

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

According to O'Malley & Chamot (1990), learning strategies are the special thought that people use to help them comprehend, learn, or retrieve new information. The learning strategies help anyone learning better, because learning strategies offered some approaches or techniques to support learners profound understanding. In addition, from some approaches or techniques, the students must had their own ways to apply the approaches or techniques in accordance with the required capacity.

Oxford (2003) stated that in learning strategies, strategy itself is neither good nor bad, but it is essentially neutral until the context of its use is considered. There are factors that make a strategy become positive and helpful for learners, namely: (a) the strategy fits the particular student's learning style preferences to one degree or another, and (b) the student employs the strategy effectively and links it with other relevant strategies.

This study applied the theory from Oxford (1990) to analyze the learning strategies to English learning used by second semester students of English Department and Indonesian Department in Universitas Airlangga. Based on Oxford (1990) there are two categories of learning strategies, namely, direct strategies and indirect strategies. In direct strategies were divided into three types, memory strategies, cognitive strategies, and compensatory strategies. For indirect

strategies were also divided into three types, metacognitive strategies, affective strategies, and social strategies.

2.2 Definitions of Language Learning Strategies

According to Oxford (1990) language learning strategies have following features, namely: contribute to the main goal; allow learners to become more self directed; expand the role of teacher; problem oriented; specific actions taken by the learner; include many aspects to the learner; support learning both directly and indirectly; are not always observable; are often conscious, can be taught; are flexible; and are influenced by a variety of factors. So, in language learning strategies were not saw from one side only.

Ranjha, et al. (2013) stated that language learning strategies are seen as a shift from focusing teacher and teaching to learners and learning. So, language learning strategies can be taught to students with some ways, namely: teacher should convince in their teaching in order to the strategies can be taught and students will maintain in their task; students need some experiences with variety of strategies to use the one that works with the well; and teacher should explain each strategies.

Cohen (1996) language learning strategies are conscious, because the role of consciousness is suggest terminology that appropriate for the issue of awareness in using language learning strategies, even though the terms are refer to attention to language material and not to language strategies.

In this study the writer focused on language learning strategies in English learning. Therefore, the writer used Oxford's (1990) theory to support which

strategies that were conducted very well to learners. The following sections are the elaboration of Oxford's (1990) theory mentioned about learning strategies.

2.3 Direct Strategies

2.3.1 Memory Strategies

According to Oxford (1990) memory strategies have function to remembering and retrieving new information. From Oxford (1990) statement, memory strategies can be defined as strategies that help students to remember and retrieve new information in order to all the study materials can they accept in their brain. Oxford (1990) mentioned memory strategies into four activities, memory strategies made students to creating mental linkage; students applied the images and sounds; students reviewed well; and students employed action.

Oxford (2003) said that memory strategies have various kind of learning, namely, learned and retrieved new information in an orderly string, like acronyms; learned and retrieved via sounds, like rhyming; learned and retrieved new information via images, like mental picture of the word meaning; from combination of souns and images, like keyword method; body movement with total physical response; mechanical means, like flashcard; and location with page or blackboard.

2.3.2 Cognitive Strategies

According to Oxford (1990) cognitive strategies have function to understand and produce the language. In that case, cognitive strategies can be defined as how the students could make their understanding about the language and they modified

the language and produced their own language in order to the language become acceptable.

Riding and Smith (1997) stated that cognitive style defined as an individual's consistent approach to organising and processing information during learning. While Oxford (2003) argued that cognitive strategies is enable the learner to manipulate the language material in direct ways. There were some activities of cognitive strategies that proposed by Oxford (2003), namely: note taking; summarizing; synthesizing; outlining; reorganizing new information; practicing in naturalistic setting; and practicing structures.

Oxford (1990) classified cognitive strategies into four activites, namely: cognitive strategies could make students to practising; cognitive strategies also made students to receiving and sending messages; it was made students to do analysing and reasoning; and it was made students to creating structure for input and output.

2.3.3 Compensatory Strategies

According to Oxford (1990) compensatory strategies have function to use language lack despite of knowledge. In this case, compensatory strategies can be defined as strategies which help students to know the missing knowledge. For example, in listening, many of students often to missing word and make they did not understand what the meaning by the speakers. From that, students may guessed in the context of speaker's words in order to the missing word could be understand by students.

Based on Tsan (2008) compensatory strategies indicated to the method for help the students made up the missing knowledge. Compensatory strategies helped the students to understand the missing knowledge with their skills to make up that. The students used the compensatory strategies as their method to solve the missing knowledge in order to the missing knowledge was known by students with their see about the context before.

Oxford (1990) classified compensatory strategies into two activities, namely, compensatory strategies could make students to guessing intellegently; and it was made students to overcoming limitations in speaking and writing.

2.4 Indirect Strategies

2.4.1 Metacognitive Strategies

According to Oxford (1990) metacognitive strategies have function to coordinate the learning process. From the statement above, Oxford (1990) was presented that metacognitive strategies arranged the learning process. Students can organized their own learning process to create their learning styles. While metacognitive strategies can be described as the method that is employed for managing the overall learning process (Tsan, 2008).

Based on Oxford (2003) there are examples that contributed in metacognitive strategies, students were identifying their own learning style preference and needs; students were planning for an second language task; students were gathering and organizing materials; and students were monitoring their mistakes in lerning process.

2.4.2 Affective Strategies

Oxford (1990) said that affective strategies have function to regulate emotions. Students could control their ability to learn with their mood and their feelings in learning. With their mood and feeling their learning process become good learning and can influence their result of their leaning.

Some activities that were presented by Oxford (1990), namely, students must do their anxiety become low; students encouraged themselves; and students took their emotional temperature.

. From that statement, affective strategies needed the emotion control in order to the learners can make their language learning process arrangement very well and they should be positive feelings to support their language learning.

2.4.3 Social Strategies

Oxford (1990) presented that social strategies have function to learn with others. The function of social strategies to learning with other were including discuss with other students. Students can disscuss with their friends about the difiicult materials in order to they can get the point of that study materials. Students asked some questions with other and did the clarificaton about the confuse study materials to understand the target point.

There are three activites based on Oxford (1990), students were asking questions each other; students were cooperationg with others; and students were emphating each others.

Based on Buresova (2007) social strategies deals with the importance of communication activities to help in practicing their knowledge. In this case, social

strategies facilitated in practicing of learners knowledge in order to the knowledge can be used by the learners very well. Social strategies also try to become intermediatery between one learners and others to had link to discuss and share their knowledge and they got the point of it.

2.5 Review of Related Studies

It is already mentioned that there are three studies found which discussed about learning strategies. According to Tsan (2008) wrote *Analysis of English Learning Strategies of Taiwanese Student at National Taiwan Normal University* and investigated the language learning strategies used by students at the National Taiwan Normal University – NTNU (ROC) Taipei, Taiwan. She used theory of language learning strategies from Oxford. This study was using purposive sampling, the volunteer participants were 330 undergraduate students, English teaching major (212 people) and non-English teaching major (118 people). The result of this study was students majoring in English used learning strategies more frequently than students majoring in other subject, metacognitive strategy was the most effective and affective strategy was the least effective strategy used by both groups, there were significant differences among the strategies used between English and non-English education majors. English education majors appeared to use strategies more than other majors, and the effectiveness of learning strategy used between English and non-English education major students was significantly different. English education majors were more effective using strategies than students majoring in other subjects. This study used Oxford theory which are

divided into six types, but in Chamot theory the types of learning strategies are divided into three types.

Another study by Zhou (2010) discussed *English Language Learning Strategy Use by Chinese Senior High School Students* and examined the English language learning strategies used by Chinese high school students through the Strategy Inventory for Language Learning. She classified learning strategies into six groups: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. These six groups in the later studies were further divided into direct strategies and indirect strategies. The result of this study the compensation strategies more frequently used to help students to focus on target language in language practice and reworking of the learning materials, the social strategies are least frequently used because students were not confining themselves in classroom setting. In this study used mix of three theories from Oxford, O'Malley, and Rigney. This study was quite wide because not only focused on one theory, but three theory to make strong argument.

Further, Ranjha, et al. (2013) presented that *Learning Strategies used by Pakistani ESL Students in University of Sargodha*. In their study, they used theory of learning strategies by Oxford as well as Malley and Chamot theory about learning strategies. The participants of this study were students from different departments. Strategy Inventory for language learning version 7.0 (ESL/EFL) was modified to collect the data from students and likert scale responses were included in the questionnaire. The result of the study was concluded that the following two

strategies are more popular, namely: talk in English with my friends and teachers (56.7%) and I memorize new English words (56.7%). This study used two theories from Oxford and Chamot, so this study classified into nine categories learning strategies types, six types form Oxford theory and three types from Chamot theory.

Those three previous studies above were mentioned theory by Oxford, O'Malley and Chamot, and also Rigney about learning strategies while this study only focused on Oxford (1990) theory. Beside the theory that were used by those previous studies, in other hand, even though the previous studies also discussed about students' learning strategies, this study is different. From the three pervious studies above discussed about learning strategies of undergraduate students, senior high school students, and students from different departmets. So that, this study examined the learning strategies to English learning used by second semester students of English Department and Indonesian Department in Universitas Airlangga. Although many of studies anlayzed the learning strategies, but this study analyze learning strategies to English learning used by second semester students who still on early level to improve their skills with learning strategies as facilities of their learning process.