

CHAPTER II

REVIEW OF RELATED LITERATURE

In this research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore, in this chapter, the researcher reviews some theories and literatures related to the area of interest of this research.

2.1 Strategy

Strategy is a plan that has not yet reached one or more goals in a state of uncertainty. The examples for teaching strategies for beginning to become a teacher with by using teaching strategies in learning English. We are can know used how student will understand learning English. According to Henry Mintzberg from McGill University strategy as "a pattern in a stream of decisions" to contrast with a view of strategy as planning while Max Mckeown (2011) argues that "strategy is about shaping the future" and is the human attempt to get to "desirable ends with available means".

O'omalley and Chamot also suggest that the strategy is a set of useful tools and has been active in student indirectly developing second language or foreign language. This strategy always associated with achievement language and skill in used language. Based on the opinion of a teacher in the language learning process and is more flexible in thinking and cognitive skills using language that makes it good and true.

2.2 Learning

Learning is a process of change in the human personality and the changes are revealed in the form of increasing the quality and quantity of behavior such as increased skills, knowledge, attitudes, habits, understanding, skills, intellect, and other abilities. The following are terms and definitions of learning according to some experts:

1. Gagne (The Conditions of Learning 1977)

Learning is a kind of change shown in changes in behavior, which is different from before keadaannya individuals are in a learning situation and after such actions. Changes are the result of an experience or training. Unlike the change immediately due to reflex or instinctive behavior.

2. Moh. Surya (1981:32)

A process of individual efforts to obtain a change in behavior of the new total, as a result of the individual's own experience in interaction with the environment. The conclusion that can be drawn from both the definition above, that in principle, learning is a change of one's self.

3. Anni (2004:4)

Is the most important change in human behavior, and it includes everything that is thought and done.

4. Slameto (2003:2)

Is a business process of an individual in order to obtain a new behavior changes as a whole, as a result of his own experience in the interaction with the environment.

5. Trianto (2010:16)

Learning happens in many ways both intentional and unintentional, and lasts over time and lead to a change in the learner.

6. Ngalim Purwanto (1992 : 84)

Is any change in a relatively sedentary in behavior that occurs as a result of training or experience.

7. Arno F. Wittig (Psychology of Learning 1981)

Learning is a relatively sedentary changes that occur in all sorts of behavior of an organism as a result of learning.

8. James Patrick Chaplin (Dictionary of Psychology 1985)

Learning is limited to two types of formula. Learning is the acquisition of the first formulation changes are relatively sedentary behavior as a result of training and experience. The second formulation Learning is the process of obtaining responses as a result of special training.

9. Hintzman, Douglas L (The Psychology of Learning and Memor y 1987)

Learning is a change that occurs within the organism, human or animal, is caused by the experience that can influence the behavior of the organism.

2.2.1 Learning Strategy

Learning strategy and type of learning is an arable field which has attracted many students of second language. Learning strategies can be perceived and interpreted differently describing the nature of the learning strategy are not directly observed behavior as for through concrete easures observed by (Huda 1999).

Learning strategy can be described as the characteristics and behavior. Rubin conducted a study on the differences between characteristics of successful language learners and language learning characteristics that did not work. While Oxford defines learning strategies as behavior or action taken in learning to be successful for language learning, purpose and enjoy.

Learning strategies by Mujiono (1992) defined as follows:

Activity teachers to think about and pursue the consistency such as aspects and components of instructional system, where teacher to use certain strategies. Because instructional system an activity, then idea and pursuit consistency aspects before the components not only implement, but carried out the time. There are two many dimensions of strategy. First, dimensions of the design of learning strategies, and the second dimensions' implementation learning strategies.

2.2.2 Classification of Learning Strategy

Learning strategy according to Huda (1999) can be classified on a few ways. First, the strategy listed above to learn key strategy and supports strategy, or strategy of direct and indirect strategy. Second, differentiate learning strategy for cognitive strategy and metacognitive strategy. Third, learning strategy can be classified on the strategy of syntactic and semantic strategy. Syntactic strategy using function words, there are: prefixes, suffixes, word classification.

Subyantoro, (2004) reveal the main types of learning strategy seen from the characteristic of each individual study divided into:

➤ **Repeat the strategy**

The strategy consists of repeating and repeating simple to complex. Simply repeat the strategy used to just read material and just only memories.

➤ **Elaboration of strategy**

These to help for students memorize information reading. From method elaboration strategy can help student process of adding details so that new information will become meaningful and give easier more certainty. Elaboration strategies help transfer information from the memory in the brain.

➤ **Organizational strategy**

To help enhance the learning and meaningful new material with the new organizational structure. The strategy also serves as an identifier of ideas or keys facts from larger set of information. And students learn to connect a wide variety of topics or ideas with some of the main ideas.

➤ **Metacognitive strategy**

Meta cognitive thinking about associated with students owns thinking and the ability to use appropriate learning strategies. Metacognitive there two between knowledge about cognition and cognitive mechanisms of control or monitoring.

O'mally and Chamot (in huda,1999) separating of learning strategies used by second language learners, namely meta cognitive strategy and social mediation strategy.

2.3 Bilingual

Michel Paradis (2004) states that bilingualism can not be separated from the working processes of the brain in language processing, where the discussion of bilingualism will be connected with things that are scientific. According to Jane Purcell and Michelle Lee in their article about language education for children bilingual; the use of two languages on a regular basis. So a bilingual can use two different languages in the context of everyday communication. Here are some of the main reasons a person becomes bilingual speakers:

- a. They have parents with different mother tongues
- b. They live in an environment that uses two languages
- c. They move from one linguistic community to other linguistic communities.
- d. The demands of work or education to master more than one language.

According Lets, bilingualism can simply be categorized into two types according to the process of acquiring a second language. The first type is called simultaneous bilingualism, where a child receives approximately the same exposure in the first and second languages. What is meant is that they understand both languages at the same time and usually occur naturally. Naturally that means they do not receive formal education on which he mastered both languages. At simultaneous bilingualism, there is no so-called first language (L1) or second language (L2) for second language acquisition process occurs at the same time.

The second type is called bilingualism significant sequential second language acquired after the first language mastered first. The process of acquiring a second language along with the formal learning process that they receive at school. In other words, the process through which the master L1 and L2 different

so less also will produce different levels of mastery. Theoretically, the mastery of L1 would be better than the mastery of L2. There are some experts who explain about the notion of bilingualism or bilingualism. One is Weinrich Aslinda, et al (2007) states he mentions bilingualism as 'The practice of alternately using two language', ie the habit of using two or more languages interchangeably. In the use of two languages or more, if you see the sense according to Weinrich, the speaker is not required to master both languages with equal fluency. This means that a second language is not controlled smoothly as well as mastery of the first language. However, the use of a second language would only limited use as a result of individuals familiar with the language.

Bloomfield Chaer (2004) states which suggests that bilingualism is a native like control of two languages. Diebold Chaer (2004) states that mentions the existence of bilingualism in the early stages (incipient bilingualism). According to Diebold, the initial level of bilingualism is '... that bilingualism experienced by people, especially by children who are learning a second language at the initial stage. At this stage of bilingualism still simple and in low levels'.

Based on Diebold statement above bilingualism is widely used by bilingualism people or bilingualism become the early stage. In the daily activities of course we unconsciously almost always implement bilingualism in early stages of this. However, most people today tend not master both languages are used appropriately.

Additionally, Chaer (2004) stated that the opinion of Lado that bilingualism is the ability to use language by someone just as good or almost as good, which technically refers to the knowledge of two languages no matter what level. Lado

opinion feels supported the statement of Diebold about incipient bilingualism, because Lado did not mention as Bloomfield that someone who embraces bilingualism mastery of the language of both should be the same as the first language being used.

Furthermore, Mackey and Fishman Chaer (2004) state unequivocally that bilingualism is the practice of the use of language in turn, from one language to another language, by a speaker. According to Mackey and Fishman, in discussing bilingualism covered some sense, such as problem-level, function, exchange / code switching, mixing / code-mixing, interference, and integration. Definition of bilingualism according to Fishman Mackey and this is considered very relevant for writers.

2.4 Strategies in Learning Bilingual

This is five fundamental strategies to promote linguistic cross-pollination among students in bilingual language classrooms (Kevin M. Wong : 2015) ;

1. Use group work strategically

One advantage of dual-language classrooms is the opportunity for students to work with classmates who are not from the same community, language background or culture. Next time you're creating groups, think about how you want to structure them. On one hand, heterogeneous groups allow students to practice communicating and collaborating across languages and cultures, while on the other, homogenous groups allow you to tailor specific learning objectives to learners with differentiated needs. Secondly, when designing group tasks, create both structured and unstructured opportunities for kids to use their languages. In

the classroom, this might be a task where students need to use formal language to plan a group project according to a graphic organizer (structured), or to interview classmates and collect data based on these projects (unstructured). This is kind of use group work strategies : think-pair-share' and 'Think-pair-squares, snowballing or the jigsaw method, debating (using clear rules), project based learning/problem based learning, group presentations, devise the display, gallery critique, socratic talk, talking triads, mastery modelling.

2. Adopt a content-based language instruction approach

To keep up with the academic rigors for your language learners, content-based language instruction is an effective teaching approach that incorporates both language and content area objectives into each lesson. One way to think about it is to have a SWBAT (students will be able to...) for content area objectives, and another SWBAT for the language objectives. For example, when teaching a unit on the lifecycle of butterflies, a content objective might be for students to explain the lifecycle in a poster presentation, while the language objective would be to use the language of sequencing (i.e. First, Then, Next, etc.) to express the lifecycle. Make sure students know what the content and language goals are for each lesson, so they can self-regulate their learning and reflect on how well they achieved each objective.

3. Maintain a positive relationship with all students

Though it may not seem like a strategy, research shows that students from any linguistic or ethnic background who have positive social interactions with their teachers have better academic performance. As a teacher, reflect on how you perceive student behavior and achievement in your class, and recognize the biases

you bring to the classroom as you interact with students from backgrounds that are different from your own. Challenge labels and dispel stereotypes that are pinned to children who shuffle through the school system (i.e. negative connotations associated with “special education” and “ELLs”); show kids that you are devoted to their education.

4. Set clear expectations about when to use each language

In dual language classes, it is very natural for students to want to use their native language to express themselves. This, however, often results in children who only speak to others with the same language background. To encourage students to persevere in their second language, try setting expectations about which language students should be using during different parts of the day, lesson, or task. Not only will they learn about how to problem solve in moments of linguistic difficulty (i.e. asking their peers for help), but they will also be exposed to, and better able to emulate their peers who are native language speakers of their second language.

For the teacher, studies also show that monolingual lesson delivery is more effective than language mixing during lessons. Monolingual lesson delivery means that for a certain period of time, instruction is only given in one particular language, without translation from teacher assistants or other aids. This engages students in prolonged language exposure of academic content in their second language, and helps them develop listening strategies in their second language.

2.5 Foreign Students

Foreign students are person admitted by a country other than their own, usually under special permits or visas, for the specific purpose of following a particular course of study in an accredited institution of the receiving country. Foreign students are students who do not hold the citizenship of the country for which the data are collected. While pragmatic and operational, this classification may give rise to inconsistencies resulting from national policies regarding naturalisation of immigrants, combined with the inability of several countries to report separately foreign students net of those holding permanent residence permits. As a result, countries where naturalisation of immigrants is stringent and identification of non-resident foreign students impossible over-estimate the size of the foreign student body, compared to countries granting citizenship to their immigrants more easily (Education at a Glance, OECD, Paris, 2002, Glossary).

2.6 Previous Study

The previous study is done by Eid Alhaison (2012) with the title “*Language Learning Strategy Use of Saudi EFL Students in an Intensive English Learning Context*”. This study report the result or research by University of Ha’il in Saudi Arabia to investigate the type and the frequency of learning strategies. The study is based on 701 male and female Saudi EFL Students enrolled in an intensive English language program at the University of Ha’il. The basic instrument that researcher used is questioner. A questioner was developed to collect the necessary data from the students. The results revealed that the students used language learning strategies with low to medium frequency. They preferred to use cognitive

and metacognitive strategies the most, whereas they showed the least use of affective strategies and memory strategies. The findings of the study showed that there was no significant gender difference in the use of language learning strategies except for social strategies, as where females reported using them significantly more than males. Female students also tend to use overall language learning strategies more often than males. Moreover, the results revealed that highly proficient students used all six categories (metaacognitive, cognitive, social, affective, memory, compensate) more than low-proficiency students. The results in this study on strategy use indicated a high preference for cognitive and metacognitive strategies.

The second previous study is done by Abdolmajid Hayati and Kholed Deheimi Nejad (2010) with the title “A Comparative Study of Monolingual and Bilingual EFL Learners on Language Learning Strategies Use : A Case of Irian High School Students”. The population in this study is Among a pool of more than 650 students studying in grade one in two high schools located in Ahvaz city, 200 learners (100 monolingual and 100 bilingual) were randomly selected as the research participants. The basic instrument that researcher used is questioner and interview after questionnaire administration to check the written and oral responses. The results of the study revealed the superiority of bilingual learners on four strategy categories (memory, cognitive, compensation, affective). Bilingual learners tended to use social and compensation strategies most frequently while monolinguals preferred social and affective strategies.

This research is based on those two previous studies. The similarities of this

research and both previous researches are analyzing language learning strategies of EFL learners as the research participants. The difference of between this reasearch and both pevious researches are using instrument to get data from the subjects of the research. This research use only five EFL students in English departement as the subjects research but both previous research use so many participants EFL students or learners in university students and high school as subjects of the research.

After reading all the previous research on the top, with four learning strategies, namely repeat of straetegy, elaboration of strategy, organizational of strategy, metacognitive of strategy. Researchers believe that analysis strategies EFL students learn bilingual foreign students at the University of Muhammadiyah Gresik will provide many benefits. University or the English department will determine strategy EFL students in bilingual learning.