (O'Malley & Chamot, 1991) learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Also (Macaro, 2001) learning strategies are the technique that learners use in order to put across the meaning when they are sometimes having difficulty because of insufficient competence in the language which

includes receptive skills and to processes such as, memorizing, practising, preparing, oneself to speak, organizing one's learning, etc.

On the other hand, one of the most relevant definitions that have been referred to in most literature was provided by (Rebecca L. Oxford, 2017) that she stated learning strategy is deliberate, goal-directed attempts to manage and control efforts to learn, and teachable actions that learners choose from among alternatives and employ for second language learning purposes (e.g., constructing, internalizing, storing, retrieving, and using information; completing short-term tasks; and/or developing second language proficiency and self-efficacy in the long term)" Not to be confused with skills: "Skills are automatic and out of awareness, whereas strategies are intentional and deliberate".

In conclusion, learning strategy is a way that help learners comprehend language target which comprises receptive skills and to processes, and it is deliberately uses by learners when they are studying or being taught.

B. Classification of Language Learning Strategy

Learning Strategies have been distinguished by many researchers into several categories depending on the level of learners or type of processing involved. The distinguishing classification of learning strategy is important in order to make suitable learning strategies for each learners. According to (O'Malley & Chamot, 1991) and (R.L Oxford, 1990) provide their further categories of strategies that they have examined to come up with comprehensive list of strategies that fit into their categories.

1. **O'Malley & Chammot**

   O'Malley & Chammot classified learning strategies into three primary categories based on the level or the type of processing:

a. Meta-Cognitive Strategies

   In their statement, the emergence of Metacognitive strategies term refers to describe "higher order executive" that is Information Processing theory that means how learners organize their information, according to (Schunk, 2012) information processing theories are concerned with how people pay attention to environmental events, encode information to be learned and relate it to existing knowledge in memory, store new knowledge in memory, and retrieve it when needed. The strategies constrain planning for learning as a key point, thinking about learning process as it taking place, and monitoring is one of output or knowledge as well as assessing learning when an action is finished.

   Among the processes that would be considered under receptive metacognitive technique or language task that are productive.

Table 2. 1

Metacognitive strategies by O'Malley & Chamot

Representative Strategies	Definition
Selective Attention	Concentrating on particular components of learning tasks, such as listening for significant word or phrases
Planning	Planning for the structure of written or spoken discourse

Monitoring	Examining attention to a task, comprehension of knowledge that needs to be recalled, or production while it is occuring
Evaluation	Checking for comprehension after a receptive language task has been completed, or evaluating language production after it has occured

b. Cognitive Strategies

The Strategies work directly on incoming data, changing it in ways that help learn more effectively. The strategies can be subsumed into three broad categories processes of rehersal, organization, and elaboration (which may include other strategies that rely at least in part upon knowledge in longterm memory such as inferencing, summarizing, deduction, imagery, and transfer).

Table 2. 2

Cognitive strategies by O'Malley & Chamot

Representative Strategies	Definition
Rehersal	Repeating the names of items or objects to be remembered
Organization	Words, terms, and concepts are grouped and classified according to their semantic and syntactic properties
Inferencing	Using textual information to infer the meaning of new language elements, anticipate outcomes, or fill in blanks
Summarizing	Intermittently synthesizing what one has heard on a regular basis to guarantee that the information has been retained

Deducing	Applying rules to the understanding of language
Imagery	Understanding and remembering new spoken information by using visual pictures (either manufactured or real)
Transfer	Using previously learned language information to help a new learning task
Elaboration	Integrating fresh concepts with known information or linking thoughts included in new infromation

c. Social-affective Strategies

The strategies represent a broad category that includes either interpersonal interaction or cognitive control over affect. Genereally, they are considered applicable to a wide range of task.
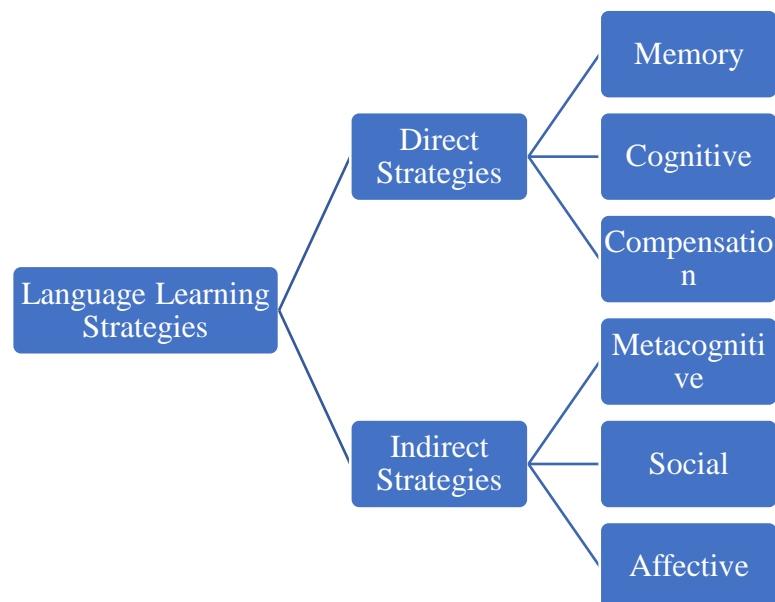
Table 2. 3

Social-affective strategies by O'Malley & Chamot

Representative Strategies	Definition
Cooperation	Working with others to solve an issue, pool information, review notes, or receive feedback on a learning activity
Questioning for Clarification	Obtaining extra explanation, rephrasing, or examples from a teacher or peer
Self-talk	To ensure oneself that a learning activity will be effective or to relieve worry about a task, one can use mental redirection of thinking

2. Oxford

Another way of classifying has been conveyed by Oxford, She proposed the classification which is more comprehensive and detailed, and more systematic in linking individual strategies. The strategies are divided into two major classes as Direct Strategies and Indirect Strategies, and these two classes are subdivided into a six group: 1. Memory, Cognitive, and Compensation are under direct strategies. 2. Metacognitive, Affective, and social are under Indirect Strategies.

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                                          ┌──────────────┐
                                          │    Memory    │
                            ┌──────────┐  ├──────────────┤
                            │  Direct  │──│  Cognitive   │
                            │Strategies│  ├──────────────┤
                            └──────────┘  │ Compensation │
┌──────────────────┐                      └──────────────┘
│ Language Learning│                      ┌──────────────┐
│    Strategies    │                      │ Metacognitive│
└──────────────────┘  ┌──────────┐        ├──────────────┤
                      │ Indirect │────────│    Social    │
                      │Strategies│        ├──────────────┤
                      └──────────┘        │   Affective  │
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1. Direct strategies

A language learning strategy that directly includes the target language is called a direct strategy. All direct strategies require mental processing of language, but the three groups of direct strategies (memory, cognition, and compensation) perform this processing differently for different purposes. Memory strategies such as grouping and using images have very special features. They help you save and recall new information. Cognitive strategies such as summarization and deductive

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reasoning allow learners to understand and create new languages in a variety of ways. Compensatory strategies such as guessing and using synonyms allow learners to use the language despite large knowledge gaps.

a. Memory strategies

Memory strategies, sometimes called mnemonics, have been used for thousands of years. Before literacy became widespread, people used memory strategies to remember practical information. After literacy became commonplace, people forgot their reliance on previous memory strategies and blamed these techniques as "gimmicks." Memory strategy is now regaining its position as a powerful spiritual tool. The mind can store 100 trillion bits of information, but only part of this possibility can be realized if the learner is not assisted by a memory strategy. Memory strategies fall into four groups: making mental connections, using images and sounds, checking carefully, and using actions. The memory strategy reflects a very simple principle. Memory strategies reflect very simple principles, such as arranging thigs in order, making associations, and reviewing, all these principles make sense. In order to learn a new language, arrangements and associations must be personally meaningful to the learner, and the material reviewed must be meaningful.

b. Cognitive strategies

Cognitive strategies are essential when learning a new language. Such strategies range from repetition to expression analysis to summarization. Cognitive strategies are integrated by the common function of learners manipulating or transforming the target language, and cognitive strategies tend to be the most popular strategies among language learners. There are four cognitive groups: practice, sending and receiving messages, analysis, and reasoning.

c. Compensation strategies

Compensatory strategies allow learners to use new languages for either understanding or production, despite limited knowledge. Compensation strategies aim to compensate for an inadequate repertoire of grammar, especially vocabulary. There are 10 compensatory strategies, which can be divided into two groups. Intelligent guessing of listening and reading, and overcoming speaking and writing limitations. They sometimes adopt compensatory strategies when experiencing temporary failures in speaking and writing, just as intermediate and native speakers sometimes make inferences to aid understanding.

2. Indirect Strategies

Indirect strategies are useful in virtually all language learning situations and can be applied to all four language skills: listening, reading, speaking and writing. Indirect strategies can be divided into metacognition, emotions, and society. Metacognitive strategies allow learners to control their cognition using features such as centering,

ordering, planning, and evaluation. That is, you can adjust the learning process. Emotional strategies help adjust emotions, motives, and attitudes. Social strategies help students learn through interaction with others. All of these language learning strategies are called "indirect" because they support and guide language learning without the direct involvement of the target language.

a. Metacognitive

"Metacognition" means beyond cognition, together or with cognition. Therefore, a metacognitive strategy is an action that goes beyond pure cognitive and provides a way for learners to adjust their learning process. The Metacognitive Strategy contains three strategy sets. Focus on your learning, organize your learning, plan it, and evaluate your learning. Ten strategies make up these three groups, the acronym of which is CAPE. Metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too many "new" things – unfamiliar vocabulary, misleading rules, different secretary systems, seemingly mysterious social practices, and unconventional approaches to teaching. With all these innovations, many learners lose concentration and can only recover by conscious use of metacognitive strategies such as attention and overview / connection to already familiar materials.
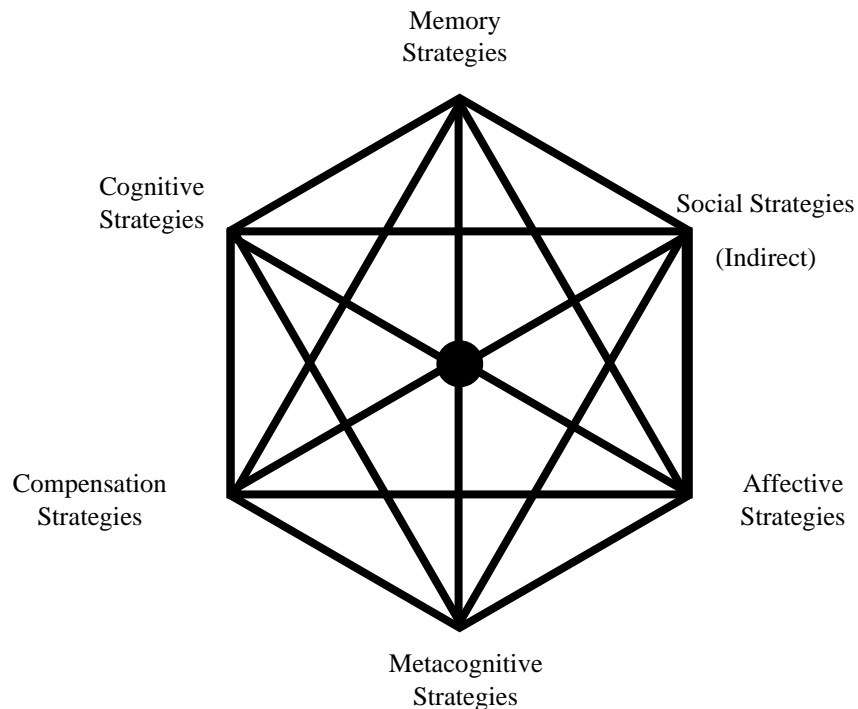
b. Affective

   The term affective refers to emotions, attitudes, motivations, and values. The importance of emotional factors that influence language learning cannot be exaggerated. Language learners can control these factors through affective strategies. There are three main groups of affective strategies: reducing your anxiety, encouraging yourself, and taking your emotional temperature. The acronym LET is derived from the first letter of each of these strategic phrases. Emotional strategies help learners to pull their hair down. The emotional aspect of the learner is probably one of the most influential factors in the success or failure of language learning.

c. Social

   Language is a form of social behaviour, communication, and communication occurs among people. Therefore, learning a language involves others and proper social strategies are very important in this process. It contains three sets of social strategies, including two specific strategies: asking questions, collaborating with others, and empathizing with others. However, learning strategies may not be the second property for all language learners. Studies show that language learners usually do not naturally prefer social strategies without special training and encouragement.

Oxford also stated, there is interrelationship between direct and indirect strategies and among the six strategy group. Direct and Indirect strategies are indicated can support each other, and each strategy group is capable of connecting with and assisting every other strategy group.

Memory
Strategies

Cognitive
Strategies

Social Strategies

(Indirect)

Compensation
Strategies

Affective
Strategies

Metacognitive
Strategies

Oxford illustrate the interrelationship as an actor who play perform in a stage (Direct Strategy) and performer director (Indirect Strategy) who mange the sequence or plot of the story performance or event. To make a good performance or event, there should be a good cooperation between actor and director in a play. In this case, Direct strategy and Indirect strategy will generate an effective way to help learner. When the direct strategy working with the language in variety of specific task and situation, and composed of memory strategy for remembering retrieving new information, cognitive strategies for understanding and producing the language and compensation strategies for using the language despite knowledge gaps, metacognitive

coordinate the learning process, affective strategies for regulating emotions, social strategies for learning with others, the director serves a host of function focusing, organizing, guiding, checking, correcting, coaching, encouraging, and cheering.

In conclusion of oxford classification, both of them Direct and Indirect strategies with the six strategy group are need each other to helping make a more effective learning.

C. Factors Influencing Strategy Choice

Different person different way, every students have their way for learning and choose learning strategies. The different strategy choice is affected by many factors, (Macaro, 2001; R.L Oxford, 1990) stated that there are several independents variable/factor that affected students choice on their learning strategies such as: motivation, sex, age, and background of nationality/ethnicity and cultural difference.

1. Motivation

Motivation has strong relation with the purpose of learning the language, motivation is the process if instigating and sustaining goal directed behaviour, so motivation is another key to strategy use, In short, motivation engages students in activities that facilitate learning. The higher motivation on learners are likely to devote the time and effort required for continuous strategy application, particularly when it considering strategies that are closer to the conscious and controlled end of the continuum.

2. **Sex**

Accordingly Oxford and Macaro, they are agree that female learner may use much wider, or at least a verry different, range of strategies than males for language learning, so It indicates that female learner use strategies more effectively than males learners.

It also proofed by the research that is conducted by (Andini & Prasetyowati, 2021) stated that female learner have significantly higher social/affective scores, and female learners tend use social/affective strategy than the male learner.

In conclusion, females are better than males both in second and first language acquisition.

3. **Age**

Older learner have greater knowledge contextual, older learner are much greater vocabulary store, so older learner make grow faster in their second language learning development progress than very young learner, and they may employ slightly different strategies than younger learner.

4. **Background of nationality/ethnicity and cultural difference**

There is some evidence that the learners' Background of nationality/ethnicity and cultural difference influences the way they use strategies to help learner acquire the language, for example: Hispanics seem to use social strategies more than do some other ethnic groups.

D. **Achievement Test**

By the end of the semester, students will have done a test that to measure students understanding the material or lessons to know whether students have

been fulfilled the material objectives. According to (BROWN, 2004) Achievement test a test directly related to the lesson, unit, or curriculum. Achievement tests are limited (or should be) to the specific material contained in curriculum within a specific time frame, and it is provided after the course focuses on the purpose of the problem. Achievement test also presents the diagnostic role of indicating the students needing, so students know the needing to work on in the future, but the primary role achievement test is to determine whether the course objectives have been appropriate for students and skill acquired by the end of a period the course.

E. Previous Study

In this study, there are considerable research that have been conducted by several researcher on student learning strategies to record specific strategies that student use to develop their English Proficiency. At least there are three researcher have done this kind of research.

First research conducted by (Yustitiasari et al., 2020). This research is intended to know the relationship between Language Learning Strategies and English Proficiency of high and low proficient at Vocational High School. The research result showed that students dominantly used metacognitive, and it was at the top rank among six categories of language learning strategies M=3.37. then, the lowest rank was memory with M=3.19

Second research conducted by (Rahardjo & Pertiwi, 2020) this aimed of this study to know the corelation between learning motivation and students' English achievement. The result of this study showed how the students' English achievement during pandemic COVID-19, Student English performance shows

that 2 out of 84 students (2.4%) have achieved a superior category in learning English. There are 10 students (11.9%) who have achieved fairly good grades in learning English. 17 students (20.2%) have achieved a fair category in learning English. There are 43 students (51.2%) with low scores in learning English. There are 12 students (14.3%) who have very poor grades in learning English. No student has achieved a good or very good reputation in learning English.

Third, the research that conducted by(Taheri et al., 2019) this study was investigated EFL learners' L2 achievement and its relationship with cognitive intelligence, emotional intelligence, learning styles, and language learning strategies, and showed that there was no corelation between students language learning strategies and students' English achievement.

The last previous study was conducted by (Degissew & Beriso, 2022) this study evaluated the relationship between AAU learner strategy and academic performance. Attempts have been made to investigate whether there is a direct link between the use of strategy and school performance. The results of this study did not consider factors such as motivation, achievement level, and learning style, and the researcher also stated that there was no significantly corelation, the study showed negative between achievement and use of strategies.

Accordingly, that the three research have been conducted and discussed above, the researcher want to illustrated the influence language learning strategies toward students' English Achievement at SMK PGRI 1 Kota Kediri.