## II.    REVIEW OF LITERATURE

This chapter describes the concepts which are related to the research, such as concept of language learning strategy, concept of learning strategy training, concept of metacognitive learning strategy, model of learning strategy training, the debate of learning strategy training, and concept of reading comprehension. This chapter also describes learning strategies in reading, learning strategy training in reading, theoretical assumption, and hypothesis.

### 1.1 Concept of Language Learning Strategy

Learning strategy is the way or technique employed by learners to easily achieve and comprehend the knowledge. O' Malley and Chamot (1990: 1) in Brown (2005: 5) defines learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information. Supporting O' Malley and Chamot's definition, Bialystok's early definition (1978: 71) points out about learning strategies in the concept of second language.  Learning strategies is optimal means for exploiting available information to improve competence in a second

language, while Oxford (2004) defines that learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning. These concepts imply that language learning strategies facilitate learners to rule their own learning in order to be easier in gaining available information and getting better result.

In addition Wenden (1987) states that language learning strategies refers to language learning behaviors that learners actually engage in to learn and regulate the learning of second or foreign language. The research also pointed out that learner who uses learning strategies becomes more effective learner. Therefore the use of appropriate language learning strategies often results in improving proficiency or achievement overall or specific skills area (Thompson and Rubin in Oxford 1990). Based on the description above, it can be inferred that by having knowledge about language learning strategies, learners can be easier to learn and acquire language. In other word language learning strategies lead the learners to become more self- directed or independent learners.

Since there are many classifications of language learning strategies proposed, different researcher might have different taxonomy of language learning strategies. However, they actually reflect more or less the same categorization. According to O'Malley, et al. (1985: 582-584) in Hismanoglu (2000), typical strategies are divided into three categories, i.e. metacognitive, cognitive, and social strategy. Metacognitive strategies is a

term to express executive function, strategies which require *planning* for learning, *thinking* about the learning process as it is taking place, *monitoring* of one's production or comprehension, and *evaluating* learning after an activity is completed. Cognitive strategies are strategies which refer to the steps or operations used in learning or problem- solving that requires direct analysis, transformation, or synthesis of learning materials. Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself, for instance repetition, resourcing, translation, grouping, note taking etc. The last is social strategies which are related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main social strategies.

Based on the explanations and classifications of learning strategies above, it can be inferred that learning strategy is a term that refers to particular thoughts and behaviors used in the purpose of attaining learning objectives independently. The thoughts and behaviors can be categorized into metacognitive, e.g. managing the learning objectives; cognitive, like summarizing; and social, such as sharing ideas and thoughts to peers. Considering the focused strategy in this study i.e. metacognitive learning strategy, in which it will be trained simultaneously, a more detailed discussion on this topic is provided below.

### 2.1.1 Metacognitive Learning Strategy

As has been mentioned by O'Malley (1985) in Hismanoglu (2000), metacognitive strategies which are considered as an expressive function requires *planning* for learning, *thinking* about the learning process, *monitoring* of one's comprehension, and *evaluating* learning. In the same line with O' Malley, Wenden and Rubin (1990) cite that metacognitive learning strategies refer to knowledge above cognition or executive control or self- management through such processes as planning, monitoring, and evaluating. They are used to oversee, regulate or self-directed language learning.

Flavell in Rasekh (2003 :3) points out that metacognitive strategies are strategies that function to monitor or regulate cognitive strategies. They include "*checking* the outcome of any attempt to solve a problem, *planning* one's next move, *monitoring* the effectiveness of any attempted action, *testing*, *revising*, and *evaluating* one's strategies for learning". In other words, the learner uses cognitive strategy in the situation when he or she predicts the meaning of unfamiliar words on the context or guesses the content of the passage. Meanwhile when a learner analyzes or plans to guess unfamiliar word or content of the passage, it would be included on metacognitive strategy.

Anderson (2002) in Rasekh (2003 :3) proposes five main components for metacognition, namely preparing and planning for learning, selecting and

using learning strategies, monitoring learning strategies, orchestrating various learning strategies, and evaluating strategy use and learning. While Oxford (1994) divides metacognitive learning strategies into centering learning, arranging and planning learning, and evaluating learning.

Looking thoroughly at the explanation, it can briefly concluded that metacognitive learning strategies are the strategies which function as the decision- making of one's learning. It implies that the consciousness of metacognitive strategies used on one's learning is the main goal of the overall use of strategies (cognitive and social strategies). By considering the components of metacognitive strategies, the present study categorizes metacognitive learning strategies into four main steps, namely *planning* before learning, *managing* the learning process, *monitoring* the learning process, and *evaluating* what has been learned.

## 1.2 Concept of Learning Strategy Training

Learning strategy training is an instruction which focuses on the learning strategies to be used frequently by learners in improving their particular performance. Oxford (1994:3) defines learning strategy training as a set of attempts to teach students to use learning strategies. While Hasan et al. (2005:10) defines learning strategy training as an intervention which focuses on the strategies to be regularly adopted and used by language learners to develop their proficiency, to improve particular task performance, or both. Based on the belief that learning will be more

facilitated by making students aware of the range of strategies, Cohen (2003;1) considers learning strategy training as the most efficient way to raise and to heighten students' awareness of the purpose and importance of strategy use. By having strategy training, students are expected to apply learning strategies that perhaps can make them become more independent, autonomous, and lifelong learners (Allwright, 1990 in Oxford 2004).

This present study defines learning strategy training as an effort or intervention to make learners aware of the range, the purpose, and the importance of strategies use and to encourage learners in using appropriate strategies more frequently in learning process especially in reading, in order to develop learners reading comprehension and to make them become more independent learners. By doing so learners are expected to learn more efficiently and effectively and finally result in the increase of their reading comprehension. Besides, it is also expected that strategies training will build learners' frequency of using appropriate learning strategies while completing language task and make them become self-directed learners.

Differentiating between learning strategies and teaching strategies is crucial. Learning strategies are applied by learners as an attempt to achieve learning objectives, e.g. a learner activates his background knowledge before reading a passage to ease him comprehend the content of the passage, while teaching strategies is applied by teacher to make such

effective environment for learning or teaching learners "how to learn" (Harmer, 1991 in Chamot et al., 1992:2), e.g. activating the students' background knowledge by giving some questions related to the passage going to be read before asking them to read the whole passage thoroughly.

Oxford (1994:4) suggests some principles to be applied in strategy training that it should: (1) be based clearly on students' attitudes, beliefs, and stated needs; (2) choose strategies that mesh with and support each other so that they fit the requirement language tasks, learners; goals, and learners; style of learning; (3) be integrated into L2 activities over a long period of time rather than taught as separate; (4) give students opportunities for strategy training during language classes; (5) include explanations, handouts activities, brainstorming, materials for reference, and home study; (6) directly address affective issues such as anxiety, motivation, beliefs, and interests; (7) be explicit, overt, relevant and provide transferable strategies to future language task beyond a given class; (8) be somewhat individualized, as different students prefer or need certain strategies for particular task; (9) provide students with mechanism to evaluate their own progress and the success of the training and the value of the strategies in multiple task.

In this study, learning strategy training is defined as an effort to guide or train learning strategies in order to explore the importance of using strategies in completing multiple tasks and to raise learners' awareness in

using learning strategies in their learning process. It is expected that strategy training will facilitate learners to maximally achieve the language and will arise their habit in using learning strategies while completing language task and therefore make them become more independent learners.

## 1.3 Models of Learning Strategy Training

There have been developed a number of models to train learners learning strategy. On the whole of models provided, those models actually emphasize on the significance of facilitating learners in using learning strategies continuously and independently by providing learners a chance to frequently practice the learning strategies in the classroom.

Chamot (2004;6) proposes three models of learning strategies training i.e Grenfelle- Harris Model (1999), Styles and Strategies based Instruction (SSBI) model as proposed by Cohen (1998), and Cognitive Language Learning Approach (CALLA) model proposed by Chamot and O'malley (1994).

The Grenfelle- Harris (1999) model in Chamot (2004) explained that learners are trained the learning strategies through six steps, namely awareness raising, modeling, general practice, action planning, focused practice, and evaluation.

While SSBI model as proposed by Cohen (1998) in Chamot (2004) requires teacher to play the five following roles i.e. diagnostician, language learner, trainer, coordinator, and coach in training learning strategies to learners.

CALLA was developed by Chamot and O'Malley, and has been being implemented in approximately 30 school districts in the United States as well as in several other countries. Since the CALLA model provides detailed steps of learning strategy training and it has been considered more effective to implement learning strategy training, this present study used CALLA model as an approach to guide language teacher in providing opportunities for learners to learn and practice content, language, and learning strategies. Besides, through its five steps i.e. preparation, presentation, practice, evaluation, and expansion that are recursive, the planning and activities of the language learning strategy training will be more flexible. The discussion of learning strategy training is integrated in the classroom activities. Moreover, when the training needs maintenance or re- explaining, teachers can flexibly move to the previous step as necessary.

## 1.4 The Debate of Learning Strategy Training

Since 1970, Strategy training in language learning has been topical (Clark, 2005:6). In Clark's systematic review, there were 38 studies discovered on the internet journal, as pie chart presented below.

**Sales**
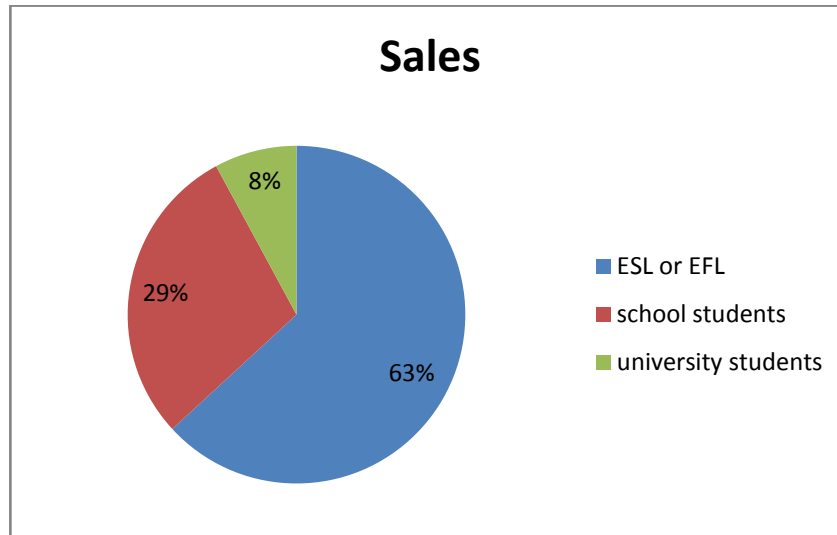


Based on the chart above, the study of strategies training toward ESL or EFL was dominant. Meanwhile the school and university students are lack of learning strategies training. Therefore, Clark suggests that more evidence of strategy training for school learners of modern language is needed as well as Oxford (2004) cites that there is growing evidence that L2 teachers can and should conduct strategy instruction in their classrooms. In the same line with Oxford, Lessard- Clouston (1997:3) in Hismanoglu (2000) cites that helping students understand good language learning strategies and training them to develop and use those learning strategies can be considered to be the appreciated characteristics of good language teachers.

Supporting to this study, which focus on metacognitive learning strategy training, there are several researchers who have conducted this training and have resulted the satisfying result on learners' reading comprehension both in L1 and L2 context. They focused on the effect of metacognitive strategy training toward learners' comprehension.

First, Haller et al. (1988) meta-analyzed 20 empirical studies comprising more than 1,500 students, on the effects of metacognitive instruction on students' metacognition during reading. They computed a mean effect size of 0.71, which suggests that instruction in metacognition can have robust effects on children's reading awareness and comprehension.

Second, Palincsar and Brown (1984) have analyzed the effects of helping young L1 learners with special problems by teaching them to monitor comprehension. At the end of instruction, the learners were given a reading comprehension test. The result of their study showed that the group that was trained by this strategy scored higher than group that was not exposed to this particular instruction.

Third, on the L2 context Catharine Keatley (1998) who also conducted metacognitive learning strategy training resulted that the training that was classified into monitoring, selective attention, verification, and self evaluation steps were effective in enhancing learners' reading comprehension.

Fourth, Cross and Paris (1988) described an intervention targeted at improving the metacognitive skills and reading comprehension of 171 students in third and fifth grades. Students in both grades made significant gains relative to comparison students with regard to awareness about

reading in three areas—evaluation of task difficulty and one's own abilities, planning to reach a goal, and monitoring progress towards the goal.

And the last, Trisnaningsih (2007) conducted metcognitive learning strategy in EFL reading. The result showed that after the training of metacognitive strategy, there was no significant increase of learners' reading comprehension. Though the difference of pre- test and post- test reading result insignificantly, there was still improvement on learners' scores after doing the training.

Beside metacognitive learning strategy, there are several researchers who also conducted the training focusing on cognitive and the combination between metacognitive and cognitive strategy.

Khatie Steel (1997) has conducted strategies classified into cognitive strategy. Her study was conducted to investigate the effect of cognitive strategy training includes using graphic organizer, note- taking, and summarizing in students' reading ability. This study resulted that those three strategies that are included to cognitive strategy were effective in enhancing students' reading ability.

On the L2 context, Carrel et al. (1989) has conducted the combination of cognitive and metacognitive learning strategy training in order to find its

effect in students' reading comprehension. The result showed that the combined of both strategies in increasing students' reading comprehension were effective.

Other researchers also conducted strategy training which focused on socio affective strategy. This training has been conducted toward students' speaking ability.

Rossister (2003) provided three strategies in socioaffective strategy training and gave learners the pre- test and post- test speaking. After the training, it was resulted that there was no significant different on students' scores gained between both tests.

Different from Rossister (2003), Robbins (2000) found out that self- talk was effective in enhancing students' speaking ability.

Based on the previous studies, it can be assumed that there were only some of those strategies training i.e., metacognitive, cognitive, and socio strategies training that have given the effectiveness to learners in maximally complete their learning objectives. As Oxford (1994) cites that not all strategy training studies have been successful or conclusive. Some instructors were effective in various skill areas but not in others even within in the same study.

In term of the effectiveness of strategy training, the training did not only result the positive effect but also the negative impact can occur. The crowded curriculum materials perhaps become one of the great problems to conduct such strategy training (Chamot et al., 1999: 35). It implies that in order to reach the target of materials that have to be presented to learners, teachers have to give out their teaching time only to deliver materials stated in the curriculum. It means that teachers have no time for giving extra time to teaching learning strategies separately. Nevertheless, Clark's study (2005:9) has supported that strategy training were effective to be taught as the result studies presented on diagram Ven below.
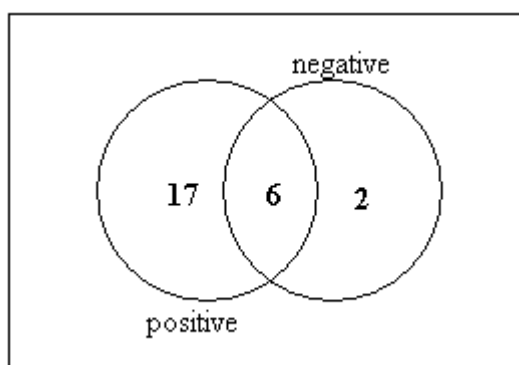


**Clark's Study (2005:9) on The Effectiveness of Strategy Training.**

We can see on the diagram above that seventeen studies reported the positive results, six studies reported both positive and negative results, and the 2 rests reported only on negative impact.

It can be concluded that though there were studies resulted negative effect, strategy training is still considered effective in learning process. Language learning strategy training deserves a place in the classroom. Thus, researcher provides this study in order to give more contribution in the term of learning strategy training effectiveness.

By providing learning strategy training, it is expected that learners will be more self- directed as they have the knowledge of learning process and appropriate learning strategies in completing their language task – especially in reading- due to the fact that learners are often faced with a lot of printed materials in the form of texts in their learning process.

## 1.5 Concept of Reading

Reading is an active process of guessing and deriving meaning of information stated in the printed materials. Nuttal in Simanjuntak (1988: 14) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world. In this process the reader tries to recreate the meanings intended by the writer.

Furthermore, Silberstain in Simanjuntak (1988: 15) defines reading as an active process of interacting with print and an instantaneous association of those symbols with the reader's existing knowledge.

According to Heilman, Blair and Rupley (1981: 4) there are some basic aspects of reading:

a. Reading is interacting with language that has been coded into print

b. The product of interacting with language which has been printed should be comprehension.

c. Reading ability is closely related to oral language ability.

d. Reading is an active and ongoing process that is affected directly by an individual interaction with his environment.

Moreover, Mitchell and Grabe in Ida (1993: 9) stated that reading can be defined as the ability to make sense of written or printed symbols to guide the recovery of information from his or her memory and subsequently use this information to construct a plausible interpretation of the written message. These statement means that reading is the ability of getting information from printed material. In order to get and to comprehend the information, the reader background knowledge is needed.

From all the theories which have been mentioned above, it can be concluded that reading is an active process to gain the meaning of current information by relating readers' background knowledge to the information provided on printed text.

**1.6 Concept of Reading Comprehension**

Reading comprehension is a term that represents the process of reading in which readers relate new information from the text being read to their previous knowledge stored their mind in order to gain the meaning and messages of the text. Thompson in Apriyanti (2001: 8) adds in comprehension process, readers bring background knowledge and certain set of a reading strategies to read a reading task at hand, while the text, on the other hand, provides the reader with factors involved in comprehending and storing information contained in a text ability to use background knowledge, ability to recognize and use rhetorical structure, and ability to use reading strategies. It shows that beside background knowledge, the readers need several capabilities in inviting and bringing the knowledge toward the text called recognizing and reading strategies.

Furthermore, Smith (1982: 6) defines that reading is something that makes sense to the reader, and always should. According to Smith, reading is seen as having four distinctive and fundamental characteristic and one of them is that reading should be based on comprehension. Understanding is the basis, not the consequence of reading. He states that comprehension in reading as a matter of "making sense" of text, of relating written language to what we know already and to what we want to know.

Comprehension can be regarded as a condition where no uncertainty exists. The learners comprehend when they have all questions answered because they have no doubt about alternative interpretations or decisions in their mind. As one reads, he/she constantly asking questions; and and as long as these questions are answered, and his/her uncertainty is reduced, then he/she comprehends.

On other hand, Richard (1999) defines comprehension as the process by which the person understands the meaning of the written or spoken language. Related to reading, the readers can sometimes read their text well but they fail in bringing the meaning toward their text. In addition, Williams (1999:8) says that comprehension is mind's act of power of understanding what has been written. It proves that when the readers do not aware in reading their text and they do not fell that they need to read, they will get nothing from the text because their mind cannot work together.

Furthermore, in the 2006 curriculum known as School Based Curriculum (KTSP), the focus of language teaching learning process is a text. There are many kinds of texts that are introduced to the students; one of them is narrative text. The text is applied in four language skills namely listening, speaking, reading and writing. In this case the research will focus only in reading comprehension because it is not as easy as we heard. According to Goodman (1988) reading is a receptive process. It creates an interaction

between a writer and a reader. It is a difficult thing since a writer and a reader cannot contact each other, they only communicate through the text. So a reader should try some hard effort to do this language skill.

Moreover, reading is seen as one of communicative way to convey information through printed material. Simanjuntak (1989:4) says that the main point to be made about the reading process is reading comprehension; knowledge is the basic element for comprehension. So, reading is not just the words recognition activity only; but also it concerns the meaning. While the meaning comes through vehicle called the text that treats it within it is more important than language itself. In order to get the sense of the text, the language learners should know that the result of reading process is comprehension.

Based on the definitions of reading comprehension above, it can be concluded that reading comprehension is an active process by which readers gain the message of current information on printed or written text through relating what they have already known to what they want to know. In comprehension, readers process deeply the information, so that readers can make a meaningful interpretation of the information provided.

In this present study, after following metacognitive learning strategy training in reading, learners should comprehend what they have read by answering some questions related to the passage. In this case, the learners are expected to: (1) make use of non-text information to supplement the

text and increase comprehension, (2) be aware that they have not comprehended the text, and be able to locate the source of misunderstanding and tackle it, (3) be aware that their own expectations influence his interpretation of the text, (4) respond fully to the text in whatever way is appropriate, and (5) read in different ways according to their purposes.

## 1.7 Learning Strategies in Reading

Learning strategies properly can be implemented in four language skills i.e. listening, speaking, reading, and writing. By applying learning strategies in language skills, learners can be easier to increase their language skills more efficiently and effectively. As Fedderholdt (1997:1) mentioned in Hismanoglu (2000) that the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in better way. In addition, Rubin (1975) in Skehan (1989:82) cites that good language learners use more and better learning strategies than poor language learners do. By considering of both reviews, researcher implies that having more variety of learning strategies in language learning can improve learners' language abilities in a more simple way and then result the improvement of learners achievement in language skills.

This study concerns on some learning strategies that can be applied in one of the four language skills, i.e. reading skill. Through some learning

strategies provided in reading, the learners are expected to comprehend the passage easier recalling that sometimes learners are faced with the problem of getting the message of the text given. Besides, the learners' achievement on reading comprehension is also expected to be increased. As Nuttal (1985: 5-6) cites that a reader may have difficulty in comprehending a passage due to some problems like unfamiliar code in which the text is expressed, the amount of previous knowledge that the readers bring to the text, the complexity of the concepts expressed, and vocabulary knowledge.

As the focus on this study is about reading comprehension by using metacognitive strategy, the steps of learning strategies applied will be also undergone through four steps of metacognitive learning strategy. By considering the components of metacognitive strategy, the present study categorizes metacognitive learning strategy into four main steps, namely *planning* before learning, *managing* the learning process, *monitoring* the learning process, and *evaluating* what learners has learned. Those four steps will be described further as the following. While the focus of reading skills are equivalent with the language curriculum in reading skill. It contains determining the main idea, finding the detail, reference, inference, and vocabulary.

The first step of metacognitive strategies in reading passage is planning before learning. It means that in the earlier before reading a passage,

learners are able to mention what they should and want to know about the information stated on the passage. In this step, learners are also expected to make a guessing about the content of the passage that will be given.

The second step is managing the learning process. In this case, the learners manage their own learning in comprehending the text provided. As an example, it can be done by relating the cognate words or looking at the previous sentences when learners find the difficulty to understand the unknown words.

The next step is monitoring the learning process. This step is actually the activity that focuses on learners' prediction and their comprehension in reading a passage. Learner can confirm if their prediction about the content of the text is similar to what is being stated on the passage after they have read the text given. Learners' prediction can be a monitor to check whether the learners have comprehended the text given or not. When the learners realize that their previous prediction exists in the text, the learners have successfully comprehended the passage. In a training project to develop self-evaluation and monitoring strategies, Wenden (1987) in Kinoshita (2003) reports that giving the learners checklist of criteria to self evaluate their learning resulted in successful use of self evaluation as a learning strategy.

The last but not least, is evaluating step. The learners are required to evaluate what they have learned. The learners should know whether they have understood and comprehended the meaning of the whole passage or not. Besides, the strategies used in reading passage should also be evaluated in order to have a better strategy.

Through those four steps of metacognitive strategy, the researcher concluded that there has an influence of the learning strategies used by learners in their achievement and independency in facing the reading passage.

**1.8 Metacognitive Learning Strategy Training in Reading**

The training of learning strategy is able to be implemented in all language skills. One of those skills is reading. The training has been conducted by some researchers and instructors as an effort to help language learners enhance their skill in reading when facing some passages. Besides, learning strategy training attempts to raise learners' awareness about how they learn, in this case their knowledge about learning strategies they are probably applying when reading English passages. By realizing learning strategies they apply, learners will find more effective ways of reading, so that they can continue reading efficiently and usefully even when away from their teacher or the classroom.

This present study would provide metacognitive learning strategy training directly in the classroom to complete the reading task. By providing this training, it was expected that learners would apply the strategies in comprehending an English text. Hopefully it also would affect learners' tendency of using metacognitive strategies in reading process.

The training procedures of metacognitive learning strategies in reading can be seen on chapter 3. The training that was conducted by the learners in the classroom covered the four metacognitive learning strategies i.e. planning strategy, managing strategy, monitoring strategy, and evaluating strategy. Those four strategies were divided into four meetings in which one strategy was trained in one meeting. Before receiving the training, the learners were given the metacognitive learning strategies checklist in order to know what strategies they have already used. In each of the strategy training, the learners were given two texts for practicing each metacognitive strategy in reading. Both texts consist of questions as the exercise. The first text was done in a group, and the other text was done independently. The questions focus on the specification of reading comprehension in the form of true/false sentences and multiple choices.

Besides, the items in metacognitive learning strategies based on MARSI and SILL were discussed with learners in reference to each reading task to keep learners' metacognitive strategies awareness fresh throughout the

training in order to help learners to use, identify, and develop learning strategies in a systematic way.

## 2.9. Theoretical Assumption

Referring to the previous discussion, it was assumed that metacognitive learning strategy training has an influence on the learners' metacognition and the ability of learners' in reading comprehension. When the learners use metacognitive learning strategies more frequently it lead them to comprehend the reading text better, because learning strategies contribute on learners' reading comprehension. Therefore, the researcher assumed that the learners used learning strategies to overcome their difficulties in comprehending reading text. Metacognitive strategy focused on establishing one's metacognition on learning. Metacognitive strategies are used to oversee, regulate or self-direct language learning by planning, monitoring, and evaluating their learning activities (Wenden and Rubin, 1987:25). In other words, metacognition is the cognition about monitoring and regulating cognitive process.

Several previous researches raise the willingness of researcher to conduct the similar learning strategy training i.e., metacognitive learning strategy training in which focuses on learners' reading, considering that learners are often faced with some passages as their learning sources in gaining

knowledge. Besides, learners also need effective and appropriate strategies in order to be able to maximize their studies.

The metacognitive learning strategy training that consists of four steps i.e., planning, managing, monitoring, and evaluating is considered to be effective in enhancing learners' reading comprehension. CALLA approach also seems as the best approach in teaching learning strategy training.

## 2.10. Hypotheses

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

$H^o$ : There is no significant difference between learners' reading comprehension before and after the training of metacognitive learning strategies

$H^1$ : There is significant difference between learners' reading comprehension before and after the training of metacognitive learning strategies