

CHAPTER II

LITERATURE REVIEW

A. Learning Strategies

1. Definition of Learning Strategies

Learning strategies are one of the variables that affect how the approach to learning strategies in learning and are related to the success of learning English. According to Chamot 1987 in (Wael et al: 2018) "Learning strategies are techniques, approaches, or thoughtful actions that students take to learn and remember linguistic information and content areas." In other words, strategies are ways or actions that students have in preparing them to learn. Learning strategies are another factor that can make students improve their skills in English. In the learning process, there are still many students who have learning difficulties. They find it difficult to speak, write and understand words and sentences. They also study hard because they want to get good grades but sometimes get low marks in English. In addition to studying hard, they also need a good strategy for learning. Students must know, understand and try to learn the methods that are suitable for them to be more effective.

The use and effectiveness of the strategy be depending on the particular student, the learning task, and the environment. According to Nunan in (Ahmadi Livani et al, 2018) highlights the nature of the relationship between learning styles and strategies in that a given style is associated with particular strategies. He presents a classification of strategies in five broad categories: cognitive, interpersonal, linguistic, affective, and creative.

According to Chuin and Kaur (2015), the deployment of language learning strategies could facilitate language performance since learners are engaged in an active process of learning whereby the use of mental processing is involved with the aims of achieving specific goals, and

learning strategies, or techniques. Learning strategy is a learning activity that must be carried out by students so that learning objectives can be achieved effectively and efficiently. In addition, learning strategies are steps that students take to improve their learning. This learning strategy helps students in gaining comprehensive knowledge of foreign languages, a strategy generally needed by all students to achieve optimal results in language learning. Learning strategies are also defined as 'thoughts and actions, consciously selected and operationalized by language learners, to assist them in carrying out various tasks from the beginning of learning to the most advanced levels of target language performance'. The term language learning strategy, which combines strategies used for language learning and language use, is sometimes used, although the line between the two is not clear because second language use moments can also provide learning opportunities.

2. Classifications of Learning Strategies

Learners learn in a variety of ways and strategies. Learners should inevitably be given proper strategy instruction and training to create awareness of the existence of their own strategies and train learners in their practice. According to Cohen & Griffiths in (Ang et al, 2017) learners consciously take charge of their learning in an organized manner, reflecting on the target language and practicing the language effectively for knowledge retention and application of the knowledge learned. Learners also internalize language learning and by dealing with problem-solving techniques, learners utilize more strategies that involve the complex process of learning. For a long time, many professional experts classify learning strategies. Many different definitions of learning strategies are offered by several experts, as well as the classification of these strategies.

According to O'Malley as cited in (Gerami & Baighlou, 2011) divided language learning strategies into three main subcategories:

Metacognitive Strategies, Cognitive Strategies, and Socioaffective Strategies. Metacognitive Strategies are a term to express executive function, strategies that require planning for learning, thinking about the learning process as it is taking place, monitoring one's production or comprehension, and evaluating learning after an activity is completed. Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note talking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, and inferencing are among the most important cognitive. Socioaffective strategies can be stated that are related to social-mediating activity and transacting with others.

Language learning strategies have been classified by Oxford 1990 in (Rohayati, n.d.) into two classes and six groups of strategies. There are 2 classes of language learning strategies: direct and indirect strategies which can be seen in the strategy classification diagram by Oxford (1990)

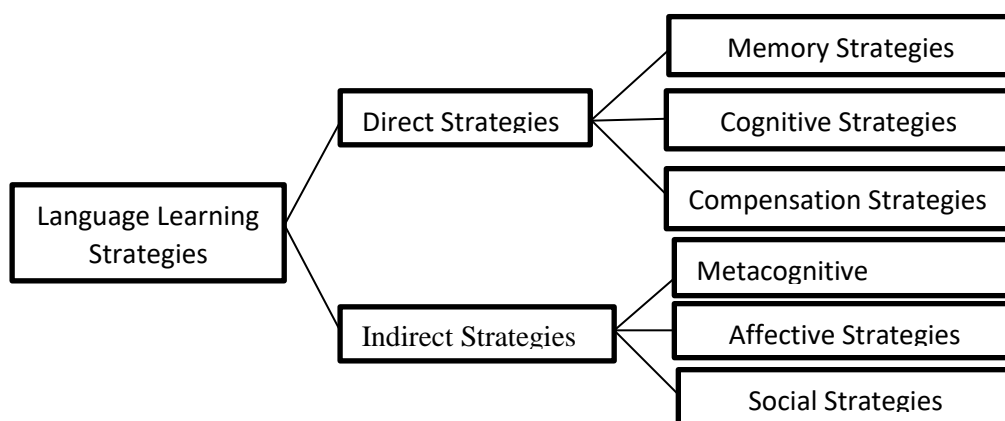


Diagram 2.1 Oxford's (1990) strategies classification

The diagram above shows that there are two classifications of language learning strategies: direct strategies and indirect strategies.

The direct strategy involves a mental language acquisition process that is supported by three groups of strategies: memory, cognitive, and compensation while the second language learning strategy is an indirect strategy that consists of three groups of strategies: metacognitive strategies, affective strategies, and social strategies. This study focus on six strategies that have been classified above. The classification will use as the base for determining the strategies of memory, cognitive, compensation, metacognitive, affective, and social strategies.

In 1990, Rebecca L Oxford in (Hardan, 2013) introduced strategies inventory for language learning (SILL). This inventory describes the various types of language learning strategies that learner employs to help learn a new language. These language learning strategies can be classified under six types, Memory, Cognitive, Compensation, Metacognitive, Affective and Social strategies. Below is a detailed description of them:

a. Memory Strategies

Memory strategies are techniques used to remember more effectively to retrieve and transfer information needed for future language use. Memory helps students to store in memory important information gathered from their learning. When the information is needed for use in the future, these strategies help information back.

b. Cognitive strategies

Cognitive strategies are used to help the students to manipulate the target language or task correctly by using all their processes. They include reasoning, analysis, and drawing conclusions.

c. Compensation strategies

Compensation strategies are employed by the students to compensate for knowledge in the target language due to a lack of vocabulary. The strategies help to allow the students to use the

language to speak and write in the target language even when their vocabulary is limited.

d. Metacognitive Strategies

Metacognitive strategies are employed by students to help them coordinate the learning process by centering, arranging, planning, and evaluating their learning, this help learner control their own learning.

e. Affective strategies

Affective strategies are techniques to help the students control their emotions, attitudes, motivations, and values. These strategies have a powerful influence on language learning because they allow the students to manage their feelings.

f. Social strategies

Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where the practice is possible. These strategies are important because language learning always involves other people; it is a form of social behavior.

This study focus on six strategies that have been classified above. The classification is used as the base for determining the strategies of memory, cognitive, compensation, metacognitive, affective, and social strategies.

3. The Advantages and Disadvantages of Learning Strategies

a. The Advantages of Learning Strategies

The advantages of learning strategies are to help students begin to understand the learning process. The use of strategies also helps students become more efficient and effective learners. According to Nunan (2015: 157) stated that in completing the task, learners or students in learning strategies and communication strategies then when that person has mastered a strategy and can apply it effectively in learning and using language, it has become a

skill. Learning strategies are very important to help students get past their areas of weakness and rely on their areas of competence.

According to Oxford, 2002:362 in (Harya, n.d.) strategy makes learning easier, faster, more fun, more independent, more effective, and more transferable to new situations. Language learning strategies are good indicators of how students approach tasks or problems encountered during the learning process. Learning strategies are very important for students. This can increase their independence as learners. More than that, it benefits students because the generation that leads the future of a nation must be independent not only in obtaining information but also in managing the information they have. As part of the Asian and global community, Indonesian students must prepare, manage or control and evaluate their learning process. Thus, learning strategy is one of the important things to be recognized, used, and improved to achieve high achievement theoretically and practically (in the four language skills). To have these ideal conditions, lecturers must play their role effectively in the process of developing student awareness and improving the learning strategies they have used considering the need for teaching and learning strategies.

b. The Disadvantages of Learning Strategies

The disadvantage of the learning strategy is that it makes students focus on one strategy so that other strategies are not explored to achieve learning objectives. There is no teaching strategy that is better than the other in all situations so it takes perseverance to learn strategies and apply them in the learning process (Killen (1998) in (Deak & Santoso, 2021)). Then not all learning strategies can be applied by students in learning because each student has advantages and disadvantages of each academic field, as well as the lack of awareness of students to learn the

importance of learning strategies to improve skills in learning English.

Based on the advantages and disadvantages of existing learning strategies, the researcher sees that there are very many advantages of a good learning strategy for students to learn and apply to learning English so that the shortcomings in learning strategies are not a benchmark for students not applying learning strategies in learning English.

B. Learning English as a Foreign Language

1. Definition of Learning English as a Foreign Language

Learning is a process of interaction of students with educators, with lesson materials, methods delivery, learning strategies, and learning resources in a learning environment. Then, success in the learning process and learning can be seen through the level of success in achieving goals in education. According to Gagne in (Gulyanto et al: 2021) states that learning is a natural process that can bring about changes in human dispositions/capabilities that persist over a long period of time and are not the result of growth. Learning gives birth to the skills, knowledge attitudes, and values that humans acquire. A period of time is not simply ascribable to processes of growth. learning can be addition, expansion, deepening of knowledge, values and attitudes, and skills.

English as a global lingua franca is increasingly important and even mandatory in all countries in the world so that they can communicate effectively with each other has increased awareness that English must be learned and taught inside and outside schools. A language gains status as a global language when it has a specific role that is recognized in every country in the world (Crystal, 1997) in (Naji Meidani & Pishghadam, 2012). In the position of English as a foreign language, it functions as (1) a tool of international

communication, (2) an auxiliary tool for developing Indonesian into a modern language, and (3) a tool for utilizing science and technology for national development. In Indonesia, English is not a language that competes with other languages, especially the state language and the national language, Indonesian. The language is taught in educational institutions, not as a means of delivering education (Chairina, 2019). This is indicated by the existence of a government regulation that makes English subjects a compulsory subject for students to study from elementary school to high school level. Communication between nations requires English as an international language.

In learning English, there are four skills: listening, speaking, reading, and writing. According to Morrow in Demirba (2013: 108), receptive and productive skills are the combination of the four skills – listening, reading, speaking, and writing skills. Therefore, we can divide language skills into two types. The first is receptive skills. This is the term used to read and listening skills in which meaning is extracted from discourse.

2. The Problem of Learning English

The problem of learning English is the gap between expectations that are not in accordance with reality where many students expect satisfactory results from the learning they receive but all of them are broken by very contradictory expectations, so they have different presentations among experts. According to Abdurrahman (Herawati: 2020), learning difficulties can be categorized into two parts, namely:

- a. Developmental learning difficulties disabilities are learning difficulties related to development including motorik and perceptual disturbances, language learning and communication difficulties, and learning in the adjustment of social behavior.
- b. Academic learning disabilities include failures to achieve academic achievement in accordance with expected capacity. These failures include mastery of skills in reading, writing, or mathematics. The

difficulties studied in This research are only about academic learning difficulties, namely about achievement or ability where in this case students have intelligence that is not below average but get achievements.

Learning problems are anything that makes it not smooth or slow or prevents someone from learning, understanding, and mastering something to be able to achieve goals.

C. Previous Related Study

Some have conducted research related to An Analysis of Learning Strategies in Learning English.

1. Firima Zona Tanjung (2018) in her research conduct with participants were English Department students at one of the public universities in Borneo Island, Indonesia. The students are not well-familiar with language learning strategies as they depend on their lecturer. The result showed the most used strategies were metacognitive strategies, the second social strategies, then followed by compensation strategies.
2. Chape (2006) in her research "*Language Learning Strategies of Turkish University EFL Students*" found that more metacognitive strategies used by students with lower levels of English proficiency. This matter certainly opens up new opportunities for further investigation of metacognitive strategies and compensation strategies and their relation to successful English learning and English proficiency level.
3. Dedeh Rohayati (Universitas Galuh Ciamis, 2016) Researched "*Analisis Strategi Pembelajaran Bahasa Dalam Pembelajaran Bahasa Inggris Sebagai Bahasa Using*" some students are more interested in strategy cognitive; surprising things from students who recognize the importance of social strategy show that they can communicate and get along with other people more knowledgeable, and grow understanding the culture of native speech through communication.

Previous studies can conclude that there is a better performance in terms of learning strategies in learning English. Therefore, this study conducts a study of learning strategies in learning English at a university in Pontianak. In this study, the researcher used data collection tools, namely interviews and questionnaires, so this study discussed using learning strategies to improve students' skills in learning English.