

## **II. LITERATURE REVIEW**

This chapter discusses the concepts and findings which are reviews from related literature which are expected to contribute to the findings of the research.

### **2.1.Review of The Previous Studies**

First, the study of Teng (1998) is about investigation the English-as-a-Foreign-Language (EFL) listening comprehension strategies used by university students in Taiwan. The subjects, 51 freshmen at National Yunlin University of Science and Technology with a low-intermediate level of English language skills, were administered a test of listening comprehension (questions appended) and a questionnaire (appended) concerning their patterns of use of 52 listening comprehension strategies. The results indicate that among all 52 strategies, "paying attention" and "translating" were the individual strategies most commonly used. In addition, effective listeners used significantly more strategies than ineffective listeners did. Suggestions for classroom instruction in listening are offered.

Second, the study of Hui Guo (2012) meta-cognition refers to learners' autonomous awareness of their own mental process and the ability to reflect, control, evaluate and regulate their own cognitive process. Influenced by

traditional teaching mode, college students always lack of the ability of autonomic learning and of learning methods. We should foster their consciousness of meta-cognition using meta-cognitive strategy, to help them make a planning and improve self-supervision ability and self-evaluation ability. A great number of studies show that meta-cognition strategies provides the learners the proper guidance in English listening and can be acquired by training. Thus, we think that meta-cognition is the most crucial to further improve learners' listening autonomous learning ability. Based on the essence of meta-cognition theory and the characteristics of college English teaching, the cultivation of students' meta-cognition is favorable for the improvement of their ability to learn English listening autonomously.

From the studies above the strategy which commonly used were “paying attention” and “translating” which belonged to metacognitive. Beside that, from the second research, the researcher said that metacognitive strategy was the most crucial strategy in improving leraner’s listening ability.. However in this research, the writer will identify different strategies in listening such as cognitive strategies, metacognitive strategies, and social strategies. From that findings the writer will also investigate whether the strategies have the influence towards listening achievement of second grade students of MAN 1 Bandar Lampung.

## **2.2.Listening in English as FL**

Listening is an important part of foreign language learning process, it is an active process during which listeners construct meaning from oral input (Bentley

and Bacon, 1996). Besides, Howatt and Dakin (1999) state that listening is the ability to identify and understanding what others are saying. This involves understanding as speaker's accent or pronunciation, his grammar, his vocabulary, and grasping his meaning. It means that the listening requires student's ability to recognize different accents or pronunciation, grammar, and vocabulary to understand the message. Procter and Paul (1978: 1047) say listening skill is the ability to hear and try so hard to understand with full attention, in other words student should concentrate on the word transferred by the speaker.

Based on statements above, it is assumed that listening is an important skill in studying English. The importance of listening in language teaching can hardly be overestimated. In classroom, students usually do more listening than speaking. In addition, listening competence is universally more difficult to be mastered than speaking competence. The writer states that listening is a hard process when somebody tries to concentrate on hearing word by word, especially when they try to listen from their English teacher or the native speaker. They must concentrate on the different sounds of pronunciation and the meaning of the words then try to speak about what they heard.

### **2.3 Process of Listening**

Listening comprehension consists of several procedures. First, listeners have to distinguish the sound, stress, intonation and pitch of the language. After they can aware of the entire information that the speakers say, listeners have to hold

the information in their memory until it can be understood. Then, they have to unscramble the information from what they heard and that is the output or the utilization process (Brown, 1995; Chastanin, 1975).

Furthermore, Chark and Clark (1977) conclude that there are three parts in the process of listening comprehension: the perceptual, parsing, and utilization. For the perceptual, listeners receive the sounds by a speaker and form an image in their short-term memory, and learners transfer quickly to the information in echoic memory to short-term memory to process the sounds for meaning. The parsing process reorganizes the messages into a meaningful word that can be stored in short-term memory. Listeners utilize long-term memory to link the incoming message to their original knowledge. When the new information can link with existing knowledge, comprehension occurred.

#### **2.4 Types of learning Strategies**

Learning strategies are defined as specific actions, behaviors, 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: 63). It means that learning strategies are student's strategies in helping them in the learning process. The technique and the action used by the students depend on students need in helping them to tackle different language tasks. When learners consciously chooses strategies that fit their 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.

In addition, one of the ways learners can become actively involved in controlling their own learning is by using strategies. Vandergrift (1997) shows that strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses. In O'Malley and Chamot (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 listening strategy training on Japanese EFL learners' listening competence, and it shows that the effect of listening strategy training is more discernible on perception than on comprehension, especially for those students who receive low scores on the G-TELP.

Since there are many classifications of language learning strategies proposed, Different writers, such as O'malley et al, Oxford, Scarsella, and Vandergrift, may have different taxonomies of language learning strategies. However, they actually reflect more or less the same categorization. According to O'Malley et al. (1985: 582-584) cite 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: 582-584) as cited in Hismanoglu (2000) state 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. 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).

However, Fillmore (1979) explicitly mentions a cognitive category to classify some learning activities. He has different concepts of what cognitive strategies are. Fillmore states that examples of cognitive strategy are (a) get some expressions you understand, and start talking, (b) make the most what you have got. It seems that these are not mental processes that relate to language learning. Such processes are not categorized under the same category in O'Malley & Chamot's study and Oxford's study. O'Malley & Chamot and Oxford classify

learning strategies in different ways but they seem to be similar in classifying learning processes when it comes to cognitive strategies. 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. Meanwhile, Wenden and Rubin (1990) also introduces cognitive strategies in her classification scheme. Cognitive strategies in her classification involve selecting and retrieving the information.

#### **2.4.2 Metacognitive Strategy**

O'Malley et al. (1985: 582-584) as cited in Hismanoglu (2000) 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 (Peirce, 2003: 2). Students who are able to identify suitable learning strategies in the 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 (Nelson & Conner, 2008).

Moreover, Wenden and Rubin (1990) cite that metacognitive learning strategies refer to knowledge about 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 (1987:25) 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**

O'Malley et al. (1985: 582-584) as cited in Hismanoglu (2000) states that social strategies which are related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main social strategies. Besides, Stratton and Hays (1988) defines social psychology as the branch of psychology which is particularly concerned with the nature and form of social interaction and how people come to influence one another's behavior. Social



category was investigated and explicitly stated in studies conducted by Fillmore (1979). In the study by Fillmore (1979) there are three social strategies, namely joining a group, give the impressions- with a few well- chosen words- that you can speak the language, and count on your friends.

In addition, O'Malley et al. (1985) also introduces the category of social strategy and classifies it under a heading *social mediation*. In their study this group only contains one strategy, namely, cooperation (working with one or more peers to obtain feedback, pool information, or model a language. Different from O'Malley et al, Wenden (1991) classifies social strategy under 'retrieving information' of cognitive strategy.

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 behaviors used in the purpose of attaining learning objectives independently. The thoughts and behaviors can be included in cognitive strategy, metacognitive strategy, and social strategy. In other words, cognitive strategy is a strategy which uses cognitive processes in learning, like summarizing. Besides, looking thoroughly at the explanation before, it can be 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 involve 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 Strategies for Listening Comprehension**

Among all the strategies for listening, O'Malley and Chamot (1990) divide three main types of strategies: metacognitive, cognitive and social strategies. The metacognitive strategy was a kind of self-regulated learning. It includes the attempt to plan, check, monitor, select, revise, and evaluate. For example, for metacognitive planning strategies, learners will clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assist in understanding the task. Generally, it can be discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies.

Besides, Henner and Stanchina (1987) say that the cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, top-down strategies. For bottom-up processing, it refers to using the

incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. For bottom up strategies, engage in a similar study and point out that effective listeners are good at using their previous knowledge and experience to raise hypotheses about a text, integrating new information into their ongoing interpretations, making influences to bridge gaps, assessing their interpretations, and modifying their hypotheses, if necessary. On the other hand, top-down processing goes from meaning to language.

Furthermore, for social/ affective strategies, Vandergrift (1997) defines the strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Habte and Gabr (2006) state that socio-affective strategies are those which are non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They include considering factors such as emotions and attitudes. Besides, it is essential for listeners to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence (Vandergrift, 1997).

From the theories mentioned above, it can be concluded that in learning listening, the use of strategies is important to help the learner in enhancing their understanding. In learning listening, learners may use three kinds of strategies: cognitive, metacognitive, and social strategies. Cognitive strategy instruction

develops the thinking skills that will make students strategic and flexible learners in comprehending listening task. Besides, through metacognitive strategy, the writer can conclude that there has an influence of the learning strategies used by learners in their achievement and independency in facing the listening task. Then, learners can study listening by involving in social activities like working together with peers.

## **2.6 Language Learning Strategy Questionnaire**

Setiyadi (2011) stated that the Language Learning Strategy Questionnaire (LLSQ) was originally designed to measure three groups of language learning strategies: metacognitive, cognitive and social strategies. This initial questionnaire contained 20 items to find out learning strategies used in learning listening.

Metacognitive, cognitive and social categories are used to identify language learning strategies implemented by students in Indonesia. The basic classification scheme proposes in this study is used to develop a language-learning strategy questionnaire (LLSQ). The three categories are considered initial for collecting data since they were also common terms of language learning taxonomy among the previous studies.

## **2.7 Theoretical Assumption**

Referring to the previous discussion, learners have different strategies in learning listening. Teachers should determine students' learning strategy because it is 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 correlate with learners' listening achievement. Each of learning strategies has different influences towards listening achievement. Referring to it, this present study aims to find out the types of learning strategies used by the students in learning listening and the influence of the use of learning strategies toward students' achievements in listening.

## **2.8 Hypothesis**

Concerning to the concept and theoretical assumption above, the writer decided to formulate a hypothesis as follow: There are fix strategies used by students in learning listening which influence their listening achievement.