

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the researcher presents the result of reviewing of related literature that deals with the topic of the study. It covers definition of learning strategy, classification of learning strategy, category of learning strategy, characteristics of good learners, definition of speaking, aspect of speaking, learning of speaking, the way to improve speaking proficiency, and the definition of acceleration program.

A. Learning Strategy

Learning strategy is a process how to help the learner to learn efficiently to get the goal. The process of the learning can be conducting with make the students aware about the language learning in order to they can easy to use the strategy in the learning. Learning strategy is the intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information (Richards and Platt (1992:209). Moreover Stern (1992:261) define a language learning strategy as “dependent on assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional direction and learning techniques”.

Learning strategy has the possible way that the learners employ during the process of learning both in the classroom and out of classroom. Learning strategies were also help the students understand and get the new information when they employed as well as possible as stated by O'Malley and Chamot (1990:1)" learning strategy as a special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

The possible way in learning strategy include specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning (Scarcella & Oxford, 1992 : 63) cited in Rebecca (2003:2). However, specific action and behavior influence the students in successful of learning language. Related Oxford (1990:8) cited in Pezhman (2012:2) "Learning strategy is the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

By stated of the theory, the researcher concluded learning strategy is the technique that be able do by the learner to learn, understand, and remember about the information or task in order to help the learning more effectively. Learning strategy related action and behavior influence students' skills. Learning strategy also gain the preparation of the learner to become self- individual and be confidence.

1. Classification of Learning Strategy

The classification of learning strategy divided into two main groups: there are direct strategy and indirect strategy. Direct learning strategies directly involve the target language. Indirect learning strategies support and manage language learning without directly involving the target language (Oxford, 1990).

a. Direct strategies

Direct learning strategies can be further divided into the following subgroups: memory, cognitive, and compensation. Every section has the different role and different function in learning strategy. All of the section in this subgroup influenced when the learners want to apply the learning strategy.

Memory strategies related to the storing and retrieval of information (Oxford: 1990a). Memory strategies included mind, idea and think that reflect very simple principles. The activities of memory strategies such as creating mental linkages and employing actions, aid in entering information into long-term memory and retrieving information when needed for communication, applying images and sounds and reviewing well. Memory strategy has the function to save and call the information in the brain according Oxford (1990).

Cognitive strategies are essential in learning a new language, these strategies range from repeating to analyzing expressions to summarizing (Oxford, 1990a). Cognitive strategies are described by Oxford as being “unified by a common function: manipulation or transformation of the target language by the learners. Cognitive strategy use to manage in the learning process in order to memorize during long period and has the function to understand and produce the new language. The activities in cognitive strategy are practicing, repetition something, expressing thing and summarizing, receiving and sending message strategies, memorizing new language in long time and creating structure for input and output.

Compensation strategies are the strategy that has the function to use because of the knowledge in the brain stated by Oxford (1990). Compensation strategies described by Oxford (1990:47) “Enable learners to use the new language for either comprehension or production despite limitation in knowledge”. Compensation strategy’s activities include guessing a word, are intended to make up for an inadequate repertoire of grammar and specifically of vocabulary Elena (2010:20) and overcoming limitations in speaking and writing.

b. Indirect strategies

Indirect strategies support and manage language learning often without involving the target language directly. Oxford’s (1990a) indirect

strategies can divide into the following subgroups: metacognitive, affective, and social.

Metacognitive strategies are described as higher order executive skills that could involve the planning, monitoring, or evaluating of an activity, O'Malley & Chamot (1990:44-45). Metacognitive strategies help learners to regulate their own cognition and to plan, focus, and evaluate their language learning process as they move toward communicative competence, Elena (2010:21). Metacognitive strategy has the role to coordinate the language learning process. The learners consider the cognitive process such as self-monitoring and self – reinforcement in their learning process, centering the learning, arranging and planning the learning and evaluating the learning.

Affective strategies develop the self-confidence and perseverance needed for learners to involve themselves actively in language learning (Oxford, 1990a). Affective strategies enable learners to control feelings such as confidence, motivations, and attitudes related to language learning with lowering students' anxiety, encouraging their self, taking their emotional temperature and organizing how the emotion that the learners use in language learning. Affective strategy is concerned with the regulation of feeling and attitude (Oxford, 1990a).

Social strategies provide increased interaction and more empathetic understanding, since they occur among and between people (Canale, 1983) cited in (Elena 2010: 21). Social strategies are those that take account of the fact that language is a form of social behavior, involving communication with other people, asking questions, cooperating with others and empathizing with others. Social strategies have a role to get the cooperation, communication and interaction between another people in language learning process so that successful in learning.

2. Category of Learning Strategy

The category of learning strategy are developed by Oxford (1990) such us:

- a. Taking risk wisely, pushing one-self to take risk in a language learning situation, even though there is a chance of making a mistake or looking foolish.
- b. Risk must be tempered with good judgment (Oxford 1990 : 144)
- c. Finding out about language learning, making effort to find out hoe language learning works by reading books and talking with other people, and using the information to help improve one's own language learning
- d. Cooperating with other language learning. This strategy can involve a regular learning partner or temporary put or small group.
- e. Switching to another tongue, using the mother tongue for an expression without translating.
- f. Repeating, saving or doing something over and over.

3. Characteristic of Good Learners

The concept of language strategy usually attributes in good learners studies, which describe characteristic of good language learners (Naiman, et al., 1978; Rubin, 1975).

The first good learner study (Rubin,1975) adapted by Naiman et al 1978 cited in Johnson (2001 :147) based on interviews with language learners found the following seven principles: These studies attempted to identify traits that distinguished successful from unsuccessful learners.

The good learner is (1) willing and accurate guesser. (2) Has a strong drive to communicate or to learn from communication or to learn from communication. He is willing to do many things to get his message across. (3) Is often not inhibited and also willing to appear foolish if reasonable communication results. Willing to make mistake in order to learn and communicate. Willing to live with certain amount of vagueness. (4) Is prepared to attend to form, the good language learner is constantly looking for pattern in the language. (5) Practices by using a variety of behaviors. (6) Monitors his own and the speech of others. That is, he is constantly attending to how well his speech is being received and whether his performance meets the standards he has learned. (7) Learns to attend to meaning. He knows that in order to understand the message it is not sufficient to pay attention to the language or the surface form of speech.

Another characteristic of good language learners stated by Rubin and Thompson (1983) cited in Nunan (1999:58) following fourteen principle: (1) Find their own way, taking charge of their learning. (2) Organize information about language. (3) Are creative, developing a “feel” for the language by experimenting with its grammar and word. (4) Make their own opportunities for practice in using the language inside and outside the classroom. (5) Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word. (6) Use mnemonic and other memory strategies to recall what has been learned. (7) Make errors work for them and not against them. (8) Use linguistic knowledge, including knowledge of their first language, in learning a second language. (9) Use contextual cues to help them in comprehension. (10) Learn to make intelligent guesses. (11) Learn chunks of language as wholes and formalized routines to help them perform “beyond their perform”. (12) Learn certain tricks that help to keep conversation going. (13) Learn certain production strategies to fill in gaps in their own competence. (14) Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

In addition, learners rarely encourage making use of their language skills in the world. One of things that characterize good language learners is their ability to find opportunities to activate their language outside of the classroom. The characteristic stated by Pemberton et al (1996) and Gardner and Miller (1996) following principle:

1. learners practice skill they will need outside of the classroom

2. learners are actively involved in using the language they are learning, and in learning through doing
3. learners communicate authentically and learn to use language appropriately
4. learners learn how to use grammar and vocabulary to express different communicative meaning
5. learners listen to and read authentic texts of different kinds
6. learners develop strategies to become better language learners
7. learners work together in small cooperative group
8. learners develop skills in self-assessment and self-evaluation
9. learners learn how to take their language into the real world beyond the classroom
10. teachers help learners to learn useful language and to become better learners
11. teachers provide models of the language
12. teachers actively cooperative in providing a varied program of instruction.

4. Framework for Learning Strategies

El- Dinary and Robbins (1990: 43) presented the instructional framework follow the five phases of the learning framework. The instructional framework following:

a. Preparation

Students prepare for strategies instruction by identifying their prior knowledge about and the use of specific strategies.

b. Presentation

The teacher demonstrates the new learning strategy and explains how and when to use it. Example: Explaining the importance of the strategies, asking students when they use the strategy.

c. Practice

The students practice by using the strategies with their friends.
Example: Asking questions, cooperating with others, seeking practice.

d. Evaluation

Students self-evaluate their use of the learning strategy and how well the strategy is working for them. Example: Self-monitoring, self-evaluating, evaluating their learning.

e. Expansion

Students extend the usefulness of the learning strategy by applying it to new situations or learning for them. Example: Arranging and planning their learning.

B. Definition of speaking

Speaking is the effort to utterance the feeling or interaction to the other thought communication between speakers and hearer to get the purpose. In every speaking each speaker and hearer has the meaning to create the communication. In learning English, the students should learn speaking skill in awareness to support

their communication well. Speaking is speech or utterance with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intention (Gert and Hans 2008: 207). Another definition of speaking is given by Brown (1994), Burns & Joyce (1997) state that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

From the definitions above, speaking is very important skill in foreign language. Speaking ability can be developed by the learner when taking communication. The successfully in communication, can be prove by communicate with utterance intentionally in order to understand by someone.

According Richard (2008: 21) there are three kind of speaking function: talk as interaction, talk as transaction, talk as performance.

1. Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet with each other they exchange greeting, create the small talk, recount recent experience, so the people wish to be friendly and establish a comfortable in interaction.
2. Talk as transaction refers to situations where the focus is on what is said or done (Richard 2008: 24). The message making understand clearly and accurately by the participant and focus how the interact socially with each other.

3. Talk as performance refers to public talk, which is talking to transmits information before an audience, such as classroom presentations, public announcements and speeches (Richard 2008: 27). Talk as performance can be doing in the form of monolog rather than dialog and is closer to written language than conversational language.

1. Aspect of Speaking

In the learning speaking, the learners should be considering the important aspect to encourage in communication. The aspects of speaking are: vocabulary, grammar, pronunciation, fluency and accuracy.

a. Vocabulary

Vocabulary is all of about word that has the special set words that learn by the learner. Word in vocabulary has a meaning, and the meaning can understand by the learner that can improve their speaking. Vocabulary is aspect should paid attention in the speaking skill when the people take the communication. The importance of vocabulary instruction is established with attention paid to the theoretical foundations that support the importance of student talk and student interaction with target vocabulary words (Boettche, 2013:8). The learner should master vocabularies that will make easier for him or her in express her/ his idea.

b. Grammar

Grammar is the set of language rules that use, most of the time unconsciously, to create phrases and sentences that convey meaning. That indicates the structure interpreted of sentence that the language accept as belonging to the language. According to Jill (2008:24) grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. Grammar and pronunciation has a close relationship. It includes the structure system of language. The learner must be learning the component and aspect in grammar it help students to speak fluently.

c. Pronunciation.

Pronunciation is the way to utter the word in language by the appropriate the composition. Pronunciation includes the important aspect like accent, stress, and intonation that should be able to learn effectively. The learner should get the content in pronunciation in order to mastery in this speaking proficiency. According (Gilbert 2008:1) says, "English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, Pronunciation is the learning and practicing the specifically English way of making a speaker's thoughts easy to follow". Another definition by (Brown 2000: 283) pronunciation build a learner's articulatory competence and mastery of

a list of phonemes and allophones is taken in which the most relevant features of pronunciation.

d. Fluency and Accuracy

Fluency and accuracy have the relation. It cannot separate each other. Fluency is a set of skills that allows readers to rapidly decode text while maintaining a high level of comprehension (National Reading Panel, 2001). Fluency is aspect in speaking when the learners learn how precise articulate correctly. Accuracy is the aspect to which students' speech appropriate what people actually say when they use the speaking. In learning language the learners should be known and acquire the opportunity to develop both their fluency and their accuracy. They cannot develop fluency when they still error in accuracy.

2. Types of Speaking

According to Brown (2003: 141), there are five basic types of speaking, those are:

- a. Imitative is the types of speaking performance which the ability to simply parrot back or imitate a word or phrase or possibly sentence.
- b. Intensive is the refers to production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrase, lexical or phonological relationships such as intonation and stress.

- c. Responsive. Focus on interaction and text comprehension but at the limited level of short conversations, standard greetings, small talk, request, and comments.
- d. Interactive. Concern with the length and complexity of the interaction are more in interactive task than in responsive ones. The task sometimes includes multiple participants.
- e. Extensive (monologue) oral production tasks include speeches, oral presentations and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

3. Learning of speaking

Learning speaking employed by the grade of students should be consider their activities. According to Nunan (1991:40), Speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have our mind". So speaking is not only activity to expressing ideas and anything that appear from our mind but speaking also presenting new information to the others. Speaking as an interactive process of constructing meaning always involves the production of words in which their meaning depend on the context.

Furthermore, speaking itself requires not only know how to produce specific point of language such as grammar, pronunciation or vocabulary (linguistic competence), but also understand when, why, what way to produce the language (sociolinguistic competence). The provision of planning time can significantly increase the fluency and accuracy of students. According Bygate

(1987) cited in Nunan (1999:229) stated that “conversional management dimension to his scheme, suggesting that participant need constantly to negotiate meaning and to manage the interaction in terms of who say what, to whom, when about what”.

According by Nunan (1999 :229) in learning speaking there are various learning speaking activity do by the learner such us: information gap activities, telling story, favorite object, meeting and greeting, describing thing or person, students presentation, debate, describing picture, thing in common, solving a problem, discussion. The varieties of the techniques learning speaking follow discussion or conversation, role-play and description. Sub divided into routines that are basically expository in nature (telling story, describing something, giving a set of instruction and making comparison).

4. The way to improve speaking proficiency

The learner can hardly understand anything, unless the speaker is talking about things to the learner. Through comprehension activities, the learner can attend some vocabulary and grammatical structures, which are help the learner to understand.

a. Self-development

It can do by the learner to improve their speaking proficiency. Learners prepare their self-related confidence, motivation, desire, and ability in order to support the success of speaking. He/ she should have high motivation, confidence, and desire to get the target that they hope.

Self – development means internal motivation that influence in speaking to improve their speaking proficiency.

b. Practice and take the conversation

The learner practice with pair and take the simple conversation constantly. After they have progress, they can add the long conversation. The pair gives correction and evaluated directly. Therefore, they get output from the practice and they can evaluate their weakness in speaking. In practicing speaking, they could make preparation the topic before perform. Those activity lead the learner have sufficient preparation before practicing their speaking

c. Memorizing the vocabulary

Beside self-development and practice in take communication, the learner should be able to memorize their vocabulary. They could add the new vocabulary as much as possible. Make the note and remember the new vocabulary. Those ways can support the learners to master and get a lot of vocabularies.

d. Group discussion

Learners can make the small group discussion related practicing speaking. They can share when they found the problem in speaking. They know the correction and evaluated related solve the problem in-group

discussion. The learners also conclude the result of discussion. The learners can try to apply what they get from the discussion.

e. Motivation

Motivation is a key consideration in determining the preparedness of learners to communicate. Nunan (1999: 232) motivation to learn a language is seen as referring to the extent to which the individual work or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity

5. Acceleration Program

Acceleration as progress through an educational program at rates faster, or at ages younger than normal according Southern & Jones (1991). Moreover (Van Tassel-Baska 1992) acceleration is a set of administrative strategies that enable educators to cater efficiently and effectively for the diversity of cognitive development, needs and competencies of gifted and talent students. Acceleration program appropriate with gifted students as acceleration process through the compete and skip the time to complete their study with the high motivation. The National Association Gifted Children (NAGC, 2004) added nuances the definition of acceleration as “ allowing students to move through traditional educational organization more rapidly, based on readiness and motivation.

Numerous meanings of giftedness have been proposed over the years, varying from the ability to achieve high level on intelligence (IQ) tests to achievement in multiple areas such as motivation, creativity, and others (Stephens and Karnes, 2000). Southern and Jones (2004) identified there are 18 educational types of acceleration program following: (a) early admission to kindergarten (b) early admission to first grade, (c) grade-skipping, (d) continuous progress, (e) self-paced instruction, (f) subject matter acceleration/partial acceleration, (g) combined classes, (h) curriculum compacting, (i) telescoping curriculum, (j) mentoring, (k) extracurricular programs, (l) correspondence courses, (m) early graduation, (n) current/dual enrolment, (o) advance placement, (p) credit by examination, (q) acceleration in college, (r) early entrance into middle school, high school, or college.

There are advantages of acceleration program stated from Southern and Jones in Akbar (2004: 7)

1. Improve the efficiency. Students prepared the materials and curriculum at the master level will learn better and more efficient.
2. Increase the effectiveness. Students are attach to learn at grade level were prepared and mastering skills the most effective.
3. Award. Students who have be able to achieve a certain level to obtain awards for his achievements.

4. Increase time for a career. Reduction in learning time will enhance student productivity, income, and personal life at another time.
5. Open the students at the new group. With the accelerated program, students may be possible to join with other students who have the same of intellectual and academic.

There are disadvantages of acceleration program stated by Bernas, (2004):

1. Acceleration grade students do not have opportunity to learn and develop effective aspect.
2. The material that should they receive, the amount of homework they have to solve, their intellectual abilities and classmates were average have a good intelligent. They assume that they can complete these tasks themselves.

C. Previous Study

Previous study is the result of research from the researcher before some research related learning strategy in speaking have been conducted by some researcher of the study.

1. Learning Strategy in Speaking Class Used by the First Grade Students of SMPN 1 BOYOLANGU.

The research by Refi Selfiana was conducted in 2012 /2013, she used descriptive design with qualitative research. She studied about dominant practices in speaking done by the subjects employing learning strategies. She

just indicated students' scores who were nominated in the subject selection. The subjects were students in Seventh Grade of Junior High School. In research finding, she paid attention the aspect in speaking such as: preparation, vocabulary, grammar and motivation. She found twelve activities of learning strategy to improve students speaking.

The present study was different from the previous one in term of: (1) focus on the study. The previous study focuses on the study about dominant practices in speaking done by the subjects. While in this study focus on the various learning strategies appropriate with students own characteristic in practicing speaking. (2) The level of students. The previous study the level student was Seventh grade of SMPN 1 Boyolangu. While in this study the level was Twelve Grade Acceleration students of MAN Trenggalek. (3) The subject in study. The previous study indicated students' scores who were nominated in the subject selection. While in this study found the subject who have good scores in speaking test and nominated the subjects ever joined any competition and they were the winners of English Olympiad and speech contest. (4) Research finding. The previous study paid attention the aspect in speaking such as: preparation, vocabulary, grammar and motivation. She found twelve activities of learning strategy, while this research finding the researcher paid attention the aspect in speaking related preparation, grammar, vocabulary and pronunciation, practicing, motivation, mental / confidence, expression, intonation and stress, fluency and accuracy with find twenty activities learning strategy in improving speaking proficiency.

2. Learning Strategies Used by the Students of Acceleration class in Speaking English at MAN 3 TULUNGAGUNG.

This study was done by Astrit Itania in 2013/2014, The data collections taken by Astrit are interview, observation, documentation and questionnaire sheet. To gain information for the subject she used questionnaire for all the students (without subject selection) and just put one of the students to get the information data. The data finding were: students used learning strategy for activity in class. She did not present the various strategies used by the students. Students used speaking ignores the grammar and vocabulary.

The present study was different from the previous one in term of: (1) focus on the study. The previous study students used learning strategy for activity in class without presents the various strategies are used. While in this study focuses on the various learning strategy employed by students and how the learning strategy contributive to improve their speaking proficiency. (2) The data collection in study. The previous study used interview, observation, documentation and questionnaire sheet. While in this study the researcher used observation during speaking practice, conducting depth interview and making field note. (3) The subject of study. The previous study the subject were all of the acceleration students it is 14 students and just put one of the students to get the information data. While in this study the researcher found five students who were subject selection with certain criteria.

3. A Study on Students' Strategies to Reduce Anxiety in Speaking Class on second Semester Students of English Education Program at IAIN Tulungagung

This previous study was conducted in 2013/2014 by Mohammad Yusuf.

The findings of this research are:

- a. The reason anxiety among the subject. There are two factor classified into personal and interpersonal factor. Personal factor such as : feeling ashamed and fear if making mistake, lack of self-confidence, feeling nervous to express opinion in front of classmates, less in speaking' knowledge. Interpersonal factor such as: direct correction from lecturer if wrong in speaking, lecturer speaks un-clearly, loose of focus.

- b. Strategy in reducing anxiety in speaking English

Those activities are: try to say what is coming to their mind, look for a similar word that has meaning, keep on trying to say and stay calm, tried to relax although it was doubt about the grammar, concentrate to finish presentation and tried to focus.

The present study was different from the previous one in the term of:

- (1) the level of students. The previous study the Students of English Education Program at IAIN Tulungagung. While in this study the level was students of MAN Trenggalek.
- (2) Focus on the data finding. The previous study related students learning strategy in reduce anxiety in speaking class. While in this study related speaking learning strategy employed by the students.

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