II. LITERATURE REVIEW

This chapter discusses about the literature review used in this study such as: concept of learning strategies, concept of metacognitive learning strategies, concept of listening, concept of listening comprehension, the correlation between metacognitive learning strategies and students' listening comprehension, theoritical assumptions and hypothesis.

2.1. Concept of Learning Strategies

English is a compulsory subject that must be taught since it is a global language that have to be mastered by the students as a means of communication. However, some of the students have difficulties in English both oral and written. There were many approaches introduced to motivate students in learning English. However, those approaches are not enough for mastering English if the students do not have the effective strategies that can boost up their ability in learning English. Students should have the effective strategies that can make them learn the language more effectively.

In real definition, "strategy" is often used in military which means preparation and management of troops in order to reach victory in war. Meanwhile, in teaching learning process, strategy can be defined as learner' s actions to reach the

learning goal. The use of language learning strategies significantly predicts success on learning English. 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.

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. 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 learning strategies can be used by the students to exploit more knowledge in language acquisition and to have better result in students' achievement.

By having appropriate language learning strategies, the researcher assumes that the students will be easier to get new information and to acquire the language. Besides, language learning strategies are also able to lead the students learning language independently. These statements are in line with Wenden (1987) who

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). .

Several researchers might have different classification of learning strategies due to a lot of learning strategies categorization proposed. Yet, they basically have the same point of view in classifying learning strategies. 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 it is worth noting that the students have to be independent learners since they do not always need the teacher around to guide them. In order to reach that, the students are to have suitable strategies in their learning so that they can learn easier, faster, more enjoyable, more self-directed, and more effective in order to reach greater self-confidence, involvement, and proficiency. Besides, the researcher also concludes learning strategy as a term that refers to particular thoughts and attitudes used in the purpose of achieving learning goals independently. The thoughts and attitudes can be categorized into metacognitive, e.g. managing the learning objectives; cognitive, like summarizing; and social, such as sharing ideas and thoughts to peers.

2.2. Concept of Listening

Listening is an action requiring participation on the part of listener in gaining and comprehend the whole message. According to Margaret (1988:19) listening is an active process in which the listener plays a very active part in constructing the overall message that is actually exchanged between the listener and speaker. The idea above indicates that the listeners are usually playing an active role because they should have ability to digest the message of the speaker. Underwood (1985:1) stated that listening is the activity of paying attention to and trying to get meaning from something we hear. He also states that the essence of listening is the listener; the listener should be encouraged to engage in active process of listening for meaning.

Moreover, Nation (1985:17) adds that listening is not only the way of learning language that can give the learner information from which to build up the knowledge necessary for using the language but also the way to get information or to understand the sense of communication which will be sent in oral. The importance of listening can be seen from Oliver's statement (1962:227) who says that some studies indicate that we spent about 9 percent of our communication time writing, 16 percent reading, 30 percent speaking, and 45 percent listening. Referring to the statement above, it can be concluded that listening has the largest proportion in communication than other skills.

According to Brown (2007: 308) there are two skills required in listening process, they are; macro and micro skills. Macro skills would be directly related to candidates needs or to course objective, and might include: (1) listening for specific information, (2) obtaining gist of what is being said, (3) following directions. Micro skills might include: (1) interpretation of intonation patterns *(recognition of sarcasm, etc),* (2) recognition of function of structures *(such as interrogative as request, for example, Could you pass the salt?).*

As mentioned on the paragraph above, there are some types of macro skill in listening. Listening for specific information means that the students try to find clear information from the source. For example, the students try to get information about weather from the weather forecast in the television. Then, listening of gist refers to understanding what the speaker said in a general way. For example, the students try to find the main topic of what the speaker had said. Listening by following directions means that the students should listen spoken direction from the source. For example, the students listen to the native speaker then they should

do the activity based on the direction from the native speaker. Moreover, there are also some types of micro skill in listening. Interpretation of intonation patterns means that the students try to understand the meaning of the speaker said based on the intonation whether it is normal conversation or it is a sarcasm. Then, recognition of function structures means that the students have to identify what the speaker said based on the function of structures. In this case, the writer choose to put more focus on macro skill since it is not really difficult to understand and it also more appropriate for the level of senior high school students.

Concerning the explanation above, it reveals that listening in main skills is not easy since the listener should seriously pay attention, interpret, and be able to understand what the speaker said in order to comprehend the message. Listening effectively to others can be the most fundamental and powerful communication tool of all. When someone is willing to focus without talking then begin truly listening to others, all of their interactions become easier, and communication problem can be eliminated.

Based on the several previous paragraphs, it can be stated that listening is an active skill requiring listeners to deal with a variety of complicated tasks, such as discriminating between sounds and interpreting stress and intonation. To face this listening process, the students should have appropriate strategies in order to get better result in their comprehending and listening performance.

2.3.   Concept of Listening Comprehension

Listening, being an invisible mental process, is difficult to describe, for listeners must discriminate between sounds, understand vocabulary and grammatical structures, and interpret stress and intention within the immediate utterance. Listening was commonly viewed as a receptive language skill in which listeners passively assimilated the messages they got from oral input, but in fact it involves a more complex process. In the last two decades, listening has been found to play an important role in language acquisition and has thus been described as an ―interactive, interpretive process in which listeners engage in a dynamic construction of meaning (Murphy, 1991, p. 56).

Listening involves linguistic knowledge, background knowledge, and meaning construction. Rost (2011, p. 2) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

Oral texts exist in real time and need to be processed quickly; when an oral text is over, only a mental representation remains. As a result of this, listening is the least explicit of the four language skills and the most difficult skill to learn. Listening involves physiological and cognitive processes at different levels (Field, 2002; Lynch, 2002; Rost, 2011). Several theories have been advanced to account for listening processes, with two being particularly influential on research.

Anderson (1983, 1995) proposed a cognitive framework presenting listening as a three-stage process of Perceptual Processing, Parsing, and Utilization. In the perceptual processing phase, attention is focused entirely on the text, and phonemes are segmented from the speech stream (1995, p. 137). Therefore, such listening strategies as ─selective attention (attending to specific language aspects while listening) and ─directed attention (maintaining attention while listening) are crucial in this stage (Vandergrift, 2003a). In the parsing stage, meaning representations are formed from words and phrases by matching them with linguistic information stored in the listener's long-term memory to construct meaning mental representations. ─Grouping (classifying information in a listening tasks) and ─inferencing (using text information or context to guess the meanings of unfamiliar language items) strategies are dominant in the parsing stage. And finally in the utilization phase, information collected from the previous two stages is linked with the schema ─ the previous knowledge of the listener. As a factor related to the present study, schema is further reviewed later in this chapter. Listeners use their prior knowledge to aid comprehension and recall. At this stage, ─elaboration (using prior knowledge or context to fill in missing information) strategy is a crucial strategy (Vandergrift, 2003a).

This model has the advantage in that it provides recognizable stages in the process of listening, and thus facilitates research into each of the stages (as in O'Malley, Chamot, & Kupper, 1989). Nevertheless, as argued by Graham & Macaro (2008, p. 748), ─it is perfectly possible for listeners to start by utilizing fragments of parsed text and then draw incorrect inferences. In light of the parallel processing capacity offered by working memory (McClelland & Rumelhart, 1986), a more

convincing, recursive model was suggested in which listeners operate within more than one of the listening stages — an interactive top-down and bottom-up processing model of listening. Listeners use ―bottom- upprocesses when they use linguistic knowledge of sounds and word forms and build up to more complex lexical items and grammatical relationships to interpret the input. Listeners use bottom-up processes when they construct meaning by accretion, gradually combining increasingly larger units of meaning from the phoneme-level up to discourse- level features. Listeners also use ―top-down processes when they employ familiarity with the listening context and prior knowledge (topic, genre, culture, and other schema knowledge in long-term memory) to build a conceptual framework for comprehension. Listeners use content words and contextual clues to form hypotheses in an exploratory manner.

Listening comprehension is not just top-down or just bottom-up processing, but an interactive and interpretive process in which listeners use both linguistic knowledge and prior knowledge to understand messages. In other words, the listener comes to a listening task with two sets of resources: his/her own linguistic and schematic knowledge (Rumelhart, 1980) and the information contained in the actual listening text. Within an interactive model, a listener might begin by activating his/her schemata as a result of knowing the topic of the text, or of understanding a few words of the text, and thus perceive, parse and match the incoming speech stream with the elaborations that he/she previously activated (Graham & Macaro, 2008). Also, while these processes interact in some form of parallel distributed processing, the degree to which listeners may use one process

more than the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. Research (e.g., McClelland & Rumelhart, 1986; O'Malley, Chamot, & Kupper, 1989) on these cognitive processes suggests that L2 listeners need to learn how to use both processes to their advantage, depending on their purpose for listening. For example, listening for gist involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the details. The above research has also shown that successful and less successful listener process input quite differently.

Peterson (2001) states that less successful listeners tend to rely primarily on either top-down or bottom-up processing and spend a great amount of conscious effort on perceptual activity (e.g., identifying boundaries, recognizing meaningful sound units) so little is left over for high- level operations (e.g., relating new information to information stored in long-term memory). In contrast, higher-proficiency listeners use both top-down and bottom-up processes to understand oral input, which is also known as the use of metacognitive listening strategies.

2.4 Characteristics of Successful and Unsuccessful Learners

Every learner has particular characteristics on how they process their learning and achieve their goals. In the same line, the things usually done by the learners play important role on how they can successfully or unsuccessfully get their best achievement in the academic field. Below are the characteristics of successful and unsuccessful learners.

Characteristics	Successful	Unsuccessful
Preparation	SSs are prepared. Their assignments are complete, accurate, and carefully written. They complete their assigned readings, and their attention to details.	The work of USs is often carelessly-prepared, incomplete, inaccurate, inconsistent, late, or not submitted at all. Their obvious lack of preparation..
Curiosity	SSs show interest in their classes and their subject matter. They look up what they don't understand, ask questions, and make thoughtful comments in their classes.	USs appear enroll in their classes because they are required to do so, not because they are interested in acquiring the knowledge and skills their classes are designed to provide.
Comprehension	SSs are able to connect their past learning experiences with the present, and use these experiences to help them understand new material. They are willing to learn how to think critically (i.e., to comprehend, apply, analyze, synthesize, and evaluate information) , and they understand how these skills can benefit them in school and in their future careers.	When USs study, they concentrate more on memorizing than comprehending. Their idea of studying is to memorize terms and definitions in the hope that their teacher will ask them to merely regurgitate information on the test. When they are asked to comprehend, apply, analyze, synthesize, or evaluate information, they are often unable or unwilling to do so.
R E S U L T S	SSs earn above-average grades. They learn from the feedback they receive from their teachers, their performance increases steadily once they understand what is expected of them.	USs earn lower-than-average grades. They have a vague idea of what is going on, but clearly have not mastered the material in their classes. The least successful students appear to be the truly clueless, who rely on common sense—rather than on material from the textbook or lectures.
Adopted from (www.uwgb.edu/.../Succeed.doc)		

2.5 Categories of Learning Strategies

Different researchers might use different taxonomy of language learning strategies, since there are many classifications of language learning strategies proposed. Oxford (1990:8) states that learning strategy is specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations. It means that to know the learners' successful in target learning, it can be observed by their strategies because by using strategies their teaching learning activity become easier, faster and more enjoyable. Besides, students can use the strategies in any situations.

Many researchers classify the learning strategy into four categorizations, namely cognitive strategies, metacognitive strategies, social strategies, and affective strategies (Naiman, dkk., 1978; O'Malley dan Chamot, 1990;) 1990; Oxford, 1990). Cognitive strategies relate to the learners' thinking in processing English materials. Metacognitive strategies relate to the learner's way in facing and processing the english materials. Social strategies relate to how the learners and their friends work together to reach the learning goal. And affective strategies relate to the attitude and the feeling in facing the teaching learning English process.

2.5.1 Rubin's Classification of Learning Strategies

First classification of learning strategy was proposed by Rubin. Rubin (1975:45-8) classifies language learning strategies into seven categories of good (successful) language learners' use in learning language skill, they are:

1. The good language learner is a willing and accurate guesser.

2. The good learner has a strong drive to communicate, or to learn from a communication.

3. The good learner is often not inhibited; he is willing to appear foolish if reasonable communication results.

4. The good language learner is constantly looking for patterns in the language.

5. The good language learner practices.

6. The good language learner monitors his own and the speech of others.

7. The good learner attends to meaning.

2.5.2 Naiman's Classification of learning strategies

The second classification of learning strategy was proposed by Naiman et al. Similar to Rubin‟s study, the study of Naiman et al. (1978) also focused on the strategies of successful language learners used in learning a second language categorized into five common strategies. The strategies are:

1. The active task approach,

2. The realization of language as a system,

3. The realization of language as a means of communication and interaction

4. Management of affective demands,

5. Monitoring of L2 performance.

Based on the description above, it can be inferred that the good learners have their own strategies in mastering the skill that they want to achieve. Green and Oxford (1995) define strategies as a specific actions or techniques that students use to improve their progress in developing L2 skills. By using proper strategies, students know what they are doing and what they are supposed to do in the process of learning.

2.5.3 Fillmore's Classification of Learning Strategies

The third classification of learning strategy was proposed by Fillmore. Fillmore (1979) classifies language learning strategies under two categories, the first category was called social strategy and the second was called cognitive strategy. In general, different studies have uncovered different findings. It can be argued that the different studies of language learning strategies have revealed what language learners do to acquire a foreign language (Setiyadi, 2011:19).

2.5.4 O' Malley's Classification of Learning Strategies

O'Malley et al. (1985:582-584) divide language learning strategies into three main subcategories namely metacognitive strategies, cognitive strategies, and social strategies.

Metacognitive 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. 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.

Besides metacognitive strategies, there is other strategy called cognitive strategies. Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery,

auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

The last strategies proposed by O'Malley is socioaffective strategies. As to the socio-affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio-affective strategies (Brown 1987:93-94)

2.5.5 Oxford.'s Classification of Learning Strategies

Besides those experts in classifying language learning strategies, the next classification of learning strategies was discovered by Oxford.

Firstly, Oxford (1990) divides the learning strategy into two categorizations, namely direct and indirect strategy. Then the categorizations are classified again in details, direct strategy is divided to memory strategies, cognitive strategy, and compensation strategy; while indirect strategy is divide to metacognitive strategy, social strategy, and affective strategy. Therefore, there are 6 broad learning strategy categories by Oxford, namely memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, social strategy, and affective strategy.
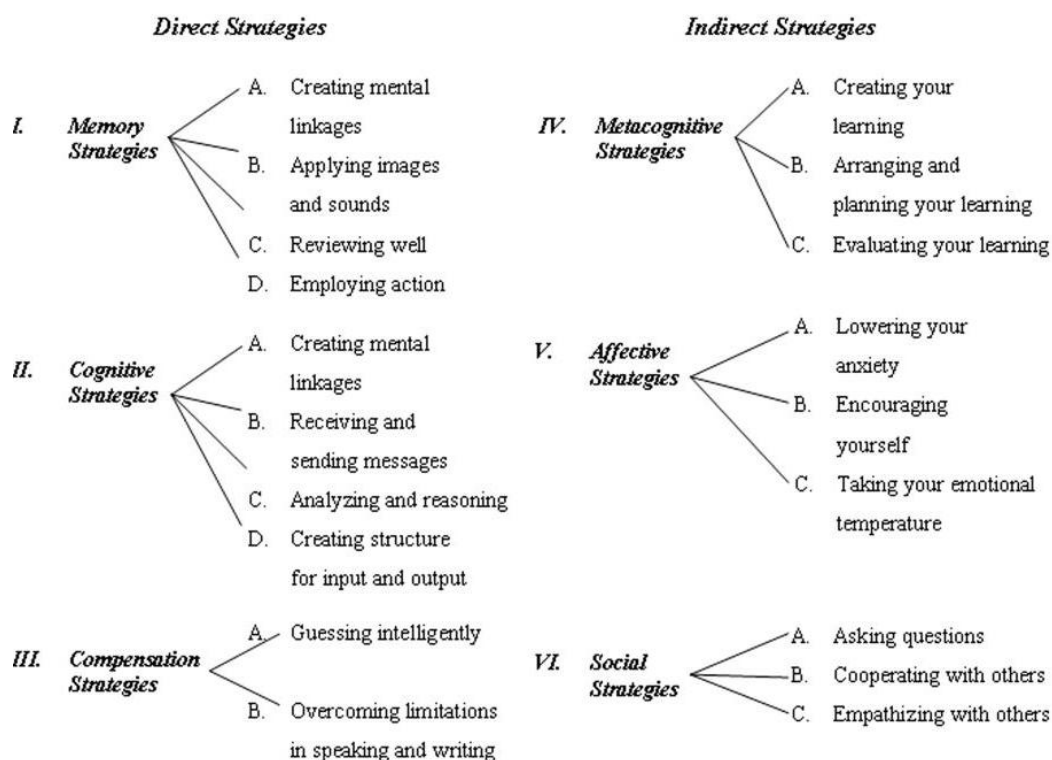
Direct Strategies

I. Memory Strategies
  A. Creating mental linkages
  B. Applying images and sounds
  C. Reviewing well
  D. Employing action

II. Cognitive Strategies
  A. Creating mental linkages
  B. Receiving and sending messages
  C. Analyzing and reasoning
  D. Creating structure for input and output

III. Compensation Strategies
  A. Guessing intelligently
  B. Overcoming limitations in speaking and writing

Indirect Strategies

IV. Metacognitive Strategies
  A. Creating your learning
  B. Arranging and planning your learning
  C. Evaluating your learning

V. Affective Strategies
  A. Lowering your anxiety
  B. Encouraging yourself
  C. Taking your emotional temperature

VI. Social Strategies
  A. Asking questions
  B. Cooperating with others
  C. Empathizing with others

Figure 1. Oxford's LLS Taxonomy (1990a)

a. Memory Strategy

Memory strategy is used by the learners by using their experience and knowledge that they had before, such as grouping, imagery, rhyming, and structured reviewing. This strategy use memory most, for example the learners repeat the lesson that they had at school before, including the sound that they heard before or the movement thet they ever seen before.

b. Cognitive Strategy

Cognitive strategy is the whole learners" actions in teaching learning process relate to the use of learners" tthinking capacity. This strategy can be formed as activities such as reasoning, analyzing, summarizing (all reflective of deep processing) as well as general practicing.

c. Compensation Strategy

Compensation strategy is used by the learners who have a very high skill. This strategy is usually used to compensate for limited knowledge, such as guessing meanings for the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known.

d. Metacognitive Strategy

Metacognitive strategy is learners" actions that relate to the ways of they face and process the teaching learning materials, such as paying attention,consciouslysearching for practice opportunities, planning for language tasks, self-evaluating one"s progress, and monitoring error.

e. Affective Strategy

Affective of emotional,motivation-related strategy is the strategy which relate to the attitude and the feeling in facing the teaching learning english process, such as anxiety reduction, self-encouragement, and self-reward.

f. Social Strategy

Social strategy is the strategy which relates to how the learners and their friends work together to reach the learning goal, such as asking questions, cooperating with natives peakers of the language, and becoming culturally aware.

Based on the taxonomies above, all the learning strategies classifications cover more or less the same classification. Thus, the researcher will use the O' Malley et al's (1985) study since the researcher has found on Setiyadi"s book (2011:26). In the book, it is stated that there are three main categories of language learning strategies which are used in Indonesia. The three categories are cognitive, metacognitive and social strategy. The classification supports O' Malley et al's

study. Therefore, the researcher assumes that it is better to analyze the three main categories in students' listening ability for Indonesia students especially the sample on this research. Those classifications are considered as the effective learning strategies in listening.

2.6. Learning Strategies in Listening

There are many strategies that students can use to promote their language skills. In listening skill, it was found that there are several learning strategies which can be used by the students. Considering the focused strategy in this study, the research will analyze the cognitive, metacognitive and social strategy as the students' strategies in practicing listening in order to increase their listening achievement.

O' Malley introduced categories that involved self awareness. In O' Malley et al's study (1985) the classification consists of three categories, namely: metacognitive strategy, cognitive strategy, and social strategy.

1. Metacognitive Strategy

In practicing listening skill, sometimes students relate their prior knowledge to what they will hear. In order to monitor before they want to listen something, they need metacognitive strategy. Oxford (1990a) states that metacognitive strategies include: centering learning, arranging and planning learning, and evaluating learning.

In Zakin's study (2007) of metacognitive strategies, students are taught to recognize the strengths and weaknesses of their own thinking processes and how to target their common pitfalls. They would learn how to internalize such

comments as, "OK, here is where I usually make the mistake of…" "What is the question I need to ask myself here?" and, "I know I often confuse….with ….., so I need to go slow now." Once students feel comfortable with general questioning techniques as well as those that address their specific difficulties, they would engage in partner and small group sharing, scaffolding their peers in self-questioning techniques tailored to individual needs. Ongoing metacognitive training assisted by inner speech would enable students to internalize the self-guiding, self-monitoring, and self-correcting skills required for complex problem solving.

O' Malley and Chamot' s study (1985) as cited in Setiyadi (2011:15-16) say that this 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 evaluation and are employed for managing the learning process overall.

2. Cognitive Strategy

A cognitive strategy is all activities that take place in the brain in order to acquire a foreign language. In O' Malley and Chamot'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).

The word cognitive means thought. So, "cognitive styles" refers to thought patterns. Studies of cognitive styles suggest that people fall into *open-minded* and *closed-minded* categories. Cognitive strategies enable the learner to understand and produce new language.

- Practicing (for example, using formulas and patterns).

- Receiving and sending messages (for example, focusing on the main idea of a message and outlining).

- Analyzing and reasoning (for example, analyzing expressions).

- Creating structure for input and output (for example, taking notes).

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) states 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).

2.7 The Frequency of Using Learning Strategies

In this study, students' frequency of using learning strategies relates to amount as of how frequent they use learning strategies will be shown by the total score of the questionnaire. Students' frequency of using learning strategies will become one of the concerns of this research, because there is an assumption said that when students use a great number of learning strategies, more proficient they will be.

In this study, students'frequency of using learning strategies will be measured by questionnaire. The questionnaire is developed by using Likert-Scale, in which it provides the students with these following optional answers:

1 = Never or almost never true of me.

2 = Usually not true of me.

3 = Somewhat true of me.

4 = Usually true of me.

5 = Always and almost always true of me.

The questionnaire is used to identify students' strategies in learning speaking. There are five chosen where 1 means never or almost never true of me; 2 means usually not true of me; 3 somewhat true of me; 4 means usually true of me and 5 means always or almost true of me.

Students' listening ability and learning strategies should be correlated because using appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas (Oxford et al., 1993;

Thompson & Rubin, 1993). Besides that, the successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task (Chamot & Kupper, 1989). These learners can easily explain the strategies they use and why they employ them (O'Malley & Chamot, 1990).

Another study states that in speaking ability, cognitive (e.g., translating, analyzing) and metacognitive (e.g., planning, organizing) strategies are often used together, supporting each other (O'Malley & Chamot, 1990).

2.8 Review of the Related Research

Language Proficiency and Language Learning Strategies Use

Many studies showed the relationship between language learning strategies and language proficiency, and Juan Zhao (2004) found the result that there was a positive correlation was found between the use of language learning strategies and the English proficiency, which were indicated by students' grades and self-efficacy. The students were medium users of overall strategies, Compensation Strategy was the most frequently used, and Memory Strategy category was the least used. Another prove was shown in Candradewi's study. Based on Candradewi's study (2008), there was difference among students who were in the level of high, medium and low mark in speaking got different score when they used the learning strategies.

2.9 Theoritical Assumption

Referring to several literatures that have been discussed above, the researcher assumes that students learning strategies in listening have a great contribution on the ability of the students in comprehending the information heard in listening process. As the first step of acquiring language, students have to be able to get the message or the idea of the text heard. The researcher assumes that students' learning strategies can be one of the best approach in getting new information and knowledge in achieving the learning objectives. Thus, students have to use their strategies in listening. There are many strategies that students can use for increasing their ability in listening. Even so, many students of all ages seem relatively uninformed about effective learning strategies (Barnett, 2001; Pintrich & De Groot, 1990; Prawat, 1989; Schommer, 1994a).

As O' Malley et all's (1985) who categorized learning strategies into three classification, namely: metacognitive strategy, cognitive strategy, and social strategy, the researcher will use the O' Malley et al's (1985) study since the researcher has found on Setiyadi‟s book (2011:26). In the book, it is stated that there are three main categories of language learning strategies which are used in Indonesia. The three categories are cognitive, metacognitive and social strategy. The classification supports O' Malley et al's study, thus, the researcher will classify the student's in three categories above by using the questionnaire proposed by Setiyadi called Language Learning Strategies Questionnaire (LLSQ)**.**

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a

deep, vivid impression (Wikipedia). The researcher wants to find out which is the most effective learning strategy in listening. In order to know that, after classifying the students into the three different strategies the researcher analyze their listening achievement. Furthermore separate them in two groups, successful and unsuccessful learners.

From those frame theories above, the researcher came to the assumption that there will be a significant difference between successful and unsuccessful learners in the three group of learning strategies after comparing the means of their listening achievement. But, the most effective learning strategy will be the one with no significant difference. Because from the frame theory above, the researcher also came into assumption that the most effective learning strategy will be the most easy to apply in the learning process, no matter how vary the level of the learners are. Learning strategy which has the most insignificance difference will tell us clearly that the listening achievements between two groups (High and Low) are both giving a satisfying result, with insignificance difference.

2.10 Hypothesis

Based on the frame of theory and the main theoretical assumption mentioned above, the researcher would like to formulate the hypothesis that the difference between successful and unsuccessful learners in three different learning strategies of English listening comprehension ability may vary, with the one which has the most insignificant difference as the most effective learning strategy in listening skill.