

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discuss about the concept of language learning strategies, the type of language learning strategies, the important of language learning strategies, and also previous related study.

#### **A. Literature Review**

##### **1. The Concept of Language Learning Strategies**

In this era, English is one of the important subjects that must be taught and learner in education from childhood to adulthood. This will be guided through the teaching and learning process held in the educational environment. Teachers who teach English play a very important role in helping students to succeed in understanding English subjects. Will the aim, to be able to help students who learn English to learn independently. In learning English, they must have learning strategies that facilitate them in the learning process. Talking about strategies, of course every students has a different learning process in learning English. Many research have been conducted to analyze this, some of which reveal that successful in their learning process. There are some students who can learn some subjects very quickly and easily, but there are also students who cannot learn something quickly.

According to Brown (2002), the relationship between language learning strategies (LLS) and language proficiency seems to be very

important because language learning strategies teach in the classroom to some extent and then develop communicative competence as a tool for active engagement and self-direction.

According to Oxford (2013), language learning strategies are certain actions, behaviors, steps, or techniques that students use consciously or unconsciously to facilitate them in the learning process and improve progress in understanding and completing tasks on English subjects. Students should know and understand what strategies are appropriate and can be used in the language learning process. Language learning strategies are ways that students use in solving problems they find in the language learning process. It also makes student's learning process easier, faster, more enjoyable, more directed, and more effective.

According to Rustam, Hamra, and Weda (2015) language learning strategies are both the cause and the result of successful language learning. Language learning not only helps learners to develop autonomy but also enables them to become good language learners and makes language learning faster but effective. Language learners use language learning strategies as a means to facilitate language acquisition and the use of the information they receive, store, and recall.

Based on the statement above, the use of strategies is certainly very helpful for students to become more aware of the importance of the strategies used in order to be more skillful in using these strategies. All

language learning strategies certainly have the main goal of developing communicative competence.

## 2. The Type of Language Learning Strategies

According to Asghar *et al* (2018) there are two types in language learning strategy. Namely, direct strategy and indirect strategy. Direct learning strategy where teaching is centered on a teacher. In this strategy, teachers are more likely to be active in delivering or explaining a material and students tend to be passive. Meanwhile, indirect learning strategy are strategies that emphasize students to play a more active role in the learning process.

**Table 2.1**  
**Classification of Language Learning Strategy**

Learning Strategies	Direct Strategies	Memory Strategies
		Cognitive Strategies
		Compensation Strategies
	Indirect Strategies	Metacognitive Strategies
		Affective Strategies
		Social Strategies

Based on the table, in direct strategies there are three kinds strategies. Namely, Memory Strategies, Cognitive Strategies, and Compensation Strategies. Meanwhile, in indirect strategies there are three kinds strategies. Namely Metacognitive Strategies, Affective Strategies, and Social Strategies. But, in this research, the researchers will focus on Indirect Strategies

### **a. Metacognitive Strategies**

According to Wei *et al* (2021) Metacognitive Strategies are strategies related to the activities of planning, regulating, organizing, and evaluating learning materials. These strategies can help students in organizing how their learning process. Metacognitive strategies really help them in coordinating their activities well starting from planning, monitoring, evaluating, and modifying their learning outcomes. For example, conducting an overview with already known material and deciding what to pay attention to.

This strategies has three categories, namely;

#### **1) Centering Your Learning**

In centering your learning, there are three application that are usually carried out by students. Namely, overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening.

The first is, overviewing and linking with already known material. In this part, students will make a comprehensive review of the concept, principle, or set of material to be learned and relate it to material they have already mastered. The second is, paying attention. In this part, students will decide to pay general attention to language learning or pay attention to certain aspects of language learning. And the last is, delaying speech production to focus on listening. In this part, students also decide to

postpone speaking the new language either completely or partially until their listening skills improve.

## **2) Arranging and Planning Your Learning**

In arranging and planning your learning, there are six application that are usually carried out by students. Namely, 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.

The first is, finding out about language learning. In this part, students will find out more about how language learning works by reading books or talking to people. Afterwards, they will use the information they have gained to help them improve their language learning independently. The second is, organizing. In this part, students will optimally understand the conditions related to learning new language. The third is, setting goals and objectives. Before starting the language learning process, students will first set their language learning goals and objectives. Be it long-term goals or short-term goals. The fourth is identifying the purpose of a language task. In this part, students will usually set the goal of a language task involving speaking, listening, writing, or reading skills. The fifth is, planning for a language task. In this part, students will plan the language elements and functions required for the anticipated

language task or situation. And the last is, seeking practice opportunities. students will look for opportunities to practice the language they have learned in more depth. For example, watching foreign language movies or joining foreign language social clubs.

### **3) Evaluating Your Learning**

In evaluating your learning, there are two application that are usually carried out by students. Namely, self monitoring, and self evaluating.

The first is, self monitoring. In this part, students will identify independently in understanding a language. For example, looking for information that is important and difficult to understand. And the last is self evaluating. After completing a language learning process. Students will evaluate their own abilities. For example, comparing their speaking ability when they are just learning and after learning a language.

#### **b. Affective Strategy**

According to (Wei et al., 2021; Wasiak et al., 2014) Affective strategies are strategies that can help students reduce anxiety and understand students mood. Therefore, this strategy has a strong influence because it can help them manage their feelings to stay positive. According to (Krashen; 1982) negative feelings can hinder students' learning process. Therefore, using affective strategies can

make students able to maintain positive energy and manage negative energy. According to Shaver; 2016) affective strategies can help students develop language skills, especially representational skills (reading and listening). An example of the application of this strategies is when students use a joke to relax or when students give themselves an award for their achievements.

This strategies has three categories, namely;

### **1) Lowering Your Anxiety**

In loweing your anxiety, there are three application that are usually carried out by students. Namely, using progressive relaxation, deep breathing, or meditation, using music, and using laughter.

The first is, using progressive relaxation, deep breathing, or metidation. In this part, students will use progressive relaxation, deep breathing or meditation techniques in learning a language. The second is, using music. To practice listening skills, students will usually listen to a piece of music repeatedly. And the last is, using laughter. In this part, students will use laughter to relax. For example, watching funny movies and listening to funny stories.

## **2) Encouraging Yourself**

In encouraging yourself, there are three application that are usually carried out by students. Namely, making positive statements, taking risks wisely, and rewarding yourself.

The first is, making positive statements. In order to feel more confident in learning a language, students will usually say or write positive words for themselves. The second is, taking risks wisely. To better understand a language lesson, students will usually push themselves and take risks in learning situations, even if they might make mistakes. And the last is, rewarding yourself. To appreciate a success in learning a language, students will usually give themselves support or a valuable gift.

## **3) Taking Your Emotional Temperature**

In taking your emotional temperature, there are four application that are usually carried out by students. Namely, listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else.

The first is, listening to your body. In this part, students will pay attention to the signals given by the body. Be it negative signals, or positive signals. The second is, using a checklist. In this part, students will use the checklist to discover a motivation, feelings, and attitudes regarding the language learning process in general. The third is, writing a language learning diary. To



support a language learning process, students will write a diary related to the process. And the last is, discussing your feelings with someone else. In this part, students will have discussions with others to express feelings or ideas in language learning.

**c. Social Strategy**

According to Wei *et al* (2021) Social strategies are strategies related to students' interactions with each other in the learning process. This strategies is the most important strategies, because language and social are two things that cannot be separated. This social environment is certainly related to communication and communication itself is an actualization of language skills.

An example of the application of this strategies is, when a students asks other people to get an understanding or knowledge of a language. In addition, students can also apply this strategies by communicating with native speakers or the language they are learning.

This strategies has three categories, namely;

**1) Asking Questions**

In asking questions, there are two application that are usually carried out by students. Namely, asking for clarification or verification, and asking for correction.

The first is, asking for clarification or verification. During the learning process, students will usually ask readers to repeat,

explain, or give examples of the material being learned. And the last is, asking for correction. When communicating in a foreign language, students will usually ask for correction of their pronunciation.

## **2) Cooperating with Others**

In cooperating with others, there are two application that are usually carried out by students. Namely, cooperating with peers, and cooperating with proficient users of the new language.

The first is, cooperating with peers. In this part, students will usually invite other students to work together to improve the language skills being learned. And the last is, cooperating with proficient users of the new language. In addition to engaging with other students, students will also usually look for opportunities to work with native speakers of the language they are learning.

## **3) Empathizing with Others**

In empathizing with others, there are two application that are usually carried out by students. Namely, developing cultural understanding, and becoming aware of other through and feelings.

The first is, developing cultural understanding. In this part, students will try to empathize and learn the culture of the language they are learning. And the last is, becoming aware of

others thought and feelings. In this part, students will observe the behavior of others which enables them to improve the language they are learning.

### **3. The Important of Language Learning Strategy**

In learning a foreign language, a students must know the importance of having a language learning strategy. Because, having a learning strategy can help them in their language learning process. It is supported by the opinions of experts such as; Oxford, Cohen, O'Malley, and Chamot, they argue that good language learners certainly have many different strategies to solve the problems they face in learning a language. However, there are still many students who are not aware or have not realized the importance of using language learning strategies, because as long as they learn the language they only follow the instructions given by the educators and have no more motivation. Therefore, learners must realize and have strategies because having strategies in the language learning process will help learners improve the ability, understanding, or skills of a language.

#### **B. Previous Related Study**

In this research, the researcher use three previous related study as references;

The first was written by Dian Kartikasari, Urai Salam, and Dewi Novita (2011) entitled "Language Learning Strategies in Learning English". In this study, researchers used descriptive qualitative methods and used questionnaires as

instrument. The population of this study is the sixth students of English education at Tanjungpura University Pontianak. While the sample was chosen based on the highest IPS in the class. The results of this research shows that, compensation strategies is the most frequently used strategies with an average of 3.59. Then followed by cognitive strategies with an average of 3.58. After that, there is a metacognitive strategies with an average of 3.33. Then, there are social strategies with an average of 3.16. Furthermore, there is a memory strategies with an average of 2.71. While in the last position there is an affective strategies with an average of 2.63.

The second was written by Lois Kesiana Pebriani (2013) entitled "Language Learning Strategies Used by Learners of SMA 1 Ungaran" In this study, researcher used descriptive qualitative methods and use questionnaires as instrument. The population of this research is the students of SMA 1 Ungaran. The results of this research show that, social strategies are the most frequently used strategies with a percentage of 23%. Then followed by compensation and cognitive strategies with a percentage of 16%. After that, there are metacognitive and affective strategies with a percentage of 12%. And the last is, memory strategies 10%.

The last was written by Nilam Sari Rustam, Arifuddin Hamra, and Sukardi Weda (2015) entitled "The Language Learning Strategies Used by Students of Merchant Marine Studies Polytechnics Makassar". In this study, researchers used descriptive qualitative methods and used questionnaires as instrument. The population of this study were students of Merchant Marine Studies Polytechnics

in PIP Makassar. The results of this research shows that, metacognitive strategies is the most frequently used strategies with an average of 3.81. Then followed by compensation strategies with an average 3.73. After that, there are social strategies with an average of 3.65. Then, there are cognitive strategies with an average of 3.42. Furhtermore, there is a memory strategies with an average of 3.32. While in the last position there is an affective strategies with an average of 3.15