

II. LITERATURE REVIEW

This chapter discusses about the literature review used in this study such as: learning strategies, learning strategies classifications, skill-based categories of language learning strategy, cognitive strategy, metacognitive strategy, social strategy, reading, reading comprehension, successful and unsuccessful readers, previous research, and the use of learning strategies in reading comprehension.

2.1 Learning Strategies

The meaning of strategy is originally used in military as the art of planning operation war, its is a way or tactic of the movements of armies or navies into favorable positions for fighting. This term is also used in learning and reading strategies and other strategies. They have basically the same meaning, that is, any effort or attempt used to achieve to determined goals.

Several researchers have studied what learning strategies are and why they are effective in the learning process. Setiyadi (2011:45) says that teachers should introduce learning strategies to their students and provide opportunity for their students to implement the strategies which have been proved to be more effective than other strategies. Learning is the conscious process used by the learners to achieve the objectives, while learning strategy is the steps taken by language learners to enhance any aspect of their language.

Oxford (1990) takes us to a definition which breaks the term learning strategies down to its roots--the word strategy. Oxford continues to expand on this definition by stating that "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations."

The researcher assumes that students' learning strategies can be one of the best approach in getting new information and knowledge in order to achieve the learning objectives. 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.

Rubin (1987: 19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage and retrieval, and use of information." Furthermore, Stern (1992: 261) in Hismanoglu states, the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques.

2.2 Learning Strategies Classifications

Language Learning Strategies have been classified by many scholars (Wenden and Rubin 1987; O'Malley et al. 1985; Oxford 1990; Stern 1992; Ellis 1994; Setiyadi 2014, etc). However, most of these attempts to classify language learning strategies reflect more or less the same categorizations of language learning

strategies without any radical changes. In what follows, Rubin's (1987), Oxford's (1990), O'Malley's (1985), Stern's (1992) and Setiyadi (2014) taxonomies of language learning strategies will be handled:

- Rubin's (1987) Classification of Language Learning Strategies:

Rubin, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are: (1) learning strategies (cognitive learning strategies and metacognitive learning strategies), (2) communication strategies, and (3) social strategies.

- Oxford's (1990) Classification of Language Learning Strategies:

Oxford (1990:9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication.

Oxford's (1990:17) taxonomy of language learning strategies are: (1) direct strategies and (2) indirect strategies. Direct strategies consists of memory, cognitive and compensation strategies. Memory included creating mental linkages, applying images and sounds, reviewing well and employing action. Next, cognitive included practising, receiving and sending messages strategies, analysing and reasoning and creating structure for input and output. Last, compensation strategies included guessing intelligently and overcoming limitations in speaking and writing. Indirect strategies consist of metacognitive strategies, affective strategies and social strategies. Metacognitive strategies are: centering your learning, arranging and planning your learning, and evaluating your learning. Affective strategies are: lowering your anxiety, encouraging yourself, and taking your emotional temperature. Last, social strategies are: asking questions, cooperating with others and empathising with others.

- O'Malley's (1985) Classification of Language Learning Strategies:

O'Malley et al. (1985:582-584) divides language learning strategies into three main subcategories: (1) metacognitive strategies, (2) cognitive strategies, and (3) socioaffective strategies.

- Stern's (1992) Classification of Language Learning Strategies:

According to Stern (1992:262-266), there are five main language learning strategies. These are: (1) management and planning strategies, (2) cognitive strategies, (3) communicative-experiential strategies, (4) interpersonal strategies, and (5) affective strategies.

- Setiyadi's (2014) Classification of Language Learning Strategies:

Skill-based categories proposed by Setiyadi's are: listening category, speaking category, reading category and writing category. The learning strategy measurement consists of cognitive, metacognitive and social strategies.

For this research, the researcher used the learning strategies classification proposed by Setiyadi. The researcher focus on reading categories which have measurement that consists of cognitive, metacognitive and social strategies.

2.3 Skill-based Categories of Language Learning Strategy

Skill-based categories is a new classification of language learning strategies proposed by Setiyadi (2014). This classification is the only one from many learning strategies classification that concern for each language skill (listening, speaking, reading, and writing).

The skill based categories of language learning strategies can be considered to portray learners' use of language learning strategies when learners learn a foreign language and to identify effective learning strategies for each language skill (Setiyadi, 2014).

The strategies under the categories is grouped into skill-based categories, namely: language learning strategies grouped under listening, speaking, reading and writing categories. The skill-based categories that the researcher focuses on this

research is reading categories, because the researcher only focus on reading. For each skill-based categories it is cover cognitive, metacognitive and social strategy.

2.4 Cognitive Learning Strategy

A cognitive strategy is all activities that take place in the brain in order to acquire a foreign language. In O' Malley and Chamots' s study (1990) it clarified that cognitive strategy include: rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer and elaboration. Cognitive strategy refers to all the mental process, except processes that involve self-monitoring and self evaluating, in order to learn another language (Setiyadi, 2011:16).

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself, for instance repetition, resourcing, *directed physical response*, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

From the statement above, it can be stated that 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.

2.5 Metacognitive Learning Strategy

O' Malley and Chamot' s study (1985) as cited in Setiyadi (2011:15-16) say that metacognitive strategy relates to the awareness of learning, it requires

planning for learning, *thinking about* the learning place, *monitoring* of one's production of comprehension, and *evaluating* learning after an activity is completed. Metacognitive strategies allow learners to control their own learning through organizing, planning and evaluating and are employed for managing the learning process overall.

Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation. In short, metacognitive learning strategy is the study in which people monitor and control their cognitive strategy.

2.6 Social Learning 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 strategies includes asking questions, cooperating with others, and empathizing with others. Social strategies will help learners work with and interact with other people. Example for social strategies are: 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). As to the social strategies, it can be stated that they are related with social-mediating activity and transacting with others.

2.7 Reading

There are many definitions of reading. Reading is one of language skill which is very important besides other three language skills. It is because reading is an instrument to learn another world that is wanted, so human can increase their knowledge, have fun, and dig written message in the reading materials. However, reading is not an easy work. Reading is a process that can be developed using appropriate techniques which is appropriate with the purpose of that reading.

According to Bonomo (1973:119) in Somadayo (2011) reading is a process to get and understanding the meaning in written language (reading is bringing). Klein (in Farida 2005:3) states the definition of reading covers (1) reading is a process, (2) reading is a strategy, and (3) reading is an interactive. Reading is a process means that the information from the text and the knowledge of the reader has the same role in forming the meaning. Next, reading is also a strategy. An effective reader use some kinds of strategy which is appropriate with the text and context in order to construct meaning when they are reading. The strategy is various, depend

on the text type and the purpose of reading. Reading is interactive, it means the reader involvement with the text depend on the context, people who like to read the text that has an advantages will fulfill the purpose that they want to achieve.

Crawley and Mountain (1995:22) in Somadayo (2011) states, reading is something that complicated and also involve many things, not only pronounce the word, but also involve visual activity, thinking, and metacognitive because the visual process of reading is a process of translating letter into oral words. Moreover, Davies (1997: 1) states, reading is a mental or cognitive process that the reader is expected to be following and responding to the message from the writer. It is indicate that reading is an activity that active and interactive.

Along with the statement above, Godman (1967:127) states, reading is an activity to get the meaning or definition which is not only reading the lines, but also reading between the lines and also reading beyond the line. He also states that, reading activity is an active process and not a passive process, it means that the reader must be active in trying to get the meaning from the reading material.

Concerning the explanation above it reveals that reading in main skills is not easy since the reader should seriously think, interpret, and able to understand and comprehend the text they have read. Based on the several previous paragraphs, it can be stated that reading is an active skill requiring learners to deal with a variety of complicated tasks, such as getting the main idea of the text and understanding or comprehending the message from the writer. To face this reading process, the

students should have appropriate strategies in order to get better result in their reading comprehension.

2.8 Reading Comprehension

Eskey (1986) defines reading comprehension as knowing what one does not know or adding new information to what already knows. It means that reading comprehension is the process in which a reader employs his background knowledge to understand the content of the material being read. It is also supported by Smith (1982:45) who says that reading comprehension is an activity which is do by the reader to connect new information with the old one with purpose to get new knowledge.

Finnochario et al (1964) says reading comprehension is the ability which depends on the accuracy and speed of graphemic perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition allusion. It means that there are some aspects of reading comprehension that should be focused by the learners. The learners background knowledge is absolutely needed.

Moreover, Rubin (1982:106) states that reading comprehension is an intellectual process which is very complex that covered two main abilities. The two main 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 some opinion above, it can be understood that reading needs comprehension. Comprehension is the process of making sense of words, sentences and connected text. According to Doyle (2004) comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

2.9 Successful and Unsuccessful Readers

Successful readers reflect on the knowledge they have gained through previous reading, lectures, labs, experience, etc. to make sense of the new material they encounter in a reading. They make connections between prior information and the new information. It is very helpful to start with a set of questions before reading and continue to reference those questions as well as add new both during and after reading. Successful readers connect to the reading material by making inferences from the information being presented. These inferences are conclusions that can be made from the evidence the author has provided the reader. It is like the reader is a detective that uses the clues (information) from the text to "solve" (make conclusions about) the case. Successful readers make sure that they are understanding the text as they are reading, they do not rush through a reading and then realize they do not understand it. Successful readers make sure to take their

time and pause to monitor whether or not they are comprehending the material. They do not continue reading when they do not comprehend the text. They will use some strategy or technique that works for them to fix the confusion. Successful readers know that not every single word or piece of information needs to be retained from a reading, they will identify the main ideas, key terms or phrases, and the supporting ideas in a text. When the successful readers encounter new reading material, they take that information and blend it with other information either from the same text, same author, texts on the same subject, or even texts from other subject areas. This blending or synthesis leads to new ways of understanding and thinking about the reading material or subject matter (Elaine, 2008). Successful readers approached the reading text with a seriousness of purpose and often get good grade in reading (Loranger, 1994). In short, successful readers are readers who have good preparation before the class is started, know how to solve their problem in reading, and they also achieve above average-grades.

Besides, unsuccessful readers are readers who are not able to use their schemata from the previous learning. They also tend to rush through a reading and did not realize that they do not understand it. Unsuccessful readers can not distinguish the strategy use to achieve the goals in learning. It means that they use mostly same strategy for every lesson. When they encounter new reading material, they do not try take that information and blend it with other information either from the same text, same author, texts on the same subject, or even texts from other subject areas (Elaine, 2008). Unsuccessful readers also do not take school seriously, low

motivation, they have no apparent plan in learning, take no notes, and often get below average score (Loranger, 1994). In brief, unsuccessful readers are readers who carelessly prepared, do not know how to solve their problem in reading, and they they earn low average-grades.

Based on statement above, it can be said that successful readers are different from unsuccessful one. They attend to use a variety of learning strategies to improve their language skill and they know exactly when they should apply the right strategy in learning. Meanwhile, unsuccessful readers are confused about the way to improve their language skill. Therefore, unsuccessful readers need to know what kind of learning strategies that could help them to increase reading comprehension. Hopefully it can help the unsuccessful readers to be the successful one.

2.10 Previous Research

The previous research was done by Meila Sari (2012) with title “The Effect of Learning Strategies in Reading Towards Students Reading Comprehension at the Second Grade of SMAN 8 Bandar Lampung”. Meila Sari conducted her research by using simple random sampling and she chose one class which consisted of 40 students. The method that she use was co-relational design of ex post facto design.

The result of her research showed that all three learning strategies (cognitive, metacognitive, and social) were have effect toward students’ reading comprehension, in which cognitive strategies have best ceffect toward students’

reading comprehension rather than metacognitive and social strategies. It is also found that the strategies that mostly used by the students was cognitive strategies. It can be concluded from her research that learners already used appropriate learning strategies when they read a text.

2.11 The Use of Learning Strategies in Reading Comprehension

Based on the literature review that have been discussed above, the researcher assumes that students learning strategies in reading have a great contribution on the ability of the students in comprehending the information they have read. The researcher assumes that there would be any significant difference between successful and unsuccessful readers in using different strategies.

The researcher used learning strategies classification proposed by Setiyadi (2014) it is called Skill-based categories of language learning strategies. The researcher use this classification because, from all learning strategies classifications this is the only one classification which is based on the language skills (listening, speaking, reading, writing) and for each skill-based categories it is cover cognitive, metacognitive and social strategy. As explained in the literature review, other learning strategies classifications are for general studies. So, the researcher prefer to use skill-based categories of language learning strategies because this research is only focus on reading.

Finally, the researcher comes to the assumption that different learning strategies will have different impact for the students in reading comprehension. They

comprehension may be different one and another because they use different learning strategies. Obviously, having a good strategy is the best way to make the students become a successful readers.