

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is designed to assess theories in order to classify the theoretical framework and give some descriptions of theories based on the research. There are some relevant topics to be discussed; those are the strategy of learning, the kinds of learning strategies, social strategies and speaking.

2.1 Learning Strategies

2.1.1 Definition of Learning Strategies

According to Oxford (1990: 7) the word of strategy came from Ancient Greek then the meaning is generalship or the art of the war. It means in war situation people used tactic to confront the enemy. The tactic would carry out to achieve the victory. It is illustrated that strategy is the tool which is used to get the purpose effectively. According to Oxford (1990: 8) strategies are steps which taken by the learners to improve their learning process. Beside that according to O'Malley & Chamot (1990: 1) learning strategies is the thought and the behavior, the people used it to help them understand, learn or keep information. It means that learning strategies is very compulsory in the learning process. In the learning process the learners usually find the difficulties, as the result they are using the strategies to solve their problems.

Uslu et, all (2017:73) said that learning strategies are very important in the learning process, because it provides self directed from the learners to develop the competence. By using learning strategies the learners can improve their learning outcome. Generally these learning strategies are used intentionally. This is supported by Oxford (1990:8) in non military situation. This strategy can be used in confrontation situation. It means that the strategy is used to make plan in conscious situation to get thing done. On the other hand this is also supported by Cohen (1990:4) who says that learning strategies are conscious process which are done by learners to increases learning results or in language usage as the second language through storage, retention and information recall the. Besides that according to Zare (2012: 163) learning strategies are targeted to learning results as well as attitude in thinking process which are done by learners during the learning.

Learning strategies are generally used by the learners in learning process. This is surely different from learning methods that are generally used by teachers. According to Dewi (2018: 47) learning method is the process that is easy to use by teachers to improve students' learning outcome. The principal of learning method is the practice and easy processes which can be applied by teachers in teaching process. Beside that according to Kamisnah (2008: 102) learning method is method used by teachers to achieve education goal.

From some definitions above the writer concludes that learning strategies is technique which is used by the learners either consciously to increase learning results.

2.1.2 Kind of Learning Strategies

The kinds of learning strategies are often explained by some experts – they are Rubin (1987), O'Malley (1985) and also Oxford (1990). Rubin (1987) divides kinds of learning strategies into 3 types which are learning strategies, communication strategies and social strategies.

1) This learning strategy has direct part to develop students' language aptitude system. These learning strategies are separated into 2 (cognitive strategies and metacognitive strategies). Cognitive strategies are thinking ability to analyze learning material directly. According to Stern (in Fauziati, 2005: 28) cognitive strategies is the steps which are used directly to analyze, change and combine learning materials. Cognitive strategies consists of clarification/verification, guessing/inductive interfering, deductive, practice, memorization and monitoring. Then metacognitive strategies are used to manage, control or self direct learning. Metacognitive strategies consists of planning, priotizing, setting goals and doing self-management.

2) Communication strategies are strategies which are used in the communication process to comprehend the meaning from speakers. In general these strategies are used when the person difficulties to understand the meaning of conversation from the conversational partner occur. According to Stern (1992: 265) the aim of communication strategies are to prevent misunderstanding in communication.

3) Social strategies are learners' activity which correlated to the opportunity to put their knowledge into practice with other people. These strategies are related to the processes of obtaining, storing, retrieving, dan using language.

O'Malley (1985) divided kinds of learning strategies into 3 parts which are metacognitive strategies, cognitive strategies and also socio affective strategies.

a. Metacognitive strategies are theory of information processing to indicate executive function. According to Fauziati (2005: 29) Metacognitive is used to control whole learning process. This strategy is linked to lesson planning process, thinking learning process and also monitoring and evaluation. These strategies consist of advance organizers, directed attention, selective attention, self management, functional planning, self monitoring, and delayed production.

b. Cognitive strategies are ability to manipulate learning materials directly. According to Fauziati (2005: 29) cognitive strategies are linked with the ability to manipulating and changing ways to comprehend learning material. Cognitive strategies consist of repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, keyword, contextualization, elaboration, transfer and inferencing.

c. Socio-affective strategies are done by using social mediating activities, or instance by doing teamwork and also interacting with others. Brown (2002: 124-125) said that cooperating with other and question for clarification is a part of socio-affective strategies.

According to Oxford (1990: 17) learning strategies are divided into two parts there are direct strategies and indirect strategies.

A) Direct Strategies

Direct strategies are related to target language directly. It consists of memory strategies, cognitive strategies and compensation strategies.

a) Memory strategies

Memory Strategies is the learning strategies which are connected to the ability to memorize information. According to Oxford (1990: 38) memory strategies is the power of mental to remember something. Beside that According to Henriquez et,all (2017:211) memory strategies are effective data saving technique. When the person use memory strategies they will connect newly acquired information to information they already had before. In memory strategy the people can memorize something by creating mental connection, applying image and sound, reviewing well, and also employing action. For example when someone learns information as a result they will read the information over and over thus it will be stored in the brain.

b) Cognitive Strategies

According to Oxford (1990: 43) cognitive strategies is someone's ability to think in order to summarize and analyze information. To use this strategy someone can employ practicing, receiving and sending message, analyzing and reasoning,

creating structure for input and output. For example when someone listens to news they will try to summarize to understand the news content. Besides that Brown (2007:137) says that the cognitive strategies is more limited to learning tasks and it includes direct manipulation from learning materials itself. The meaning here is cognitive strategies linked to learning task which are linked to learning materials itself and to understand learning materials thinking process is surely required.

c) Compensation strategies

Oxford (1990: 47) stated that compensation strategies is strategy that is used when the peoples have limited information. These strategies can be uses by guessing the word. In general these strategies are used to resolve the lack of vocabulary but this strategy can also be used to solve the lack of grammatical knowledge. For example when someone is not be able in expressing sentence form which is grammatically correct, so they will try to change the sentences structure into more simple form.

B) Indirect strategies

Indirect strategies generally can be used in four language skills. They are reading, listening, speaking, and writing. Indirect Strategies are divided into three parts: there are metacognition, social strategies and affective strategies.

a) Metacognitive

Metacognition is someone's ability to be aware in one's thinking process. As Oxford (1990: 136) stated that metacognition is the strategy which uses thinking process as devices. This is also supported by Goh (in Vandergrift and Goh, 2012: 23) metacognition is listener's awareness of the cognitive process that is concerned in comprehension, metacognition refers to listener's awareness of the cognitive processes involved in comprehension, control, ability and direct these process. For example when someone listen some information they cannot understand so they will search for a way to understand that information. The awareness of his incapability is called metacognitive ability. Oxford (1990: 138-140) said that metacognition has three sets. There are centering learning, arranging and planning, evaluating the learning.

b) Social Strategies

According to Oxford (1990: 144) social strategies are strategies which linked to communication process. These Strategies are often used in speaking and listening skills because those two skills are connected to each other. These strategies consist of three sets. There are asking question, cooperating with other, and empathizing with other. By asking question the learners can get clarification and correction, cooperating with other to improve the language skill then empathizing with other to understand about the feelings and language culture.

c) **Affective Strategies**

According to Oxford (1990: 140) said that the good learners are learners who are able to control their emotions and attitude. Someone who is capable of controlling their emotions properly tend to enjoy learning thus they are capable to receive information properly. Affective strategies can be done by lowering anxiety, encouraging yourself and taking care of emotion. Hurd and Lewis (2008:14) stated that the usage of affective strategies can help students to boosts motivation and also comfort students in learning situation although problems often occurs with peers. This is also supported by Stern (1992 : 266) who says that affective strategies can help learning subjects to manage their emotional state as well as to give attention to the probability of them getting frustrated in learning process.

2.1.3 Social Learning Strategies

2.1.3.1 Definition of Social Learning Strategies

According to Mufanti (2014: 2) Social strategies are activities which give the learners opportunities to open to the target language and practice their knowledge. Beside that according to Oxford (1990: 144) perspective language is a form of social behavior which correlated with communication. The process of communication happens among people. In this process the social strategies are much needed. It means that in communication someone often has difficulties, thus social learning strategies is very effective to be used to reach communication goal. Rubin and Wenden (1987

:23-27) also said that social learning strategies are the activity of the learners which give chance to practice their knowledge. Besides that this activity contributes in the process of acquiring, retrieving, and using language indirectly. Social strategies related to other person. According to Uslu (2016: 74) social strategies are the strategies which are done by someone when interacting with others by asking question, and also cooperating with others. When a person has difficulties understanding meaning of interaction process he surely will ask a question. This is the way someone needs social strategies to more comprehend the meaning and goal of interaction process. In general by default someone will use social strategies in their interaction process.

Furthermore, Henriquez et,all (2017: 212) said that social strategies can create comfortable environment in the learning process and increase the students' mutual support. When the learners used these strategies in their learning process surely this will help them to increase learning result. When they can understand the interaction which happens inside the class well, they will understand learning materials easily because learning material is taught through communication process. This is also supported by Wael et.all (2018:69) who said that from their research the students need social learning strategies in learning speaking.

Based on the definition above the writer concludes that social learning strategies is an activity which is done by the learners to improve their learning outcome in speaking, because these strategies are related with other people.

2.1.3.2 Kind of Social Learning Strategies

According to Oxford (1990: 146) Social learning strategies are divided into three set as follows:

(1) Asking Question

These strategies are linked with the way a person asks questions to teachers or their friends in class to get the clarification and verification or correction of something. For example if in the communication process we cannot understand the speaker, we can ask them to repeat themselves. As Ardiansyah (2005: 9) has delivered in his research result that students asks to friends and teachers when having difficulties comprehending pronunciation. According to O'Malley and Chamot (1990: 45) one of the kind of social strategies that is used by the students are asking for clarification and discussing with peers in the learning process.

(2) Cooperating With Other

Cooperating with others is a good cooperative method with their friends. According to Henriquez et,all (2017:212). Cooperating with others is interaction which is done by two people or more to increase ability in using language skill. Cooperating with others can be done to increase our ability to use the. Cooperating with others is divided into two parts they are cooperating with peers and cooperating with native speakers.

(3) Empathizing With Others

Empathize with others that are related to understand the culture of target language. As Grisales and Cruz (2017:36) stated that the usage of mental control in the learning activities can yield successful learning. Empathizing with others can be done by using two ways they are developing cultural understanding, understanding others' ideas and thoughts.

2.2 Speaking

2.2.1 Definition of Speaking

Speaking is part of important language skill that is considered difficult for the learners. It is because that speaking process happens in real time and spontaneously, generally people use speaking to communicate with each other in their daily life. This becomes the reason why speaking becomes vital aspect in human life. Every person uses speaking as the way to express their meaning. According to Nunan (2003: 48) speaking is the process of producing verbal utterances to get across the meaning orally. It means that when the people want to share their feeling directly they will try to speak. Beside that according to Thonburry (2005: 2) speaking is the process to produce and response utterances, words in the conversation. In the point of view from Yonsisno (2015: 40) by using speaking we knows many kinds of situation in this word.

As the Harmer (1998: 87) stated that learners use language to perform the command in oral task. On the other side Bygate (1997: vii) stated that Speaking is the skill that must be given much attention because it is linked with literary skill in the first and second language. It means that speaking not only important in the society but it also becomes the important role, in education process the interaction between teachers and the learners are much needed. The good interaction will create the successful learning. Some failures in the learning process are caused by misunderstanding in communication.

Based on the previous definition above the writer concludes that speaking is the way to share the feelings, ideas by orally and spontaneously. Speaking is very important to master by the people to build the communication with each other. The language mastery is very needed to achieve the purpose of communication and to avoid the misunderstanding.

2.2.2 Component of Speaking

As the important skill, speaking has some important components that must be known by language users (speakers). According to Syakur (1987:5) there are 4 crucial components in speaking: pronunciation, grammar, vocabulary, fluency and accuracy. Meanwhile According to Jill (2008:15) there are 5 components which influences speaking, they are pronunciation, grammar, vocabulary, fluency and comprehension. All of those in general have to be mastered by the learners.

Comprehension is enormously necessary in conversations to keep from misunderstanding between the speaker and the learners. Grammar is critical to convey sentences properly. Moreover if someone has not proper vocabulary he is not capable to convey his ideas. To construct clear and concise words the speaker surely has to acquire good pronunciation. All of the components will support someone to speak concisely. Beside that according to Rahayu (2015: 63) there are 4 components which influences in speaking as follows:

i) Vocabulary

Vocabulary mastery influences someone in speaking. When the person has enough vocabulary, this is surely can help them to speak. A limited vocabulary mastery can make a person has difficulty to speak. According to Ahmad (2013:80) vocabulary is communication system consists of sounds to express sentence occurring in the conversation. Beside that According to Wardani (2015: 132) vocabulary becomes the basic element which is very needed in the four language skill. It means that vocabulary not only needed in speaking but also in reading, writing and listening. In short, the vocabulary give the big contribution for the language learning process. In generally the vocabulary can improve depend their age. Beside that the learning vocabulary is continuous process.

ii) Grammar.

Grammar is a rule in using a language. Grammar shows correct language usage with its time usage. Grammar can help listener to understand what we say. According to Mufanti et al., (2019:160) grammar is the core foundation to learn writing, listening and reading. Beside that Harmer (1998: 269) said that a teacher can explain the function of grammar – to know phrases for various purposes such as agreeing or disagreeing, expression of surprise, shock or approval. A student must comprehend the context when talking thus in the situation someone can choose correct words and expressions based on time and condition of the said sentences.

The learning of grammar can be done in the natural situation, this is considered more effective than learn grammatical structure in the class. This is also supported by Sopin (2015: 68) learning grammar in the real situation more effective than study grammatical form explicitly. On the other hand Mufanti et al., (2019:1898) said that grammar learning is not only done to understand the form of language, but it is used for communicative purpose.

iii) Fluency

Fluency also an important part in speaking as Brown (1998: 268) stated that accuracy and fluency are two aims which very significant in language. When someone is fluent in using the particular language, surely it will help listener to grasp what we say. According to Bayetto (2013: 11) fluency not only needed in the

speaking but also in reading. It is because that the fluent reader can increase the opportunity to develop their word recognition skill, vocabulary, and increase their knowledge. It means that fluency is the important aspect in language skill. According to Bayetto (2013: 11) fluency has three components; there are accuracy, rate, and prosody. In generally the mastering vocabulary is very influenced by mastering of grammar. As Ken (2010: 4) stated that the learners have difficulties to speak fluent, it is because they lack vocabulary or grammar, so they cannot express their idea.

iv) Pronunciation

According to Nunan (2003: 112) pronunciation is voice we articulate when we speak. This is related to how we say a word or phrase and sentences to communicate. In general pronunciation is linked to native speaker. The clear pronunciation can help the listener to understand the meaning of conversation. This is also supported by Marza (2014: 262) pronunciation is the key aspect to understand the communication. This can be concluded that pronunciation is always associated to culture. As Brown stated (2000: 284) an accent is symbol of heritage. When someone is capable of pronounce correctly the meaning of words can be properly understood. According to Laurea (2015: 13-17) the factor that affect the learning pronunciation are age, exposure to target language, aptitude, motivation and attitude, the native language.

2.2.3 The Activity of Speaking

The speaking classroom has much activity. The activity can be used to improve the speaking skill. As Harmer (1998: 271–275) stated that the speaking classroom has six activities as follows:

I) Acting From the Script

In this activity the learners try to practice the script yang in their course books. The learners can also try to make the script by themselves and practice to speak in front of the class. In general when the learners make their own script they will have no problem to practice it in front of the class. The teacher is encouraged to give enough time to the members to prepare their performance so that they can give the best performance.

II) Communication Game

Learning speaking can also be done using communicative game. As Nunan (2003 :56) stated that in communication game, a person can cooperate with his friends to obtain information they had. The students can cooperate with their partners to guess the kind of daily activity, animals, vegetables and etc. In general the communication game is a type of learning that is highly liked by children. It is because when the learning is packaged as a game, surely it will make students enjoy and happy.

III) Discussion

According to Kayi (2006) the aim of group discussion is to make students ask questions and clarify ideas. Discussion often fails if students cannot be able to deliver their opinions and ideas. To avoid failure in discussion teacher can give the short time to group discussion members to prepare their questions or opinions in front of the class. This activity can increase the students' speaking ability. For example the students are asked to discuss trending news. However sometimes some discussion happens in the middle of lesson and mostly is unprepared.

IV) Prepared talks

This activity is often used in speaking classroom. In prepared talk the students are asked to present in front of the class. As Brown (2000:274) stated that in extensive (monolog) students try to deliver oral report, summary of idea and thoughts which are delivered independently. They can use the little notes about the things which will be presented. In generally the students can improve their speaking because they have already prepared before instead of speaking spontaneously

V) Questionnaires

Questionnaires are very useful to keep the discussion on topic. In general this activity happens naturally. Students can design the appropriate topic and the teacher can help to design the process. Questionnaires are used as a base in scientific writing, discussion, etc.

VI) Simulation and Role Play

Simulation and role play are imitating real activity such as business meeting, interview, and the conversation in airplane. According to Bygate (1987:78) simulation and role play are examples of deliberate activities designed by teachers which mimic real activity. This activity can train the students' speaking fluency and it can also train the students to face certain situation. Simulation and role play have some benefits such as first make the students enjoy and fun to learning speaking. Second, they have the responsibility for their roles. It is because that they have different roles. And the third is they can improve their speaking ability.

2.2.4 Speaking for Debate

In general speaking preparation can be wrapped up in various ways – one of them is debate. Debate is the act of responding issues and problems orally. There are opposed and pro teams. According to Quinn (2005:115) debate is the disagreement in opponent's opinion. Furthermore according to Warnidah (2015: 2) Debate is strategy to enhance verbal communication and critical thinking. This is also narrated by Maryadi (2008:16) debate motivates students to think critically furthermore they can hone their speaking skills. In debating strategies to speak properly is critically vital. One of strategies to use in debate is social learning strategies as it is connected to speaking.

Basically the usage of debate method in speaking is especially effective in speaking lesson. According to Azka (2017:3) methods in debate is fine to be implemented in speaking lesson since it trains students to be responsible in their own learning. In debate activity students will attempt to comprehend everything related with issues which will be reviewed, they will learn to put across their ideas orally as well as spontaneously. According to Wardani (2015:3) in debate there are two teams: affirmative and negative team. They will be given some particular issues. Those teams will respond each others' opinion from the opposing team. This shows that in debate the speaking proficiency is extremely necessary.

2.2.4.1 Kinds of Debate

According to Freely and Steinberg (2009:19) debate can be categorized into two types. There are applied debate and academic debate. Applied debate is debate presented before a judge or audience with the power to render a binding decision on the proposition or respond to the question or topic in a real way. Meanwhile academic debate is debate done under the supervision of the educational institution. The aim is to provide chances of learning to the students themselves. Applied debate is divided into few points as follows:

(A) Special Debate

A debate which is done under special rule drafted for particular meeting. The example is the political debate.

(B) Judicial Debate

Judicial debate is the kind of debate done in the court with the goal to take legal action or defense to individuals with violation.

(C) Parliamentary Debate

Parliamentary Debate is conducted under the rules of parliamentary procedure. Its purpose is the passage, amendment or defeat of motion and resolutions before parliamentary assembly.

(D) Non formal Debate

Non formal debate is debate done without particular rules. Non formal debate can be conducted everywhere, for example in judicial, parliamentary, judicial debate and also in academic debate.

2.2.4.2 The Format of Debate

(ii) Australia- Asia Parliamentary

In the Australia-Asia Parliamentary debate the teams are divided into 2 they are affirmative and negative teams. Each team consists of the first, second and third speaker.

(1) First speaker has a job to define motion and conveys argumentation.

- (2) Second speaker has a job to oppose opinions from the opponent team and give more convincing additional opinion in addition to the one delivered by the first speaker.
- (3) Third speaker has a job to oppose the opponent team and to strengthen opinions from their own team.

(i) British Parliamentary (BP)

In the parliamentary system the positions of the debaters are divided into 4 teams.

Opening Government	Opening Opposition
1) Prime minister 3) Deputy Prime Minister	2) Leader of the opposition 4) Deputy Leader of the opposition
Closing Government	Closing Opposition
5) Member of the Government 7) Government Whip	6) Member for the Opposition 8) Opposition Whip

- a) Prime minister is assigned a task to present definition about the theme which is going to be discussed.
- b) Leader of opposition has a task to oppose the opinions from prime minister

- c) Deputy prime minister has a task to give additional reason as why a theme is approved.
- d) Deputy leader of prime minister has a task to give detailed explanation about the opinions from the leader of opposition
- e) Member of government and opposition has a duty to give more detailed explanations.
- f) Government and opposition whip have a duty to give summary from the whole debate.



2.3 PREVIOUS RESEARCH

The research about social learning strategies is very important because social learning strategies have very close connection to communication process. Few people are interested to do research about social strategies as these strategies have essential roles. Based on the previous research from Mufanti (2015) entitled *A Social Strategy of University Learners of Low –Level Speaking Proficiency*. This research aimed to find out to what extent low level learners use social strategies in speaking. The results of data analysis showed that all low level learners did not use all social strategies in speaking activities.

On the other hand Henriquez et, all (2017) also doing research about social strategies with the title “The effect of Memory and Social Strategies on Oral Production”. This research has aim to whether there is an effect in using social strategies and memory strategies in speaking. The research results showed that the use of memory strategies and social strategies could improve the oral production.

The other research was also done by Ardiansyah (2015) entitled “An Analysis of Language Learning Strategies of Speaking Used by Successful and Unsuccessful Students of Semester III English Department of IAIN Sultan Thaha Saifuddin Jambi”. This research is aimed observe which learning strategies that could successfully increased speaking ability. The research result showed that the strategy

which capable of increase speaking ability are social strategies and affective strategies.

