

CHAPTER II

REVIEW OF LITERATURE

This chapter will explain more about the literature reviews that related with the focus of the present study. The focus of the present study is language learning strategies in learning English including the research from experts and previous studies.

2.1. English Language Learning Strategies

2.1.1. Definitions of Language Learning Strategies

Before going further to the next level, firstly the writer would like to provide information regarding learning styles and learning strategy. Learning styles and learning strategy are commonly puzzled. Whereas, both items are different. Learning styles defined as approach that employed by students to learning a language or other subject (Oxford, 2003). It gives general direction to the behaviour of learning (Cornett, 1983). It is also biologically characteristics that influencing individual preference (Oxford, 2003). Learning style depends on individual personality and preference. Some facets of learning style are sensory preferences, personality types, desired degree of generality and biological differences (Ehrman, Oxford, 1990).

In other side, O'Malley et al (1985) doing their research about language learning strategy by using the definition as the operations or steps applied by a learner that will assist the acquisition, storage, retrieval

or use of information, which originally came from Rigney (1978).

According to Scarcella and Oxford (1992), the language learning strategies itself are defined as particular steps, behaviors, actions or techniques used by learners to elevate their learning in a second or foreign language. In short, the learning strategy is influencing the acquiring and learning in practical conditions.

The present study will study more about language learning strategy instead of learning style. The students use language learning strategies more often than they know. All language learners, consciously or unconsciously, always use language learning strategy during the process of acquiring new information in language lesson (Hismanoglu, 2000). The strategies used by learners will help them to understand the language information such as new vocabulary, how to pronounce well, the way to speak confidently and so on, so they can deal with task given further.

2.1.2. Classification and Function of Language Learning Strategies

There have been several learning strategies classification. Some of popular classifications were coming from Rigney (1978), O'Malley and Chamot (1985) and Oxford (1990). Rigney (1978) classified it into two: the strategies that operated directly on the materials or labeled as primary strategies and the strategies that operated on the individual or labeled as support strategies. Primary strategy requires deep understanding on the material, including the importance, the difficulties and unfamiliar parts of the material. The further step after understanding all information about the

material, students must bear it in mind and recall it accordingly when deal with a test or task. The support strategies are those steps or actions that assist the primary strategies to run well. Some of the actions that include in support strategies are appropriate learning attitude and some techniques to prevent distractions, loss of concentration, fatigue, frustration, etc. The support strategies also important on gaining success learning as it will decrease the possibility of primary strategy to fail.

O'Malley and Chamot (1985) classified the strategies into three categories of strategy: metacognitive, cognitive and socio-affective. The classification will be shown in table 2.1 as below.

Table 2.1
Classification of LLS Based on O'Malley and Chamot (1985)

Classification	Description
Metacognitive Strategies	It involves the learning process, like planning for learning, monitoring of learning and self-evaluation of learning.
Cognitive Strategies	It involves the learning of the materials and learning tasks. Some of the strategies are repetition, translation, grouping, note taking, etc (Hismanoglu, 2000).
Socio-affective Strategies	It involves the strategies that associated with social interaction or activity with others.

Oxford (1990) categorized the strategies into two general categories. They are direct strategy and indirect strategy. Direct strategy is strategy that influence the learning directly, such as memory, cognitive and compensation strategy. Indirect strategy is the strategy that influencing the

learning indirectly, such as meta-cognitive, affective and social strategy.

Those six strategies are further developed to the strategy items which are called Strategy Inventory of Language Learning (SILL). The classification will be shown in table 2.2 as below.

Table 2.2

Classification of LLS Based on Oxford (1990)

Classification	Description
Memory Strategies	This strategy helps students to link the information of language to another. The linking process here is only at the surface area of language learning. For example: students use new word of English into a sentence to remember it, or use media such as flash card to memorize the new vocabulary.
Cognitive Strategies	It helps students to manipulate or develop material directly. This strategy was significantly related to foreign language proficiency in previous studies of Oxford and Ehrman (1995) and Park (1994). For example: note-taking, summarizing, outlining, reorganizing information, practicing to speak like native speaker or formally, reading English story or magazine or other naturalistic settings, etc.
Compensation Strategies	It helps learners to build missing information. It relates with actions to understand speaking and writing. For example: guessing the meaning of unfamiliar word, use gesture in case they do not know the English word, making up new words when they do not know the suitable words, etc.
Metacognitive Strategies	It helps students to manage the learning process in cognitive strategies. According to Purpura (1999), metacognitive

	<p>strategies have significantly affected cognitive strategies.</p> <p>For example: pay attention when someone speak English, plan a schedule to learn English, make opportunities as much as possible to learn English, etc.</p>
Affective Strategies	<p>It involves management of emotions, motivation and attitude toward learning. For example: students encourages themselves to learn English, give reward when pass the English task well, try to relax when afraid of making mistakes, etc.</p>
Social Strategies	<p>Other sources often call it socio-communication strategies.</p> <p>This strategy relates with interaction with others in learning language, especially in speaking. For example: asking question, whether for getting clarification or correction, practice English speaking with partner, etc.</p>

2.1.3. The Importance of Language Learning Strategies

As previously mentioned by Hismanoglu (2000) that language learning strategies usually used by learners, whether conciously or unconsciously. Learners who conciously do some learning strategies appropriately can get better understanding to the information related with the subject, including in learning English. Most of the time, students are not conducting proper language learning strategies in foreign language. It makes them understand the information partially. Hismanoglu futher explained, each category of strategies by Oxford (1990) has its own impact in learning language. Those strategies complement each other, both direct and indirect strategies. Previous research by Park (1997) also found that

language learning strategies have horizontal correlation with language proficiency. By understanding the purpose of each kind of strategies mentioned before, students will have better and faster understanding in learning language, especially English.

The teacher also has important role in students' language learning strategies. They must know their own students preferences, motivation and learning strategy. Language teacher who helps students to use proper language learning strategies can be nominated as good language teacher (Lessard, Clouston, 1997), because teaching strategy must be synchronized with learning strategy in order to gain maximum capability of understanding the subject. By knowing the language learning strategies used by students, the teacher can develop learning plans for group or individual.

2.1.4. Assessing the Language Learning Strategies

There are many instruments to assess language learning strategy of the learners. Some of the examples are self-report survey, observation, interview, etc (Oxford, 2003). The most commonly used instrument to assess language learning strategy is Strategy Inventory of Language Learning (SILL) which firstly introduced by Oxford. SILL has been used in many studies about language learning strategies all over the world, such as Saliés (1995), Park (1997), Lan (2005), Aslan (2009), Yilmaz (2010), Xiyang (2010), Zeynali (2012), Tam (2013), Fresiska (2013) and Lestari (2015). SILL consists of 50 (fifty) statements which represent the strategies in six categories: memory strategies, cognitive strategies,

compensation strategies, metacognitive strategies, affective strategies and social strategies. More explanation about SILL will be discussed in the next chapter.

2.2. Previous Study

There are many studies conducted related with language learning strategies all over the world. It proves that language learning strategy is important aspect in education. Some of the previous studies related with language learning strategies will be shown in paragraph below.

Fresiska on 2013, conducted study about the application of language learning strategies and its relation with English proficiency. The sample was 114 students which came from seventh grade, eighth grade and the of Raden Paku Islamic Junior High School. It was using Strategy Inventory of Language Learning (SILL) by Oxford (1990) as the research instrument and English score as comparison. It aimed to describe the language learning strategies used by the students towards English proficiency. The result shown that the most used strategy by seventh grade is metacognitive strategy, while for the eighth and the students used metacognitive and affective strategies. The other result shown that for seventh grade, there was significant correlation between language learning strategies and students' English proficiency, but not with the eighth and the students.

Lestari, on 2015, conducted study about the Language Learning Strategies of English Education Department of FTIK at Syarif Hidayatullah State Islamic University, Jakarta. The target was sixty students of fourth and sixth semester

(thirty students for each semester). It was using Strategy Inventory of Language Learning (SILL) version 7.0 as the research instrument. The purpose was to describe the language learning strategies used by the students and the findings were showing that the participants used all the learning strategies, which including memory strategy, cognitive, compensation, metacognitive, affective and social strategy. It was found that the most used strategy by participants is metacognitive strategy and the least strategies used by the participants are memory and social strategy.

Aslan (2009) has studied about the role of gender and language learning strategies. The purposes are to investigate the language learning strategies used by English learners, to know the relationship between strategy used and success levels and to find out the difference of strategies used by male and female students and its impact to the English achievement. There were 257 participants consist of 153 male and 104 female students of Atilim University English Preparatory School, Ankara, Turkey. The research instrument Strategy Inventory of Language Learning (SILL) version 7.0 of Oxford (1990), which has been translated to Turkish by Cesur and Fer (2007). It was analyzed by SPSS version 15.0 and tested using t-test and ANOVA and also post hoc procedures. The results of the research revealed that the female students used more learning strategies than male students and it caused female students to be significantly successful in the test achievement rather than male students.

Tam (2013) has also conducted study on language learning strategies of university students in Hong Kong. The purpose of the study was to investigate the correlation between gender difference, second language proficiency,

socioeconomic status and also the language learning strategies itself. The participants of this study were 50 students of the first year of Hong Kong Polytechnic University. It was using Strategy Inventory of Language Learning (SILL) version 7.0 as the instrument and English Examination Results (HKALE) as the proficiency indicator. Based on the research, it was found that gender, second language proficiency and socioeconomic status can affect the student's language learning strategies. Female students were using all of the strategies more often than male students. It was also found that socioeconomic status has great influence in social strategy used by local students.

Xiying (2010) studied about gender differences in English learning strategies toward middle school students. The purpose was to reveal the correlation of gender differences and the language learning strategies. The participants were 217 students consist of 105 male and 112 female students of junior middle school and 2015 students consist of 105 male and 100 female students of senior middle school in Pan Zhihua City. It was found that among the memory, cognitive, compensation, metacognitive, emotion and social communication strategy, female students used all the strategies more frequently rather than male students except in social communication strategy.

2.3. Summary

Language learning strategies are steps, behaviour, actions and other particular process to learn language better. It classified into some categories, such as primary strategy and support strategy by Rigney (1976), metacognitive, cognitive and socio-affective strategy by O'Malley and Chamot (1985) and also

two categories: direct and indirect strategy which further sub-categorized into six: memory, cognitive, compensation, metacognitive, affective and social strategy by Oxford (1990). Knowing language learning strategies properly is important to gain better understanding on facing new information and task of the subject, in this case is English. The teacher also has important role in training appropriate language learning strategies toward students and develop synchronized teaching strategy to improve the students' language learning.