

## **II. FRAME OF THEORIES**

### **A. Concept of Language Learning Strategies**

The actual implementation of strategy is not necessarily so simple. Models of strategy use are typically predicated on the assumption that individuals engage in goal directed behavior in task environment, such that selection of strategies for a task depends on the performance goal of the individual, and the affordances of the task context, and the individual's capabilities.

According to Shuell (1986 in Agustina, 2002: 1) learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information. In the other words, learning strategies are special thoughts or behavior that individual use to help to comprehend, learn, or retain new information.

Learning strategies can be defined as strategies which contribute to the development of the language system which the learner constructs and affect learning directly (Rubin in Wenden and Rubin, 1987: 23). In short the writer concluded that language learning strategies are actions of language learner in attempt to achieve language learning.

Good language learners usually use strategies that appropriate to their own stage of learning, personality, age, purpose of learning the language, and type of language. By using the appropriate learning strategies it makes the students take responsibility for their learning by enhancing learner autonomy, independence, and self-direction. These are important because learners need to keep on learning even when they are no longer in formal classroom setting.

Moreover, cognitive psychology shows that learning strategies help learners to assimilate new information into their own schemata.

Learning strategies are distinguished from teaching strategies, among other reasons because the learner is able to exercise control over the strategy. Oxford (1990a: 70) define language strategies as steps or actions taken by language learners to enhance any aspect of their learning. Oxford's definition implies that learning strategies are conscious activities because students are learning a language while they are conscious of the process.

Oxford (1990b) has been classified six broad categories of learning strategy systems used by language learners:

1. Cognitive

Learners employ new language by practicing naturally, analyzing contrastively, and summarizing it of this strategy.

2. Memory

This is a strategy of which learners use memory, such as grouping, imagery, structured review, to get information into memory and to recall it when needed.

3. Compensation

Learners overcome knowledge limitation by guessing meaning intelligently and using synonyms or other production tricks when the precise expression.

4. Meta-cognitive strategies

Learners manage their own learning process by paying attention, self-evaluation, and self monitoring.

5. Affective strategies

This is a strategy of which learners do reduction anxiety and self encouragement, they control their emotional attitude.

#### 6. Social strategies

Learners sometimes learn in group.

### **B. Classification of Language Learning Strategies**

Different researchers have used different categories for classifying learning strategies. Rubin in Wenden and Rubin (1987: 23) has classified learning strategies into three categories, namely: meta-cognitive, cognitive, and social strategies. Therefore, in this research paper, the researcher used learning strategies classified by Setiyadi in order to make this research paper more specific as the classification to collect the data.

#### **1. Cognitive Strategies**

In order to identify what cognitive process is, it is useful to explain two basics issues: namely mental representation or mental processing. In language learning mental representation may refer to how some students memorize what they have learned, or experiences in their life by remembering things in their native languages. Mental processing, on the other hand, deals with cognitive processing (Deaux and Wrightsman, 1988: 21 in Agustina, 2002: 8). Cognitive process includes all activities related to mental processing. In cognitive strategies, learners employ new language by practicing naturally, analyzing contrastively, and summarizing it of this strategy.

Sherrod (1982) in Agustina (2002) says that cognitive psychologists are concerned with how people attend to information in the environment and how they process that information in their brain. In relation to language learning strategies, the cognitive category may include all activities

that take place in the brain in order to acquire a foreign language. It may concludes intelligent guessing, looking for patterns from sentences, inference, association, summarizing, grouping in the mind, deduction, imagery, and other mental.

## **2. Meta-cognitive Strategies**

Oxford (1990a) states that meta-cognitive strategies include: centering, learning, arranging and planning learning, and evaluating learning. In O'Malley & Chamot's study (1981: 124), meta-cognitive strategies have more processes that are classified under planning, monitoring, and evaluation. It can be said that planning may depend on information provided from the implementation of monitoring and evaluating (Wenden 1991a: 28). The scope monitoring can involve a narrow focusing on a specific item in a reading text to a broad overview of a series of learning activities, such as a semester course in a reading. After becoming aware of a difficulty, learners analyze the difficulty and seek the cause. Evaluating means that the learners consider the outcome of a particular attempt. It may focus on the proficiency of learners or strategies used in learning. Evaluating in the current study is only related to correcting mistakes and focuses on proficiency.

Oxford's (1990b) cited in Setiyadi (1999: 143) said that meta-cognitive strategies include strategies for evaluating one's progress, planning, for language tasks, consciously searching for practice opportunities, paying attention, and monitoring errors. By using meta-cognitive strategies, learners are aware of and control their efforts to use particular skills and strategies.

On the other hands (Jones et al., 1987: 15) cited in Setiyadi (1999: 143) said that the learners use their capacity to monitor and direct the success of the task at hand, such as recognizing that

comprehension has failed, using fix-up strategies, and checking and obtained answer against an estimation.

### **3. Social Strategies**

Oxford (1990a and 1990b) introduced the category of social strategy and classified it under this category:

Asking questions:

1. Asking for clarification or verification
2. Asking for correction

Co-operating with others:

1. Co-operating with peers
2. Co-operating with proficient users of the new language

Empathizing with others:

1. Developing cultural understanding
2. Becoming aware of others' thoughts and feelings (Oxford, 1990a, p. 21).

The social category includes not only all processes that take place in groups, but also includes individual activities in social setting aimed to acquire another language. An example of this would be reading letters from friends in order to have opportunity to practice English.

In the study of Fillmore (1979) there are three strategies, namely: a) joining a group, b) give the impression – with a few well – that you can speak the language, and c) count on friend. It can be said that learners interact with others outside the classroom.

### **C. Concept of Motivation**

Motivation is the great, unspoken problem of English education in the world. It is “great” because it is probably the most difficult single problem classroom teacher face. Motivation becomes an important aspect since if the students have strong motivation, the learning process will run more effective and well. In line with that explanation, Gardner and Lambert (1984: 54) in Kato (2007) stated that motivation is one of important aspects in learning language.

Theoretically, motivation is all of inner power reinforcing any person to do something (Oxford and Shearin, 1994:12). In line with that explanation, Douglas-Brown (1987) state that motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action. This is also supported by Hilgard (1953: 662) in Uniroh (1990: 8), who states that motivation is general term characterizing the needs, drives, aspirations, purpose of the organism as behavior. Furthermore, motivation is considered by many to be one of the determining factors in developing a second or foreign language.

It can be assumed that motivation, in this case, is the positive power, which stems from the desire to attain the goal reflected in the orientation for instance; learning English seriously in order to get a better achievement. In relation with the previous statement, students need motivation in order to attain the goal of language learning and they can come from themselves or from their environment.

### **D. Classification of Motivation**

In 1959, Gardner and Lambert divided motivation to learn a language into two types, *instrumental* motivation and *integrative* motivation. A learner with *integrative motivation* has a genuine interest in the second language community and *instrumental motivation* wishes to identify with the ethnic group. These are distinguished as follows:

1. Integrative motivation is characterized by a positive attitude towards the speakers and culture of the target language.
2. A learner with *instrumental motivation* is characterized by learning the language for practical purposes, such as gaining employment or passing a test and more interested in how the language can be a useful instrument toward furthering other goals since he/she learns a language for practical purposes, e.g. getting a job, meeting an educational requirement (Gardner & Lambert, 1972 in Kato, 2007).

Furthermore, Dorman and Gaudiano (unpublished literature) distinguishes 2 types of factors influencing motivation, they are:

- **Intrinsic** – self generated factors (responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work, opportunities for advancement) – they have a deeper and longer-term effect. Intrinsic motivation refers to being motivated and curious enough to be engaged in an activity for its own sake (Vansteenkiste, *et al* (2004) in Dorman and Gaudiano). The concept of intrinsic motivation was originally proposed by Robert White (1959 in Matlin, p.397). He argues that many behaviors –such as play and exploration- do not need to be reinforced in order to be performed. Researchers have discovered that people who believe their work is intrinsically motivating are more satisfied with their lives (Graef et al., 1983 in Matlin,

p.397). For example, when pursuing a word in the dictionary and we find ourselves reading about others words – even though we cannot reduce any drive from learning about words such as *peplum* and *hendecagon*. This curiosity cannot be explained by drive theory. However, at least for many people, curiosity is intrinsically motivating.

- **Extrinsic** – what is done for people to motivate them (promotion, punishment) – they have an immediate and powerful effect, but won't necessarily last long.

In addition to the indicators of motivation in learning, Abin Samsudin Makmun (1983: 33-34 in Uniroh, 1990: 32-33) identified motivation with some factors as follows:

- 1) The duration of students' English learning: how long the ability of students to use time in doing activity in learning is.
- 2) The frequency of students' activity in learning English, e.g: how often does the activity take place?
- 3) The persistence of students in learning English: how strong his tenacity is etc.
- 4) The toughness of endurance of student in solving the difficulties of learning English and facing its problems or obstacles.
- 5) The aspiration of the students, for instance: purpose target, etc.
- 6) The qualification level of students' achievement in learning English,
- 7) The devotion of students to get the objective of learning English, for instance: thought, time, money, effort, etc.
- 8) The students' attitude to the purposes of learning English.

(Abin Makmun Samsudin, 1983: 33-34 in Uniroh, 1990: 32-33).



In this research, the writer dealt with these eight factors as the reference in measuring students' motivation.

### **E. Concept of Reading Comprehension**

Talking about concept of reading, there are many concepts of reading which has its own point of view. According to Lado (1977: 223), reading in a foreign language consists of grasping meaning in that language through written representation.

Reading is one of four skills (listening, speaking, reading, and writing) that can be identified as a receptive skill, a skill to understand language element. The other skills (speaking and writing) are classified as productive activity, since in speaking and writing, the learner is required to produce expression orally and in written.

In reading skill a learner needs the ability to recognize symbol system. This is in line with what Nuttal (1982) in Simanjuntak (1988: 14) in Hariyanti (2009: 7) said about reading, reading is defined as the meaningful interpretation of printed or written verbal symbols. Dallman (1982) in Hariyanti (2009: 7) also stated that reading is more than knowing which each letters of alphabet stand for reading involves more than word recognition. It is supported by Simanjuntak (1988: 4) in Hariyanti (2009: 8) who stated that the first point to be made about reading process is comprehension. In line with Simanjuntak, Rubin (1993, 94) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meaning and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading.

Based on statement above, it can be concluded that comprehension is important in reading process. Reading with comprehension signifies not only understand the surface meaning of the text but also understand the purpose of the main idea of the reading text.

Reading with the comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. Smith and Dechant (1983) stated that the ability to understand units of increasing size: phrase, clause, sentence, and paragraph is the basic knowledge called as comprehension skill. There are two ways to check whether students succeed in reading comprehension or not. Firstly, check whether students have known the main idea or not. Secondly, check the students' mastery on the topic sentence. Moreover, according to Patricia in Simanjuntak (1988: 8) in Hariyanti (2009: 8), understanding a text is an interactive process between the reader's background knowledge and the text.

Referring to the statement above, it is inferred that reading comprehension means the students must read the text and interact the printed or written symbols with their cognitive skill and their knowledge of the world. In the process of comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

According to Milan (1988), there are some essential skills in reading, they are:

1. ***Comprehension and Retention***

The twin foundations of reading are able to ask specific questions (make predictions) in the first place, to know how and where to look at print so that there is at least a chance of making the questions answered. Comprehension is getting one's questions answered. The reader should be able to comprehend the text and memorize what they have read, (Smith, 1978:

166). The ways that can be used by the readers to built comprehension and retention are by determining the main idea of the paragraph and their purpose of reading, comprehending the main idea and distinguishing between the main idea and supporting details.

## ***2. Inferences and Conclusion***

In relation to make inferences, Mc Whorter (1989: 254) states that:

An inference is an educational guess or prediction about something unknow based on available facts and information. It is logical connection that you draw between what you observe or know and what you do not know.

## ***3. Critical Thinking and Analysis***

In this term the readers should distinguish the text they are reading, whether it is text of fact or oponion. In relation to fact, Askew (2005) stated that fact is knowledge or information based on real occurrences. From this statement we can conclude that text of fact is a kind of reading text which written based on reality, real occurrence or something really happened.

Patrick in Chappell (2005, 2) states that:

In many contexts, ‘opinion’ seems to have definite connotations of justification or uncertainty; but I think, perhaps they are just connotations... the fact that ‘opinion’ rather than ‘knowledge’ was used in sentence will often be a reason to take it as meaning ‘merely opinion’ or ‘opinion’ not ‘knowledge’ even though the two are not mutually exclusive.

Based on the statement it can be seen that a text of opinion is a reading text which is written based on someone ideas or point of view about something. So in reading a text the reader should consider the text he/she is reading, whether it is a fact or opinion text. They also should think critically whether the information or message in the text is important for them or not.

## **F. Theoretical Assumption**

One important factor influenced students in learning English is motivation since it is assumed that the students with strong motivation will learn more effective and easier in comprehending their English ability, especially in reading comprehension. Beside motivation, language learning strategies are also important in learning process. Some students who use language learning strategies can comprehend and process the information in reading skill that is given by their teacher in their school while they are learning English. So, it can be concluded that motivation and language learning strategies have correlations in comprehending students' reading achievement.

## **G. Hypothesis**

Concerning to the theories and assumption above, the researcher formulated the hypothesis as follows:

$H^1$  There is correlation of students' motivation and their reading comprehension achievement.

$H^2$  There is correlation of language learning strategies employed by the students and their reading comprehension achievement.

$H^3$  There is correlation of students' motivation and language learning strategies and their reading comprehension achievement.

