

CHAPTER II

LITERATURE REVIEW

On this chapter unfolding the author's systematic elaboration of references related to the research. There are some theories which explain about each variables of the research, therefore, it consists of literature review, review of relevant studies and conceptual -framework of the research. This chapter explains about the theories of this study. It covers the theories of learning strategies, and theories of language learning strategies.

2.1 Language Learning Strategies

LLSs have been defined in several ways since they became a vicinity of research interest in second language acquisition (SLA). Language learning strategies have been used for thousands of years, though they have been formally known only recently (Alhaysony, 2017). Oxford and Crookal (1989), define learning strategies are steps taken by the learners to assist in the acquisition, storage and taking of information. It means that every learner has their own strategies to retrieve the lesson, understand about what they learn, and learning strategies are facilitating learners in learning the newest information and to grasp it. Therefore, it facilitates learners become efficient in learning and using a language.

There are some definitions from many researchers about language learning strategies. Kunasaraphan (2015, as cited Oxford, 1990) describes that language

learning strategies are specific actions taken by the learner to enhance learning; to perform specific tasks; to resolve specific problems; to form learning easier, faster, more enjoyable, more self-directed, more effective, and more movable to new situations; and to keep up for a deficit in learning (Oxford, 1990). Similarly, Anam & Stracke (2016, as cited Griffiths, 2015) define language learning strategies as “actions chosen by learners (either purposely or automatically) for the purpose of learning or regulating the learning of language”. In different words, language learning strategies refers to what students do to find out, and to manage their learning.

Meanwhile, Hakan, Aydin & Bulent (2015) assert that language learning strategies are good indicators of how learners approach tasks or problems encountered throughout the process of language learning. In other words, language learning strategies give language teachers valuable clues about how their students assess the situation, plan, choose appropriate skills thus on understand, learn, or remember new input presented within the language classroom.

In addition, Sadeghi & Attar (2013) said that language learning strategies (LLS) are perceptible, often aware, and techniques are teachable toward the improvement of language learning. Therefore, language learning strategies are procedures that are doing by the students to allow them to understand and recall whereas studying in a language learning. However, Alhaysony (2017, as cited Tudor, 1996) describes LLS as the purposeful actions learners pursue in consciously or unconsciously in order to reinforce skills in speaking, listening,

reading and writing of a foreign or second language. Similarly, as Alfian (2016) states that the study of language learning strategies commonly used by the students is important to the students so they can develop the used strategies so as they improve their skill in learning English. It means that learners develop an awareness of their own meta cognition and thus manage their own learning through LLS.

Meanwhile, Oxford (1990) classifies LLS into two groups: direct and indirect learning strategies. Direct learning strategies involve the specific use of language and are classified into memory strategies, cognitive strategies, and compensation strategies. Indirect learning strategies do not use language directly but support and manage language learning; they are categorized into meta cognitive, affective and social strategies.

The strategies specified are as follows: first, memory strategies. Memory strategies are how students retrieve language so as to save and retrieve new information. The second is cognitive strategies. Cognitive strategies are how students consider about the learning and understand and gain a new language. The third is compensation strategies. Compensatory strategies enable students to catch up for their restricted information and overcome limitations in target language skills. Fourth, meta-cognitive strategies. Meta-cognitive strategies are contained the ways students to manage their learning, create their cognition, organize plan and evaluate their progress. Fifth, affective strategies. Affective strategies related to students' feeling, students' emotional reaction and anxiety such as lowering

anxiety, encouraging self, taking an emotional temperature. The last, social strategies. Social strategies involve learning interaction with others, such as asking questions and cooperating with peers (Oxford, 1990).

Oxford (2003) classified language learning strategies into six groups: cognitive, meta-cognitive, memory-related, compensatory, affective, and social.

Table 1. Language Learning Strategies Categories by Oxford (1990)

Categories of LLS	Sub Categories	Strategies
Direct Strategies	I. Memory strategies	<ol style="list-style-type: none"> 1. Creating mental linkages (grouping, associating/elaborating, placing new words into a context.) 2. Applying images and sound (using imagery, semantics mapping, using keywords, representing sounds in memory) 3. Reviewing well (structured reviewing). 4. Employing action (using physical response or sensation, using mechanical techniques)
	II. Cognitive Strategies	<ol style="list-style-type: none"> 1. Practicing (repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically). 2. Receiving and sending (getting the idea quickly, using resources for receiving and sending messages). 3. Analyzing and reasoning (reasoning

deductively, analyzing expressions, analyzing contrastively, translating, transferring)

4. Creating the structure for input and output (taking notes, summarizing, highlighting)

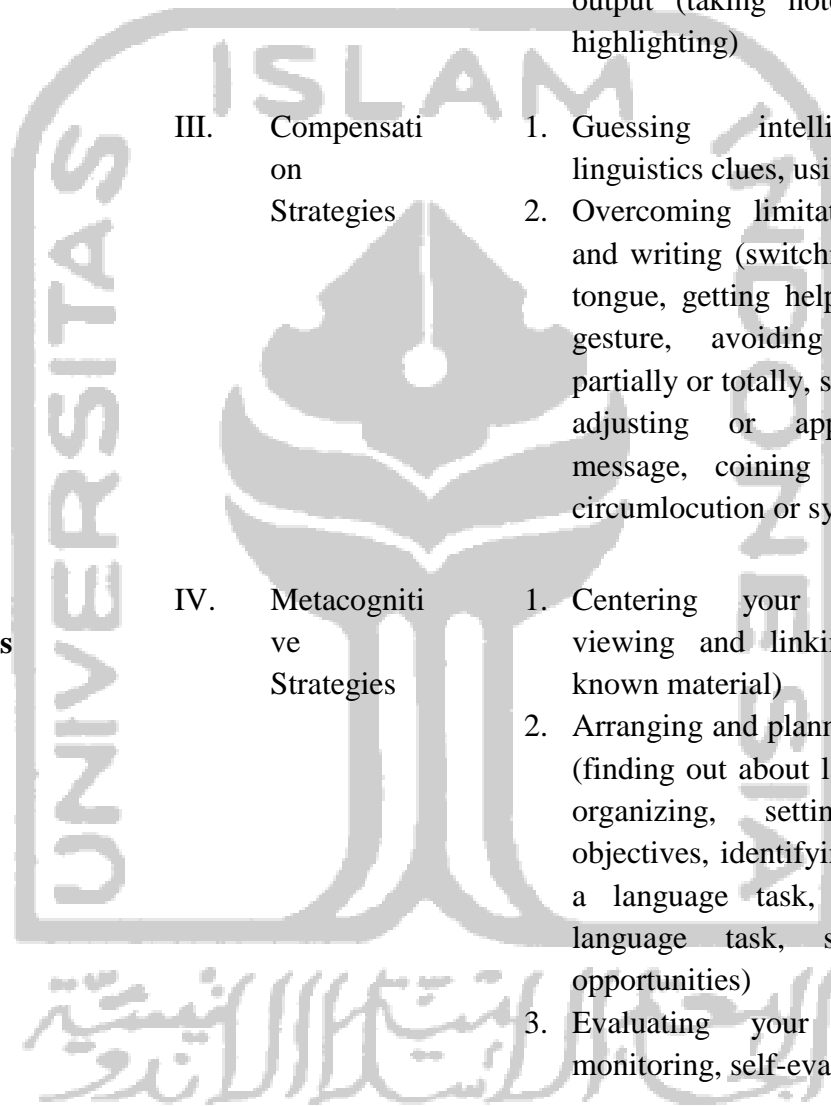
III. Compensation Strategies

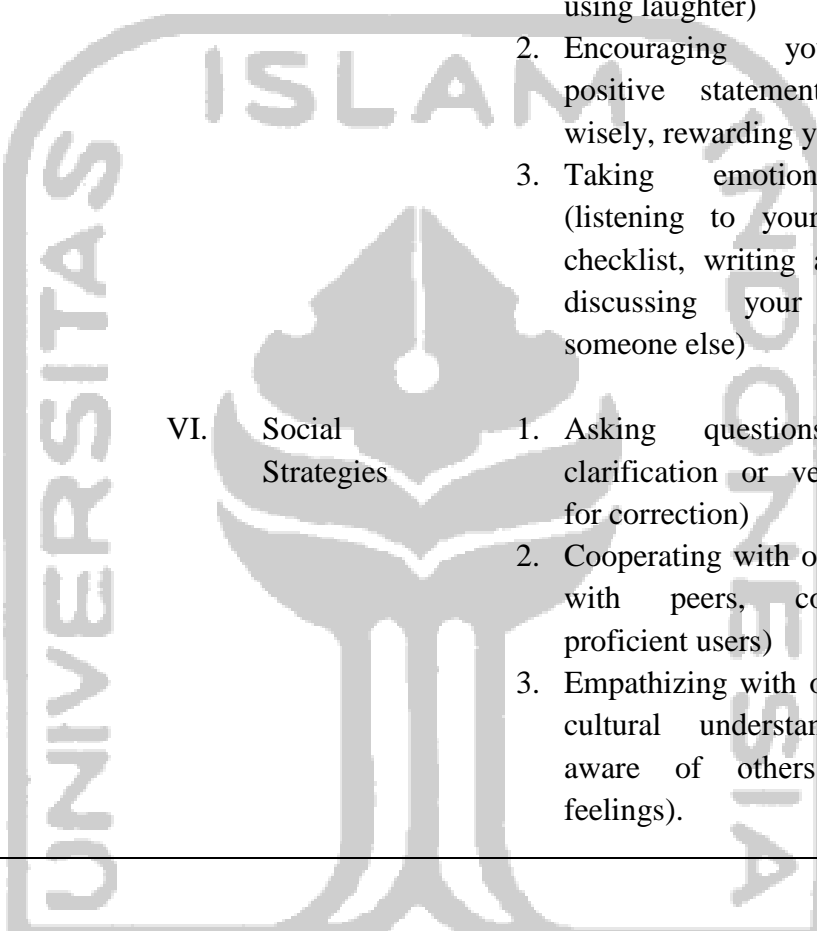
1. Guessing intelligently (using linguistics clues, using other clues)
2. Overcoming limitation in speaking and writing (switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym).

Indirect Strategies

IV. Metacognitive Strategies

1. Centering your learning (over viewing and linking with already known material)
2. Arranging and planning your learning (finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities)
3. Evaluating your learning (self-monitoring, self-evaluating)



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- V. Affective Strategies
1. Lowering your anxiety (using progressing relaxation, deep breathing, or meditation, using music, using laughter)
 2. Encouraging yourself (making positive statements, taking risks wisely, rewarding yourself)
 3. Taking emotional temperature (listening to your body, using a checklist, writing a language diary, discussing your feelings with someone else)
- VI. Social Strategies
1. Asking questions (asking for clarification or verification, asking for correction)
 2. Cooperating with others (cooperating with peers, cooperating with proficient users)
 3. Empathizing with others (developing cultural understanding, becoming aware of others' thoughts and feelings).
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There are some previous researches that relevant to this study. Based on the research by Alfianti in 2016, this research aims to investigate the highest and lowest language learning strategies commonly used by students in learning speaking at Daily Communication Class in English Language Education Department Islamic University of Indonesia. This survey research adapted Oxford's SILL (1990) version 7.0 included 38 items. 80 first-year students at Daily Communication Class in English

Language Education Department Islamic University of Indonesia in batch 2016-2017 were taken as participants of the research. The result showed that the common strategy used for learning speaking is metacognitive strategy ($X= 3.69$), while the lowest commonly used is affective strategies ($X= 3.61$). The result also shows that there were variations between males and females student in the use of language learning strategies in learning speaking. Female students have high average in using the strategies than male students.

The second research has been conducted by Kunasaraphan in 2015, this research aims to identify whether English language learning strategies usually employed by the first-year students at International College, Suan Sunandha Rajabhat University include six direct and indirect strategies. This research used the quantitative method that concerned 300 of the first-year students as participants. This research used a questionnaire the Strategy Inventory for Language Learning (SILL) Version 7.0. The results of this research showed that the first-year students used indirect strategies in learning English more than direct strategies. Meta-cognitive strategies (3.3152) were the highest strategy that used by the first-year's students.

The third study was researched by Solak & Cakir (2015), the purpose of this study was to determine the use of language learning strategies of e-learners and to understand whether there were any correlations between language learning strategies and academic achievement. This study used a quantitative approach to investigate the answer of the research questions. The Turkish version of Strategy Inventory of Language Learning (SILL) 7.0 was developed by Oxford (1990) as the instrument.

Moreover, a significant difference was found for females in cognitive strategies and males in meta-cognitive strategies. The correlation between academic achievement and memory strategies was the highest ($r=0.68$; $p<0.05$) and the correlation between academic achievement and compensation strategies was the lowest ($r=0.38$; $p>0.05$). In conclusion, the study shows that learners stand from various strategies while learning English through e-learning. Therefore, this study suggested that using language learning strategies have effects on student's academic achievement.

The fourth study was researched by Sadeghi & Attar (2013), the purpose of this study was to investigate the use of language learning strategies by Iranian EFL learners who began learning English at different ages. This study used a questionnaire the Strategy Inventory for Language Learning (SILL) Version 7.0. The results of the SILL indicated that there were no statistically significant differences between the students' choices of language learning strategies who began learning English at different ages. Students who began learning English at different ages used different LLS because of their different attitudes and goals in learning English. A younger age learnt English to communicate with foreign whereas an older age learnt English to pass examinations and get into the universities.

The fifth research who conducted by Hakan, Aydin, and Bulent (2015), this research aims to determine undergraduates' language learning strategies and relationship with gender. The data were collected using Strategy Inventory for Language Learning (SILL) version 7.0 including 50 items was developed by Oxford (1990). The subjects of this research were 120 undergraduates studying in English

Preparation Year at School of Foreign Languages, Yildiz Technical University, Istanbul, Turkey. The study showed the results that there were significant differences were found in undergraduates' language learning strategies relating to gender.

Those researches above are relevant to this research because all of the researches used Strategy Inventory for Language Learning (SILL) 7.0 by Oxford (1990) as the instrument, and the aim of the study to investigate language learning strategies used by most of the learners. The differences between these researches and my research are the variables, a methodology used in the research, and the subject of the research. Those researches are relevant to this research so that previous researches can be used as references.

2.2 Theoretical Framework

Oxford (1990) classified language learning strategies into two groups: direct and indirect learning strategies. Direct learning strategies involve the specific use of language and are classified into memory strategies, cognitive strategies, and compensation strategies. Indirect learning strategies do not use language directly but support and manage language learning; they are categorized into meta-cognitive, affective and social strategies. Direct strategies mean that they make directly involve the target language, and indirect strategies mean the strategies that they used to support the language learning process.

Language learning strategies in learning English is the way for the learner to find out their own ways of learning. When the students are able to choose and use

their own strategy automatically, they have achieved the independence in using the strategy. People can understand what the meaning of the language, using the strategies they use.



Figure 1. Theoretical Framework of the Research

