

CHAPTER II

LITERATURE REVIEW

This chapter explains the literature about this study. This also consists of the literature about language learning strategies in English as a foreign language (EFL) Islamic secondary education context, language learning strategy groups, review on related study, theoretical framework.

2.1 Language Learning Strategies in English as a Foreign Language (EFL) Islamic Secondary Education Context

There are many definition about language learning strategies. According to Chamot, & Kupper (1989) and O' Malley & Chamot (1990) cited in Ang, Embi & Yunus (2017) acknowledge that language learning strategies are specific thoughts and action to maximize learning process, comprehension, storing and remembering new input and skills. It means that language learning strategies is to maximize the learning process as a specific thought and action. Furthermore, Rigney (1978) and Rubin (1987) explain that language learning strategies as behaviors, steps, or techniques that learners apply to facilitate their learning. Moreover, Chuin and Kaur (2015) cited in Ang, Embi & Yunus (2017) state language learning strategies could facilitate language performance due to the fact that learners are engaged in an active process of learning whereby the use of mental processing involved with the aims of achieving specific goals, learning strategies or techniques. They state that language learning strategies is to facilitate the learning process by a mental process, behavior, or technique to certain purpose. This research, is referring to Oxford (1990)

definition about language learning strategies that are certain actions carried out by learners which help learners to make learning easier, exciting, more autonomous, successful and more adaptable to current learning situations. Corresponding to the theory, language learning strategy in Oxford (1990) theory is giving action to help the learner reach their ease, exciting, autonomous, successful and adaptable in the learning process with current learning situation and this research use this theory as the basis of this research.

In EFL context, there are many research about language learning strategies in secondary school and have similar result. According to Green & Oxford (1995) cite in Tezcan & Denem (2016) reported that using strategies is affect to the successful of students. Moreover, Lan and Oxford (2003) found that Taiwanese as EFL student in the high proficiency level students employed more strategies and more higher level strategies low proficiency students. The research above supported by Fewell (2010) that state language learning strategies shows the different level of proficiency (successful and unsuccessful) in terms of the level utilization language learning strategies. The research above conclude that language learning strategies in EFL affect the success of students. For the specific, the research from Chaves (2001) cite in Alfian (2016) states that female foreign language students are generally more successful than male students. As a result, language learning strategies in EFL context affect to the success of students and when the students use language learning strategies, female students are more successful.

In Islamic secondary school in Indonesia , there are still lack of research in language learning strategies. Doing a classroom research in an EFL context, Qomariah (2018) explains that language learning strategies has significant

correlation to the students English subject achievement. In addition, Syehrudin (2017) explains that they have a different achievement because of the differences in using language learning strategies and female students have higher score than male students. Syehrudin (2017) findings are almost similar to Chaves (2001) cites in Alfian (2016) that discusses on gender in language learning strategies: that female students are more successful than male students. Because language learning strategies research is still limited in Islamic secondary school, this research attempted to find the language learning strategies in Islamic secondary school.

In previous research in English Language Education Departement at Universitas Islam Indonesia, there was no survey of language learning strategies in Islamic secondary school but in tertiary education. Hapsari (2019) identified language learning strategies in English language learning at university. The previous studies from Departement of English Language Education Universitas Islam Indonesia were conducted in tertiary education context. This research different from previous research because it is done in secondary education context especially Islamic-based school.

2.2. Language Learning Strategy Groups

There also some categories in the language learning strategies. All researchers have their own categories of language learning strategies. The first is Rubin (1987) that has three categories of language learning strategies: (1) learning strategies - which include: cognitive learning strategies and metacognitive learning strategies, (2) communication strategies, and (3) social strategies. The next is from O'Malley's (1985) that has a classification of language learning strategies:

metacognitive strategies, cognitive strategies, and socio-affective strategies. The last is Oxford (1989) who classifies the language learning strategies into two main classes: direct strategies and indirect strategies. Oxford (1990) states that direct strategies are language learning strategies which directly involve the target language and consist of three categories: memory strategies, cognitive strategies, and compensation strategies. In addition, Oxford (1990) points out that indirect strategies are useful in virtually all language learning situations and consist of three categories: metacognitive strategies, affective strategies, and social strategies. This research will adopt the six strategy groups of language learning strategies from Oxford (1990). The definition of six strategy groups and strategy classes are presented in table 1:

Table 1. Definition of Six Strategy Groups Adapted from Oxford (1990)

Strategy Groups	Definition	Strategy Classes
Memory Strategies	Memory strategies are techniques used to remember more effectively and transfer information need for future language use.	Direct Strategies
Cognitive Strategies	Cognitive strategies are essential techniques in learning a new language and ranging from repeating to analyzing expressions to summarizing.	
Compensation Strategies	Compensation strategies are the technique to enable learner despite limitation in missing knowledge or lack of vocabulary.	
Metacognitive Strategies	Metacognitive strategies are the learning process by centering, arranging, planning, and evaluating the learning and this help learner to control their own learning.	Indirect Strategies
Affective Strategies	Affective strategies are techniques to help student control their emotions, attitudes, motivations and value in learning process.	
Social Strategies	Social strategies are activities that student engage in to seek opportunity to be exposed to an environment where practice is possible.	

In language learning strategies also have strategy system in each item of strategy groups. The strategy system showing all strategies are presented in table 2:

Table 2. Strategy System Showing All the Strategies Adapted from Oxford (1990)

Strategy Classes	Type of Strategy	Strategy System	
	Memory Strategies	Creating mental linkages	<ol style="list-style-type: none"> 1. Grouping 2. Associating/ elaborating 3. Placing new words into a context
		Applying images and sounds	<ol style="list-style-type: none"> 1. Using imagery 2. Semantic mapping 3. Using keywords 4. Representing sounds in memory
		Reviewing well	<ol style="list-style-type: none"> 1. Structured reviewing
		Creating structure for input and output	<ol style="list-style-type: none"> 1. Using physical response or sensation 2. Using mechanical techniques
	Cognitive strategies	Practicing	<ol style="list-style-type: none"> 1. Repeating 2. Formally practicing with sounds and writing systems 3. Recognizing and using formulas and patterns 4. Recombining 5. Practicing naturalistically
Direct Strategies		Receiving and sending messages	<ol style="list-style-type: none"> 1. Getting the idea quickly 2. Using resources for receiving and sending messages
		Analyzing and reasoning	<ol style="list-style-type: none"> 1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively (across languages) 4. Translating 5. Transferring
		Creating structure for	<ol style="list-style-type: none"> 1. Taking notes 2. Summarizing 3. Highlighting

		input and output	
	Compensation Strategies	Guessing intelligently	<ol style="list-style-type: none"> Using linguistic clues Using other clues
		Overcoming limitations in speaking and writing	<ol style="list-style-type: none"> Switching to the mother tongue Getting help Using mime or gesture Avoiding communication partially or totally Selecting the topic Adjusting or approximating the message Coining words Using a circumlocution or synonym
Indirect Strategies	Metacognitive Strategies	Centering your learning	<ol style="list-style-type: none"> Overviewing and linking with already known material Paying attention Delaying speech production to focus on listening
		Arranging and planning your learning	<ol style="list-style-type: none"> Finding out about language learning Organizing Setting goals and objectives Identifying the purpose of a language task (purposeful listening/reading/speaking/writing) Planning for a language task Seeking practice opportunities
		Evaluating your learning	<ol style="list-style-type: none"> Self-monitoring Self-evaluating
	Affective Strategies	Lowering your anxiety	<ol style="list-style-type: none"> Using progressive relaxation, deep breathing, or meditation Using music Using laughter
			Encouraging yourself
			Taking your emotional temperature
	Social Strategies	Asking questions	<ol style="list-style-type: none"> Asking for clarification or verification Asking for correction

		Cooperating with others	<ol style="list-style-type: none"> 1. Cooperating with peers 2. Cooperating with proficient users of the new language
		Empathizing with others	<ol style="list-style-type: none"> 1. Developing cultural understanding 2. Becoming aware others' thoughts and feelings

2.3 Review on related study

There are some research that are relevant to this study. Based on Indrayani (2018), this research is about the relationship between language learning strategy used and learning style. The respondent of this research is 63 students consist of 13 male and 50 female in Nashrullah Islamic senior high school. This research method is using quantitative research that is correlation. This also uses two instruments first is using Strategy Inventory Language Learning (SILL) questionnaires version 7.0 from Oxford (1990) and Perceptual Learning Style Preferences Questionnaire by Reid (1987). The result is about the percentage of the correlation between learning style and language learning strategies but the point of this relevant studies has the similar context from this research

The second research is based on Qomariah (2018) that explores about correlation between language learning strategies and English achievement. The respondent of this study is uses 141 students in MAN 3 Palembang. The instrument is using Strategy Inventory Language Learning (SILL) questionnaires by Oxford (1990). The maximum score was 4.10 and the lowest score was 1.70. The mean of the language learning strategies scores for the participants was 2.9844 and the standard deviation was .50061. Next, the results showed that the students got some score between 4.5-5.0 (0 %) in high language learning strategies category, 24

students got score between 3.5-4.4 (17.02%), 97 students got score between 2.5-3.4 (68.8 %) were in medium category, 20 students got score between 1.5-2.4 (14.18 %), and no student got score between 1.0-1.4 (0 %) in low category. In the conclusion is language learning strategies in this study in the medium level in all strategy used by the students.

The next related study is by Syehrudin (2017) about examines the achievement differences between student because of language learning strategies used. The research method of this study is qualitative research of case study. The participant of this study is 2 male and 2 female at 11 grade of MA Al-Mukmin Islamic boarding school. The data collection of this research method is questionnaire, observation, interview, and documentation. The questionnaire that used by the researcher is SILL by Oxford (1990) as a base of research. The result of this study from the questionnaire is explains that the male and female students used cognitive, metacognitive, and social strategies. In the three of the categories female have the higher average score than male students. They also have an achievement difference because of the differences of using language learning strategies. The female score of metacognitive strategy is 4,6 and the male students 3,4. The female score of cognitive strategy is 4,1 and the male students 3,5. The last is the female score of social strategy is 3,7 and the male students is is 2,8.

The last research that related to this study is from Fresiska (2013) that investigate about the language learning strategies used by the students and to know about the relationship with English proficiency. The respondent of this study is 114 student of Islamic junior high school of Raden Paku modern Islamic boarding school. Those are consist on 40 students from 7 grade , 37 students form 8 grade,

and 37 students from 9 grade. The research method used by this research is quantitative research that survey study. The instrument also used SILL of Oxford (1990) questionnaire. The result of this study is explain that there is no significant between language learning strategy and English proficiency. The categories that highest used in this research is metacognitive in 7 and 8 grade and the highest score metacognitive and affective in 9 grade.

2.4 Theoretical Framework

In general, this research focuses on identifying language learning strategies used by the students of Islamic secondary school. There are many language learning strategies categories from other researcher however, this study tends to Oxford (1990) strategy groups because of the more clearly, specification and conformity of the contents. This is the diagram of language learning strategies by Oxford (1990):



