

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present about review of the literature. It consist the definition of many theories that related in the study such as : the definition of smart student, learning strategies, and definitions of speaking.

A. Definition of Good Students

Smart is something special that not all people have. According student's thesaurus smart is being strikingly neat and trim in style and appearance. Smart students are the students that have higher intelligence than the other students.

According to Rubin (1975) adapted by Naiman et al 1978 cited in (Jhonson, 2001:147) stated that good students has seven principle: these studies attemped to identify traits that distinguished succesfull from unsuccessfull learners.

The good students or learners is (1) willing and accurate guesser. (2) has a srong municate or to learn from communication. He or she is willing to do many things to get his message across. (3)is often not inhibited an 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 f vagueness. (4) s prepared to attend to form, the goo language learner is constantly looking for pattern in the language. (5) practices by using a variety of behaviours. (6) monitors his own an the speech of others. That is, he or she constantly attening how well his or her speech is being received and whether is performance meets the standards he has learned. (7) learners to attend to meaning. He or she

knows that in order to understand the message it is not sufficient to pay attention to the language or the surface form of speech.

So, good students here means the students who have character like explanations above. Good students always having good achievement in their learning process. Generally, they have some characters indicate that they are good students such as : easy to accept the materials, having good relationship with their friends, having high confident, and never give up to reached something. Generally, to be good student many activities that should be do by students such as study hard, joining extracurricular, and joining some course. These activities are to improve their learning and to get good achievement.

B. Definition of Learning Strategies

Learning strategy is one's of important things that always had by every student. While most of students has different strategies in their learning process based on their own characteristics, their ability and their skills.. Student's learning strategies can help all students get more excited about the subject, explore and understand the fact, enjoy grappling with the implications and be more willing to put what they have learned into practice.

Learning strategies have been defined by several researchers, such as : According to O' Malley and hamot (1990, p.1) define learning strategies as “ special thought or behaviours that individuals use to help them comprehend learn or retain new information. Each person's individual learning strategy is as unique as signature because every students have their own characteristic in their learning process. Based on

the (Hismangolu: 2000) mentions, language learners are continuously looking for ways of applying strategies to deal with situations in which they face new input and tasks proposed by their instructors. On the other hand According to Nunan (1999 : 55). Language Learning strategies are the mental and communicative procedures the learners deploy to learn a second language. Learning strategy is needed to make learning easier, faster more enjoyable and more effective. Brown has stated that strategy is divided into direct and indirect strategies. The direct strategies consist of memory strategies, cognitive strategies, and compensation strategies.

This definition explained by Bialystok (1978 : 71) language learning strategies are optional for exploiting available information to improve competence in a second language. Learning strategy is the way of the student's reactions and use their stimuli that they accepted in their learning process. Generally many definitions tells about learning style based on the expert. Actually learning strategy is specific method used by students to solve a problem or tasks when they are learning based on the students to process their information that they get according to their character, skills, ability, and like.

Learning strategy is the way of the students to help them learn and getting new information to reached their goals according to their favorite way, because if the students learn some information according to their favorite it will be easier to accept these information.

C. Types of Learning strategies

There are many types of learning strategies according to some expert. Every expert have own types based on their experience, it can be seen by their point of view when they talked about learning strategies.

Learning strategies have been classified by many researchers (O'Malley, 1985; Oxford, 1990 and Stern's, 1992). These taxonomies are presented as follows :

a. Learning strategies have been differentiated into three categories depending on the level or type of processing involved (O' Malley et al. 1985a).

(1) metacognitive strategies are higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity (Brown et al. 1983). Metacognitive of learning strategies are applicable to a variety of learning tasks (Nisbet and Shucksmith 1986). Among the processes that would be included as metacognitive strategies for receptive or productive language tasks are : a) selective attention for special aspects of a learning tasks, as in planning to listen for keywords or phrases. b) planning the organization of either written or spoken discourse. c) monitoring or reviewing attention to a task, monitoring comprehension for information that should be remembered, or monitoring production while it is occurring and, e) evaluating or checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

(2) cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Weinstein and Mayer (1996) suggest that these strategies can be subsumed under three broad groupings: rehearsal, organization, an elaboration processes (which may include other strategies that rely at least in part upon knowledge in long term memory such as inferencing, summarizing, deduction, imagery, and transfer). Cognitive strategies may be limited in application to the specific type of task in the learning activity. Typical strategies that have been

discussed are : a) rehearsal, or repeating the names of items or object that have been heard. 2) organization or grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes. 3) inferencing, or using information in oral text to guess meanings of new linguistic items, predict outcomes, or complete missing parts. 4) summarizing, or intermittently synthesizing what one has heard to ensure the information has been retained. 5) deduction, or applying rules to understand language. 6) imagery, or using visual images (either generated or actual) to understand and remember new verbal information. 7) transfer, or using known linguistic information to facilitate a new learning task and, 8) elaboration-linking ideas contained in new information or integrating new ideas with known information (elaboration may be a general category for other strategies, such as imagery, summarization, transfer, and deduction).

3. Socio-affective strategies

By Metacognitive strategies, O' Malley (1985) means socio-affective strategies applied to plan for learning and thinking about the learning process, monitoring production and comprehension as well evaluation after the completion of an activity. Metacognitive strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of task. The strategies that would be useful in listening comprehension are : 1) cooperation, or working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. 2) questioning for clarification, or eliciting from a teacher or peer additional explanation, rephrasing, or examples. 3) self-

talk, or using mental control assure oneself that a learning activity will be successful or to reduce anxiety about a task.

b. Stern's (1992) Classification of Learning Strategies

Stated by (Stern: 1992) proposed five main learning strategies :

1) Management and planning strategies, 2) Cognitive strategies,3) Communicative-Experiential strategies, 4) Interpersonal strategies, 5) Affective strategies.

Management and planning strategies help learners to direct their own learning. In other words, these strategies are those that individuals apply to set reasonable goals for themselves, chose appropriate methods and techniques, and evaluate themselves. Cognitive strategies, as it is implied, are directly related to learning and requisite problem solving and analysis procedures such as clarification, memorization, etc. the purpose of communication (Stern, 1992). Moving on, interpersonal strategies are the ones used by students to evaluate their own performance. Finally affective strategies are used by learners to deal with their emotional problems (Stern, 1992). Although different researchers have proposed these taxonomies, most of them come up with more or less the same classification. Moreover, the taxonomies proposed represent very general learning strategies. No study focused on the taxonomy of speaking strategies specifically.

c. Oxford's (1990) classification of learning strategies

According to Oxford (1990) there are six types of learning strategies and they are divided into direct and indirect strategies. The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are memory, cognitive, and compensation. The indirect strategies are used

general management of learning. The three groups belong to the indirect strategies are meta-cognitive, affective, and social strategies.

1. Direct Learning Strategies

Direct learning strategies are those behaviours that directly involve the use of the target language, which directly facilitates language learning. Direct strategies are divided into three subcategories : Memory, cognitive and compensation strategies (Tabanlıoğlu, 2003:26)

(a). Memory Strategies

Define the memory strategies as technique specifically tailored to help the learners to store new information in memory and retrieve it later, such as grouping or using imagery, have highly specific function: helping students store and retrieve new information. Memory strategies fall into four sets. They are creating mental linkages, applying images and sounds, reviewing well and employing action.

The example of memory strategies is mastering on vocabulary. Though some teachers think that vocabulary learning is easy. But, in other side, language learners have serious problem remembering the large amount of vocabulary necessary to achieve fluency. So, memory strategies help the learners to scope their difficulties. It is enable learners to store verbal material and then retrieve it when needed for communication

Direct strategies for dealing with language, it can be seen in figure a.1

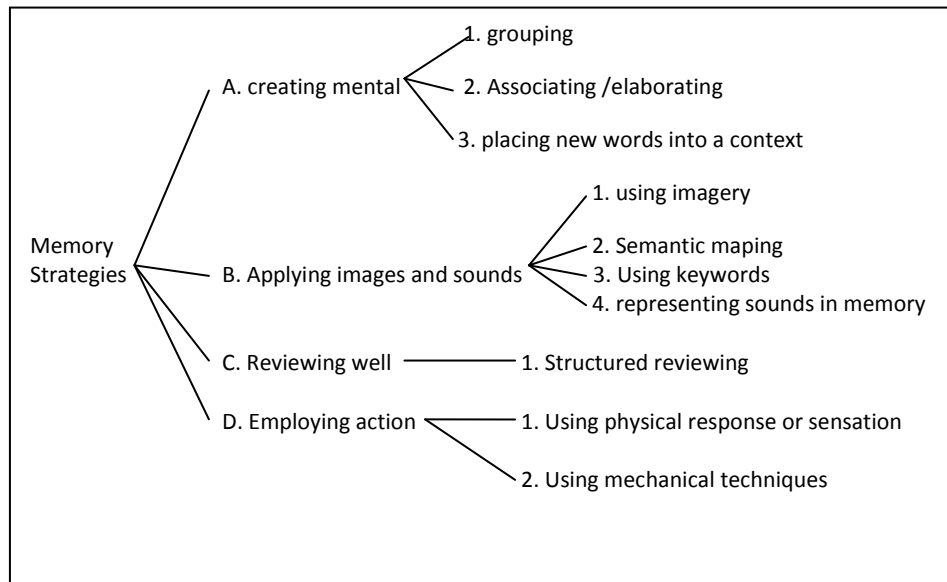


Figure a.1. memory strategies

(b) Cognitive Strategies

Cognitive strategies are essential in learning a new language. Such as, involve manipulation and transformation of the language in some direct way, e.g. through reasoning, analysis, note taking, functional practice in naturalistic settings, formal practice with structures, summarizing or reasoning deductively, enable learners to understand and produce new language by many different means and sounds, etc. cognitive strategies are unified by a common function : manipulation or transformation of the target language by the learners . this strategy also typically found to be the most popular strategies with language learners. (Oxford and Crookall, 1989: 404). There are sets of cognitive strategies, practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

It can be seen in figure b.1

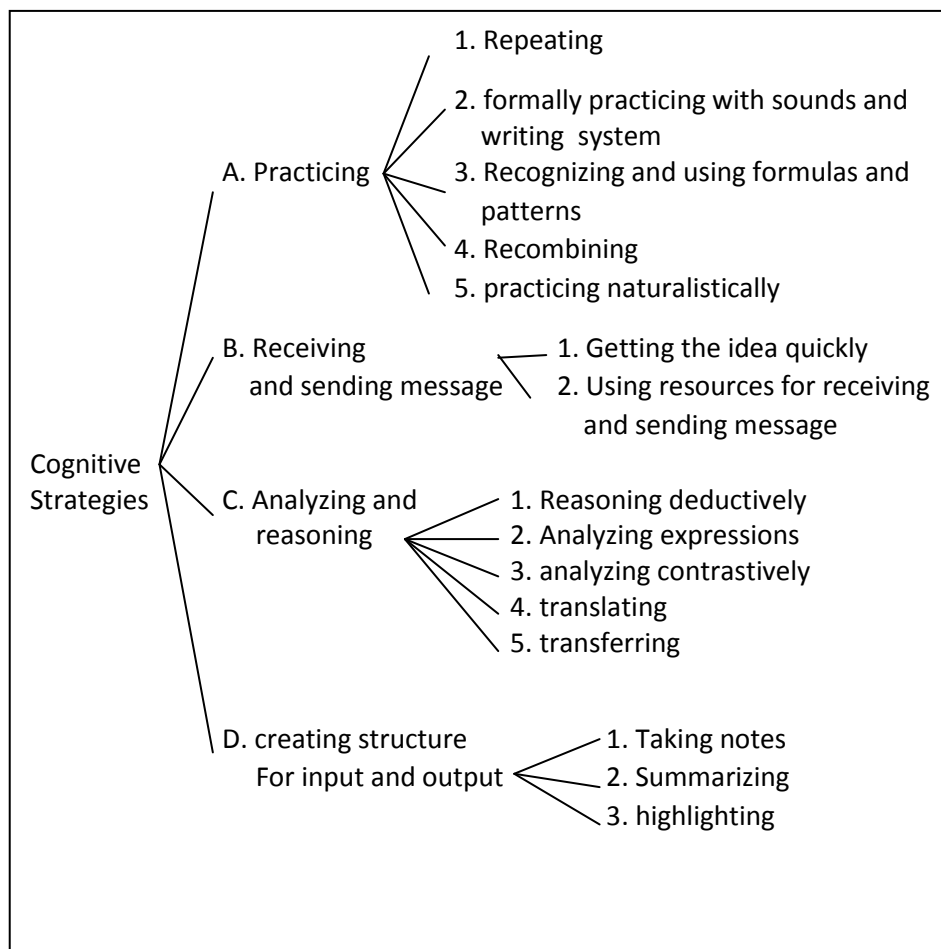


Figure b.1. Cognitive strategies

(c) Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. Ten compensation strategies exist, clustered into two sets: guessing intelligently in listening and reading, overcoming limitations in speaking and writing. Compensation strategies for production help learners to keep on using this language, thus obtaining more practice. In addition, some of these strategies, such as adjusting or approximating the message, help learners become more fluent in what they already know. Still other compensation strategies, like getting help and coining words, may lead learners to gain

new information about what is appropriate or permissible in the target language. Learners skilled in such strategies sometimes communicate better than learners who know many more target language words and structure. it can be seen in figure c.1

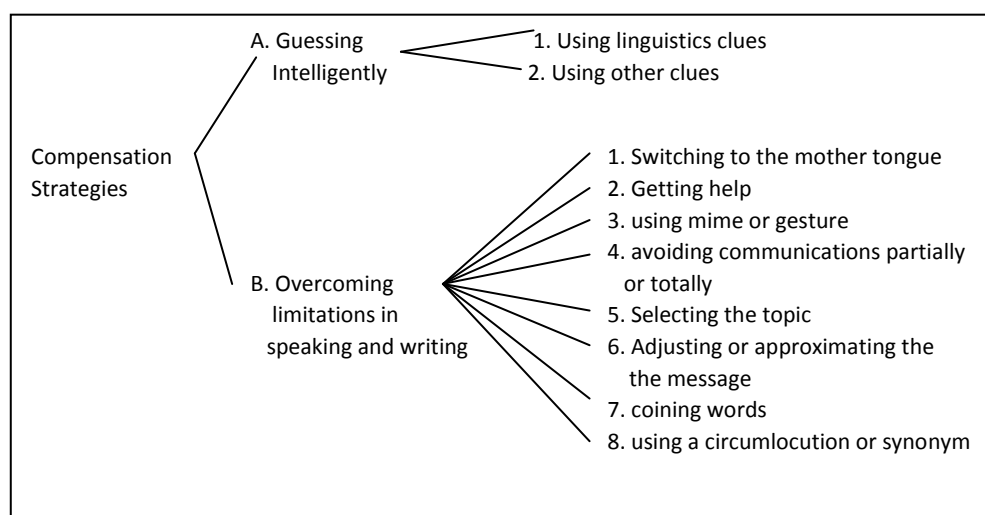


Figure c.1. Compensation strategies

2. Indirect Learning Strategies

The second group of strategies that is indirect strategies, consist of three subcategories as well: stated by Oxford (1990; 135) Meta-cognitive, Affective, and Social Strategies. Metacognitive strategies allow learners to control their own cognition that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies are called “indirect” because they support and manage language learning without (in many instances) directly involving the target language.

a). Meta-Cognitive

Meta-cognitive strategies are defined as behaviours use for centering, planning and evaluating one’s learning. These beyond the cognitive strategies, are used to provide executive control over the learning process (Oxford and Crookall, 1989: 404).

Meta-cognitive strategies go beyond the cognitive devices and provide a way for learners to coordinate with their own learning process. They provide guidance for the learners who are usually overwhelmed by too much newness-unfamiliar vocabulary, confusing rules, different writing system, seemingly inexplicable social customs, and (in enlightened language classes) non-traditional instructional approaches (Oxford, 1990 : 136).

The diagram of Metacognitive Strategies it can be seen in figure a.2

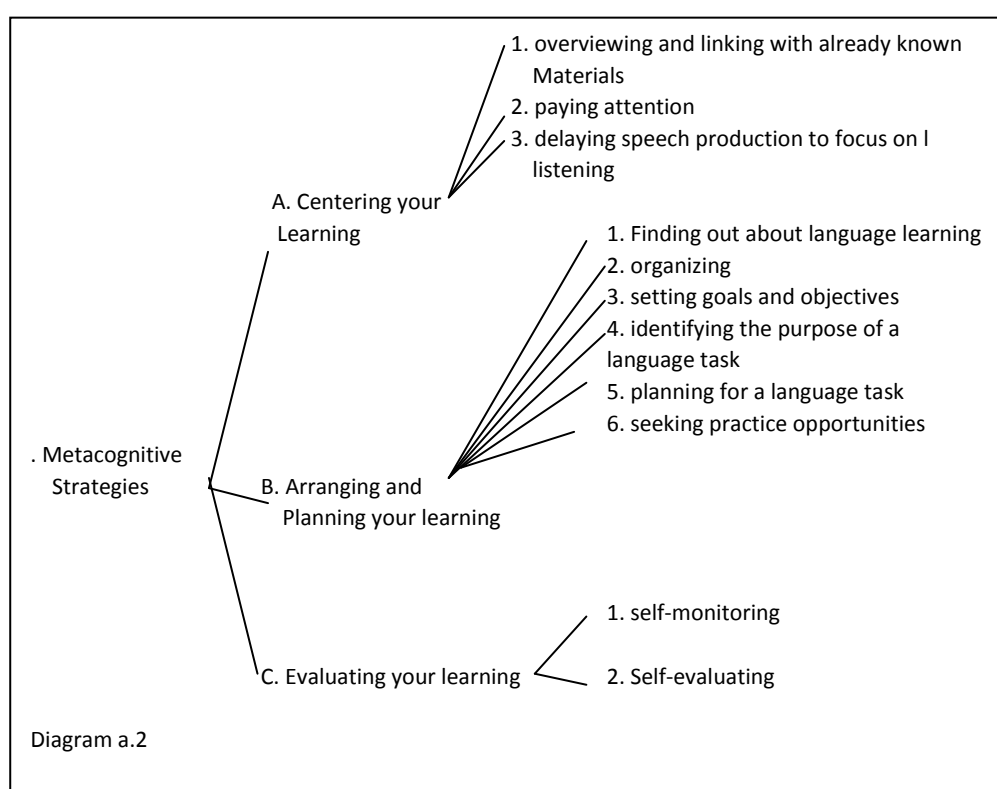


Figure a.2. Metacognitive strategies

(b). Affective Strategies

Affective strategies here refer to the emotion, attitude, motivations and values of the learners when they learn new language. It's enable learner to control their emotion when learning language. Oxford (1990: 140) state as follows :

The affective side of the learners is probably one of the very biggest influence on language learning success of failure. Negative

feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.

For example, to improve reading ability, the learners can read humorous book. So, the learners are more enjoyable to learn new language on that book because there is also joke inside on the book and it can decrease an anxiety to learn English. The diagram of affective strategies it can be seen in figure b.2

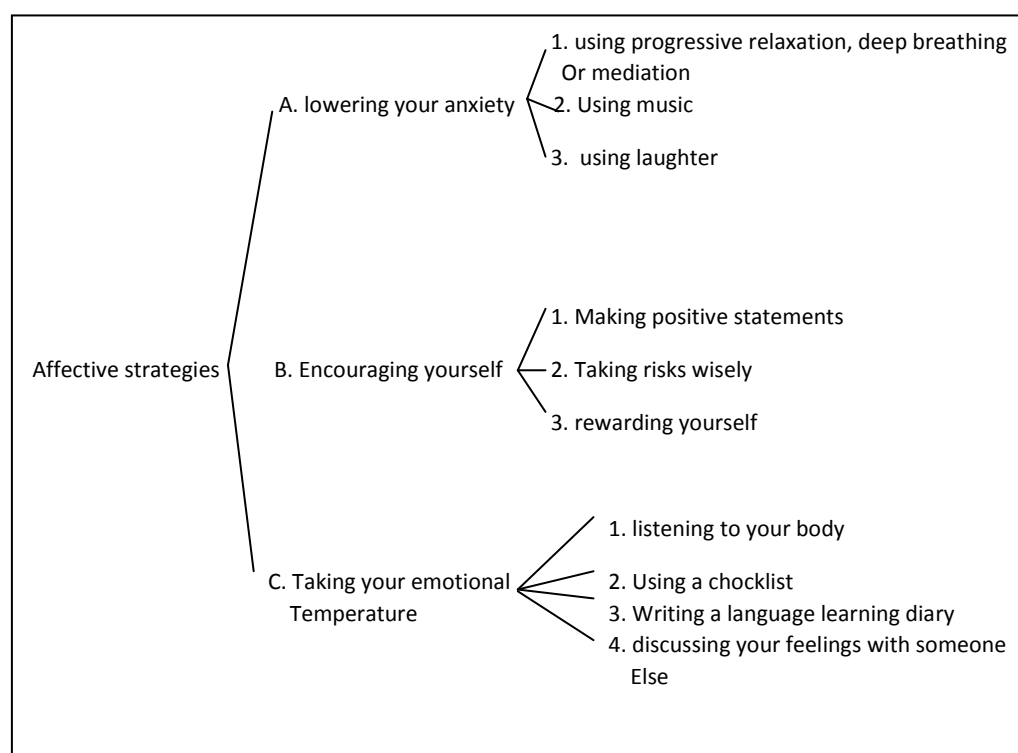


Figure b.2. Affective strategies

(3). Social Strategies

Social Strategies enable the learners to get in touch with other people when they learning. It can be done by asking questions, cooperating with others, empathizing with others. Asking questions enable learners too get deep information and understanding for the target language. Cooperating with others means cooperating learning. It can encourage the

learner's spirit by competing with others. Emphatizing with others enable the learners to emphatize with another person trough learning about the culture and aware of other's thought and feelingsn (Oxford, 1990: 145). One of the most basic social interactions is asking questions, an Asking question from which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners to provide larger quantities of "input" in the target language and indicates interest and involvement. The diagram of social strategies it can be seen in figure c.2

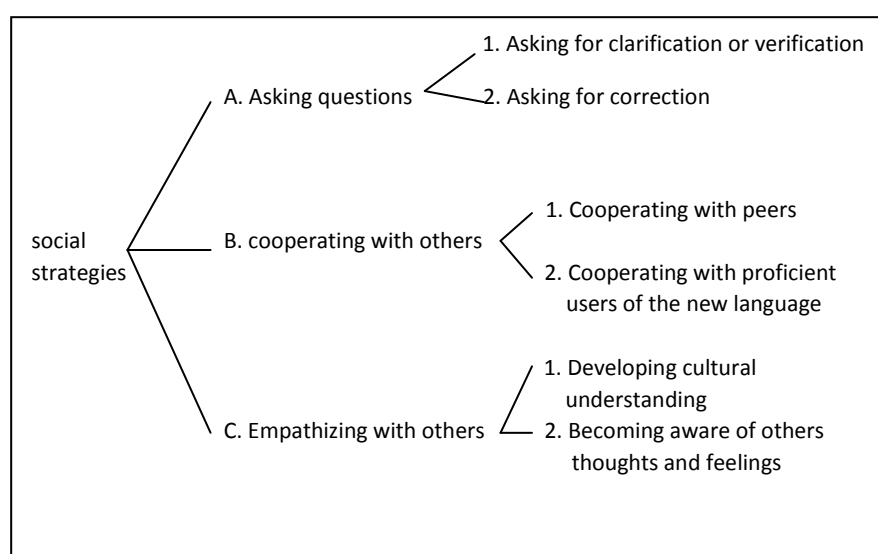


Figure c.2. Social strategies

Generally so many types of learning strategy above. Every student will have different learning strategy with other student, it's according to their characters, ability and their favorite. In each learning strategy there are lack and excession, it will be suitable when those learning stratgey used bygr fit students. Good students always known which learning strategy that suitable for them to reached good achievement in their learning process.

D. Definition of Speaking

Speaking is one of the skills that give importance contribution to all the people. Speaking is the way to communicate with other people in order to deliver the idea, opinion, and something that to tell to the other. In learning process speaking is the importance skills that should be able to make understanding about what the teacher and their friend tells. According to Speaking is an interactive process of constructing meaning that involves producing and receiving information. According to Joanna Baker and Heather Westrup (2003 : 7) speaking in the classroom is students repeat the sentences or dialogue, or chant English words. Repetition is only one useful way of practicing new language.

According to Richard (2008 : 21) there are three kinds of speaking function :

The first is talk as interaction refers to what the normally mean by “conversation” and describes interactions that serves a primarily social function. The second is talk as transaction refer to situations where the focus is on what is said or done. The last is talk as performance refers to public talk, which is talking to transmits information before an audience, such as classroom presentations, public announcements and speech.

Speaking means communications tools to deliver the information in order other people understand what the objectives of the information. Generally good student will have good idea to share to the other people. To share that idea, good student must deliver good speaking in order the other people understand well about what good student said. Eventhough speaking is freely communications, the people must pay attention to the aspect of speaking in order to get clear speaking and not ambiguity.

E. Aspect of Speaking

Speaking is not only speak freely, in order to make other people understand about someone's speak it should have many aspect to make speaking clearly. There are four importance aspects in speaking :

a. Grammar

Grammar is essentially about system and patterns we use to select and combine words. The features of a language (sounds, words, formation, etc). Considered systematically as a whole, esp. with reference to their mutual contrast and relations. In the other sides grammar is the study and practice of the rules by which words change their forms and are combined into sentence (Joyce, Helen, 1999 : 4). Grammar is one of the important aspect in speaking to provide good speaking, generally there are so many grmmar that should be mastered by students to improve their speaking. There are many ways in which students can revise and improve their grammar not only helps by their teacher but aslo they can to do that by their own way.

Baker and westrup stated (2000:47) Try to find another grammar book, find someone or some other friends who will help you and make note on the grammar you need for the next lesson in a way that you understand. If the students do this during the years as they study, then in the end of the year, they will have their own grammar book whic is completely relevant for their ownslef and easily to understand.

b. Pronunciations

Pronunciation is ones of important aspect to make people's speaking clearly, because if the pronunciation are not good enough the people who accept the information will be confused about thus information. Pronunciation is the way to utter the word in language by

the appropriate composition. Pronunciation includes the important aspect such as stress, accent, and intonation that should get the content in pronunciation in order to master their speaking skills. According to Baker and Westrup (tahun 182983) they stated that :

‘In a PPP lesson, teachers naturally include a good model of the pronunciation when they are presenting new vocabulary, grammar or functional language. It is important to start by helping your students recognise sounds before you expect them to produce them’

some people think that pronunciation is one of the difficult aspect in speaking because there are differentiate between pronunciation and spelling, also some sounds in English do not exist in some other language. This can make it very difficult for the students to recognise these sounds and even more difficult for them to pronounce them correctly. So, some students need to do a lot of work on these sound, listening to them, trying to recognise them and trying to copy them.

c. Fluency and Accuracy

Accuracy and fluency are a part that have relationship between both of them, in order when people try to speak they should have the accuracy and fluency to show if they are mastered what will they want to speak up. According to Joanna Baker and Heather westrup (2003 : 7) fluency is the speakers can express themselves appropriately and without hesitation. Accuracy is speakers do not make a mistake in grammar, vocabulary and pronunciation.

d. Vocabulary

Vocabulary is a list of collection of words and phrases usually alphabetically arranged and explained or defined. Vocabulary is aspect

that should be paid attention in the speaking when the people make a conversation, because if the people have many vocabularies they will speak easily. The importance of vocabulary instructions established with attention to the theoretical foundation that support the importance of student interaction with target vocabulary word. The learners should master vocabulary that will make easier for him or her to express their idea in communication.

The aspects of speaking above used by good student to deliver good speaking. Good speaking is the speaking that be able to understood othet people clearly. To clear the speaking usually the people pay attention to the aspects of the speaking as their referencess. But to mastery the aspects of speaking, the people should learn all of the aspect of speaking clearly. To easier learn aspects of speaking, usually the people has own learning strategy.

F. Previous Studies

In this section, tells about studies related to student's learning strategies have been conducted by some previous researchers :

1. The research conducted by Ervi Nurannisa from State Islamic Institute of Tulungagung. She used descriptive design with qualitative research. this research focus on the students strategy to improve their English speaking proficiency at modern Islamic boarding school of Darul Hikmah Tulungagung. The result of this research is the writer found student's good speaking proficiency is achieved by employing various learning strategies to mastery many aspect in speaking.

2. The research conducted by Revi Selfiana from State Islamic Institute of Tulungagung. This research focus on the learning strategies in speaking class use by the 1st grade students of SMPN 1 Boyolangu.

She studied about dominant practices in speaking done by the subject employing learning strategies. She just indicated student's score 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.

In fact, the previous studies were different from the present study in terms of the subject, the level of grades, and the schools place. Related to the subject, the previous study did not apply the subject selection. But in the present study, the researcher apply subject selection that is the students who ever joined English contest and to be the winner. Related to the level of class, the previous study focus on the one grades only. But in the present of the study, the researcher choose all of grades in senior high school since the students ever joined English contests and to be the winner. Related to the schools place, the previous study focus on the one school only. But in the present study, the researcher uses three schools such as : SMAN 1 Tulungagung, MAN 1 Tulungagung and SMA Katolik “ Santho Thomas Aquino”.