

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter elaborates a brief description and explanation about the theoretical framework that will be able to support the data analysis, profile of Raden Paku Junior High School, and the previous studies which are related to the study.

2.1 Theoretical framework

It includes the theory used in this study. The theories are definition of language learning strategies, taxonomy of language learning strategies, language learning strategies by Oxford (1990); the importance of language learning strategies; and English proficiency.

2.1.1 Language Learning Strategies

In understanding about language learning strategies, this study discusses about the definition of language learning strategies, the taxonomy of language learning strategies, and language learning strategies by Oxford (1990).

2.1.1.1 Definition of language learning strategies

The word strategy comes from the ancient Greek term *strategia* meaning generalship or the art of war. More specifically, strategy involves the optimal management of troops, ships, or aircraft in a planned campaign. A different, but

related word is *tactics*, which are tools to achieve the success of strategies. Means that strategy like tactics which function is to achieve the success or the achievement.

Then Oxford Dictionary (1995) defines strategy as plan design for particular purpose. Schemeck (1988, cited in Yi et al, p.238) states that strategy is “the implementation of a set of procedures (tactics) for accomplishing something” and learning strategy is “a sequence of procedures for accomplishing learning”. Means

that strategy is procedure to get something while learning strategy is procedure to cover learning. Oxford (1990, p.8) states that “language learning strategies are defined as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. It means that strategy is a tool to reach many purposes. Language

Learning Strategy is some kind of action that function to make easier in learning, it also make the learner enjoy in doing learning. In addition O'Malley and Chamot (1990 p.1) viewed language learning strategy as “the special ways of processing enhance comprehension, learning, or retention of the information”

In conclusion Language Learning Strategy is ways or steps used by learner to make the learning easier and to make them comprehend and success in learning language.

2.1.1.2 Taxonomy of language learning strategies

Language learning strategies have been classified by many scholars, some of them are Rubin (1981), O'Malley and Chamot (1990), and Oxford (1990).

Rubin (1981 p.124-126 cited in Griffiths 2004 p.3) divide learning strategy into two kinds. Those which contribute directly to learning and those which contribute indirectly to learning. The direct learning strategies she divided into six types that are clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice, and the indirect learning strategy types are creating opportunities for practice and production tricks. Then, O'Malley and Chamot (1990, p.47 cited in Nuril 2012 p.12) divide language learning strategies into three main categories. First, metacognitive strategies consist of selecting attention, planning, monitoring, and evaluation. Second, cognitive strategies consist of rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer, and elaboration. Third, social strategies consist of cooperation, questioning for clarification, and self-talk. And the last Oxford (1990) divide learning strategies into two big categories: direct and indirect strategies. The direct strategies is divided into three subcategories, including memory strategies, cognitive strategies, and compensation strategies. Indirect strategies are also divide into three subcategories, including meta-cognitive strategies, affective strategies and social strategies.

In this current research the writer uses Oxford (1990) theory, because according to the writer Oxford (1990) theory is the most complete and detail theory.

2.1.1.3 Language Learning Strategies by Oxford (1990)

Oxford's language learning strategies are categorized into direct strategies and indirect strategies.

A. Direct strategies

Oxford (1990, p.37) states that direct strategies are the strategies that directly involve the target language. All direct strategies require mental processing of the language. Then, the direct strategies are beneficial to the students because they can help to store and retrieve new information, help to produce language even when there is lack of knowledge, and also help to understand and use the new language. Direct strategies are divided into three categories, namely memory strategies, cognitive strategies, and compensation strategies. Those strategies are explained further below.

1. Memory Strategies

Oxford (1990) states that memory strategies, sometimes called mnemonics, are the strategies for helping language learners store and retrieve new information. Memory strategies are based on simple principles like making association and reviewing. They are employed when a learner faces challenges of vocabulary learning. The words and phrases can be associated with visual images, sounds, motions or touches that can be stored and retrieved for communication.

According to Lord (cited in Oxford, 1990 p.39) stated that memory strategies help language learner to cope with difficulty. They enable learners to store verbal

material and then retrieve it when needed when communication. Memory strategies classified into four sets: Creating Mental Linkages, Applying Images and Sound, Reviewing well, and Employing Actions. Creating Mental Linkage is include three categories: grouping, associating/elaborating and applying images and sound.

Here is the example of creating mental linkage. When learners want to remember the group of word they will use acronym like *mejikuhibiniu* when they want to remember the colors of rainbow. *Mejikuhibiniu* stand for *merah, jingga, kuning, hijau, biru, nila, ungu*. Then Applying Images and Sound is include four categories : using imagery, semantic mapping, using keyword, and representing sound in memory. It is one of example of representing sound in memory *kursiyyun* can be remember by the image of *kursi*. Reviewing well is only has one category that is structured reviewing. Means that reviewing in carefully spaced interval. For example by reviewing a new information times, like 10 minutes after getting information, then review it again in an hour later, then review it again a day later. The last is Employing Actions divided into two categories namely using physical response or sensation and using mechanical technique. Here is the example of using mechanical technique writting words on cards and moving cards from one stack to another when a word is learned, and putting different types of material in separate section of language learning handbook.

2. Cognitive Strategies

Oxford (1990) states that in cognitive strategies, enable the learner to manipulate the language material in direct ways, by repeating, analyzing or summarizing. Cognitive strategies are divided into four sets of strategies. First, practicing consists of repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically. Here is the example of practicing like listening to something several times or imitating native speaker. Second, receiving and sending messages consists of getting the idea quickly and using resources for receiving and sending messages. And it is the example of receiving and sending messages by using skimming to determine the main idea and skinning to find specific detail. Third, analyzing and reasoning consists of reasoning deductively, analyzing expressions, analyzing contrastively, translating, and transferring. And here is the example of analyzing and reasoning using one language as the basis for understanding or producing another. The last one, creating structure for input and output consists of taking notes, summarizing, and highlighting. The example is making the summary of longer passage.

3. Compensation Strategies

Oxford (1990) states that learners use compensation strategies for comprehension of the target language when they have limitation in knowledge of the target language. These strategies are used when they want to cover the problem of deficiency in grammar or vocabulary. Compensation strategies help

learner to keep on using the language, helps learners become more fluent and also lead learners to gain new information. Compensation strategy divided into two sets of strategy. First, guessing intelligently consists of using linguistics clues and using other clues. The example is when learners do not know the meaning of “conpyuta” in Japanesse language but they has previous knowledge in English “computer” so they relate the word “conpyuta” with the word “computer”. The last one, overcoming limitations in speaking and writing consists of switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting the message, coining words, and using circumlocution or synonym. Here one example of overcoming limitations in speaking and writing for example when the learners making conversation with another then in some occasion they do not know the meaning of the word in target language then they switch to their own mother tongue. Like “ to overcome this problem we need to ask to our *gubernur*”.

B. Indirect strategy

Oxford (1990) states that indirect strategies are strategies that support and manage language earning without directly involving target language. Indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills : listening, reading, wriiting, and speaking. Indirect strategies divided into three big strategies namely metacognitive strategies, affective strategies, and social strategies. Those strategies are explained further below.

1. Metacognitive Strategies

According to Oxford (1990), the word 'metacognitive' itself means beyond, beside, or with cognitive. Therefore, metacognitive strategies are the strategies which go beyond the cognitive, providing a way for learners to organize learning process with their own ways. It function to help the learners to plan language learning in an efficient way. Metacognitive strategies are really needed for the learners when they want to be success in coping the new vocabulary, rules, and writing system. Therefore, they become vital for successful language learning. Purpura (1999 cited in Oxford, an overview p.12) found that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion"

Metacognitive strategies divided into three sets of strategies. First, centering your learning consist of overviewing and linking with already known material, paying attention, delaying speech production to focus on listening. Second, arranging and planning your learning consists of finding out about language learning, organizing, setting goal and objectives, identifying the purpose of language task (purposeful listening/reading/speaking/writing), planning for language task, seeking practice opprtunities. And last is evaluating your learning consists of self-monitoring, sel-evaluating.

The example of metacognitives strategies is when we present something in front of class then we forgot one thing, we stop for a while to recall our memory. Then, we continue the presentation.

2. Affective Strategies

According to Oxford (1990), the word affective itself means emotion, attitude, and values. Thus, affective strategies are the strategies which can gain control over those emotion, attitude, and value in the learning process. Good language learners are often those who know how to control their emotions and attitude about learning. Positive emotion and attitudes can make language learning far more effective and enjoyable.

Affective strategies are divided into three sets of strategies. First, lowering anxiety consists of using progressive relaxation, taking deep breath and mediation, using music, and using laughter. Second, encouraging yourself consists of making positive statements, taking risk wisely, and rewarding yourself. The last one, taking your emotional temperature consists of listening to the body, using checklist, writing a language learning diary, and discussing feeling with someone else.

The example of encouraging your self by making positive statement is when you face a problem in learning other or foreign language. You try to motivate your self by making good statement "I believe I can do this" or "I am capable enough to do this I am good language learner". By making such good statement it will increase our belief and our confident to solve that problem.

3. Social Strategies

Oxford (1990) states that human being cannot be separated from the society. We need other people to make good communication. Then language is a

form of social behaviour. And to learn language we need other people to communicate with. Social strategies is divided into three sets of strategies. First, asking question consists of asking for clarification or verification and asking for correction. Second, cooperating with other consists of cooperating with peers and cooperating with users of the new language. Third, Emphatizing with other consists of developing cultural understanding and boming aware of others' thoughts and feelings.

Here is the example of asking questions by asking for clarification or verification, when the students study in classroom with a teacher one of them does not understand what the teacher means. Then he ask to the teacher to clarify what he has said. By having such activity it will give the student feed back from the teacher. It also increase his skill in speaking.

2.1.2 The Importance of Language Learning Strategies

Language learning strategy is very important for learnres because it can increase their learning process and contribute to the communicative competence as the main purpose. Oxford (1990, p.8) states "learning strategies help learners participate actively in such authentic communication". Little (1991 cited in Oxford, 2003 p.9) states" learning strategies can also enable students to become more independent, autonomous, lifelong learners". It means language learning strategy help learner to be more independent and also everlasting.

Language Learning Strategy is very important for foreign language learner because it can improve learner result in their proficiency and also increase their

self confident as stated by Oxford (1990, p. 1) “appropriate language learning strategies result in improving proficiency and greater self-confidence”. By using language learning strategy will make the students learn language easier, faster and also they will enjoy the learning. It is supported by Oxford (1990 p.8)” learning strategy are specific action taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferrable to new situation. Cohen (1998) states that learner strategy should be aimed at enhancing both the learning and the use of L2.

2.1.3 English Proficiency

One of the purpose in studying is good result. The learners learn English is to make them be good English user. The succesfull of learner is measured by English Proficiency. Lisboa (2004, p.2) says “the English language proficiency is the centerpiece for both the classroom and large-scale state assessment frameworks.” In general, language proficiency may be defined as the ability to use a language effectively and appropriately. Then, Oxford (1990, p.1) states that the application of appropriate language learning strategies can improve the proficiency and greater self-confidence. In other words, there must be intimate relationship between language learning strategies and English proficiency.

In Second Language Acquisition research, there are many researches on the variables that affects or to be affected by learning strategies such as age, gender, learning style, motivation and proficiency itself. Therefore, there are a number of the studies correlating language learning strategies and proficiency to

show whether there is a relationship between those two variables or not. The measurement of the English Proficiency used by those studies is various such as by English grade (Zhou, 2009), TOEFL score (Nisbet et al., 2005; Nuril, 2012).

In this study, the English proficiency of Raden Paku Islamic Junior High school is measured by English score. English score represent the students ability in English. It represent how communicative and smart they are. As stated by Lara et al(2007, p. 48 cited in Abedi p.159) “second-language development theory of communicative competence which posits that ELP tests should measure communicative and participatory language in the context of the classroom and that they should be age/grade appropriate”

2.2 The Profile of Raden Paku Islamic Junior High school

Raden Paku Islamic Junior High school is one of Islamic Junior High School located in Jl. Ki Mangun Sarkoro 17B Trenggalek. It was established in 1998 and now holds an “A” accreditation. This Islamic junior high school elaborates three curricula. There are department of religious affairs curriculum which is applied in Madrasah Tsanawiyah. Modern Islamic Boarding School curriculum which is applied in language teaching, discipline, and organization, and the last is *salafiyah* curriculum as the basic of *Aqidah* and also *Nahwu* and *Sorof*. The students of Pondok Pesantren Modern Raden Paku use English for their daily conversation, delivering some material in the class and also used for speech. Every student has to be able to deliver speech in English. Raden Paku

Islamic Junior High School has 162 students consisting of 57 students of first grade 53 students of second grade and 52 students of third grade.

2.3 Previous Studies

In this research the writer seek for previous study to support this current research. Here the researcher found the research by Nuril (2012). In her research she investigated the relationship between language learning strategy and English proficiency. The writer used SILL questionnaire and TOEFL as the instruments to collect the data. That study shows that the overall language learning strategies use falls into medium level with the mean of 3.25. metacognitive strategy was reported as the strategy most frequently used with the mean of 3.64

The similarity between that previous study with this current study is both of them investigate language learning strategies in an EFL context. Then, Oxford's SILL questionnaire is used to collect the data. Also, Pearson Product Moment Correlation is used to analyze the data. In addition, this current study also investigated the relationship between language learning strategies use and English Proficiency. However, there are some differences found between that previous study with this current study. This current study investigates the language learning strategy used by the Islamic Junior High School students at Pondok Pesantren Modern, while the previous study investigated the first-year faculty of economics and business students. This current research use three independent variables while the previous study only used one variable. Then to

know the proficiency this current study use English score while the previous study by using TOEFL.

The second study is conducted by Zhao (2009). In his research the writer investigated the use of language learning strategies by undergraduate students: the extent of use of language learning strategy categories in the Oxford Taxonomy, and the relationship between the use of language learning strategies and English proficiency. The writer used SILL questionnaire. The subject of the study were two hundred fifty four Chinese undergraduate students (123 male and 131 female) in Assumption University participated in the study. The results showed that the students were medium users of overall strategies, Compensation Strategy was the most frequently used, and Memory Strategy category was the least used. A positive correlation was found between the use of language learning strategies and the English proficiency, which were indicated by students' grades and self-efficacy.

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Modern which use English as their daily conversation and instrument to deliver the material in the class, while the previous study investigated the under graduate students of Assumption University of Thailand.

From the previous studies, the findings that are revealed are different from each other. It can be explained by the context where the language learning strategies are applied. Those studies investigated the application of language learning strategies by different subject and different setting where the language learning strategies are applied. They are International Undergraduate Program of Faculty of Economics and Business University of Brawijaya students and Chinese undergraduate students (123 male and 131 female) in Assumption University. By using this previous study, the writer can enrich the knowledge and understanding of language learning strategies. It can help the writer in dealing with certain phenomena that found in this study. Therefore, this study investigates the application of language learning strategies in Islamic Junior High School students of Raden Paku Modern Islamic Boarding School..