CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings.

2.1 National Exam

National Exam was done for almost all subjects for students at the end of each of the school level, elementary school, junior high school and senior high school. It was used for three main purposes. Firstly, it was used to determine students' strategy for their further education. If they were able to obtain high scores, they were proper to choose favorite schools in their next education level. On the other hand, failure in national exam would force them to attend schools of lower quality. Secondly, it also served as the tool to filter students to the next educational level, because of the smaller number of available schools as the students progressed to the next education level. Thirdly, it was also used as a mapping tool to inform quality improvement in Indonesian education.

2.1.1 National Education Standards

According to Rewel (2012) National Education Standards are minimum criteria of educational systems throughout the territory of the Republic of Indonesia. The purpose of National Education Standards

serves as the basis for planning, implementation, and monitoring of education in order to realize the quality of national education. National Education Standards consist of: content standards, standards process, graduates competency standards, standards of educational personnel, facility and infrastructure standards, management standards, financing standards, and assessment standards.

Content standards is the scope of materials and level of competence stated in criteria about competence of graduates, competency assessment materials, competence of subjects, and the syllabus of learning that must be fulfilled by learners at certain levels and types of education. Standards Process is standards of learning implementation in an educational unit for reach graduate competency standards. Graduates Competency Standards is graduate qualification capabilities that include attitudes, knowledge, and skills. Standards of educational personnel are education criteria before in position and eligibility physical and mental, and education in-position. Facility and Infrastructure Standards is minimum criteria of the classroom, gymnasium, place of worship, libraries, laboratories, workshops, a playground, a place to be creative and recreation, and other learning resources needed to support the learning process, including the use of information and communication technology. Management Standards: The standards that govern the planning, implementation, and supervision of educational activities at the unit level of education, county / city, provincial, or national level in order to achieve

efficiency and effectiveness of education. Financing Standards are the standards regulate the amount of components and unit operating costs of education are valid for one year. Assessment Standards are the standards that govern the mechanisms, procedures, and assessment instruments learners learning achievement Rewel (2012).

A national education standard is important for schools. Without standards, schools don't have goals in learning process. By matching what is taught in the classroom to the standards in each subject, students will know what teachers should teach, what students should learn and what they will be tested on.

2.1.2 Preparation in National Exam

Many students find the difficulties when they done the national exam test. It makes not only students but also the teacher must have preparation before and during the test. Schools must prepare everything was needed in the implementation of national examinations, both the facility and the responsibility of financing the school.

The teacher should prepare as much as possible, start to detail of grill national exams, provide additional lessons, establish team teaching and done the try out. Team Teaching is a learning strategy by more than one teacher to the division of roles and responsibilities of each other. Ahmadi and Prasetya in Herrijanto (2013) states that teaching team is a teaching which held jointly by several persons. The teacher presents materials through methods team which is presents the same material and

purpose too. The teachers together to prepare, implement, and evaluate student's learning outcomes. The implementation of learning was to do a rotation with the lecture method or a panel discussion method. Meanwhile, try out is a temporary measure of students' skills in the implementation of the National Exam which was to describe the ability of the student. The question of try out is made in similar to the question of the National Exam. Even the grill was already known by the students through the deepening of the material, which is done by a teacher in school.

Before the National Exam done, the students prepare all aspect which are they need to get success in exam. Several months before exam done, the students have try out, study after class finishing in the school to do the exam questions years ago and they join in private course too.

2.2 The importance of Language Learning

Language learning is very important. It is used in daily activities, especially for communication. Aul, K. In Sanjaya (2007) had a notion about learning. Learning is vitally important because it helps us make informed choices about our own lives and the societies that we live in. The world is always changing around us. Change is the result of a willingness to try out new approaches, observe the results, and to include the feedback into new initiatives. Learning allows us to stay ahead of the change.

Language learning helps to improve communicative ability and aid in language skills development. Language English learning also enhances our vocabulary and develops our reading and comprehension

skills. It helps us to be comfortable with the use of sentence structures with appropriate grammar. Learning a language English also enhances the skill to speak comprehensively with the words coming out in a constant flow, which can be slow or fast. According to Field in Husmanghulu (2000) Language learning enables exposure to the knowledge and information contained in a large number of books written in various languages.

2.3 The Definition of Language Learning Strategies

Research on study strategies has captured the attention of numerous language researchers and educators during the past few decades. Widely agreed is that language learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations" (Oxford, 1990, p. 8). It means that the learner will found convenience to do the test with suitable strategies which are they need.

Language learning strategies are defined as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information by Wenden and Rubin in Hsin (2006) or as thoughts used by the learners so as to better help them understand, learn or remember new information by Richards et al in Hsin (2006). Moreover, learning strategies are described as actions taken by second and foreign language learners to control and improve their own learning (Oxford 1990, ix) and as special ways of processing information that enhance comprehension, learning, or retention of the information (OMalley et al

1990, 1). They can be regarded as broadly conceived intentional directions and learning techniques by Stern in Hsin (2006), as learners are assumed to engage themselves consciously in activities in order to achieve certain goals. There are some broad criteria, outlined by Wenden in Hsin (2006), describing language learning strategies: Strategies are specific actions and techniques; Some strategies are observable, but others may not be; Strategies are generally problem-oriented; They are utilized to achieve certain comprehension or production goals; Strategies can be learned; They may come under direct conscious control or they can become automatic through use.

2.4 Language Learning Strategies Classification

Language Learning Strategy (LLS) is not Language Learning Style. Here, the writer finds some clasification of LLS by many experts from wikipedia (2011). Language Learning Strategies have been classified by many scholars (O'Malley et al.; Wenden and Rubin; Oxford). However, most of these attempts to classify language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes.

O'Malley's classified Language Learning Strategies into three main subcategories: Metacognitive Strategies, Cognitive Strategies and Socioaffective Strategies. Meanwhile, Wenden and Rubin classified the Language Learning Strategies into three types of strategies used by learners: learning strategies, communication strategies and social

strategies. First, Learning Strategies are specific actions taken by the learner to make learning easier. There are two classifications of these strategies: cognitive and metacognitive learning strategies. Cognitive Learning Strategies, such as clarification / verification, guessing / inductive inferencing, deductive reasoning, practice and memorization. Metacognitive Learning Strategies, such as planning, setting goals, self-management. Second, Communication Strategies are plans for communicating information related to situation. Communication strategies do not have to be formal written documents, but involve taking the time to think about the best approach for communicating the information. Third, Social Strategies involves effort to work together with other learners on an activity with a common goal. Learners can aware about their feelings of particular people who use the new language.

The last, Oxford Classified the Language Learning Strategies into 6 groups: memory, cognitive, compensation, metacognitive, affective and social strategies. Memory strategies, such as creating mental linkages, applying images and sounds, reviewing well, employing action. This strategies have a highly specific function are helping students store and retrieve new information. Cognitive strategies, such as practising, receiving and sending messages strategies, analysing, reasoning and creating structure for input and output. Compensation strategies, such as guessing intelligently and overcoming limitations in speaking and writing. Metacognitive Strategies, such as centering your learning, arranging,

planning and evaluating your learning. Affective Strategies, such as lowering your anxiety, encouraging yourself and taking your emotional temperature. Social Strategies, such as asking questions, cooperating with others and empathizing with others.

In this study, Oxford's classification is chosen and will be described more detail because the strategies are research by the researcher. Here a brief introduction of each group will help explain them.

2.4.1 Memory Strategies

According to Samida, D.K. (2002:7) Memory strategies are based on simple principles like laying things out in order, making association, and reviewing. These principles are employed when a learner faces challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch.

The use of memory strategies are most frequently applied in the beginning process of language learning. As the learners advance to higher level of proficiency memory strategies are mentioned very little. It is not that the use cases, but the awareness of its use becomes less. Memory strategies relate to the storing and retrieval of information for example "I use new English words in a sentence so I can remember them" (Oxford, 1990, p. 43).

Memory strategies such as grouping or using imagery has a highly specific function are helping students store and retrieve new information. Although memory strategies can be powerful contributors to language learning, some research shows that language students rarely report using these strategies. It might be the students do not use memory strategies very much especially elementary level of language learning.

2.4.2 Cognitive Strategies

Cognitive strategies are very important strategies to improve students' ability. Specifically, these strategies are crucial for academic skills (Chiya, 2003:19). These are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output.

Cognitive strategies are task oriented strategies used in learning or problem solving that require direct analysis, transformation or synthesis of learning material. Cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner, for example "I use the English words I know in different ways" (Oxford, 1990, p. 43).

These strategies help learners organize the target language information that comes their way. In addition, these strategies allow students to demonstrate their understanding.

2.4.3 Compensation Strategies

Learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning. A learner brings own life experience to interpret data by guessing.

Compensation strategies are also used in production when grammatical knowledge is incomplete. When a learner does not know the subjunctive form of verb, a different form may be used to convey the message. Compensation strategies are enable learners to use the new language for either compensation or production despite limitations in knowledge, for example "To understand unfamiliar English words I make guesses" (Oxford, Asian EFL Journal 1990, p. 47).

Guessing intelligently helps learners to believe that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners actually can understand a lot of language through systematic guessing, without necessary comprehending the details.

2.4.4 Metacognitive Strategies

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production and self-evaluation after the learning activity is completed. Metacognitive

strategies are allowing learners to control their own cognition, for example "I look for people to talk to in English" (Oxford, 1990, p. 135).

Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning.

Three sets of strategies belong to this group and they are: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and evaluation of progress.

This strategy means uncovering what is involved in language learning. Learners often do not know much about the mechanics of language learning, although such knowledge would make them more effective learners.

2.4.5 Affective Strategies

Affective strategy is different with cognitive strategy. Affective correlate with value which are difficult to measure and involves consciousness of the student. Affective strategies expose students to

situations that contain conflicts or problematic situations.Affective strategies are concerned with the learner's emotional requirements. Affective strategies are concerned with the regulation of feelings and attitudes, for example "I try to relax whenever I feel afraid of using English" (Oxford, 1990).

This strategy is useful before any stressful language task. Five or ten minutes of soothing music can calm learners and put them in a more positive mood for learning. This set of strategies for effective self assessment involves getting in touch with feelings, attitudes, and motivations through a variety of means.

2.4.6   Social Strategies

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and Empathizing with Others (Samida, D. K., 2002:9).

Social strategies involve cooperative learning and asking questions for clarification by Dansereau in Zhang (2008) which lead to increased interaction with the target language. Social strategies are those which take account of the fact that language is a form of social behavior, involving communication with other people, for example "I practice English with other students".

This strategy involves effort to work together with other learners on an activity with a common goal. Learners can aware about their feelings of particular people who use the new language. Awareness brings learners closer to the people they encounter, helps them understand more clearly what is communicated and suggests what to say and do.

2.5 Previous Studies

Here, the researcher finds some differences about learning strategies from some experts or previous researchers. The various themes investigated by the researchers have included test taking strategy as associated with student's test performance (Zhang, 2008), Reading Comprehension Course (Pour, 2011) and open book test (Assyarofi, 2011).

Zhang (2008) investigates of the relation between English test taking strategy and student's test performance at university in Beijing. In this study, the most often used individual strategies is the metacognitive category, while the least often used individual strategies belonged to the memory category. And the students' test performance was significantly correlated with compensation and social strategies.

Pour (2011) investigated the Iranian of EFL undergraduates about teaching and learning test taking strategies during their Reading Comprehension Course. Test taking strategies training could have a positive impact on students' test performance. This study indicated that Iranian EFL undergraduates have positive attitudes towards teaching and

learning test taking strategies for multiple choice English reading comprehension tests and could benefit in many ways.

Assyarofi (2011) investigated test taking strategicness in open book tests. Test taking strategy use of the students of Education Department, the University of Muria Kudus (EED UMK) in open book tests before, during, and after testing is fair. The students of EED UMK under research focus more on during testing stage, because in this stage the quality of their test taking strategy use is good, while in before and after testing stages the quality is only fair. It means that most of the students entered the test rooms without maximum preparation.

These three studies are almost the same. The difference lies on the research design, the subject and the implementation of the study. These researches used learning strategies to complete the study. The subjects of these three studies come from the students of University. Furthermore, the researcher is interested in English test taking strategy used by senior high school students during National Exam. The researcher chooses senior high school students because there is no researcher which is researched in the previous study. From the result of the previous study is applied in students of University who have a good cognitive ability.