

CHAPTER II

LITERATURE REVIEW

2.1. Learning Strategies

According to Allwright (1990) & Little (1991), learning strategies can help students to become more independent, autonomous, lifelong learners. Scarcella & Oxford (1992) defined learning strategies as specific actions, behaviours, steps, or techniques such as seeking out conversation partners or giving oneself encouragement to attempt a difficult language task which are used by students to enhance their own learning.

On the other hand, Chamot (2004) specified learning strategies as actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths. Hasanbegovic (2006) defined learning strategies as students' self-generated thoughts, feelings, and actions which are systematically oriented toward attainment of their goals.

Therefore, learning strategies could help learners learning easier with their own strategies as tools, plan, and step and could become their behavioural action they do in learning to process their capability and enrich their goals. Also learning strategies could become techniques for understanding and remembering by using information and skills.

2.2. Language Learning Strategies

Strategies could be classified as conscious mental activity. Learners must not only contain an action, but a goal or an intention and a learning situation also. Considering that a mental actions might be subconscious with a goal or an intention, and a learning situation could be conscious (Cohen, p. 767-769).

Language learning strategies defined by Wenden (1991) that it is used by learners to regulate or control their learning. Based on Afflerbach, Pearson, and Paris(2008), language learning strategies are deliberate, goal-directed attempt to manage and control efforts to learn a foreign or second language.

Therefore, language learning strategies encourage in self-control by giving learners initiative and confidence in using new language outside the classroom. Self-guided learners increasingly expand more confidence, involvement and proficiency. It helps learners in learning second language and facilitates learners in learning process. Also it helps learners to get comprehension in order to learn new information.

Oxford (1990) stated that strategies are particularly important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Because of its significance, learning strategies have been extensively employed in the educational field. In defining the language learning strategy, Oxford & Crookall (1989) stated that “different writers use different terms and different concepts”. Rubin (1987) proposed, “Language learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect

learning directly. She also suggested that language learning strategies include any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information.

As the result, language learning strategies used by students as tools to help them learning language and to develop their communicative competence because of students have different strategies in learning. Language learning strategies have been extensively employed in the educational field. It will facilitate students to help them comprehend and to enhance their own learning.

Oxford (1990) has classification about language learning strategies. He distributed six types of language learning strategies as Strategy Inventory for Language Learning (SILL), namely; memory, cognitive, compensation, metacognitive, affective, and social.

2.2.1. Types of Language Learning Strategies

2.2.1.1 Memory Strategies

These strategies concern to help learners store and retrieve information. It is also sometimes referred to as “Mnemonics”. Memory strategies are more effective when used in conjunction with metacognitive strategies (paying attention) and affective strategies (reducing anxiety). Memory strategies have 4 arrangements are help learners to creating mental relations, applying images and sounds, reviewing well, and employing action.

First, creating mental relations are the cornerstone for the rest of memory strategies. *Second*, applying images and sounds, involve remembering by means

of visual images and sounds. *Third*, reviewing well, entails reviewing at different intervals. At first close together, then increasingly far apart. *Fourth*, employing action uses physical response or sensation and mechanical techniques. Physical response or sensation invited learners listen to a command then physically act it out.

2.2.1.2 Cognitive Strategies

Cognitive strategies are usually found to be the most popular strategies with language learners. Strategies for practicing are among the most important cognitive strategies. Practicing, receiving and sending message, analysing and reasoning, creating structure for input and output, are the sets of cognitive strategies that can using by the learners to influence the language material in direct ways. For example, learners can read, write, listen, rehearse, and imitate to something several times. By imitating a native speaker, the learners can improve their vocabulary, pronunciation, use of idioms, gestures, styles, and tone.

2.2.1.3 Compensation Strategies

These strategies are proposed to make up for a lack of knowledge in the areas of vocabulary and grammar. It is help learners to use the language despite large gaps in knowledge. In listening and reading, the learners should not identify every single word before they can understand the overall meaning.

2.2.1.4 Metacognitive Strategies

These strategies perform outside totally cognitive designs and support the learners with a way to organize their learning process. For example, paying attention, there are two methods implicated by paying attention; direct attention

and selective attention. Direct attention is almost like concentration, determining generally to pay attention to the task and avoid irrelevant distractors. Meanwhile, selective attention includes determining in improvement to notice particular details.

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. Among native English speakers learning foreign languages, Purpura (1999) 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" (p. 61). Studies of EFL learners in various countries (e.g., in South Africa, Dreyer & Oxford, 1996; and in Turkey, Oxford, Judd, & Giesen, 1998) uncovered evidence that metacognitive strategies are often strong predictors of L2 proficiency.

2.2.1.5 Affective Strategies

Emotions, attitudes, motivations, and values refer to affective strategies. The affective aspect of the learner is perhaps one of the biggest influences on language learning success or failure. For examples, lowering anxiety, encouraging self, and taking emotional temperature. In lowering anxiety, learners can use progressive relaxation, music, and laughter to reach performance levels. Meanwhile, in encouraging self, learners making positive statements, taking risks

wisely, and rewarding self. Taking emotional temperature can be done by discussing feelings with someone or writing a language learning diary.

2.2.1.6 Social Strategies

These strategies are very important in the process of learning another language. Communication occurs among and between people. Social strategies are used to socialize their language learning process with teacher, classmate, etc. There are three classifications of social strategies to reach social behaviour; asking questions, cooperating and empathizing with others.

First, asking questions helps the learner better understand the intended meaning and aids in understanding. It is used by students when they do not know something, they are not clear about the topic being discussed, and they will ask other people to correct their mistake.

Second, cooperating has two strategies which are cooperating with peers and cooperating with proficient users of the new language. Cooperating with peers is used by the language learner by asking for the other language learner's help to develop their language skills while performing in a game or quiz. While cooperating with proficient users of the new language means to help the language learner develop their language skill by asking for help from a proficient user of the new language, like a native or their teacher.

Third, empathizing with others is also divided into two strategies. First is developing cultural understanding, it is used when the language learner tries to empathize with someone's cultural background in order to learn a new language. Second is becoming aware of others' thoughts and feelings, it is applied when the

language learner have a contact to someone else and try to aware of their expression, thought, and feeling.

2.3. Language Learning Strategies Related to Speaking

Bygate's categories, Weir (1993) mentioned in Coombe & Hubley, (2005:32) divided speaking skills into two main groups which are the routine skills and the improvisational skills. Weir (1993) also elaborated that "the routine skills are part of a repertoire of routines for exchanging information or interacting, and largely associated with language functions and the spoken language required in certain situations. By contrast, the improvisational skills are more general and may be brought into play at any time for clarification, to keep a conversation flowing, to change topics or to take turns such as negotiating meaning and managing the interaction."

Brown (1994), Burns & Joyce (1997) classified that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Whereas, Burns & Joyce (1997) also identified speaking as language functions or patterns that tend to recur in certain discourse situations. For example, declining an invitation or requesting time off from work, such as, when a shopkeeper asks *May I help you?* The expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic

competence), but also to understand when, why, and in what ways to produce language (sociolinguistic competence).

According to Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Thus, speaking is an oral skill that consists of producing systematic verbalutterances to convey meaning which are divided into the routine skills and the improvisational skills, and which its form and meaning depend on the context in which it occurs. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. Speaking could not be separated from pronunciation as it encourages learners to learn the English sound. In order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used.

Douglas (2007) proposed speaking strategies that can be used by learners to communicate such as asking for clarification (what?), asking someone to repeat something (excuse me?), using fillers (I mean, well) in order to gain time to process, using conversation maintenance cues (right, okay, yeah), getting someone attention (hey, so), using paraphrases for structures one cannot produce, appealing for assistance from the interlocutor (to get a word or phrase, for example), using formulaic expression (at the survival stage), using mime and nonverbal expression to convey meaning.

On the other hand, Kennedy and Keatley (2006) proposed some strategies that can help language learners to develop their speaking skills such as using minimal response as a way to encourage learners to participate successfully in oral interaction, recognizing script because some communication situations are associated with a predictable set of spoken exchanges a script, and using language to talk about language because sometimes learners feel afraid to interact with other when they realize that the partner do not understand. In this case, instructor need to help students overcome this by assuring them that misunderstanding and the need for clarification can occur in any type of interaction.

Therefore, varieties of speaking strategies can help learners develop their speaking skills depending on which method serve the best for certain situation. In any strategies proposed, it leads eventually to encourage learners to participate successfully in oral interaction and communication with each other. The more students exposed to these kinds of strategies, the more enhancing skills set they will gain.

2.4. Language Learning Strategies Used by Students in Speaking

In Britzone English club, students are encouraged themselves to be able explore the use of English in speaking. Speaking is the process or act of giving a performance focused around an individual has direct speech to a live audience. This speech is structured and deliberate with three general purposes; to inform, to persuade, and to entertain.

There are three classes each week with different focuses. First, Comprehensive Learning Program (CLP) on Tuesday has the aim of improving the four basic skills in English; reading, writing, speaking, and listening. Second, Britzone Speaking Academy (BSA) on Wednesday has the aim of improving speaking skills specifically. It will help the students to practice their speaking skills by debating, presenting, public speaking, giving speech, and having interview sessions. Third, Britzone Fun Day (BFD) on Saturday is the class where the students can learn English in a fun way with the topics that are not really complex, and the students are also encouraged to voluntarily conduct the class with anything topic they are interested in. It usually holds a game, sharing session, and group discussion.

In order to encourage themselves to speak up in English, the students used their learning strategies which manage the learning process well. Each student has different strategies so that they are also has different ways to learn. The writer found out the language learning strategies used by students in their speaking activity which are gained the Strategy Inventory for Language Learning by Oxford (1990). He distributed six types of language learning strategies as Strategy Inventory for Language Learning (SILL); memory, cognitive, compensation, metacognitive, affective, and social.

There are few strategies are related to speaking, such as cognitive strategy, metacognitive strategy, affective strategy, and social strategy. First, cognitive strategies are usually found to be the most popular strategies with language learners. Strategies for practicing are among the most important cognitive

strategies. Practicing, receiving and sending message, analysing and reasoning, creating structure for input and output, are the sets of cognitive strategies that can be used by the learners to influence the language material in direct ways. For example, learners can read, write, listen, rehearse, and imitate something several times. By imitating a native speaker, the learners can improve their vocabulary, pronunciation, use of idioms, gestures, styles, and tone.

Second, metacognitive strategies perform outside totally cognitive designs and support the learners with a way to organize their learning process. For example, paying attention, there are two methods implicated by paying attention; direct attention and selective attention. Direct attention is almost like concentration, determining generally to pay attention to the task and avoid irrelevant distractors. Meanwhile, selective attention includes determining in advance to notice particular details.

Third, affective strategies assist students to manage their emotion, motivation, and attitudes associated with learning. The affective aspect of the learner is perhaps one of the biggest influences on language learning success or failure. For examples, lowering anxiety, encouraging self, and taking emotional temperature. In lowering anxiety, learners can use progressive relaxation, music, and laughter to reach performance levels. Meanwhile, in encouraging self, learners make positive statements, take risks wisely, and reward self. Taking emotional temperature can be done by discussing feelings with someone or writing a language learning diary.

Fourth, social strategies facilitate language learning through interaction with others. Social strategies are used by socialize their language learning process with teacher, classmate, etc. There are three classifications of social strategies to reach social behaviour; asking question, cooperating and empathizing with others.

Therefore, the data of this study will conducted by using SILL related to speaking skill. The students will be observed and be interviewed based on their actions and behaviours in their speaking activities so that the writer fulfil the purpose of this study, what are language learning strategies used by Britzone English club students in their speaking activities.

There are 50 SILL's statements which are used by the writer to obtain the data from students are as follow;

Memory Strategies. There are 9 statements for this strategy.

1. I think of relationships
2. I use new words in a sentence
3. I create images of new words
4. I make mental pictures
5. I use rhymes to remember new words
6. I use flashcards to remember new words
7. I physically act out new words
8. I review English lessons often
9. I use location to remember new words

Cognitive Strategies. There are 14 statements for this strategy.

10. I say or write new words several times
11. I try to talk like native speakers
12. I practise the sounds of English
13. I use words I know in different ways
14. I start conversations in English
15. I watch TV or movies in English

16. I read for pleasure in English
17. I write notes, messages, letters, reports
18. I skim read then read carefully
19. I look for similar words in my own language
20. I try to find patterns in English
21. I divide words into parts I understand
22. I try not to translate word for word
23. I make summaries

Compensation Strategies. There are 6 statements for this strategy.

24. I guess the meaning of unfamiliar words
25. When I can't think of a word I use gestures
26. I make up words
27. I read without looking up every new word
28. I guess what the other person will say next
29. If I can't think of a word I use a synonym

Metacognitive Strategies. There are 9 statements for this strategy.

30. I try to find many ways to use English
31. I use my mistakes to help me do better
32. I pay attention to someone speaking English
33. I try to find how to be a better learner
34. I plan my schedule to have time to study
35. I look for people I can talk to in English
36. I look for opportunities to read in English
37. I have clear goals for improving my English
38. I think about my progress in learning English

Affective Strategies. There are 6 statements for this strategy.

39. I try to relax when afraid of using English
40. I encourage myself to speak even when afraid
41. I give myself a reward for doing well
42. I notice if I am tense or nervous
43. I write my feelings in a diary
44. I talk to someone else about how I feel

Social Strategies. There are 6 statements for this strategy.

45. I ask others to speak slowly or repeat
46. I ask for correction when I talk
47. I practise English with other students
48. I ask for help from English speakers
49. I ask questions in English
50. I try to learn the culture of English speakers