

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains language learning strategies, taxonomy of language learning strategies, language learning system, the importance of language learning strategies, English proficiency, and previous studies.

2.1 Language Learning Strategies

Research into language learning strategies has increased significantly since the 1970s, because such categories play various important roles in language learning (Lee, 2010, p.135). Many researchers focus on how learners process new information and what kinds of strategies they use to understand, learn or remember the information in the area of second or foreign language learning. For example, (Naiman et al. (1978), Rubin (1975), and Stern (1975) (cited in Lee, 2010, p.135) point out that certain learners are more successful than others at learning a second or foreign language despite exposure to the same teaching methods and learning environment. From that point, language learning strategies are developing rapidly and become a guide in learning second or foreign language.

Ellis (1994) states that language learning strategy is an attempt to develop linguistic and sociolinguistic competence in the target language. It is clearly stated that linguistics and sociolinguistics are the main targets of language learning strategies. In addition, Oxford (1990, p.8) defines language learning strategies 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.” Thus, language learning strategy is very important for language learners because it helps them to learn language easier.

2.2 Taxonomy of Language Learning Strategies

According to Rubin (1987, cited in Liang 2009, p.199), there are three kinds of learner strategies, namely, learning strategies, communication strategies, and social strategies. Among the three, the first two are further named as direct strategies, in that they make direct and primary contribution to language learning, by means of obtaining, storing, retrieving and using language, as opposed to the indirect way in which social strategies contribute to language learning (Liang, 2009, p.200).

Language learning strategies are divided into three main categories, metacognitive, cognitive, and social affective which refer to learners’ planning their learning, thinking about their learning process, monitoring their own comprehension or production, and evaluating the outcomes of their own learning (O’Malley and Chamot, 1990, cited in Lee 2010, p.136).

Language learning strategies are important to determine the success of learners. Oxford (1990, p.9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are subdivided into 6 groups. Those are metacognitive strategies, affective strategies, social strategies, cognitive strategies, memory strategies and compensation strategies. In Oxford's system, metacognitive strategies help learners to regulate

their learning. Affective strategies are concerned with the learner's emotional requirements, such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, and memory strategies are those used for storage of information. The last, compensation strategies help learners to overcome knowledge gaps to continue the communication.

Wenden and Rubin (1987, cited in Hismanoglu, 2000, p.2) define learning strategies as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." According to Rubin (1987, cited in Hismanoglu, 2000, p.3), there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are: learning strategies, communication strategies, and social strategies.

According to Stern (1992, cited in Hismanoglu, 2000, p.6), there are five main language learning strategies. These are management and planning strategies, cognitive strategies, communicative-experiential strategies, interpersonal strategies, and affective strategies.

From those theories explained above, the writer chooses Oxford's theory because it provides the most detailed list of language learning strategies in her taxonomy. Besides, Chamot (2004, p.16) states that the greatest numbers of descriptive studies have utilized a questionnaire developed by Oxford (1990), the *Strategy Inventory for Language Learning (SILL)*. This instrument has been used extensively to collect data on large numbers of mostly foreign language learners (Chamot, 2004, p.16)

2.3 Language Learning Strategies System

Oxford (1990) divides language learning strategies into two main classes, direct and indirect. Oxford's taxonomy of language learning strategies is shown as the following:

1. Direct Strategies

a) Memory Strategies

1. Creating mental linkages
2. Applying images and sounds
3. Reviewing well
4. Employing action

b) Cognitive Strategies

1. Practicing
2. Receiving and sending messages strategies
3. Analyzing and reasoning
4. Creating structure for input and output

c) Compensation strategies

1. Guessing intelligently
2. Overcoming limitations in speaking and writing

2. Indirect Strategies

a) Metacognitive Strategies

1. Centering your learning
2. Arranging and planning your learning
3. Evaluating your learning

b) Affective Strategies

1. Lowering your anxiety
2. Encouraging yourself
3. Taking your emotional temperature

c) Social Strategies

1. Asking questions
2. Cooperating with others
3. Empathizing with others

2.3.1 Direct Strategy

It is the strategy that deals directly with the language and relates to the language learning process (Oxford, 1990, p.37). It consists of memory strategy, cognitive strategy, and compensation strategy.

2.3.1.1 Memory Strategy

Memory strategy is a strategy which help student in recalling new information (Oxford, 1990, p.37). The aim of this strategy is to remember more effectively and it has two functions: helping learners to store new information and retrieve that information. Four sets constructing memory strategy are creating mental linkages, applying images and sounds, reviewing well and employing actions.

There are three strategies forming the *creating mental linkages*, the first is grouping, such as classifying vocabulary based on the topic. For example, "animal": lion, monkey, cat, dog, bird. The next strategy is associating, tries to relate new language information to concept already in memory. For memorizing

“butterfly”, for instance, a learner will associate with his/her previously learned word, “fly”. Then, the third strategy is placing new words into context, such as placing a new word in a meaningful sentence or story to make it is easier to remember.

Applying images and sounds contains four strategies. The first is using imagery, such as imagining “banana” when memorizing the word “banana”. The next is semantic mapping, such as making a diagram of several words related to the word, followed by using keywords, such as remembering the word “Minnesota” by remembering the word “mini soda”. The last is representing sounds in memory by using rhymes or imagining the sound of cutting spices “chop-chop” when memorizing the word “chopping”.

Reviewing well contains only one strategy, which is structured reviewing. The example is memorizing the lesson several times so that learners are used to the topic.

The last, *employing action* contains two strategies. The first is using physical response or sensation by acting out the new word. For example, student will act “freezing” physically when he heard the word “freeze”. Meanwhile, the other strategy is using mechanical techniques such as using flashcards in remembering new word written on one side and the definition on the other side.

2.3.1.2 Cognitive Strategy

It is a practical strategy that enables the learners to understand and produce new language by many different means such as summarizing, practicing, and so on (Oxford, 1990, p.37). There are four sets in this strategy such as practicing,

receiving and sending messages, analyzing and reasoning, creating structure for input and output. This strategy is very practical and important because it makes the learners “practice” the language as much as possible and use all their mental processes.

Practicing includes five strategies. The first is repeating by saying some words repeatedly or imitating native speakers. Second, practicing with sound and writing system. The third strategy is recognizing and using formula and patterns. The next is recombining, for example, I like strawberry, she likes strawberry, I and she like strawberry. The last strategy is practicing naturally by reading book for leisure or participating in a conversation.

Receiving and sending messages contains two strategies. The first is getting the idea quickly by skimming and the second strategy is using resources for receiving and sending messages such as writing a short article or journal.

Analyzing and reasoning, the third part, contains five strategies. The first is reasoning deductively by using general rules and applying them to the new language. The second is analyzing new expressions by breaking some words into parts to get the meaning, such as “unsatisfied” is divided into “un” and “satisfied” meaning not satisfied. The next is analyzing contrastively by comparing elements of own and new language. For example, learners recognize the word “computer” and “komputer” (Bahasa Indonesia). The fourth strategy is translating and the last strategy is transferring, means applying knowledge of words or structures from one to other languages.

The last is *creating structure for input and output*, which consists of three strategies. The first is taking notes, second is summarizing, and the last is highlighting by underlining important information in books.

2.3.1.3 Compensation Strategy

This strategy is very useful especially when a learner does not know the correct term for certain words or has limited vocabulary. It helps learners to use the language although they are not 100% correct, at least they can get their message delivered. This strategy is divided into two parts, guessing intelligently and overcoming limitations in speaking and writing.

Guessing intelligently has two strategies. First strategy is using linguistic clues such as prefixes to guess. Example, a learner recognizes “pra sejarah” relates to “pre-history”. Second is using other clues such as if a learner does not know the meaning of “bargain”, he might guess if this word is often used in market, it must be something related to selling and buying terms. Learners can also use other clues if they do not know the meaning of certain word, they can guess the meaning through reading the whole sentence.

Overcoming limitations in speaking and writing consists of eight strategies. First strategy is switching to mother tongue. Second is getting help such as asking the speaker to repeat his words. Third is by using gestures when speaking. Fourth strategy is avoiding certain topic when speaking. Fifth, selecting the topic to make sure that the learner has sufficient vocabulary in conversation.

Sixth strategy is adjusting or approximating the message such as saying “pencil” for “pen”. The next is coining words, example, by saying “coke” for “soda”. And

the last strategy is using circumlocution or synonym, such as saying “yummy” the learner will say “the food is very tasty”.

2.3.2 Indirect Strategy

All these strategies are called “indirect” because they support and manage language learning without directly involving the target language (Oxford, 1990, p. 135). Indirect strategies are useful in all language learning situation and applicable to all four language skills: listening, reading, speaking, and writing. Indirect strategies consist of metacognitive strategies, affective strategies, and social strategies.

2.3.2.1 Metacognitive Strategies

Metacognitive means beyond the cognitive. This strategy helps learners to coordinate themselves to be good language learners. It is related with how to center, arrange, plan and evaluate their learning. There are three strategies categorized in metacognitive: *centering your learning*, *arranging and planning your learning*, and *evaluating your learning*.

There are three strategies in *Centering your learning*. First is *overviewing and linking with known material*. Second, *paying attention to the lessons*, and the last is *delaying speech production to focus on listening*.

Arranging and planning has six strategies. The first strategy is *finding out about language learning*. Second is *organizing the learning situation* such as by *providing conducive learning environment*. Third strategy is *setting a purpose to make the learners motivated in learning a language*. The next strategy is

identifying the purpose of the language task. The fifth is planning for a language task. And the last strategy is seeking practice opportunities.

Evaluating your learning covers two strategies: having self-monitoring by learning from mistakes, and self-evaluating by checking the progress after learning a new language.

2.3.2.2 Affective Strategies

The term “affective” refers to emotions and attitudes. Therefore, affective strategies help to regulate emotions, motivations and attitudes. This strategy is very helpful because in learning a language, learners may make mistakes. This strategy helps them to control their emotions, motivations, and attitudes when they are making mistakes while learning a language. Affective strategies contain three sets, namely *lowering your anxiety*, *encouraging yourself*, and *taking your emotional temperature*.

Lowering your anxiety has two strategies. First is using progressive relaxation, deep breathing or meditation. Second is using music to soothe the soul, and the last is using laughter.

There are three strategies in *Encouraging yourself*. The first is making positive statements to be more confident. Second is taking risks wisely by willing to make mistakes to learn. And the third is rewarding yourself such as when someone is passing a test, he/she rewards himself by having vacation.

Taking your emotional temperature contains four strategies. First strategy is listening to your body. Second is using a checklist to discover feelings or

attitudes. The next is writing a language learning diary, and the last is talking or sharing to other people when learning a new language.

2.3.2.3 Social Strategies

Social strategy is the strategy that helps students to learn through interactions and cooperation (Oxford, 1990). By using social strategy, it is expected that learners can improve their language skill. There are three strategies: *asking questions*, *cooperating with others*, and *empathizing with others*.

Asking question contains two strategies. They are asking for clarification and asking other for correction or comments.

Cooperating with others also contains two strategies. They are cooperating with peers and cooperating with native speakers or proficient users when learning a new language.

And the last is *empathizing with others* which consists of two strategies. First is developing cultural understanding and second is becoming aware of others' thoughts and feelings.

2.4 The importance of language learning strategies

Oxford (1990) states that learning strategies help learners participate actively in such authentic communication. Language learning strategies are good indicators of how learners approach tasks or problems during the process of language learning. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socio affective strategies

include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socioaffective can help the language learners to develop their learner independence when they can take control of their own learning. As Oxford (1990, p.1) states, “language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence.”

Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. Research in good language learning strategies revealed a number of positive strategies so that such strategies could also be used by poor language learners trying to become more successful in language learning. There is always the possibility that poor language learners can also use the same good language learning strategies while becoming unsuccessful because of some other reasons. At this point, it should be emphasized that using the same good language learning strategies does not guarantee that poor learners will also become successful in language learning since other factors also play role in determining success.

2.5 English Proficiency

Saunders & O'Brien (2006, cited in Carhill, Suárez-Orozco, and Páez, 2008, p.1158) state that language-proficiency improves the range of ability that have

been evaluated from oral to literate skills and from conversational to academic registers.

Carhill, Suárez-Orozco, and Páez study (2008) on English language proficiency among adolescent immigrant students explain that the factors influencing English proficiency can be recognized by age, parental education and parental English language proficiency, environments, and school quality. Language learning outcomes have also been related to school factors. Hakuta et al (2000, cited in Carhill, Suárez-Orozco, and Páez, 2008, p.1161) state that when language proficiency levels were disaggregated by school poverty level, students who attended high-poverty schools were significantly less proficient in academic English than students attending schools with lower levels of school poverty.

2.6 Profile of SMAN 3 Malang

SMAN 3 Malang is one of state senior high schools located in Jl. Sultan Agung Utara no. 7, Malang. It was established in 1952 and now holds an “A” accreditation. SMAN 3 Malang also has been appointed as Center of Cambridge since 2006. They organize international examinations: LEVEL IGCSE (International General Certificate on Secondary Education) and ADVANCE LEVEL (A-LEVEL). They also have ESL (English as a Second Language) class for preparing the international test for students who want to study abroad. There are thirty classes in SMAN 3 Malang in this year of 2013. There are ten classes of X-class (10th grade) included one acceleration class. Then, ten classes of XI-class (11th grade) divided into one science acceleration class, seven regular science

classes, and two regular social classes. It also has ten classes of XII-class (12th grade) divided into one science acceleration class, six regular science classes, and three regular social classes. Each class has overall 34 students consisting of male and female, and the age range is between 15 and 18 year-old. There are English, Mathematics, Physics, Biology, History, Citizenship, etc. as the subjects of the school curriculum. A minimum standard score is 75 for each subject.

2.7 Previous Studies

In this study, the writer uses other studies to broaden her knowledge and to get another perspective to do her investigation. There are three previous studies used in this study.

The first is Al-Buainain's *Language Learning Strategies Employed by English Majors at Qatar University: Question and Queries* (2010). This study discusses the type and frequency of language learning strategies used by Qatar University English majors. The subjects were 120 Arabs students in the Department of Foreign Languages representing different learning levels (Year 1-4). He used Strategies Inventory of Language Learning (SILL) questionnaire by Oxford (1990). The results showed that the students used learning strategies with high to medium frequency. They preferred to use metacognitive strategies most (75.3%), whereas they showed the least use of affective strategies (58.6%). In general, the results indicated that Level and Proficiency have differences in the use of some strategies, and the differences are insignificant.

The second study is Kato's study entitled *How Language Learning Strategy affect English Proficiency in Japanese University Students* (2005). The purposes of this study were to explore what learning strategy used by Japanese students, to determine how language proficiency level related to the use of learning strategy, to examine if there is difference in strategy use associated with gender, and to offer implication for instruction in Japanese University classroom.

The participants were 144 female and 50 male students from three different universities in Japan. He used Strategy Inventory for Language Learning (SILL) questionnaire version 7.0 (EFL/ESL) by Oxford (1990) translated into Japanese Language. The result was there are 5 factors extracted which are idiosyncratic among Japanese students. Those are metacognitive-affective strategy, memory-compensation strategy, social strategy, cognitive strategy, and entrance-exam measured strategy. The significant correlation was found among metacognitive-affective strategy, cognitive strategy, and English proficiency. The negative correlation was found between entrance-exam strategy and English proficiency. And there was significant difference in gender found in cognitive strategy, affective strategy, and social strategy. Male students used those strategies to improve their skills with learning while female did not.

The third is Zhaos's *Language Learning Strategies and English Proficiency: A study of Chinese Undergraduate Programs in Thailand* (2009).

This study aimed at investigating the use of language learning strategies and the relationship between the use of language learning strategies and English proficiency. The subjects were 254 Chinese undergraduate students (123 male and

131 female) in Assumption University. He used Strategy Inventory for Language Learning (SILL) by Oxford (1990). 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.

Different from those previous studies, this present study investigates the language learning strategies used by senior high school students while those previous studies investigated under graduated students in Universities. In addition, this current study classifies the participants into three different levels of proficiency while those previous studies are not.

