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 Direct Language Learning Strategies

The direct language learning strategy is an approach to teaching that emphasizes the transmission of information or skills clearly and systematically by the teacher to students. Direct language learning strategies contain very broad definition, including internal and external. Various experts have done so provided various definitions of perception, although in principle it contains meaning same meaning.

According to Lubis et al. (2024, p.61), direct learning strategy are a form of teaching activity teachers are more dominant in guiding students to determining information or developing skills step by step. Direct learning strategies are generally deductive in nature, direct learning (direct instruction) combines many variables related to student success, such as group feedback, improvement, and student services, this strategy of instruction aims to provide a summary of the previous lesson's fact-based

questions to help structure learning. Thus, it can be concluded that the direct learning strategy is the one that prioritizes interaction with students and relies on the skills of the teacher to provide clear and structured instruction.

Direct learning strategies are strategies that directly involve students in the achievement of learning objectives. This strategy is implemented through actions, behaviors, steps or specific techniques that students often consciously use to improve their abilities to advance in understanding, acquiring and using learning objectives (Chilmy et al., 2020).

Direct language learning strategies are founded on the ideas of behavioral learning such as capturing students' attention, rewarding accurate replies, giving them feedback and corrective actions, and appropriately exercising the knowledge they have learned they are useful in all learning contexts (Zahriani, 2014).

According to Uzer (2020), the concept of direct language learning strategy is a model of learning activities that teachers choose and use in context, according to the characteristics of the students, the school conditions, the environment and the specific learning objectives, which means that there must be a connection between learning strategies and learning objective to take the steps of the activity for effective and

efficient learning, learning strategies consist of techniques (procedures) that will ensure that students actually achieve the learning objectives.

According to Kastur et al. (2020, p.166), the direct learning model can provide appropriate guidance to students step by step at each stage, the direct learning process can provide students with good skills, in addition, this learning is not limited by work, the characteristic of this teaching approach is the aim of creating a direct image for the learning model with a life-based learning approach that is feasible, practical and effective to improve students' learning outcomes.

The direct strategy requires a mental process of the language as it is used as a focal point. This research, like many studies, shows that language learning can be somewhat successful through the use of language learning strategies aimed at improving language learners' skills, not to mention countless efforts and action plans to achieve these goals (Kusin et al., 2018).

The direct strategy is direct language learning strategies participation in the target language because the direct strategy is the strategy used by students who participate directly in the target language because direct strategies are better than in direct strategies for improvement are strategies of learning and which dominant strategy they use learning English (Arisman, 2020).

Characteristics of Direct Learning Strategies According to Lubis et al. (2024, p.63-64), direct learning strategies have several characteristics, namely; (1) The educational experience is enhanced by the actions of the teacher, which requires an appropriate administrative framework and learning climate for the learning practice to be carried out effectively. (2) As an air conditioner, the teacher is responsible for creating an atmosphere in the classroom. The existence of learning objectives and the impact of the model on students, including the learning assessment system. (3) Focus on the breadth of material presented in relation to the experience developed. (4) Show educator materials.

According to Shi, H (2017 p.28), argues that the direct strategy involves direct learning and requires a mental process of language that includes three aspects (1) memory strategies, helping students retain and retrieve new information, such as grouping, mental connections, applying images and sounds, reviewing and using actions, (2) cognitive strategies, which allow students to understand and produce new language, such as reasoning, practice, acceptance and messages, analysis and summary, (3) compensation strategies, which allow students to use new language to understand or produce despite limited knowledge.

2. **The Type of Direct Language Learning Strategies**

According to Putri (2023), direct learning strategies emphasize the storage and retrieval of knowledge, with these strategies specifically addressing the target language. According to (Chilmy et al., 2020), direct

learning strategies are classified into three groups, namely: Memory strategies rely on the student's or learner's brainpower, and two of its main functions are learning strategies that retain and recall fresh information or knowledge. Cognitive strategies, in direct language learning strategies are those that assist learners in comprehending, analyzing, and retaining language information more effectively. In the four learner abilities, compensatory tactics enable students to overcome knowledge gaps. Compensation strategies help learners to overcome knowledge limitations in the four learner skills.

Table 2.1

Classification of Direct Language Learning Strategies

Direct Strategies	Memory Strategies
	Cognitive Strategies
	Compensation Strategies

Based on the table, in direct strategies there are there kinds strategies. Namely, Memory Strategies, Cognitive Strategies, Compensation Strategies.

a. **Memory Strategies**

According to (Chilmy et al., 2020), memory strategies hang on the use of the students or learners brainpower, The learning strategy involves the preservation and retrieval of fresh data or knowledge. There are two major strategies for core memory operation. Learners who employ memory strategies their brains to retain the crucial data or knowledge they

acquire in the learning process and assist them in recalling previously learned information or knowledge when they need to use it, production as well as their understanding. in these strategies has four categories, namely:

1) **Creating Mental Linkages**

Creating mental linkages ia a memory technique inside coordinate dialect learning that includes interfacing modern data to existing information. This strategy makes a difference learners to superior keep in mind and recover data by partner it with something commonplace.

The main goals of creating mental connections are, strengthens memory by connecting a new word or phrase with information already in mind, we create a strong "anchor" so that the new information is easier to remember, make learning more meaningful, when we connect new words to personal experiences, images, or familiar concepts, our understanding of those words becomes deeper and more meaningful, makes it easy to retrieve information, when we want to remember a word, we can "trace" back through the mental connections we have made to install it, improve understanding of concepts by connecting new words to broader concepts, we build a more comprehensive understanding of language. There are some common techniques for creating mental linkages, grouping, associating/elaborating, placing new words into context.

2) Applying images and sounds

Applying images and sounds in direct language learning is a powerful technique in direct language learning strategies. It involves the use of visual and auditory elements to enhance language learning and memory retention. By combining these elements, students can create stronger associations between words, phrases, and concepts, resulting in more effective learning.

Benefits of images and sounds in learner, improved memory with visual and sound-related prompts can essentially move forward memory maintenance, expanded engagement multisensory learning can make dialect learning more agreeable and propelling, moved forward Comprehension visual helps can offer assistance learners get it complex concepts and linguistic use rules, way better elocution tuning in to local speakers can offer assistance learners create exact elocution.

Example of Visual Learning :

1. **Mental Symbolism:**

   Making mental pictures to speak to words or expressions. For illustration, visualizing a "cat" when learning the word in a outside dialect.

2. **Semantic Mapping:**

Making visual graphs to put through related words and ideas. This makes a difference learners see the connections between lexicon things.

3. **Flashcards:**

Utilizing flashcards with pictures and words to fortify lexicon and language structure.

Example of Sound-related Learning:

1. **Tuning in Hone:**

Tuning in to sound materials like podcasts, audio books, or language learning apps.

2. **Elocution Hone:**

Practicing articulation with the assistance of sound recordings or local speakers.

3. **Music and Tunes:**

Utilizing melodies to memorize lexicon, linguistic use and elocution in a fun and locks in way.

3) **Reviewing Well**

Reviewing Well in the context of direct language learning strategies refers to activities that effectively and efficiently repeat what has been learned. this is an important step in the language learning process because it allows learners to, strengthens memory repetition strengthens neural connections in the brain, making it easier to

remember learned information in the long term, identify weaknesses through repetition, students can identify which areas are not fully understood and require more attention, improve language skills, regular repetition improves language fluency, both spoken and written.

4) **Employing Action**

Employing action In the context of direct language learning strategies, this refers to the active steps that learners take to engage directly with the target language. This means that learners actively use language in various situations, not just passively receive information.

The benefits of employing action to improve learner memory upgrade, connecting words and sentences with body movements can easily learn new vocabulary, improved understanding, execution of actions in language learning helps students better understand abstract concepts, growth trust actively participating in behavior-related activities will increase students' confidence in handling the new language, make learning more fun, activities include actions to make the learning atmosphere more fun and interactive.

b. **Cognitive Strategies**

According to Rahmawati et al. (2021), cognitive strategies are strategies that help students produce their language. In using these strategies, students usually manipulate directly through reasoning, analyzing, recording, summarizing. elaborating, and reorganizing information to develop stronger schemas. Cognitive strategies used by

students in learning to speak, namely practicing, receiving and sending messages, analyzing and reasoning, and creating for structure input and output. In practice, students use repetition, apply rules of pronunciation, rules of grammar are too seldom used. Then, during receiving and sending messages, students need to think for a moment before giving their ideas. Next during receiving and sending messages, students need to think for a minute before providing their idea. Furthermore, while the strategy of analyzing and reasoning, students apply to analyze expressions, translating, and contrasting what they learn. The final cognitive strategy is to create structures for input and output. Students usually get notes and shorten the material.

According to (Chilmy et al., 2020), there are four aspect obtained during the study, it was found that there were several kinds of cognitive strategy performance performed bt students. The strategy described as follows :

1) **Practicing**

In practicing, students typically engage in five different activities. These activities include repetition, formal practice with sounds and writing systems, recognition and application of formulas and patterns, recombination, and naturalistic practice.

The first activity is repetition. Through repetition, learners revisit material to help retain what they have studied. The second activity involves formal practice with sounds and writing systems. Here, students

focus on articulating the vocabulary they have learned to become accustomed to its pronunciation and intonation. The third activity is recognizing and utilizing formulas and patterns. In this stage, students should identify and apply various formulas and patterns, such as verb tenses or comparative structures. The fourth is recombination. During this activity, students merge the knowledge they have gained in new ways, which helps them generate more information. For instance, they can link one phrase with another to create sentences. Finally, the last activity is practicing naturalistically. In this case, students need to apply the language they are learning in realworld scenarios, such as engaging in conversations.

2) **Receiving and Sending Massages**

In the process of Receiving and Sending Massages, students typically engage in two main activities. These involve quickly grasping ideas and utilizing resources for communication.

The initial activity is quickly grasping ideas. Here, students often employ the skimming technique to identify the main points within a reading text. As a result, this strategy proves to be very beneficial for students in comprehending readings. The second activity involves using resources for communication. In this case, students commonly access both print and digital learning materials to acquire new information.

3) Analyzing send thinking

In Analyzing send thinking, there are five methods that students often use. These include deductive reasoning, expression analysis, contrastive analysis, translation, and knowledge transfer.

The first strategy is deductive reasoning. While trying to understand a text in the target language, students often utilize deductive techniques. This approach involves reasoning from broader concepts to more specific details. The second strategy is expression analysis. Here, students typically break down an expression into its components to uncover its meaning. The third strategy is contrastive analysis. In this process, students examine a sound, word, or grammatical structure of a new language and compare it to their native language. This strategy helps identify the similarities and differences between both languages. The fourth method is translation. In this case, students refer to one language to help comprehend or create another language. Finally, the last strategy is knowledge transfer. In this process, students directly implement what they have learned. Starting from, vocabulary, grammar, concepts, or structures from one language to another language.

4) Creating Structure for input and output

In Structure for input and output, they typically engage in three main activities. These include making notes, summarizing, and highlighting. The first activity is making notes. During their studies, many students jot down essential ideas or specific details from the material they are

studying to help them remember when they forget what they have absorbed. The second activity is summarizing. To grasp a language, students often take notes to condense lengthy texts. Finally, there is highlighting. To help them remember significant information while learning a language, students often use underlining, categorizing, or color coding to mark what they deem important.

c. Compensation Strategies

Compensation strategies as dialect problem-solving strategies comprise of different mental or physical exercises carried out by understudies to resolve any dialect learning issues they experience, and are partitioned into speculating intelligently and overcoming impediments in talking and writing, compensation techniques empower learners to utilize the modern dialect for either comprehension or generation in spite of confinements in knowledge (Shakarami, 2017).

Compensation plans enable students to get over knowledge gaps across the four abilities of the learner. These tactics may be the most crucial one. For individuals who are at the beginning or intermediate level of language learning, as well as for those with advanced language skills users who may not be familiar with an expression in specific situations, who miss it, someone who is obviously or unclear about implicit or purposely ambiguous things regarding the meaning Hardan, (Chilmy et al., 2020).

In Compensation strategies there are two types namely :

a) Guessing Intelligently

In guessing intelligently, there are two application that are usually carried out by students. Namely, using linguistic clues, and using other clues.

The first is, using linguistic clues. In this part, students will usually look for and use language-based clues to guess the meaning of what they hear or read in the process of learning the target language. And the last is, using other clues. In this part, students will usually look for and use non-language-based clues to guess the meaning of what they hear or read in the process of learning the target language.

b) Overcoming limitations in Speaking and Writing

In overcoming limitations in speaking and writing, there are eight application that are usually carried out by students. Namely, switching to the mother tongue, getting help, using mine or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonyms. The first is, switching to the mother tongue. In this part, students will use their mother language without translating it to express an expression. The second is, getting help. In this part, students will ask people for help in providing unknown vocabulary in the target language being learned. The third is, using mine or gesture. In this part, students will move their body language to translate the vocabulary. For example, running. The fourth is, avoiding

communication partially or totally. In this part, students will partially avoid a communication if there is something they cannot anticipate. For example, avoiding certain topics or expressions. The fifth is, selecting the topic. When communicating, students will usually choose topics that match their abilities or vocabulary that they can understand. The sixth is, adjusting or approximating the massage. In this part, students will reduce a long text and make it more concise but not change its meaning. The seventh is, coining words. In this part, students will create words to communicate their ideas. And the last is, using a circumlocution or synonyms. In this part, students will convey a meaning by describing a concept or using words that have the same meaning.

B. Previous Related Study

Based on the exploration results of previous related studies. The researcher found several previous studies that were relevant to the research this. Although there are related discussions, this research is still very different from previous research. There are several previous studies namely:

The first was written by (Rachman, 2020). "Analisis Strategi Pembelajaran Bahasa Inggris Mahasiswa Pendidikan Guru Sekolah Dasar FIP UNM", Researchers concluded that students at the elementary school teacher education department FIP UNM, concluded that the results of the highest number of memory strategies were 3.74, cognitive strategies 3.71, and compensation

strategies 3.37. Then, for the similarities of research by (Rachman, 2020) and researchers, they both focus on finding out the language learning strategies most frequently used by students and also have similarities in using questionnaires as instruments, then for the differences, (Rachman, 2020) focuses on researching all language learning strategies while researchers only focus on analyzing directl language learning strategies.

The second was written by Arisman, R. (2020) with the title "*The Relationship between Direct Language Learning Strategies and English Learning Proficiency at Senior High School Students".* Researchers concluded that students at the eleventh grade of SMA Negeri 1 Baubau and selected 75 students as the sample, concluded that the results of memory strategies were 2.61 and medium frequency, cognitive strategies 2.56 Medium frequency, compensation strategies 2.66 Medium. Then for the similarities of Arisman, R (2020) research with the researcher, namely to find out the most dominant strategies used by students to support success in learning English, this study also took data using a questionnaire. Then for the differences with Arisman, R (2020) research, namely taking samples of high school students while the researcher used samples of junior high school students.

The last written by Febryani (2024), entitled "An Analysis Of Indirect Language Learning Strategies ff The Eleventh Grade of SMA Taruna Tunas Bangsa". In this study, This researcher was conducted using quantitative with survey design, to answer the questions of the study and questionnaire of the main instrument of this research. The objective of this research to find most indirect

strategies, which students eleventh grade of SMA Taruna Tunas Bangsa. Based on the result above, followed by metacognitive strategy = 3.8, affective strategy = 3.5, social strategy 3.7. The results show that metacognitive is the strategy most often used by students. Then, for the similarity Febryani (2024), research focus to analysis the language learning strategies with quantitative survey design as a methodology and used questioner as a main instrument and the difference, Febryani (2024) still focus to analysis indirect strategies, meanwhile researcher still focus about direct strategies.