

## **Chapter 2**

### **THEORETICAL REVIEW**

#### **2.1. Fundamental Principles of Learning**

Learning is a process through which experience causes permanent change in an individual knowledge or behavior (Woolfolk 196). According to Brown (1987) learning is acquiring or getting of knowledge of subject, skill by study, experience or instruction. Kimble and Garnezy (1963) regard learning as permanent change of behavioral tendency and the result of reinforced practice.

#### **2.2. The Definition of Learning Strategies**

Before we discuss learning strategies, it is worthwhile knowing what strategy exactly means. The term strategy originally came into use in military world to mean the science of forming and carrying out military operation. It was also to mean a method, plan or stratagem to achieve some goals (New Webster's Dictionary, College Edition 837). This term has entered the educational world to become strategy of learning.

Freeman and Long (1991) define learning strategies as those conscious and unconscious activities undertaken by learners that promote learning. Caudron regards learning strategies as cognitive operation that learners apply while in the classroom or other learning situation (109). Another definition is proposed by Rubin (1987) who says that it is language learning behaviors learner actually are engaged in to learn and regulate the learning of second language.

According to Wenden, “learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so (18).” While Rigney (Cited in Pa ry & Stansfield) says “learning strategies are steps or actions taken by language learners to enhance any aspect of their language accession, storage, retrieval and use of information (70).”

Learning strategies include any sets of operation, steps, plans routines, used by learners to fascilitate the obtaining, storage, retrieval and use of information. Oxford defines learning strategies as “specific actions taken by learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations (8).”

### 2.3. The Characteristics of Language Learning Strategies

Oxford (1990) gives twelve characteristics of language learning strategies.

They are:

- a. *Communicative Competence as the Main Goal.* Learning strategies help learners participate actively in such authentic communication. Such strategies operate in both general and specific ways to encou age the development of communicative competence.
- b. *Greater Self-Direction for Learner.* Self-direction is very important for the development of ability in new language. Many students (even adults) especially in Indonesia a e passive and accustomed to being spoon-fed. This attitude and behavior make learning more difficult and have to be changed. The students must have greater responsibility for their own learning. Self-

directed students gradually gain greater confidence, involvement and proficiency.

- c. *New Roles for Teacher.* Traditionally teachers expect to be viewed with the roles like parent, instructor, director, manager, judge, leader, evaluator, controller and even doctor, who must “cure” the ignorance of the students. These roles will make the classroom communication become static and it has to be changed. The teachers should accept their new function as facilitator, helper, guide, consultant, adviser, coordinator, idea person, diagnostician and co-communicators.
- d. *Problem Orientation.* Students use learning strategies to solve their problems such as a task to accomplish, an objective to meet or a goal to attain. For example, memory strategies are used because there is something that must be remembered.
- e. *Action Basis.* Language learning strategies are specific actions or behaviors accomplished by students to enhance their learning. These actions are naturally influenced by the learners’ more general characteristics or traits, such as learning style, motivation and aptitude.
- f. *Involvement Beyond Just Cognition.* Language learning strategies are not restricted to cognitive functions. Strategies also include metacognitive, social and other functions as well.
- g. *Direct and Indirect Support of Learning.* Some learning strategies involve direct learning and use of the subject matter, in this case a new language.

Some others involve metacognitive, affective and social strategies, which contribute indirectly but powerfully to learning.

- h. *Degree of Observability.* Language learning strategies are not always readily observable to the human eye. A strategy in which the learners work with someone else can be observed, but the act of making mental association, an important memory strategy, can not be seen.
- i. *Level of Consciousness.* The uses of learning strategies reflect a conscious effort by learners to take control of their learning. After a certain amount of practice and use, learning strategies, like any other skill or behavior can become automatic.
- j. *Teachability.* Learning strategies are easier to teach and modify. This can be done through strategy training, which can help guide learners to become more conscious of strategy use and more adept at employing appropriate strategies.
- k. *Flexibility.* Language learning strategies are flexible. Everyone has different learning strategies, which deal with the way learners choose, combine and sequence strategies. Sometimes learners combine some strategies together.

#### **2.4. Types of Learning Strategies**

Maltby, Gage, and Berliner (284-286) divide learning strategies into six categories. They are:

1. Summarisation Strategy. Summarisation consists of four major rules: identify the main information, delete trivial information, delete redundant information, and relate main and supporting information.

2. Asking Questions Strategy. Students who ask good questions of a text often find similar questions on their test, so they are ready for them.
3. The 'Look Back' Strategy. Here, the students are shown how to skim the text to find the part which might have the information needed.
4. Story Grammar Strategy. Students have to keep track of five questions (who, when, where, what, and how) to understand a text.
5. Story Maps Strategy. This strategy is usually used in reading skill. Things that should be known in making a story map are characters, theme, place, problem, action, and out comes of the story.
6. Estimation Strategy. This strategy is usually used in Mathematics. Students use this strategy to estimate whether their answers are correct or not.

Another classification of learning strategies is proposed by Chamot (cited in Wenden 18). She divides learning strategies into two main kinds; they are:

1. Cognitive Strategies

Cognitive Strategies consist of repetition, resourcing, directed physical response, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, and inferencing (for further explanation see the table below)

The functions of Cognitive Strategies are select input, comprehend input, store input, and retrieve input.

**Table 2.1**  
*Learning Strategy Definitions*

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No	Learning Strategy	Description
1	Repetition	Imitating language model, including overt practice and silent rehearsal.
2	Resourcing	Defining of expanding a definition of a word or concept through use of target language reference material.
3	Directed physical response	Relating new information to physical actions, as with directives.
4	Translation	Using the first language as a base for understanding and/or producing the second language.
5	Grouping	Reordering or reclassifying and perhaps labelling the material to be learned based on common attributes.
6	Note-taking	Writing down the main idea, important points, outline or summary of information presented in orally or in writing.
7	Deduction	Consciously applying rules to produce or understand the second language.
8	Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in new way.
9	Imagery	Relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases or locations.
10	Auditory representation	Retention of the sound or a similar sound for a word, phrase or longer language sequence.
11	Key word	Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word.
12	Contextualization	Placing a word or phrase in a meaningful language sequence.
13	Elaboration	Relating new information to other concepts in memory.
14	Transfer	Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
15	Inferencing	Using available information to guess meanings of new items, predict outcomes or fill in missing information.

Source: Chamot, Cited in Wenden (21)

## 2. Self-management Strategies

The function of these strategies are planning, monitoring, and evaluating

Oxford divides the language learning strategies into two major classes. Language learning strategies that directly involve the target language are called direct strategies, while the other language learning strategies support and manage language learning without (in many instances) directly involving the target language. These two major classes are subdivided into six groups (14). They are:

### 2.4.1. Direct Language Learning Strategies

#### 2.4.1.1. Memory Strategies

Memory strategies are sometimes called **mnemonics**. Although some teachers think that vocabulary learning is easy, the learners still have difficulty in remembering a large amount of vocabulary to achieve fluency. So the learners need memory strategies to help them remember easier. These strategies fall into four sets, they are:

- a. **Creating Mental Linkages:** grouping, associating or elaborating and classing new words into a context.
- b. **Applying Images and Songs:** using imagery, semantic mapping, using keywords and representing sounds in memory.
- c. **Reviewing Well:** structured reviewing.
- d. **Employing Action:** using physical response or sensation and using mechanical techniques.

#### **2.4.1.2. Cognitive Strategies**

Cognitive strategies are unified by the learner. These strategies are typically found to be the most popular strategies with language learners. The emphasis of these strategies is practice, although language learners do not always realize how essential the practice is. Cognitive strategies are divided into four sets:

- a. **Practicing: repeating, formally practicing with sounds and writing system, recognizing and using formulas and pattern, recombining, and practicing naturalistically.**
- b. **Receiving and Sending Messages: getting the idea quickly, using resources for receiving and sending messages.**
- c. **Analizing and Reasoning: reasoning deductively, analyzing expression, analyzing contrastively, and translating.**
- d. **Creating Structure for Input and Output: taking notes, summarizing and highlighting.**

#### **2.4.1.3. Compensation Strategies**

These strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge.

Compensation strategies are clustered into two sets; they are:

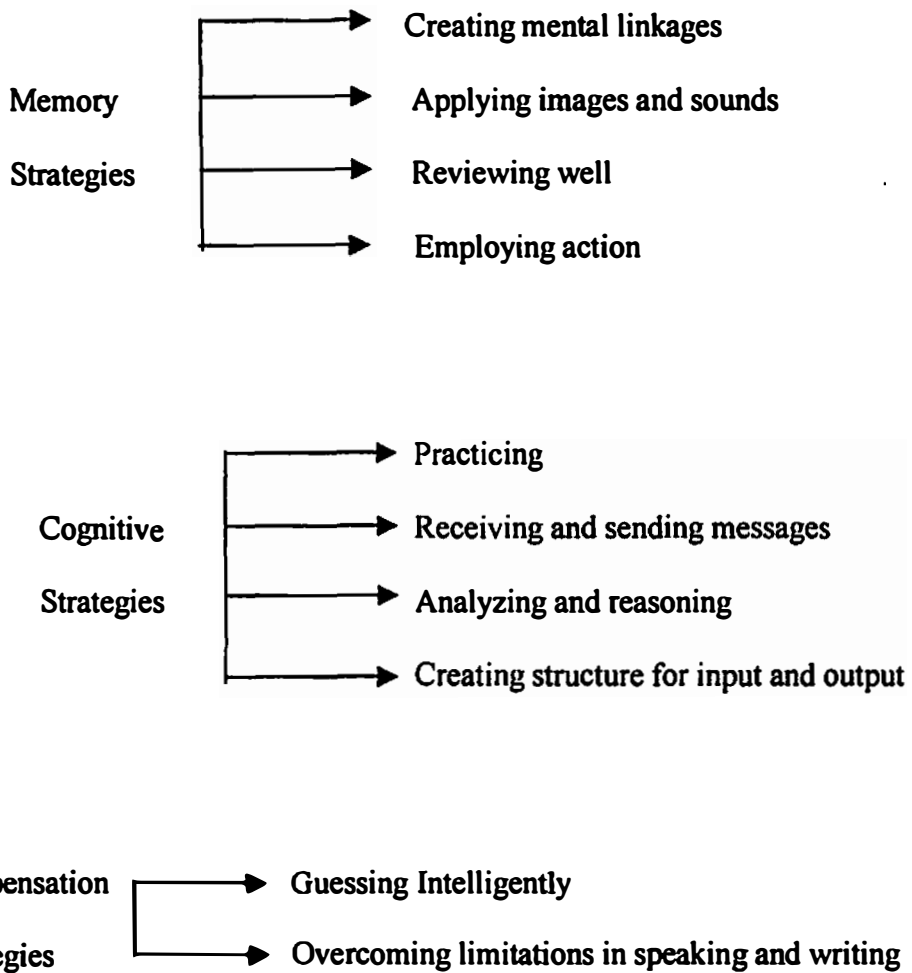
- a. **Guessing Intellegently in Listening and Reading: using linguistic clues and using other clues.**
- b. **Overcoming Limitations in Speaking and Writing: switching to the mother tongue, getting help, using mime or gesture, avoiding**



communication partially or totally, selecting the topic, adjusting or approximating the message, coining words and using a circumlocution or synonym.

**Figure 2.1**

*Direct strategies*



Source: Oxford (17)

## **2.4.2. Indirect Language Learning Strategies**

### **2.4.2.1. Metacognitive Strategies**

“Metacognitive” means beyond, beside, or with the cognitive. Therefore metacognitive strategies are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets:

- a. **Centering Your Learning:** overviewing and linking with already known material, paying attention, and delaying speech production to focus on learning.
- b. **Arranging and Planning Your Learning:** finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task and seeking practice opportunities.
- c. **Evaluating Your Learning:** self-monitoring and self-evaluating.

### **2.4.2.2. Affective Strategies**

The term affective refers to emotions, attitudes, motivations and values. Good language learners are often those who know how to control their emotion and attitude about learning.

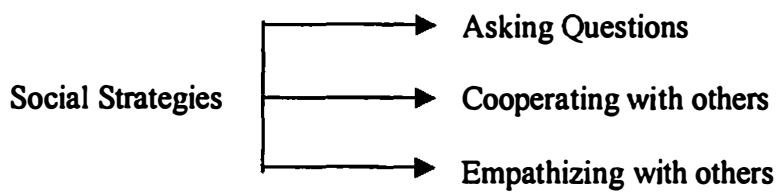
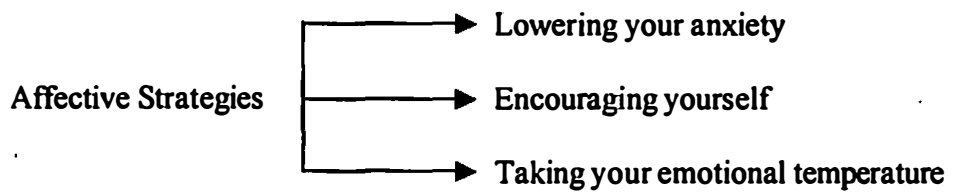
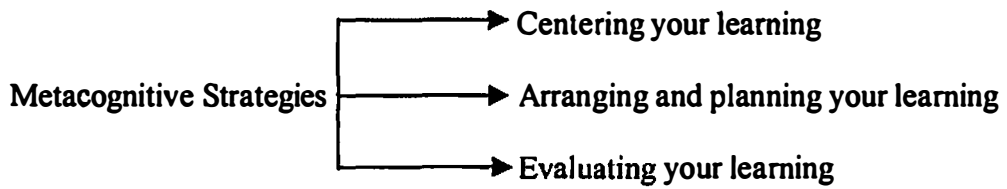
- a. **Lowering Your Anxiety:** using progressive relaxation, deep breathing or meditation, using music and using laughter.
- b. **Encouraging Yourself:** making positive statements, taking risk wisely and rewarding yourself.

- c. **Taking Your Emotion Temperatures: listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else.**

#### **2.4.2.3. Social Strategies**

**Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. There are three sets of social strategies, they are:**

- a. **Asking Questions: asking for clarification or verification and asking for correction .**
- b. **Cooperating with Others: cooperating with peers and cooperating with proficient users of the new language.**
- c. **Empathizing with Others: developing cultural understanding, and becoming aware of others' thoughts and feelings**

**Figure 2.2***Indirect Strategies*

*Source: Oxford (17)*

## **2.5. Factors Influencing Strategy Choice**

Various researchers have studied factors related to choice of language learning strategies, as shown in review by Oxford. These factors include language being learned, level of language learning, degree of metacognitive awareness, sex, motivation, specific personality traits, overall personality type, years of study, learning style, career orientation, national origin, aptitude, language teaching method, task requirements, and type of strategy training.

According to Oxford and Nyikos (294), there are three major factors affecting choice of language learning strategies. First is motivation. Oxford and Nyikos found that the more motivated students used learning strategies of all these kinds more often than did the less motivated students.

The second factor is years of study. In general terms, students who have been longer in studying the language use strategies far more often than do less experienced language learners. The third is sex. Females reported more frequent strategy use than males.

## **2.6. Relevant Research and Findings on Learning Strategies**

There are so many researches that have been done in this field. One of them is research done by Rubin (1975). The finding is that the students do apply learning strategies while learning a second language and that these strategies can be classified and described. Another research was done by Stern (1975) who presented a picture of successful learners, that is, those who are sociable, reflective, purposeful and ambitious.

Another researcher, Wong-Fillmares (1979) found that the learners need to join in conversations to make the most of what they have in this type of context. The later study was done by Rebecca L. Oxford and Martha Nyikos (1989), who attempted to find out which kinds of strategies were used by university students to learn a new language. They also tried to know which variables affect choice of language learning strategies.

## **BAB III**

# **PRESENTATION AND ANALYSIS OF THE DATA**