

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about review of the related literature that discusses about learning strategies.

#### **A. Learning strategies**

One of human characteristics is curiosity in something interested for them. It means that human always wants to know something around them, because they have mind, which can be used think every human was born with feeling to know, and every human is always never satisfied in the condition they have gotten. But human have capabilities to make them satisfied by learning. So, that is way human need to learn to fill their basic needs of life.

Taking the previous view as a point of departure, the researcher is going to present some opinion of learning strategies.

#### **1. Definition of Learning Strategies**

According to Oxford, learning strategies are steps taken by students to enhance their own learning<sup>1</sup> more detail Wenden and Rubin explain that learning strategies are strategies which contributes to development of the language system which learners construct and effect learning directly.<sup>2</sup>

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<sup>1</sup> Rebecca L. Oxford, *language, learning, strategies; what every teacher should know?* , (Boston: Heenly Publishes hers A division of Boston, 1990).1.

<sup>2</sup> Anita Wenden and Joan Rubin *learners' strategies in language learning* (Cambrige: cambrigeUneversity, 1987).23.

## 2. Learning Strategies Classification

Wenden and Rubin classify learning strategies such as cognitive strategies, meta-cognitive strategies and social strategies.<sup>3</sup> Another classification can be found in language learning strategies by Oxford. She explains more comprehensive detailed, and systematic especially for individual strategies. She divided learning strategies into two major classes: Direct and Indirect strategies.<sup>4</sup>

### a. Direct Strategies

The direct strategies consist of memory strategies, cognitive strategies and compensation strategies

#### 1) Memory Strategies

Memory strategies called mnemonics. This strategy reflects very simple principles such as; arranging things, making association and reviewing. The principles all involve meaning of reading texts to arrange and associate vocabularies must be personally and meaningful and the material to be reviewed have significance for learners.<sup>5</sup>

Meanwhile, Wenden and Rubin state the importance of memory strategy as essential in the learning process, they reveal:

Human memory is crucial to the concept of learning...Memory is also central to the acquisition of linguistic skills. The ability to understand spoken and

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<sup>3</sup> Anita Wenden and Joan Rubin *learners strategies in language learning* (Cambridge: Cambridge University, 1987).24.

<sup>4</sup> Rebecca L. Oxford, *language, learning, strategies; what every teacher should know?*, (Boston: Heinly Publishes hers A division of Boston, 1990).14.

<sup>5</sup> Ibid,38

written language and produce it in writing depends on the ability to recognize and review information stored in memory and the difficulty in carrying out such task is often contingent upon the weight of memory demand that they require from the statement above, concluded that this strategy help the learners to memorizing the large amount of vocabularies with appropriate all of those principles in order to acquire information in reading process.<sup>6</sup>

Memory strategies are divided into four sets: creating mental linkages, applying image and sounds, reviewing well and employing action:

a) Creating Mental Linkages

In this term, the learners do something like grouping, association or elaborating, placing a new words in context in their memory strategies.

b) Applying Image and sounds

In this term, the learners using imagery, semantic mapping, using keys word, and representing sounds in memory in their memory strategies.

c) Reviewing Well

In this term, the learners make structured reviewing in their memory strategies.

d) Employing Action

In this term, the learners using physical, using mechanical techniques in their memory strategies.

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<sup>6</sup> Anita Wenden and Joan Rubin *learners strategies in language learning* (Cambridge: cambridgeUniversity, 1987),39.

## 2) Cognitive strategies

Cognitive strategies refer to the steps or operation used in learning problem solving that requires direct analysis, transformation, or synthesis of learning material.<sup>7</sup>Oxford explains cognitive strategies read in Table 2.1.

Cognitive strategies are essential in learning a new language. Such strategies are varied lot ranging from repeating to analyzing expression to summarizing with all variety. Cognitive strategies are unified by a common function Manipulating or transformation of the target language by the learners. Cognitive strategies are typically found to be the most popular strategies with language learners.<sup>8</sup> Larsen et al explain principle used in the cognitive strategies describe on this table:<sup>9</sup>

More specific Oxford explain the principle cognitive strategies in four sets: Practicing, reviewing and sending message analyzing and reasoning, creating structure for input and output.<sup>10</sup>

### a) Practicing

There are five strategies: repeating, normally practicing with sounds and writing system

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<sup>7</sup>Ibid, 23.

<sup>8</sup> Rebecca L. Oxford, *language, learning, strategies; what every teacher should know?* , (Boston: Heenly Publishes hers A division of Boston, 1990),43.

<sup>9</sup>Diana Larsen, Freeman and Michael, H. log, *An Introduction to second language Acquisition* (New York: Long man Inc, 1991), 202.

<sup>10</sup> Rebecca L. Oxford, *language, learning, strategies; what every teacher should know?* , (Boston: Heenly Publishes hers A division of Boston, 1990),44.

recognizing and using formulas and pattern, recombining, practicing naturalistically.

- In repeating the learners saying or doing something over and over.
- In formally practicing with sounds and writing system, the learners practicing the sounds (pronunciation, intonation, registered) or practicing the new writing system of the target language.
- In recombining the learners combining known elements in new ways to produce a longer sequence.
- In practicing naturalistically the learners practicing the new language in natural realistic setting.

b) Receiving and Sending message

Two strategies for receiving and sending message are: a) getting the idea quickly. b) Using resources for receiving and sending message. The former use two techniques for extracting ideas, while the latter involves using a variety of resources for understanding or producing meaning.

- In getting the idea quickly the learners using skimming to determine the main ideas or scanning to find specific detail of interest.
- In using resources for receiving and sending message the learners using print or non print resources to understand in coming message or produce out going message.

c) Analyzing and reasoning

There are five sets strategies: reasoning deductively, analyzing expression, analyzing contractively, transferring, those sets concern logical analysis and reasoning as applied to various target language skill. Learners often be able to use those strategies to understand the meaning of new Expression or to create a new expression.

d) Creating structure for input and output

The following three strategies are ways to create structured which is necessary for both compression and production in the new language.

First taking note: here the learners writing down the main idea or specific points, second summarizing: here the learners making summary or abstract of a longer passage. Third highlight, here the learners using a

variety of emphasis technique for focus on important information in a passage

**Table 2.1**  
**Cognitive Strategies**

| <b>Learning strategies<br/>Cognitive</b> | <b>Description</b>  |
|--|---|
| Repetition                               | Imitating a language model, including overt practice and silent rehearsal.  |
| Resourcing                               | Using target language reference materials.  |
| Directed physical Response               | Relating new information to physical actions as with directives   |
| Translation                              | Using the first language as a base for understanding and producing the second language.   |
| Grouping                                 | Reordering or reclassifying and perhaps labeling the material to be learned based on common attributes.   |
| Note-taking                              | Writing down the main idea, important outline or summary of information presented orally or in writing.   |
| Deducting                                | Consciously applying rules to produce or understand the second language.  |
| Recombination                            | Constructing a meaningful sentence or target language sequence by combining known elements in a new way.  |
| Imagery                                  | Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases or locations.  |
| Auditory presentation                    | Retention of the sound or similar sound for a word, phrase or longer language sequence.   |
| Key word                                 | Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new words. |
| Contextualization                        | Placing a word or phrase in a meaningful language sequence.   |
| Elaborating                              | Relating new information to the other concepts in memory  |
| Transfer                                 | Using previously acquired linguistic and/or   |

|                             |   |
|-----------------------------|---|
|                             | conceptual knowledge to facilitate of new language learning tasks.<br>Using valuable information to guess meaning of new items. |
| Inference                   | Predict outcomes or fill in missing information.  |
| Question for Classification | Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and examples.                               |

### 3) Compensation Strategies

Compensation strategies help learners to use the new language for either comprehension or production despite limitation in knowledge this strategy using own deviate of clues (Linguistic and non linguistic) to guessing meaning when the learners does not know all the words. Guessing meaning sometimes called “inference” A good reader will make educated guesses when confronted with an unknown expression the beginner reader even native speaker using guessing when they have not heard something well enough. When they do not know new words or when the meaning is hidden between the lines. Oxford quotes the explanation of Max bridges meaning in fact created by the receiver in light of the experience which (s) he already process.

Compensation strategies help the reader to adjusting or approximating the message, help reader become more fluent in what they have already known. This strategy loads reader to gain new information in appropriate or permissible reader in the target



language (purpose) of reader this strategy more efficient in fluent of words and structures.

These strategies consist of two sets: guessing intelligently and overcoming limitation in speaking and writing.

a) Guessing intelligently

In this term the learner's using linguistic clue, using other clues in their compensation strategies.

b) Overcoming limitation in speaking and writing

In this term the learners swatting to the mother tongue, getting help using mime or gesture, avoiding communication partially or totally, are selecting the topic, adjusting the message, coining word using a circumlocution or synonym in their compensation strategies.

**a. Indirect Strategies**

The indirect strategies consist of Meta cognitive strategies affective strategies and social strategies.

**1) Meta cognitive strategies**

'Meta cognitive' beyond, beside or with the cognitive it means that Meta cognitive strategies is an action which go beyond purely cognitive devices an which provides a way for leaner to coordinate their own learning process.

Meta cognitive strategies are used to oversee, regulate or self direct language learning more detailed Brown, Palinscar and

O' Malley et al explain that this strategy refers to 1) knowledge about cognitive process and 2) regulation of cognition or executive control or self management through such process as planning, monitoring and evaluating.<sup>11</sup>

O' Malley et al in Larsen et al they describe the principle that use in meta-cognitive strategies explain on this table.<sup>12</sup>

**Table 2.2**  
**Learning Strategy Meta cognitive**

| Learning Strategy<br>Meta Cognitive | Description   |
|-------------------------------------|---|
| Advance organizers                  | Making a general but comprehensive preview of the organizing concept for principle in an anticipated learning activity.                                 |
| Directed attention                  | Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters  |
| Selective attention                 | Deciding in advance to attend to specific aspect of language input or situational detail that will clue the relation of language input.                 |
| Self-management                     | Understanding the conditions that help one learn and arranging for the presence of those conditions   |
| Advance preparation                 | Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.   |
| Self-monitoring                     | Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to people who are present. |
| Delayed production                  | Consciously deciding to postpone speaking to learn initially through listening comprehension  |
| Self-evaluation                     | Checking the outcomes of one's own language learning against an Intel measure of completeness accuracy.   |
|                                     | Arranging reward for one self when a language   |

<sup>11</sup> Anita Wenden and Joan Rubin *Learners' Strategies in Language Learning* (Cambridge: Cambridge University, 1987).23.

<sup>12</sup>Olan e Larsen Freeman and Michael H.Long.Op.cit,201

|                    |   |
|--------------------|---|
| Self-reinforcement | learning activity has been accomplished successfully. |
|--------------------|---|

Meta-cognitive strategies consist of three: centering your learning arranging and planning your learning, evaluating your learning.<sup>13</sup>

a) Centering your learning

This set of three strategies helps learners to coverage their attention and energies on certain language task activities skills or material, use of these strategies provides a focus for language learning. They are over viewing and linking with already known material, paying attention, delaying speech production to focus on speaking.

b) Arranging and planning your learning

This set six strategies all of which help learners to organize and plan so as to get most out of language learning. These strategies touch many areas: Finding out about language learning (making effort to find out how language learning works). Organizing (understanding and using condition related to optimal learning) setting goal and objective (setting aim for language learning) identifying of the purpose of language task (deciding the purpose of particular language task) planning for language task, seeking practice opportunities.

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<sup>13</sup>Rebecca L. Oxford, *language, learning, strategies; what every teacher should know?* , (Boston: Heenly Publishes hers A division of Boston, 1990),94.

c) Evaluating your Learning

In this set are two related strategies both aiding learners in checking their language performance. One strategy involves noticing and learning from errors and the other concerns evaluating overall progress.

**2) Affective strategies**

The term “affective” refers to emotion, attitudes, motivations, and values. It means that affective strategy is a way to control the learners’ emotion, attitude, and values. The students know how to control their emotion and attitudes about learning. In which positive emotion and attitudes can make language learning more effective and enjoyable. Means while, negative feelings can stunt progress, even for the rare learners who fully understand all the technical aspect of how to learn new languages.

Affective strategies contain three main sets such as: lowering your anxiety, encouraging yourself and taking your emotional temperature.

a) Lowering your anxiety

In this term the learners using progressive: relaxation on deep breathing using music, using laughter in their learning.

b) Encouraging your self

In this term the learners making positive statement, taking risk wisely, rewarding yourself in their learning.

c) Taking your emotional temperature

In this terms the learners listening their body, using checklist writing language learning's, discussing their feeling with someone self.

These strategies will help the learners to develop the self confident and perseverance needed to involve those selves actively in language learning.

### 3) Social Strategy

Language is a form of social behavior, it is a tool of communication, and communication occurs between and among people. Language thus involves other people and appropriate social strategies are very important in this process. According to Wenden and Rubim social strategies are those activities of learners which effort them opportunities to be exposed to and practice their knowledge. In themselves they do not contribute to learning since they merely put the students in environment where practice it possible.<sup>14</sup>

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<sup>14</sup> Anita Wenden and Joan Rubin *learners strategies in language learning* (Cambridge: cambridgeUniversity, 1987.27).

There are three sets of social strategies: Asking questions, cooperating with other and emphating with others.

a) Asking questions

In this term, learners are asking for clarification asking for correction in their learning.

b) Cooperating with others

In this term the learners do cooperating with peer, cooperating with proficient in their learning.

c) Emphatic with others

d) In this term, the learners developing cultural understanding becoming aware of thought and feeling.

## **B. Vocabulary**

Vocabulary can be defined as a word we teach in the foreign language. However, a new item of vocabulary may be more than a single word.<sup>15</sup>Vocabulary is the collection of words that an individual knows. In fact, a learner's receptive vocabulary is generally much larger than his or her productive vocabulary. They can usually understand many more words than they actively use. Then, as students become more advanced, their individual interests and needs will help determine what kinds of words they will want to understand remember and use.<sup>16</sup>

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<sup>15</sup>Ur. Penny, *Teaching Vocabulary* (UK: Library of Congress Cataloging, 1996),60

<sup>16</sup>Roger Gower, Diane Philips, Steve Walters, *Teaching Practice*(Thailand: Macmillan Education, 1983),142

There are many definition of vocabulary, based on oxford dictionary vocabulary is: the total number of word in language or all the words in a language or all the words known to a person or used in a particular book, subject, etc or a list of word with their meaning.<sup>17</sup>

Vocabulary is a list of foreign words with an explanation of their meaning that are familiar to that person. It means that vocabulary is a language all of the words in language that a person knows in which they give expression, ideas, and their emotion. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental too for communication and acquiring knowledge.

### **1. The important of vocabulary**

Vocabulary is very important thing because it can be listed of the words used in some eterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression, also a set of words they are familiar with in a language.

Actually reading increase our vocabulary knowledge. Text introduces us to know new words, and in many cases, we can deduce their meanings from the written context. Presumably, we remember some of these new meaning associations, especially if we continue to read and meet the new items in context again. It seems reasonable to assume that this beneficial by product of reading is also available to learners reading in a second language. It is informed that the most complex thing of English is

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<sup>17</sup>Oxford Advanced Learners Dictionary, 1995

vocabulary. So, vocabulary is a vital aspect in language, because it appears in every skill of language listening, reading, speaking and writing skill. Many people realize that they have difficulties in expressing their idea.

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who is learning English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people, can write and translate the meaning of words when they define English. If they do not know the meaning of words, they will not be able to speak, write and translate anything in English. The students can be said to be gaining progress in English through the mastery of vocabulary. So more advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expression.<sup>18</sup>

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<sup>18</sup>Roger Gower, Diane Philips, Steve Walters, *Teaching Practice* (Thailand: Macmillan Education, 1983), 142