

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses theoretical framework in term of Intensive Course programs, academic performance, and language learning strategies from several perspectives of scholars.

#### **A. Intensive Course Programs and Their Impacts to Student' Academic Performance.**

To the extent of either how students' academic performance or achievement is best assessed or what aspects in its assessment seen the most essential, there is no such universal deal on it. Normally students' academic performance or achievement goes through several measurement procedures such as tests or simultaneous evaluation. In other hand, however, researchers agree that there are some aspects may influence students' performance during their learning term.<sup>1</sup>

A study by Remali et.al (2013) on academic performance based on students' motivation factors and learning styles indicated that both intrinsic and extrinsic motivations produced by learners showed significant correlation with their GPA (Lee et.al, 2010; Walker et.al, 2006; Moneta and Spada, 2009; Clark and Schroth, 2010; and Mills and Blankstein, 2000). In other words,

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<sup>1</sup>“Academic Performance,” *Wikipedia Free Encyclopedia*, [https://en.wikipedia.org/wiki/Academic\\_achievement](https://en.wikipedia.org/wiki/Academic_achievement), accessed on 3<sup>rd</sup> of December 2018 at 20:50 pm.

students who demonstrate higher GPA possess great motivations during their learning. Furthermore, he added that students with higher GPA also utilize various techniques, plans, and strategies to support them succeed in their academic performance (Hassanbeigi et.al, 2011; Fuente and Cardelle-Elawar, 2009). Blanz (2014) agreed that in his finding, he defined students' satisfaction has nothing to do with students' performance. He noted that encouragement and course design, which are "non-cognitive factors", influence students' satisfaction whereas academic achievement is affected by cognitive factors that include students' learning performance and evaluation.<sup>2</sup>

For decades, plenty of universities either in Indonesia or overseas conducted intensive course program to improve students' English proficiencies particularly for those first year students. A study by Cahyono (2002) on the effectiveness of intensive course program in several universities in Indonesia showed that intensive course (IC) program contributed fairly positive result on students' English proficiencies according to the comparisons of their scores from pre-test to post-test which considerably increasing. Another similar study by Mukundan, et.al (2012) on intensive course program in Malaysia indicated identical outcomes that

The study indicates promising outcomes for the CIEP and similar intensive English programs. As the results clearly indicated, all 30 students completed their assigned levels and passed. This would mean they all moved one level up from their previous competencies ... the students scored significantly higher ( $p = .000$ )

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<sup>2</sup> Antičević, et.al. (2017). Academic Achievement and Study Satisfaction: The Contribution of High School Success and Personality. <https://doi.org/10.5559/di.27.2.03>. p. 244.

<.05) at post-test. The study has useful implications for English as a Second Language (ESL) teachers, researchers, and curriculum developers.<sup>3</sup>

In contrary, Manda et.al (2017), conducting research on Intensive course program at a university in Gorontalo, Indonesia, perceived that during conventional intensive course, students' competences in English were inadequate. They suggested a Web-Based Computer-Assisted Language Learning (WBCALL) to support the program in order to increase students' motivation and facilitate their comprehension of material during learning activities.

In China, Liu et. al (2017) defined a 2-week summer English *immersion program*<sup>4</sup> which mainly aims to improve students' English listening and speaking skills in a fun way reveals meaningful outcomes towards the development of students' English proficiencies. Besides, the program significantly increased students' English proficiencies as well as students' interpersonal communication skill, confidence, being highly motivated and having more understanding about cultures in English-speaking countries.

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<sup>3</sup> Mukundan, et.al. (2012). The Effect of an Intensive English Program on Malaysian Secondary School Students' Language Proficiency. *English Language Teaching*; Vol. 5, No. 11. doi:10.5539/elt.v5n11p1. p. 6.

<sup>4</sup> **Language immersion**, or simply **immersion**, is a technique used in [bilingual language education](#) in which two languages are used for instruction in a variety of topics. The languages used for instruction are referred to as the L1 and the L2 for each student, with L1 being the [native language](#) of the student and L2 being the [second language](#) to be acquired through immersion programs and techniques. ("Language Immersion", *Wikipedia the Free Encyclopedia*, [https://en.wikipedia.org/wiki/Language\\_immersion](https://en.wikipedia.org/wiki/Language_immersion) accessed on December 3rd, 2018, 21:55 pm.)

To broader range of intensive program across the globe, some institutions introduce English for Academic Purposes (EAP) program to facilitate students who are academically qualified yet considered poor in language proficiencies. English for Academic Purposes (EAP) program is a program to educate international students in employing language in appropriate way normally for a study purpose and helps them to enhance their language proficiencies. Students are also taught to some techniques of academic field such as note taking, research, library skills etc.<sup>5</sup> The program has been recognized excellently to support students' language development in university. In accordance with the program, a study at Canadian University investigates students' perception on EAP program as requirement to take disciplinary course for further terms. Keefe & Shi (2017) affirm the program succeeds in improving students' language proficiencies, specially writing and speaking, and academic strategies which contribute significant progress on students' confidence while embarking courses at college.

## **B. Language Learning Strategies**

Many researchers approve that language learning strategy is one of major features that support learners to the great extent of how their second or foreign learning is going. A second language means another major language which practiced by particular community or group in their daily basis.

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<sup>5</sup> "English for Academic Purposes (EAP)", *Wikipedia Free Encyclopedia* [https://en.wikipedia.org/wiki/English\\_for\\_Academic\\_Purposes\\_\(EAP\)](https://en.wikipedia.org/wiki/English_for_Academic_Purposes_(EAP)) retrieved on December, 3<sup>rd</sup> 2018, 21:52 pm.

Meanwhile, foreign language denotes a language which is studied for particular purposes such as occupation, educational prerequisite, etc. and barely spoken or performed in a community. Hence, the appropriate use of language learning strategies is essentially necessary for learners to manifest their learning goals for EFL students specially. In this chapter, herewith, the writer is delivering several decent definitions and types of language learning strategies from scholars that would broaden literature review of the topic.

## **1. Classification of Language Learning Strategies by O'Malley and Chamot**

O'Malley et al. (1988) suggest that

Learning strategies can be thought of as declarative knowledge that may become procedural knowledge through practice. Learning strategies are conscious and deliberate if they are in the cognitive and associative stages of learning but may not be "strategic" in the autonomous stage since the strategies are applied automatically and perhaps without awareness (Rabinowitz & Chi, in press).

O'Malley and Chamot (1990) classify learning strategies into three basic groups: metacognitive strategies, cognitive strategies and social / affective strategies. (as cited in Lavasan and Faryadres, 2011, p. 192):

### **a. Metacognitive Strategies**

O'Malley et al. (1985) cited that metacognitive is a way of communicative thinking to designate functional strategies to help determining learning plan, comprehending material, and solving

problems in timely manner. According to O'Malley's classification generic metacognitive strategies cover "*advance organizers, directed and selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation.*"

#### b. Cognitive Strategies

Brown (2007) stated that in cognitive strategies, information is strictly manipulated to particular '*learning tasks*' in a deliberate way. Cognitive strategies are strategies in which learners organize external information consciously and deploy them to the extent of learning process that may include repetition, resourcing, translating, note-taking, grouping, deduction, imagery, auditory representation, key word method, elaboration, transfer, inferencing, summarizing, and recombination (O'Malley and Chamot, 1990 as cited in Liu, 2010, p. 101).

#### c. Socio-Affective Strategies

Socio-affective strategies have approximate relationship with social-mediating activity and interacting with others. The main socio-affective strategies include cooperation and question for clarification (Brown, 2007).

O'Malley and Chamot (1990) defined learning strategies as procedures and designs that EFL students utilize to support them processing information of the L2 (as cited in Hardan, 2013,

p.1714). By using particular strategies according to learners' need, they can manage their own anxiety in learning and behave more actively in receiving and understanding information. In addition, Chamot (2004) defines learning strategies as conscious thoughts and actions that learners employ to achieve their learning goal. Metacognitive knowledge that learners have help them in their thinking and learning approaches on tasks they need to perform based on their ability to integrate strategies that suit their learning strengths and the demand of the task. Most learning strategies according to Chamot are unobservable. Chamot further states that self-report could be used to identify language learning strategies even sometimes learners may not be sincere in their report, thus it is still simply a way to identify their mental processing.<sup>6</sup>

## **2. Classification of Language Learning Strategies by Rubin**

Wenden & Rubin (1987) suggest that second and foreign language learning strategies as “any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (as cited in Volke et. al., 2013, p. 94). On earlier research by Rubin (1975) described a meaning of language strategies as methods used by learners to comprehend information they receive. In a study conducted by Rubin (1975) cited that

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<sup>6</sup> Hardan, A. (2013). Language Learning Strategies: General Overview. *Procedia – Social and Behavioral Sciences* 106 (2013) 1712-1726. p. 1714.

Strategy classification consisting of direct and indirect language learning strategies was introduced. Her study, in which she observed language learners while they were learning, and interviewed them, suggested that successful language learners used different strategies from unsuccessful ones (as cited in Setiyadi, 2001, p. 15-16)

According to Rubin (1987), there are three types of strategies used by learners that contribute either directly or indirectly to language learning.

a. Learning Strategies

Rubin (1987) differ learning strategies into cognitive learning strategies and meta-cognitive learning strategies which significantly influence learners' development in their system of language learning (as cited in Liu, 2010, p. 100). Cognitive strategies suggest to the extent of stages in which learning or problem-solving are taken and involve direct analysis, transformation, or synthesis of learning materials such as clarification / verification, guessing / inductive inference, deductive reasoning, practice, memorization, and monitoring. Besides metacognitive strategies help to manage self-direct language learning. They include various processes such as planning, prioritizing, setting goals, and self-management.

b. Communication Strategies

Communication strategies are less direct to language learning since highlight on communication process in conversation and encouraging speakers' comprehension of what they intend to

convey.<sup>7</sup> In this case, speakers may apply the strategies when they deal with some communication issues in conversation or as they find misunderstanding in a way of delivering language between co-speaker. Speakers commonly employ linguistic information as the strategy to continue conversation.

c. Social Strategies

Social strategies are ways more indirect in which learners tend to practice and explore their language acquaintance to their surrounding or any resource. Typical activities learners do may have conversation in L2 with friends, school mates, teachers, native speakers and use other target language media or resource.

On her study, Rubin (1975) finds that

Successful language learners were determined in their learning whereby they had a strong desire to communicate with others, were willing to adopt guessing strategies when they were unsure of the correct answers and were not afraid of trying. These good language learners also practised and monitored their own learning as well as those around them. Rubin further stated that factors such as target language proficiency, situational cultural differences and age did contribute to the employment of the strategies by learners.<sup>8</sup>

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<sup>7</sup> Liu, J. (2010). Language Learning Strategies and Its Training Model. *International Education Studies* [www.Cesenet.Org/Ies](http://www.cesenet.org/ies). Vol. 3, No. 3; August. p. 101.

<sup>8</sup> Nayan and Krishnasamy. (2018). A Preliminary Study on The Post-Secondary School Students' Language Learning Strategies. *e-Academia Journal* (<http://journale-academiauitmt.uitm.edu.my/v2/index.php/home.html>) Vol. 7 Issue 1, 2017, 26-34. p. 28.

### 3. Classification of Language Learning Strategies by Oxford

Scarcella and Oxford (1992) describe learning strategies as distinctive actions, attitude, stages or methods employed by learners to deal with demanding language assignment (as cited in Nayan and Krishnasamy, 2018, p. 27). Oxford and Cohen (1992) affirmed that language learning strategies are a set of actions employed by learners in order to enhance their language proficiencies. Oxford (2003) consider that

Language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language ... strategies learners choose that fit their learning styles will become helpful in their learning.<sup>9</sup>

Oxford (1989) defines language learning strategies as “the often-conscious steps of behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information”.<sup>10</sup> She then divided language learning strategies into two main categories, direct and indirect strategies, which are also subdivided into six classes as following:

*Direct strategies* are divided into *memory*, *cognitive* and *compensation* strategies. As Oxford (1990) says, “all direct strategies require mental processing of the language.”

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<sup>9</sup> Ibid. p. 27.

<sup>10</sup> Shi, H. (2017). Learning Strategies and Classification In Education. *Institute for Learning Styles Journal* Vol. 1. p. 242

- a. *Memory strategies* entail the mental processes for storing new information in the memory and for retrieving them when needed. These strategies consist of four sets that include creating mental linkages, applying images and sounds, reviewing well, and employing action.
- b. *Cognitive strategies* entail conscious ways of handling the target language and fall into four sets which include practicing, receiving and sending messages, analysing and reasoning, and creating structure for input and output.
- c. *Compensation strategies* enable learners to use the language either in speaking or writing despite knowledge gaps. These strategies are divided into two sets: guessing intelligently and overcoming limitations in speaking and writing. According to Oxford (1990), compensation strategies are employed by learners when facing a temporary breakdown in speaking or writing.

*Indirect strategies* include *metacognitive*, *affective* and *social* strategies. Indirect strategies provide indirect support for language learning by employing different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety Oxford (1990).

- a. *Metacognitive strategies* enable learners to control their own cognition. They are strategies which entail overviewing and

linking with material already known, paying attention, delaying speech production, organizing, setting goals and objectives, planning for a language task, looking for practice opportunities, self-monitoring and self-evaluating.

- b. *Affective strategies* assist students to manage their emotions, motivation, and attitudes associated with learning. They can be achieved through lowering anxiety, encouraging oneself, and taking emotional temperature.
- c. *Social strategies* facilitate language learning through interactions with others. Language is a form of social behaviour and learning it involves other people, and it is extremely important that learners employ appropriate social strategies in this process.

Table 1.

*Oxford's (1990) strategy classification.*

Strategy	Types of Sub-strategy	Activities
Direct	Memory	Creating mental linkages, applying images or sounds, reviewing, and employing action
	(relates to how students remember language)	

	Cognitive (relates to how students think about their learning)	Practicing, receiving and sending messages, analysing, reasoning, creating structures for inputs and outputs.
	Compensation (enable students to make up for limited knowledge)	Guessing intelligently, overcoming limitations in speaking and writing
	Metacognitive (relating to how students manage their own learning)	Focusing on learning, arranging and planning learning, evaluating learning.
Indirect	Affective (relating to students' feelings)	Reducing anxiety, self-encouragement, taking emotional temperature.
	Social (involve learning by interaction with others)	Asking questions, cooperating with others, empathising with others.

The Strategy Inventory for Language Learning (SILL), a set of questionnaire created by Oxford has significantly contributed to the number of previous related studies in language learning

strategies. The great number of researchers applies this tool to accumulate information throughout EFL learners. (Cohen, Weaver & Li, 1998; Nyikos & Oxford, 1993; Olivares-Cuhat, 2002; Oxford, 1990; 1996; Oxford & BurryStock, 1995; Wharton, 2000, as cited in Chamot, 2004, p. 16). Moreover, some studies have executed The SILL as their instrument for various fields such as to investigate correlation of the use of strategy with learning styles, gender, proficiency level, and culture.<sup>11</sup>

Since every learner has variety of language proficiency level that affects his/her learning methods, Abed (2011) cited that The SLLSs are to emphasize learners' proficiency in communication. In this case, teachers are highly encouraged to provide sources of learning strategies for their students and motivate them in order to facilitate students' concern in learning so they can determine what learning styles or strategies they need.<sup>12</sup>

According to Green and Oxford (1995) found that level of skill and language learning strategies show unpremeditated significant correlation as their study on Puerto Rican students. In addition, they cited that "the more successful students used

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<sup>11</sup> Chamot, A. (2004). Issues in Language Learning Strategy Research and Teaching. *Electronic Journal of Foreign Language Teaching*, Vol. 1, No. 1, pp. 14-26. p.16.

<sup>12</sup> Cheng and Chang. (2015). Effects of Language Learning Strategies and Learners' Motivation on Students' Learning Achievement. *International Journal of English Language Education* ISSN 2325-0887, Vol. 3, No. 2, p. 134.

language learning strategies more frequently than less successful students.”<sup>13</sup>

On previous study conducted by Park (1997) reported that

Oxford’s (1990) SILL (Strategy Inventory for Language Learning) was used to measure language learning strategies, while the TOEFL score was used as the indicator of the Korean students' proficiency. Park also reported a linear relationship between language learning strategies and L2 proficiency. All the six categories of language learning strategies in SILL were significantly correlated with the TOEFL scores, with cognitive and social strategies as the most predictive of these Korean university students' TOEFL scores.<sup>14</sup>

In this study, the writer is using Oxford’s (1990) strategy framework and The SILL questionnaire Version 7.0 (ESL/EFL) as one of research instruments to describe what learning strategies used the most by English students of Intensive Course program at IAIN Kediri and to investigate how their strategies affect their academic achievement.

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<sup>13</sup> Kamalizad and Samuel. (2015). Cross Context Role of Language Proficiency in Learners’ Use of Language Learning Strategies. *The Malaysian Online Journal of Educational Science* . Vol. 3 - Issue 1. p. 2.

<sup>14</sup> Ibid.