

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of Concept of Speaking, Types of Speaking, Learning Strategy, Types of Learning Strategy, Learning Strategy in Speaking, Theoretical Assumption, and Hypotheses.

2.1 Concept of Speaking

Speaking is a way of how to express someone's idea to his or her listener orally. Byrne (1984) states that speaking or oral communication is two processes between listener and a speaker, and involves the productive skill and understanding (or listening with understanding). In speaking there must be at least two persons to talk each other. Also, people not only try to speak but also try to understand the message when the speaker is saying. Speaking is not merely saying words but also using language to deliver meanings in order that listener can make sense of them (Cameron, 2001).

Speaking is productive skill in which the speaker produces and uses the language by expressing sequence ideas and at the same time they try to get the ideas or the message. In this case, there is a process of giving message or encoding process. At

the same time, there is a process of understanding the message of the first speaker. Speaking is expressing or communicating the opinions, feelings, ideas, and so on by or as talking. In other words, by speaking they are concerned with the way we express what we think and feel. For instance, whenever we have something to express, we will use our oral skill to deliver it.

There are some aspects that have to be dealt with in speaking. They are fluency, grammar, vocabulary, pronunciation, and comprehension (Harris, 1975). Since Harris does not define each of those speaking aspects, the researcher takes the definition from other resources stated by several experts.

Here are the explanations of speaking aspects based on several experts:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs show that the speaker does not spend much time to find the language items needed to deliver the message (Brown, 1997).

2. Grammar

Grammar is the ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones (Heaton, 1978).

3. Vocabulary

Syakur (1978) says that vocabulary means appropriate diction which is used in communication, in which the speaker needs sufficient vocabulary to communicate with others.

4. Pronunciation

Syakur (1978), states that pronunciation is the ability to produce comprehensible articulation easily. It is the way a word or language is spoken. On the other hand, Harris (1975) defines pronunciation as the intonation patterns.

5. Comprehension

Comprehension is the ability of understanding the speakers' intention and general meaning (Heaton, 1991). It implies that if someone can express or respond well and correctly, he/she comprehends well.

Based on the explanation above, we have known that these five aspects are having important role in speaking because those aspects will be able to make people easily understand to what things explained. Therefore, the researcher used them to be scored in speaking activities done by senior high school students to get the true score by the students.

2.2 Types of Speaking

There are six types of speaking to give understanding related concepts. According to Brown (2001) that much of our language is devoted to instruction in mastering

English conversation. He classifies six types of classroom speaking performance which are explained as follows:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction but, for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional dialogue, that is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

5. Interpersonal (dialogue)

Interpersonal dialogue is carried out more for maintaining social relationship than for the transmission of facts and information. The conversation is pretty trickier for learners because they can involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotionally charge language
- Slang
- Ellipsis
- Sarcasm
- A covert “agenda”

6. Extensive (monologue)

Students who are at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or probably short speeches. In this, the register is more formal and deliberative. This monologue can be planed or impromptu.

From the explanation above, speaking is a process of building and sharing meaning, in which thought and knowledge are used to express what people would deliver and communicate in different situations. In speaking, there are several aspects that must be dealt with and it could be reference to assess the speaking activity. Therefore, in this research the researcher only focused on transactional dialogue because the test used was related to this kind of speaking types (*Information Gap*).

2.3 Learning Strategy

Several researchers have studied what learning strategies are and why they are effective in learning process. Setiyadi (2011) says that teacher should introduce learning strategies to their students and provide opportunity for their students to implement their strategies which have been proved to be more effective than other strategies. Learning is the conscious process used by the learners to achieve the objective where learning strategy is the steps taken by language learners to enhance any aspect for their language.

Oxford (1990) takes us to a definition which breaks the term learning strategies down to its roots-the words strategy. He continuous to expand on this definition by stating that learning strategies are spesific action taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation.

Moreover, O'Malley and Chamot (1990) define learning strategy as special thoughts or behaviour that individual used to have them comprehend, learn or

retain new information. Besides, Rubin (1987) defines that learning strategy as the sets of operation, steps, plans, routines, used by the learner to facilitate the obtaining the storage and retrieval, and use of information.

Based the theories above, the researcher assumed that learning strategy is a way of the learners to achieve what they are going to learn as certain goal. Therefore, the teacher should be better to determine which learning strategy that is appropriate with their students in learning process.

2.4 Types of Learning Strategies

Learning strategies are defined as specific actions, behaviour, steps, or techniques, such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task, used by students to enhance their own learning (Scarcella & Oxford, 1992). When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. Moreover, having the knowledge about learning strategies, students can facilitate their learning, response to their learning needs, and acquire the language better. In other word language learning strategies lead the learner to become self-directed or independent. Furthermore, Oxford (1990) defines learning strategy as specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation.

In addition, one of the methods learners can become actively involved in

controlling their own learning is by using strategies. Vandergrift (1999) shows that strategy development is important for speaking training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses. In O'Malley, Chamot, Stewner Manzanares, Kupper, and Russo's (1985) study, high school ESL students are randomly assigned to receive learning strategy training on vocabulary, listening, and speaking tasks and the result indicated strategy training can be effective for integrative language tasks. Nakata (1999) studies the influence of speaking strategy on Japanese EFL learners' speaking competence, and it shows that the effect of speaking is more discernible on perception than on comprehension, especially for those students who receive low scores.

Since there are many classifications of language learning strategies proposed, different researcher may have different taxonomy of language learning strategies. However, they actually reflect more or less the same categorization. According to O'Malley, et al. (1985) as cited in Hismanoglu (2000), typical strategies are divided into three categories, i.e. metacognitive, cognitive, and social strategy. Besides, Setiyadi (2011) also states that there are three main categories of language learning strategies; cognitive category, metacognitive category, and social category.

2.4.1 Cognitive Strategy

O'Malley, et al. (1985) states that cognitive strategies are strategies which refer to the steps or operations used in learning or problem-solving. 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, and note taking. Furthermore, the cognitive processes include all activities related to mental processing. 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. This category may include intelligent guessing, looking for patterns from sentences, inferencing, association, summarizing, grouping in the mind, deducting, imagery, and other mental processes (Setiyadi, 2011).

In Oxford's model, *guessing intelligently by using linguistic clues* is similar to *infer by using available information* in O'Malley & Chamot's model. Memory strategy in Oxford's model, which includes creating mental linkages, applying images and reviewing, will be included under the cognitive strategies in Setiyadi's study since the processes mentioned in the category of memory in Oxford's model involve mental processing.

2.4.2 Metacognitive Strategy

O'Malley, et al. (1985) states that 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. Metacognitive can be loosely defined as "thinking about one's own thinking". More specifically, metacognitive is an appreciation of what one already knows,

together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation, and to do so efficiently and reliably.

Students who are able to identify suitable learning strategies in a proper situation are using metacognition. For example, a student may understand that she/he has difficulty in finding the connection between important concepts within a story. If he/she has been taught to use a graphic organizer, such as a concept map, to identify the main concepts and link them together using lines, similar to a spider web, then that student has used metacognitive to complete the task.

Moreover, 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. In addition, Wenden and Rubin (1987) state that metacognitive refers to an individual's self-knowledge about their cognition and the ability to influence one's own cognition. The goal of this strategy teaches students how to become purposeful, effective, and independent learners. Students with metacognitive learning strategies can make plan for their studies. Students without metacognitive learning strategies are essentially learners without directions and abilities to review their accomplishment, progress, and future learning direction.

2.4.3 Social Strategy

In social strategy, students have to work with other language learners to obtain feedback and information (cooperation). Besides, they are questioning for clarification and self talk. Stratton and Hays (1988) state social strategy is the nature of social interaction, how people come to influence one another's behavior. Social strategy is the way that students use towards their learning process that take place in groups. Social strategy includes asking questions, cooperating with others, and empathizing with others. Social strategies will help learners work with and interact with other people. Asking questions (for example, asking for clarification or verification of a confusing point), talking with a native-speaking conversation partner, and) help the learner work with, cooperating with others (for example, asking for help in doing a language task) and empathizing with others (for example, developing cultural understanding and exploring cultural and social norms). Social strategy includes joining a group and acts as if you understand what is going on, give the impression with a few well chosen words that you speak the language, and count on your friends for help (Fillmore, 1979). Oxford (1999:9) in Hismanoglu (2003:3) states that social strategy relates to the way for gauging emotional reactions and personality traits to learning and for lowering anxieties, and social strategies for enhancing learning. Student needs other students in order to achieve their learning improvement. This strategy deals with social activities involved in learning a second/foreign language (Fillmore, 1979).

Based on the explanations and classifications of learning strategies above, it can be concluded that learning strategy is a term that refers to particular thoughts and

behaviours used in the purpose of attaining learning objectives independently. The thoughts and behaviours can be included in cognitive strategy, metacognitive strategy, and social strategy. In other words, cognitive strategy is strategy which uses cognitive processes in learning, like summarizing. Besides, looking thoroughly at the explanation before, it can be briefly concluded that metacognitive learning strategies are the strategies which play function as the decision-making of one's learning. There are four components of metacognitive strategies, namely *planning* before learning, *managing* the learning process, *monitoring* the learning process, and *evaluating* what has been learned. Then, social strategy deals with social activities involved in learning a second/foreign language, such as sharing ideas and thoughts to peers.

They are very important for learners to gain their attention and energy on focusing to certain language task, activities skills, or materials in their language learning process. Different writers have classified similar processes into different categories. Some use the same terms for a category but they refer to different concepts, and some others refer to the same concepts with different terms.

2.5 Learning Strategy in Speaking

Chamot (1999) says that learning strategy is possible to be applied in all skills: reading, listening, writing, and speaking, as well as for retention of vocabulary. Learning strategy in speaking in this present research is defined as a set of attempts to gain learning strategies in speaking when they learn to speak English.

Chamot (2004) says that in a language class where students are trying to develop communication skill in order to interact with others in the target language, many social and affective strategies would be helpful. Learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while nonobservable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom.

According to Fedderholdt (1997), the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Social strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem.

2.6 Theoretical Assumption

Speaking is a complex ability to produce sounds or words to express feelings, ideas, and opinions which occur between speaker and listener in order to get the need. Research into the good language learning strategies revealed a number of positive strategies so that such strategies could also be used by bad language learners trying to become more successful in language learning. However, there is

always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful owing to some other reasons. At this point, it should be strongly stressed that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play role in success.

Referring to the previous discussion, it shows that learners have different strategies in learning speaking. By determining students' learning strategies is also important to make English teachers creative and effective in choosing the learning strategies in learning activity. Learning strategies are usually used in the learning process, even if the learners do not consider about what learning strategies those he/she uses in their learning process. Therefore, the uses of learning strategies are correlated with learners' speaking achievement. Each of learning strategies has different influence towards speaking achievement. Referring to it, this present study aims to find out the types of learning strategies used by the students in speaking.

2.7 Hypothesis

The following hypotheses were proposed in order to answer the mentioned research questions.

For the **first research question**, the hypothesis was:

There is significant correlation between learning strategies and speaking skill used by Senior High School students of SMAN 15 Bandar Lampung.

For **the second research question**, the hypothesis was:

Metacognitive strategy is a type of learning strategies mostly used in speaking by Senior High School students of SMAN 15 Bandar Lampung.

Concerning with the **third research question** stated in the first chapter, there was no hypothesis because it referred to a qualitative study.

That is the literature review of this research. Then, the next chapter will discuss the methods of this research.