

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theoretical foundation that discusses language learning strategies and some previous studies relating to language learning strategies.

A. Language Learning Strategies (LLS)

Brown (2001:210) defined strategies as method of approaching problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information". Meanwhile, strategies with regard to learning according to Oxford (1990:1) are specific actions done by learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. Richard and Platt (in Hismanoglu, 2000) similarly stated that learning strategies are intentional behavior and thoughts used by learners during so as to better help them understand, learn, or remember new information. Other definition is put forward by Wenden and Rubin (as cited in Hismanoglu, 2000). They stated that learning strategies are any set of operations, steps, plans, routines used by learners to facilitate the obtaining, storage, retrieval, and use of information.

In relation with learning a second language, language learning strategies according to Cohen (1998:4) is learning processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about that language.

In line with this, Oxford (1992) defined LLS as specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress

in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use and learn the target language.

It can therefore be said that strategies with regards to learning refer to all efforts done by learners to help themselves gain the best result in their learning. Meanwhile, language learning strategies refer to all efforts of language learners that help them find the best way to learn a language especially a second or foreign language.

B. Language learning Strategies in Learning a Second or Foreign Language

Language Learning Strategies (LLS) are believed to boost learners' ability to acquire the communicative competence in the target language. It is also assumed to help students to overcome difficulties they encounter in learning the target language. In relation to this, Hismanoglu (2000) states, LLS are good indicators of how learners approach tasks or problems encountered during the process of language learning. Fedderfoldt (in Hismanoglu, 2000) puts forward that language learners who are capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. He elaborated that the meta-cognitive strategies improve organization of learning time, self monitoring, and self evaluation. The cognitive strategies include the use of previous knowledge to help to solve new problem. He explained further that developing skills in the three areas can help the language learner build up his independence and autonomy whereby he can take control of his own learning.

Cohen (1998:6-7) indicated some strategies used by learners in learning a second language, namely retrieval strategies, rehearsal strategies, cover strategies, and communication strategies. He elaborated that retrieval strategies are the strategies used to call up language material from storage, through whatever memory

searching strategies the learner can gather. Rehearsal strategies refer to the strategies to rehearse the target language structure. Cover strategies are strategies that learners use to create the impression that they have control over the material when they do not. These strategies, according to him, used by learners involve creating an appearance of language ability so as not to look unprepared, foolish, or even stupid. Meanwhile, communication strategies focus on approaches to convey a message that is both meaningful and informative for listener or reader.

Lessard Clouston (1997:3) suggested that language learning strategies contribute to the development of the communicative competence of the students. In line with this, Huda (1999:53) stated that second language learning strategies are tools actively used by learners, both consciously or subconsciously, to develop their communicative competence.

C. Factors Influencing the Choice of Language Learning Strategies

Oxford (1990) points out many factors that contribute to the choice of strategies used among students learning a second or foreign language. They are degree of awareness, stage of learning, task requirements, teacher expectation, age, sex, nationality/ethnicity, learning style, personal traits, motivation, and purpose of learning the language.

Meanwhile, Ellis (1994:530) summarizes the two general factors affecting the strategy choice, individual learner differences and situational and social factors. The former includes belief, affective states, learner factors, and learning experience. While the latter consists of target language, setting, task performed, and sex.

Learners who are more aware and more advance seem to use better strategies. Task requirements help determine strategy choice; learners would not use the same

strategies for writing a composition as for chatting in a café, for learning vocabularies as for oral drills. Teacher expectation expressed through classroom instructional and setting methods strongly shape learner's strategies; for example, classroom emphasis on discrete-point grammar-learning will result in development of learning strategies like analysis and reasoning, rather than more global strategies for communication (Oxford, 1990:13). Many studies indicate that female may use a much wider or at least a very different range of strategies than males for language learning (although sometimes males surpassed females in the use of a particular strategy). More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies (Oxford, 1990; Ellis, 1994).

Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural background. Hispanic seem to use social strategies more than do some other ethnic groups (Oxford, 1990:13).

Attitudes and belief were reported to have a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies (Ellis, 1994:541).

Students of different ages and stages of L2 learning used different strategies, with certain strategies often being employed by older or more advanced students. Young children have been observed to employ strategies in a task specific manner, while older children and adults make use of generalized strategies, which they've employed more flexible (Ellis, 1994).

Learning style (general approach to language learning) often determined the choice of L2 learning strategies. For example, analytic-style students prefer strategies such as contrastive analysis, rule-learning, and dissecting words and phrases, while global students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing) (Oxford, 1990:13).

Erhman (in Ellis, 1994) used the Myers-Briggs Type Indicator to measure overall personality type with teachers and students at the Foreign Service Institute. The research indicated that each personality trait is associated with assets and liabilities where language learning is concerned. For example, extroverts are credited with a willingness to take risks (an asset) but dependency on outside stimulation and interaction (a liability).

Setting of learning also influences on strategy choice. A number of differences between the strategies used by learners in a classroom as opposed to those used in a more natural setting have been found. Studies of classroom learners suggest that social strategies are rare (Ellis, 1994:544).

D. Classification of Language Learning Strategies

Researchers used their own observation to describe language learning strategies based on categories derived from research in first language contexts (O'Malley & Chamot, 1990), or developed a comprehensive list of learning strategies derived from many sources (Oxford, 1990).

Language learning strategies are classified into (1) metacognitive strategies, e.g. directed attention, self-management, self evaluation; (2) cognitive strategies, e.g. repetition, note-taking, deduction, and (3) social/affective strategies, e.g. co-

operation, question for clarification. There are a total of 25 strategies with 8 for the metacognitive, 15 for the cognitive and 2 for the social/affective category (O'Malley & Chamot, 1990).

However, this study will concern with strategy classification proposed by Oxford (1990), since as Ellis (1994:539) states that perhaps the most comprehensive classification of learning strategies to date is that provided by Oxford (1990). A fundamental feature of this classification is a distinction between direct and indirect strategies.

The direct class is composed of memory, cognitive, and compensation strategies. Memory or mnemonic strategies refer to strategies employed by learner in storing and retrieving information. They help learners to place new words into a context; to classify language material into meaningful units; to relate new language information to concepts in memory by means of meaningful visual imaginary; to remember new words by using auditory and visual links; to remember new language information based on its sounds; to use creative but tangible technique, particularly involving moving or changing something concrete, in order to remember new target language information.

Cognitive strategies are typically found to be the most popular strategies with language learners. They help learners to say or do something over and over; to practice sounds as pronunciation and intonation; to use skimming to determine the main idea or scanning to find specific details of interest; to ride down the main idea or specific points; and to make a summary or abstract of a longer passage.

Compensation strategies refer to learners' behavior in using language to compensate their lack of appropriate vocabularies, and also are used to make up for a lack of grammatical knowledge. This strategy also help learner to overcome

limitation in speaking by using strategies such as switching to mother tongue; getting help; using mime or gesture; selecting the topic; adjusting or approximating the message; coining words; and using a circumlocution or synonym.

Whereas, the indirect class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others. The direct category is like the Performer in a stage play; the indirect category is like the Director of the play (Oxford, 1990:14)

Metacognitive strategies refer to learners' behavior in centering, arranging, planning, and evaluating their learning. Metacognitive strategies encompass paying attention; delaying speech production to focus on listening; organizing; setting goals and objectives; planning for a language task; self monitoring; and self evaluating.

Affective strategies refer to how learners can lower their anxieties; control their emotions and how they motivate their learning. They involve using music; progressive relaxation, deep breathing or meditation; taking risk wisely; writing a language learning diary; and discussing learners' feeling with someone else.

Social strategies refer to learners' activities involving other people, for instance, by asking question to their teacher or their colleagues, by cooperating with peers, and by asking correction. They encompass asking for clarification or verification; cooperating with proficient language users; developing cultural understanding; and becoming aware of others thoughts and feelings.

The table below summarizes the classification of language learning strategies system suggested by Oxford (1990:17).

Table 2.1 Language Learning Strategy System (Oxford, 1990: 17)

Type	Strategies Group	Strategies Set
Direct	Memory Strategies	a. Creating mental linkages

Strategies		<ul style="list-style-type: none"> b. Applying images and sounds c. Reviewing well d. Employing action
	Cognitive Strategies	<ul style="list-style-type: none"> a. Practicing b. Receiving and sending messages c. Analyzing and reasoning d. Creating structure for input and output
	Compensation Strategies	<ul style="list-style-type: none"> a. Guessing intelligently b. Overcoming limitations in speaking and writing
Indirect Strategies	Metacognitive Strategies	<ul style="list-style-type: none"> a. Centering your learning b. Arranging and planning your learning c. Evaluating your learning
	Affective Strategies	<ul style="list-style-type: none"> a. Lowering your anxiety b. Encouraging yourself c. Taking your emotional temperature
	Social Strategies	<ul style="list-style-type: none"> a. Asking questions b. Cooperating with others c. Empathizing with others

Further, Oxford (1990) elaborates the application of those strategies into four language skills which can be shown in table 2.2

Table 2.2 The Application of LLS into Four Language Skills

Strategies Group	Strategies Set	Application
Memory Strategies	a. Creating mental linkages	<ul style="list-style-type: none"> 1. Grouping 2. Associating/elaborating 3. Placing new word into context
	b. Applying images and sounds	<ul style="list-style-type: none"> 1. Using imaginary 2. Semantic mapping 3. Using keywords 4. Representing sound in memory

	c. Reviewing well	1. Structured reviewing
	d. Employing action	1. Using physical response 2. Using mechanical techniques
Cognitive Strategies	a. Practicing	1. Repeating 2. Formally practicing with sound & writing system 3. Recognizing and using formulas/patterns 4. Recombining 5. Practicing naturalistically
	b. Receiving and sending messages	1. Getting the idea quickly 2. Using resources for receiving and sending messages
	c. Analyzing and reasoning	1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively 4. Translating 5. Transferring
	d. Creating structure for input and output	1. Taking notes 2. Summarizing 3. Highlighting
Compensation Strategies	a. Guessing intelligently	1. Using linguistic clues 2. Using other clues
	b. Overcoming limitations in speaking and writing	1. Switching to the L1 2. Getting help 3. Using mime or gesture 4. Avoiding communication partially or totally 5. Selecting the topic 6. Adjusting/approximating the message 7. Coining words 8. Using circumlocution/synonym
Metacognitive Strategies	a. Centering your learning	1. Overviewing and linking with already known material 2. Paying attention 3. Delaying speech production to focusing on listening
	b. Arranging and	1. Finding out about language

	planning your learning	<ul style="list-style-type: none"> learning 2. Organizing 3. Setting goals/objectives 4. Identifying the purpose of language task 5. Planning for a language task 6. Seeking practice opportunities
	c. Evaluating your learning	<ul style="list-style-type: none"> 1. Self monitoring 2. Self evaluating
Affective Strategies	a. Lowering your anxiety	<ul style="list-style-type: none"> 1. Using progressive relaxation, deep breathing, or meditation 2. Using music 3. Using laughter
	b. Encouraging yourself	<ul style="list-style-type: none"> 1. Making positive statement 2. Taking risk wisely 3. Rewarding your self
	c. Taking your emotional temperature	<ul style="list-style-type: none"> 1. Listening to your body 2. Using a checklist 3. Writing language learning diary 4. Discussing your feeling with others
Social Strategies	a. Asking questions	<ul style="list-style-type: none"> 1. Asking for clarification 2. Asking for correction
	b. Cooperating with others	<ul style="list-style-type: none"> 1. Cooperating with peers 2. Cooperating with proficient English users
	c. Empathizing with others	<ul style="list-style-type: none"> 1. Developing cultural understanding 2. Becoming aware of others' thought and feeling

E. Good Language Learners

This study is also intended to investigate good language learners' LLS and their relationship with their achievement in learning English. Therefore, it is considered necessary to discuss the characteristics of good language learners.

According to Harmer (2002:335), one of the characteristics of good language learners is that they enthusiastic and spend more time learning 'on their own' and feel positive about themselves and about their learning both after and during a term in which self directed learning have been actively promoted by their teacher. Harmer further stated that to compensate for the limit of classroom time and to counter the passivity that is enemy of true learning, students need to develop their own learning strategies, so that as far as possible they become autonomous learners.

Successful language learners, according to Brown *et al.*, (1985) in Oxford (2002), are usually people who know how to manipulate style (as well as strategy) levels in their day today encounters. They elaborated that successful learners often use metacognitive strategies such as organizing, evaluating, and planning their learning. Use of these behaviors, along with cognitive strategies such as analyzing, reasoning, transferring information, taking notes, and summarizing, might be considered part of any definition of truly effective learning.

Thompson (in Brown, 2001:209) described more briefly the characteristics of good language learners. Those are described as follows: Firstly, they find their own way, taking charge of their learning. Secondly, they are creative; developing a 'feel' for the language by experimenting with its grammar and words. Thirdly, they make their own opportunities for experimenting with its grammar and words. Next, they make their own opportunities for practice in using the language inside and outside the classroom. Next, they learn to live uncertainty by not getting flustered and

continuing to talk or listen without understanding every word. Then, they use mnemonics and other memory strategies to recall what has been learned. Next, they make errors work for them in comprehension. Then, they use linguistic knowledge, including knowledge of their first language, in learning a second language. Next, they use contextual cues to help them in comprehension. Next, they learn to make intelligent guesses. Then, they learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”. Next, they learn certain tricks that help to keep conversation going. Then, they learn certain production strategies to fill in gaps in their own competence. The last, they learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

F. Review of Related Studies

There are many researchers conducted studies with regard to language learning strategies and successful language learners.

Concerning successful EFL learners, a pilot study conducted by Gregersen, *et al.* (2001) reports types of strategies used by both successful and unsuccessful language learners which are investigated by using SILL (Strategy Inventory for Language Learning) of Oxford (1990). The study also suggests that the use of foreign language learning strategies of good (successful) learners differs from poor (unsuccessful) learners and also suggest that good language learners increase their use of cognitive, metacognitive, and social strategies and decrease their use of memory and affective strategies. Poor learners, on the other hand, enhanced their use of memory, cognitive, compensation, and metacognitive strategies while reduce their affective and social strategies.

In addition, another study by Ellis (in Gregersen *et al.* 2001), reports that four or five major aspects of successful language learners concerned their metacognitive awareness of the learning process. For example, the learners pay attention on meaning and try to engage in communication by seeking out opportunities for natural language use.

Some findings related to learning strategies used by successful language learners are also mentioned in Brown (2001). The findings are some generalization about successful language learners drawn by Rubin and Thompson (in Brown, 2001). In Brown (2001) it is mentioned that good language learner are:

Table 2.3 learning Strategies of Good Language Learners according to Rubin and Thompson (1982 in Brown 2001) and Their Classification according to Oxford (1990)

No.	Learning Strategies	Classifications
1.	They find their own way, taking charge of their learning	Metacognitive
2.	They are creative; developing a ‘feel’ for the language by experimenting with its grammar and words	Cognitive
3.	They make their own opportunities for experimenting with its grammar and words	Cognitive
4.	They make their own opportunities for practice in using the language inside and outside the classroom	Metacognitive
5.	They learn to live uncertainty by not getting flustered and continuing to talk or listen without understanding every word	Compensation
6.	They use mnemonics and other memory strategies to recall what has been learned	Memory
7.	They make errors work for them in comprehension	Metacognitive & Affective
8.	They use linguistic knowledge, including knowledge of their first language, in learning a second language	Compensation

9.	The use contextual cues to help them in comprehension	Compensation
10.	They learn to make intelligent guesses	Compensation
11.	They learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”	Cognitive
12.	They learn certain tricks that help to keep conversation going	Compensation
13.	They learn certain production strategies to fill in gaps in their own competence	Compensation
14.	They learn different styles of speech and writing and learn to vary their language according to the formality of the situation.	Cognitive

In the table, it is shown that the learning strategies mentioned in Brown (2001) can be classified on the basis of Oxford’s (1990) taxonomy. Finding own way to take charge of learning mean that the learners arrange and plan their learning, one of metacognitive sets. Therefore, as it is shown in the table, according to Oxford’s classification this is metacognitive strategy, etc.

The fourteen good language learners’ strategies are based on collective observations of teachers and learners. Brown (2001) argues that the fourteen strategies are not all used by all successful language learners. It means that other successful language learners may exhibit some of them and or some others that are not mentioned and revealed. So, there is still a wide chance to discover other good language learning strategies.

Another study by Filmore (in Griffith, 2004) reports about the time out of class, except time in classroom, that is used by good language learners to communicate with their classmates. And this is identified, by Rubin (in Griffith, 2004), as good language learners’ behaviors. From this, it is revealed that one of good language

learners' strategies is using time out of class to use the language in communication with friends (classmates).

Relevant to that, a study about out of class language learning conducted by Pickard (2001) reported that successful English learners most used the passive or receptive strategies like reading and listening, while the active skills such as speaking and writing receive last attention. According to Pickard (2001), this was principally due to the fact that the availability of speaking opportunities in English setting was limited.

Another study was conducted by Matin (2014) from Sebelas Maret University of Surakarta entitled "Language Learning Strategies Used by Successful Learners of English as a Foreign Language". This study was conducted using a qualitative case study on the second grade students of SMPN 2 Bojonegoro. The student 2 employed memory and metacognitive strategies, student 2 and student 3 employed cognitive strategies, student 4 employed affective strategies and student 5 employed memory strategies. He found that the students with high achievement in English have employed their own strategies that fit with their learning style. The applied learning strategies influence their achievement like improving their speaking skill and getting good score.

By basing on those previous studies, the researcher does want to conduct a research in the same field. The previous studies were employed in junior high school and university level. In this research, the researcher wants to try to involve the senior high school students to be the subjects. Moreover, in this study, the researcher uses more complete techniques of collecting data including observation, field note, questionnaire, interview, document analysis. Considering the achievement of those previous studies, it is expected that the researcher can yield a successful findings.