CHAPTER II

LITERATURE REVIEW

This chapter presents the discussion of (1) Language Learning Strategy (2) Learning Speaking (3) Metacognitive Learning Strategy (4) High, average, and Low learners (5) Previous Study.

2.1. Language Learning Strategies

Language learning strategies is the strategies which used by teachers and learners. These strategies would help them with their study of language.

2.1.1. Factors of Language Strategy

In second language, the factors that may influence learners to learning strategy are included into three strategies that should provide by the teachers and the learners. Those are;

a. Background Knowledge: in this strategy of learning, the teacher had better to be active towards their learner's knowledge in order to build them a new material on what they already learn. Besides that, the learners should think what they already know about the topic that they learn to help them learn more effectively about it.

b. Personalize: this is the link of new material to the learner's knowledge and experiences using the guidance of question or other activities. For the learners who still think about how language construct in their language, they have to learn and compare their language with those who have native language and relate it into new idea, experience and information for their own.

c. Use Imagery: This part is the time of teachers to create a meaningful context for their learners by accompanying them to figure it out what the illustration,

and the picture of mind that they have to do. This associate of information is the crucial stage of the learners to get the new information which is connected with their mental or oriented picture to help them learn it.

The study elicited from www.esl-lab.com by Randall Davis (2011) ESL/EFL students' explicit strategies instruction may entail not only a new experience for the learners, but also new roles in the learning process. The purpose of this section is to respond to these important questions and provide suggestions for getting started with learning strategies instruction. It is important to distinguish between teaching strategies and learning strategies.

2.1.2. The Comparison of Teaching Strategies and Learning Strategies

Learning strategies take different forms. Strategies like *Make Inferences,* in which students derive meaning from context, are mental processes that are difficult to observe. Other strategies like *Use Graphic Organizers/Take Notes* can be easily observed and measured. What is important for the purpose of this guide is that strategies can be learned.

2.2. Learning Speaking

The way of learning speaking can be elaborated into six types of oral communication activities that might be incorporated into curricula in many field of study. There are formal and informal assignments that we can recognize in. besides, the possible section could be in smaller classes while the others for large classes. In some ways, all of them can help learners/students learn course of the materials within the ways of thinking in learning speaking.

Speaking activity between (Student-Student and Student-Teacher): can be calculated into punctuation moments of the study where students are asked to discuss or even explain some question with their friend who next to them.

a. *Speaking activity in Small-Group*: the smaller scale of discussion setting and problem solving. This is appropriate between large and smaller classes of study that allows levels of participation but not possible in large groups.

b. *Full Class Discussions (Teacher or Student Led):* this is type of characteristic which used in argument - based, and more competitive than debate but still dialogic in character. Often times have the quality of creating an atmosphere of collective question, idea, and problem. Like debate, a good way to encourage active learning.

c. *Speaking activity in Debates*: these kinds of structured consideration of some points of view. Debates are typically involved into participants who argue one side with the others. There are arguing the same topic with difference ideas and perspective

d. *Speech and Presentation*: Classically, the stand-up, podium speech delivered by an individual from orally or script. Also includes group presentations or speech. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

Oral Examinations: Can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. The difficulties of large groups is huge, but in a good way to determine the depth and range of student knowledge and to stimulate high levels of preparation. Under this heading, it is presented the discussion dealing with definitions of speaking.

2.2.1. Definition of speaking

Speaking refers to communicating our thoughts orally (Djiwandono, 2008: 118). By expressing one's thought, one can make the listeners understand what is going on his thought. To make them understand what he thinks, one has to speak clearly. This means that:

➢ One has to make the sounds of speech loud and clear enough so that the listeners will understand.

➢ One has to choose the words which convey his message without any distortion.

Related to speaking that this research want to analyze is the stage of the way in speaking which the learners have already experienced and learnt a lot to speak. At the first time we learn to speak, everything seems to be controlled. Thus, the activity of speaking is restricted to repetition and drills, so the speakers have to pay more attention to the accuracy. Then, Allwright and Little in Oxford (1990: 9) stated that learning strategies can also enable students to become more independent, autonomous, lifelong learners. There are also strategies in which consist of strategies to make them learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990: 8).

There are some other experts who defined speaking. Hornby (2005: 1467), for instance, defined that speaking is making use of our own voice to say something, and to be able to use a particular language. Furthermore, Boesch stated that speaking is communicating information through the spoken word. In speaking activity, the presence of the speaker and the listener is important to build mutual conversation. Thus, speaking is considered as unity to communication. is an important part of human civilization and it is a means of cultural transformation. In addition, it means that communication is the ways in which we get in touch with each other-how we show each other our feelings; tell each other our thoughts; ask question; ask for help; pass on fact; argue; persuade others to do what we want them to do; explain; and give orders.

Putting all these points together, now we can make a simple definition of speaking as the process of conveying the message orally from the speaker to the listener so that the response given is correct.

Besides those statements above, there are four language skills in English language learning: listening, speaking, reading, and writing. Those skills, then, can be classified into receptive skills (listening, reading) and productive skills (speaking, and writing). Since, speaking belongs to productive skill; it requires a lot of back-up factors like knowledge, confidence, self-esteem and enthusiasm; and particularly, it brings about its own prerequisites: exposure, consolidation, motivation as well as acknowledgment (Ali, 2010: 1). Whether we realize it or not, these determinant factors can be made to exist in a supportive learning environment of English as a Second Language (ESL).

Moreover, researchers often describe it as a complex and multilevel skill. Part of the complexity is explained by the fact that speakers need to use their knowledge of the language and activate their ability to do this under real constraints. (Djigunovic, 2006: 12). Even though writing also belongs to productive skill, speaking is claimed as difficult as writing due to some reasons as follows: (1) speaking is a direct communication, (2) speaking related to some other language components (stress of words, pronunciation, etc.) and (3) speaking is spontaneous one. Besides, characteristics of those two productive skills are quite different as compiled by O'Malley and Pierce (1996: 58). In their book it is stated that in speaking, native speakers do not typically use complete sentences, use less specific vocabulary, use syntax in a loosely organized manner, and make frequent use of discourse markers (mmm…., well…., etc.). Based on the characteristics, speaking serves as the natural means of communication between members is community both for the expression of thought and as a form social.

Speaking is an important skill in English language learning since it is the skill that is used in everyday life as part of everyday interaction. Thus, mastery of speaking skill becomes the priority for many language learners. Nevertheless, as we can see nowadays, some learners may have known the language use, but they cannot use the language. Therefore, by describing the learners" strategies in improving their speaking ability, it is expected that the learners not only know

the usage of a language but also they can use the language actively in their daily interaction.

In conclusion, at the first time we learn to speak, everything seems to be controlled. Thus, the activity of speaking is restricted to repetition and drills, so the speakers have to pay more attention to the accuracy. Nevertheless, the more they practice, they will move to learning stage in which they do not give more attention to the accuracy, but to the fluency. There is only the periphery of attention (Brown 2007: 64). In other words, over analyzing language, thinking too much about its forms, and consciously lingering on rules of language.

Language form and rules is harmful as adults can benefit greatly from certain focal processing of rules, definitions, and formal aspects of language. What the principle does say is that adults can take a lesson from children by speedily overcoming our tendency to pay too much focal attention to the bits and pieces of language and to move language forms quickly to the periphery by using language in authentic contexts for meaningful purposes (Brown, 2007: 65).

2.3.   Metacognitive Learning Strategies

In scope of metacognitive study, the researcher has guidance that helps this research. Learning strategy has been categorized into three level and type of processed involved (O'Malley 1990). Metacognitive learning strategies are general learning strategies. Reflecting upon learners own thinking and learning is *metacognitive* thinking. Once students begin to think about their own learning, they can then begin to notice how they learn, how to learn, and how they might adjust how they learn to learn more efficiently. We list four general metacognitive strategies: These metacognitive strategies follow the sequential order of the process a learner generally goes through in accomplishing any task. In this learning strategy, in this learning strategy there are some actions and process that are developed and applied by the language learners which is help them to learn and use as a language that makes them learn it more effectively.

There are several classifications of factors that influence the learners to require language in this second language. This emerged from the significance characteristics that identifying the effectiveness of learners as good language learners. As explained by Naiman (1978:47) that strategies which reported by observed situation of language learning that contribute to learning strategies. This strategy has demonstrated as learning strategies that can be described and classified. This is can be called as a basic mechanism that control throughout all over their knowledge just like differentiated and procedural knowledge that examine, test, and modify the procedural system as a control. The definition has a goal to extend the statement as a condition and preceding an action. Therefore, in order to provide what the learners planning for the future or behavior. Like examples: what do I do before I start? (*Organize/Plan*) What do I do while I am working on the task? (*Manage*) How do I make sure I am doing the task correctly? (*Monitor*) What do I do after I have finished the task? (*Evaluate*) It is important to remember, however, that learners are not as linear as our models suggest. In reality, we go back and forth: planning, then monitoring, then planning again, managing, organizing, etc.

2.3.1. The Definition of Metacognitive

Metacognition is the process of thinking about thinking. Metacognition has to do with the active monitoring and regulation of cognitive processes. It represents the system that many cognitive theorists have included in their theories *(Miller, Newell & Simon, Schoenfeld)*. Metacognitive processes are formulated into four representative strategies which are to planning, problem-solving, evaluation and many aspects of language learning.

Flavell (1976) describes it as follows: "Metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them, for example; the learning-relevant properties of information or data".

Besides, Metacognitive learning strategies are general learning strategies which are reflection of our own thinking in learning. While the students begin to think about their learning, they run their metacognitive strategies unconsciously.

Through this analysis of strategy, we can notice how they learn, the others learning, and how they might adjust they learn more effectively. The researcher lists four general metacognitive strategies: *Selective Attention* is the one of representative strategies of Metacognitive which focusing on special aspects of learning tasks, as in planning to speak for key words or phrases. *Planning* also one of the strategies, this is part of spoken discourse. *Monitoring* is the reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring. Then the last is *Evaluation* on checking their comprehension after completion a perceptive language activity, or evaluating language production after it is has taken place as like as explained by O'Malley and Chamot (1990:46)

General picture of speaking strategies used by L2 learners also as a highlighted main differences in strategy use between more and less skilled speakers. The general findings of these studies suggested that the utilization of metacognitive strategies actually distinguished the two groups. More effective speakers reported using a variety of deep processing strategies, such as self-monitoring, selective attention, and elaboration, while less effective speakers tended to use surface processing strategies, primarily translation strategy. Although the purpose of the present study was not distinguishing more and less skilled speakers, the researcher still took into account the strategy use characteristics described above when examining participants' speaking strategy change before and after the intervention.

These studies also suggested providing students with comprehensive, step-by-step strategy instruction. Vandergrift (1997) proposed that a pedagogical sequence that guided students through the speaking process during the first two years of language learning might be most suitable for developing students' metacognitive ability. However, none of these researchers examined the effectiveness of his proposed approach empirically. Thus, one essential question sorely needs to be answered: how to provide speaking strategy instruction in order to bridge the gap between more and less effective speakers?

2.4. English Learners

Subjects who will become English learners of this research are divided into three and analyzed based on O'Malley and Chamot (1990:46). Then, the English learners are formulated as follows:

2.4.1. High Level Learner

The learner who becomes High level learner is the one who could give excellent responses towards tasks. This learner spoken discourse is excellent with the clear speech in general expression with pronunciation and intonation which is generally clear. This learner paces to recall the information is quite short in vary times. The overall intelligibility still remains excellent. This learner also could response several tasks that this learner's teacher has been given with an effectiveness grammatical use and vocabulary. This learner has coherent in delivering ideas is relevant. Even the responses may exhibit some inaccurate use vocabulary or a grammatical structure is limited in range of structure used. Those explanations based on O'Malley and Chamot (1990). From those methods, the researcher believes this learner is qualified as a High level student.

2.4.2. Average Level Learner

The learner who becomes Average level learner is the one who could give good responses towards tasks. This learner may be missing some relevant information when they speak which contains speech but by the times it may explain the meaning of his speaking. The speech is clear in many times, when he faced the problems with the meaning in some places in corridor of pronunciation, pacing, and intonation. The control of his responses is limited in the range of grammar and vocabulary. This learner could express the relevant ideas in precise and inaccurate connections. This learner's expression shows the evident of phrases level. The information that he may responses have some relevant but it is in incomplete information. Those explanations based on O'Malley and Chamot (1990).

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2.4.3. Low level Learner

The learner who becomes Low level Learner is the one who could give limited responses towards tasks. This learner has response with very limited content with minimally coherence towards the context of the task. This learner's speech may consist of pronunciation and intonation but frequently obscure with the meaning. This learner's delivery is quite fragmented form in which contains of frequent pauses and hesitations. This learner has the range of grammar and vocabulary control in several limit expressions of his ideas. This learner has low level responses that may rely on isolated words or short utterances in communicate the ideas. This learner's response fails to provide much relevant content. Ideas that are expressed are often inaccurate limited, and mostly have some repetitions. Those explanations based on O'Malley and Chamot (1990).

2.5.   Previous Study

Before conducting this study, the researcher has read some previous studies related with the research in students learning strategies. The pervious researches that use the researcher are: Several studies of thesis have proved the improvement of listening strategies with the role of metacognitive strategies such as a study conducted by Xuehua An and Zhenmei Shi (2013) entitled "Does Metacognitive Instruction Improve Listening Comprehension?" which in their study, listening comprehension is an active and complex process, and is a major concern for Chinese English learners. Based on previous theory and practice of teaching English listening, this paper reports a case study of three English language learners in a Chinese University. It is found that metacognitive instruction proves to be more advanced level students than in less-skilled students. It is also found that the effectiveness of metacognitive teaching is also much related to learning motivation. In their study with the author research there are several differences. First, this researcher only focuses on the learning speaking which different with them. Second, subjects of this research are three subjects of learning speaking level which are High, average, and low level student in Senior High school. Third, the effectiveness of this research is related into four

representative strategies such as: Selective attention, Planning, Monitoring, and Reviewing.

Then, next study is conducted by Maryam Rahmirad and Abbas Zare-ee (2015) conducted a study entitled "Metacognitive Strategy Instruction as a Means to Improve Listening Self-Efficacy among Iranian Undergraduate Learners of English" their study conducted into Metacognitive strategy instruction (MetSI) has been shown to have a strong impact on various aspects of English as a second/foreign language instruction. The present study aimed to investigate the effect of MetSI on the improvement of listening self-efficacy among English as foreign language (EFL) learners. A group of sixty female undergraduate learners of English literature at a state run university in Iran consented to take part in this study. After homogenizing the participants' English proficiency level using a sample section of the British Council IELTS test, 40 learners were selected whose English proficiency fell within intermediate to upper-intermediate level. A listening self-efficacy questionnaire (borrowed from Rahimi and Abedini, 2009) it used to measure the participants' level of listening self-efficacy in the pre and post-test phases of the study. First, in this research the author focuses on learning speaking on English foreign Learners. The learners who will become the subjects are three purposive learners who indicated into three level of learning English at Senior High School. In their result they used quantitative research which need pre-test and post-test to conduct it, which different with this study used a Qualitative research and it's no need control group and experimental group. The instrument of this research is Metacognitive strategy which different with their study. The strategies are conducted by O'Malley and Chamot (1997).

The third one is a thesis conducted by Vevy Liansari (2012) entitled "Senior High School Strategies in Learning to Speak English". In her study she found that successful English learners use both direct and indirect strategy of learning in both formal and informal situation in assisting them in converting controlled processes of learning. She used the method of Oxford (1990) Applying direct strategy they make use of compensation and cognitive strategy by switching

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their target language to his mother tongue. Indirect strategy is applied by making use of metacognitive, affective and social strategy. In relation with how successful English learners overcome their difficulty in pronouncing English words, they use both direct and indirect learning strategy in informal situation. In her study there are several differences with the author in several aspects. First, successful learners are indicated into their four representative strategies which are: Selective attention, Planning, Monitoring, and their Evaluation. They apply it into their Metacognitive strategy as main strategy. Her study is widely explained all aspect of learning speaking which opposite with this study, which only focusing on their Metacognitive strategy

The result showed us that they used direct and indirect strategies to their learning experience which is not focusing on their Metacognitive strategy which is going to study deeply. Vevy Liansari used all the categories of direct and indirect strategies, such as; metacognitive strategies, cognitive strategies, and compensation strategies which are too widely and much of explanations that makes this research more specific. This metacognitive is the one analyst which sometimes cognitive to another. The difficulties in these strategies are more obvious with involving planning, monitoring, and checking the outcome of learning. This research also found the indication of problem identification. Therefore, in this study, the researcher wants to investigate the Metacognitive strategy used by successful English learners at Senior High School in three level to know the differences, problem identification and to know what the high level student's strategy used to make this learner become a successful learner.