Chapter Two

Literature Review

In this chapter, the researcher discusses the definition of learning strategy in general. After that, the researcher explains language learning strategy and the kinds of language learning strategy. In addition, the researcher also explains the challenges in learning English and also strategy in learning English for non-English department students.

Learning Strategy

Understanding learning strategy in general can be interpreted as an act that aims to achieve the targets that have been set. In line with the learning process, the strategy also can be interpreted with the activities of a teacher and pupils in the teaching and learning activities to achieve the objectives that have been set. There are some experts defining learning strategy. Oxford (2003) said, "L2 learning strategies are specific behaviors or thought processes that Students use to enhance their own L2 learning. The word strategy comes from the ancient Greek word strategies, which means steps or actions taken for winning a war" (p. 8). Additionally, Wenden and Rubin (1987) defined learning strategies as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information" (p.19). It could be concluded that learning strategy is a special way to make the process in learning better. However, each students have their own learning strategy

The students should find the best strategy for them. Martinez (1996) said, "Strategies are flexible and it is logical to think that they can be taught and learners can be trained in their management" (p. 105). If learners could find the flexible and logical strategy, they would be easy in learning English as a consequence of flexible and logical learning strategy, it is possible to call learner

training as the techniques used by teacher to make learners aware of the existence of their own strategies and train them in English practice (Martinez, 1996).

Language Learning Strategies

There are several scholars define language learning strategies based on the differences of the way used by learners to receive the information and the strategies they use. Language learning strategies defined in different terms by many researchers. Wenden, as cited in Hardan (2013) stated that language learning strategy can be defined as the aspect on how their behaviors in learning such as learning and regulating the meaning of second language acquisition, cognitive theory such as learners' strategy knowledge of language learning, affective theory such as student motivation, attitude and etc.

In general, there are three types of strategy in learning English. Those are meta-cognitive, cognitive, and social or affective strategy. Chamot and O'Malley as cited in Selvia (2014)stated that there are three types of learning strategies: meta-cognitive strategies, cognitive strategies and social/affective strategies. Chamot (1989) mentioned that there are three principles in language learning strategy in prior second and first language acquisition; those principles are Meta-cognitive, Cognitive, and Social- Affective strategies.

Meta- cognitive strategy. The first strategy is meta-cognitive strategy. Chamot and Kupper (1989) defined, "Meta-cognitive which self regulatory strategies in which learners are aware of their thinking and learning, planning, monitoring and evaluating" (p. 247). Oxford (2003) said:

Meta-cognitive strategies are employed for managing the learning process (identifying one's own learning style preferences and Needs, planning for an L2 task, gathering and

organizing materials, arranging a study space and schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) (p.12).

Martinez (1996) stated meta-cognitive strategy with concerned how they learn or learning to learn.Chamot and Kupper (1989) divided meta-cognitive strategy into seven types, those are: *planning* by previewing the organizing concept or principle or anticipated learning task, *directed attention* by deciding in advance to attend in general to learning a task, *selective attention* by deciding in advance to specific aspect of language input, *self-management* or understanding condition, *self monitoring* or correcting one's comprehension, *problem identification,* and *self-evaluation.*

Cognitive strategies. Chamot and Kupper (1989) stated that in cognitive strategy, learners work together and make the manipulation of the task by themselves and move toward task completion. In addition, Oxford (2003) stated:

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally(p.12).

Additionally, Martinez (1996) said:

Cognitive strategies are fundamentally used by the learners to obtain the knowledge and understanding the system of language. A learner who find the difficulties in the words of the text and succeed at inferring it is meaning from the context would be putting a cognitive strategy in an operations (p.105).

There are ten parts of cognitive strategy. Those are, involve make the interaction of material to student learn, manipulating the material which already prepare the mentally. Those are repetition, sourcing, grouping, and note-taking, deduction-induction, substitution, elaboration, summarization, translation, transfer and inference.

Social and affective strategies. The definition of social strategy is techniques to engage the student to seek opportunities to be exposed an environment. This strategy is important because learning English language always involves other people or as known as a form of social behavior (Hardan, 2013). Oxford (2003) said:

"Social strategies are help the learner work with others and understand the target culture as well as the language (asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms)(p.14).

Moreover, social strategy always related to social form that involves another person to make communication practice. The ways to build social communication with another person are many such as direct communication and indirect communication.

The next strategy is affective strategy. The definition of affective strategies istechniques to control student emotions, motivations and attitudes (Hardan, 2013). Oxford (2003) stated, " affective strategies such as identifying one's mood and anxiety level talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk" (p. 14). Social and affective strategies are interactions among learners and teachers or another student to keep trying to solve the problem or another exercise of affective strategy with their own learning behaviors (Chamot&Kupper, 1989). Social and affective strategies involve other people to make

interaction to assist learning. There are several examples of social and affective strategies such as *Questioning* or Asking for explanation*, Cooperation* likes working together with peers to solve the problem, *self-talk* and *self –reinforcement.*

Challenges in Learning English

In general, non-English department student has its own challenges in English learning process. In order to find proper strategies for the non-English department students, the researcher found out the challenges faced by them. Here are some of the most common challenges dealing with the non-English department students in learning English:

Grammar. The first challenge faced the most by the non-English department students in learning English is grammar. English grammar is the most complex thing in learning English. In general, grammar is the most difficult challenge in learning English, because it is not easy enough to remember and to practice in conversation. Rivers (as cited in Oluwole (2006)stated:

> Grammar as the rules of a language set out in a terminology which is hard to remember, with many exceptions appended to each rule. The writing of a grammar is basically an attempt at systematization and codification of a mass of data which may at first sight appear amorphous but within which recurrent regularities can be discerned (p. 121).

Besides that William (1981) said:

> Grammar as an inescapable fact of a language system because it is the set of principles which permit orderly speaking and writing. A grunt may be expression, but it has little to do with grammar. The fact is that grammar would exist even if there were no books about

grammar because it is essentially the unwritten agreement among speakers of the language about the ways they will express idea most efficiently (p. 180).

Pronunciation. The second challenge in learning English is pronunciation. Pronunciation is a process of learning English on how to pronounce a word correctly in accordance with the rules and regulations that have been set in English. When someone mispronounces word, the meaning of the word can be different. Hassan (2014) mentioned that there are several factors affecting the errors in learning English pronunciation for the person who made the English as a second language and non-English department. There are three factors making every student has different pronunciation and auditory. The factors a represented as follows:

Mother Tongue Interference. Mother tongue is one of the factors in learning pronunciation. The difference in each individual mother tongue is a challenge for the non-English student department.

Sound System Differences. The difference in sound is also very influential in the pronunciation in learning English. O'Connor (as cited in Hasan (2014) said that in learning English language there are twenty-four and twenty consonants. It means that a non-English or SLA student must master the forty four existing phonemes in English language, and they should be able to practice how to pronounce the word properly and correctly.

Influence of Spelling on Pronunciation. Yule (2001) noted that the sounds of spoken English do not match up, a lot of time, with letters of written English. However, if we cannot use the letters on the alphabet letters properly when saying in sounds then which occur are difficulty in sound of self-describing language especially in English.

Vocabulary. Vocabulary is one of difficult challenges for non-English department student in learning English. Vocabulary is important for non-English department students in learning English. The ore the students have English vocabulary, the easier they improve their English ability.

Cowan (1998) stated that vocabulary is the word we use when we speak, listen, and write (as cited in Sedau, 2004). It means that vocabulary is an aspect for four skills in English learning.

Strategies in Learning English

Non-English department students have their own strategy in learning English. According to Martinez (1996),strategy can and should be taught, but learners could possess their own strategy, which is as a lecture should allow them to choose and experiment with those learning strategies that suit them best There are some strategies for non-English department students which are presented below:

Watching movies. Watching movies is one of the entertainments. Children up to old age watch movie to entertain themselves. Usually, the purpose of watching movie is as entertainment only. Each year, the production of movies around the world almost reached more than hundreds kinds of genre that speak English. Non-English department students watch English movies to learn the language, because in theoretically learn with visualization is more interesting and easier to be accepted by brain. Hence, if non-English students want to improve their vocabulary and pronunciation, watching movie is one of the best ways.

Miller (2012) said, "The potential effectiveness of visual clues in the learning environment is documented in several scientific theories and educational perspectives" (p. 10). Smith (1997) and Miller (2012) said that learning English by watching movies could become effective and

successful when a student is able to develop new knowledge in the form of new vocabulary or pronunciation with visualization or audio from the movies (as cited in Aloqaili(n. d)). If non-English department students watch English movies as their strategy, they can use the subtitles and audio to help them understanding the conversation. According to Oxford (2014), subtitles are captions displayed at the bottom of a cinema or television screen, and it translates or transcribes the dialogue or narrative. Usually, subtitle is found on under the screen movies in the form of text. Technically, the movies subtitle divided into four types: reversed subtitles, interlingua subtitles, intralingua subtitles, and dual subtitles. The definitions of these types are presented as follows:

Reversed subtitles .This type of subtitle refers to target language textual display of a sound track in the viewer's native language. However, this mode of subtitle is not used in the current study.

Interlingua subtitles. His subtitle is known as'standard subtitle' or with 'L1 subtitle'. This subtitle uses the original audio that comes from movies with subtitle to suit the language of our country. For example the movie is in English, then the subtitle is in Indonesian.

Intralingua subtitles. These kinds of subtitles are also known as 'bimodal subtitles' or 'L2 subtitles', and these subtitles refer to the display of a transcription of the sound track in the form of captions. This type of subtitle is also investigated in this research, and figure 2 below represents their usage. For example, the movie is English, and the subtitles are also in English.

Dual subtitles. Dual subtitles refer to the simultaneous appearance of both viewers' native language, or L1 subtitles, and target language, or L2 subtitles on the screen. This type of subtitle is rarely available in mainstream media production, such as DVD; DVDs usually offer the option of adding just one subtitle mode on the screen.

On its basis of the effectiveness of the non-English department students in learning English by watching movies sometimes depends on how they use the movies subtitles. Movies subtitle able be effective for them with many factors for them where related to watching movies using subtitles. Aloqaili (n. d) said that the first factor is the degree to which subtitles are familiar to the language learner.

Listening to music. Another strategy that can be used by non-English department students is listening to music. They can get benefits from it.

The Hong Kong Special Administrative Region (2010) acclaimed:

> There are three aims while listening music for English learners especially for Non-English student department are strengthen students' skills of understanding and appreciating the themes, structures, features and language in a range of songs; help students to respond to and give expression to the imaginative ideas, moods and feelings expressed in songs through written, oral and performance means; and enable students to apply the knowledge and skills they have learned in their own creative production and critical appreciation of songs(p.4).

Listening to music has lot of good benefit in English learning process and none of listening music has bad impact for non-English department students in learning English.

Practice speaking English (Communication strategies). Practice English by speaking becomes the right strategy for non-English department students in learning English. Practice speaking English has become one effective way to improve English ability, because speaking English can prove that learners have improved what they learned before.

When they could do this strategy, then English learners have had success in English learning. Khosravi (as cited inYu, 2013) stated that oral English learning strategies are complex procedures that individuals apply to tasks, consequently, they may be represented as procedural knowledge which be acquired through cognitive associative and autonomous stages of learning. Basically non-English department studentssometimes cannot speak English directly but they may be able to practice with speaking English indirectly.

Self-Talking. Sometimes, people who talk with himself are considered by crazy person. However, there are many scientistswho said if people often talk to themselves that they are might be genius person. Moreover, self-talking has not bad impact in English learning process, even though itonly has good impact in English learning process. Self-talking is kind of effective strategies in learning English which focusing on speaking practice, and it is kind of output process after getting input of new English knowledge such as getting new vocabularies. Self-talking is still part of affective strategies in English learning process which reducing anxiety by using mental techniques that has own benefit like make one feel competent and also confident to do learning task or in practicing task (Chamot&Kupper, 1989). Self-talking might be done in front of the mirror or the place that make learners feel free to make a sound of practicing English.

Joining an English organization or English club. Joining English organization or joining English club at non-formal learning is one of effective strategies in learning English for Non English department. There are many non-English department students have joined English organization or English club to improve their English ability. English organization or English course are similar to worldwide phenomenon like school or university based club such as English debate club, SEA (Student English Activity) or something else which engage student's interest

(Malu& Smedley, 2016). There are several experts defining English organization or English club such as Malu and Smedley (2016) whosaid, "English organization or English club are informal gathering of individuals who meet regularly and often voluntarily and who come from different part of community , town, or village for the express purpose of practicing English language" (p.11). Many non-English department students believe that joining English organization is an effective strategy, because they commit to speak English during meeting as they engage in activities to support their interest in English and encourage them to use English. English organization has structural of members such as the leader of organization, members club, or club meeting site. In addition, they have activities to engage English learning such as debate competition, speech contest, or other English activities which improve their skill in English.

Playing English game or English quizzes. Some learners and lectures acclaim that playing game will waste the time and prefer to not playthe game in learning English process especially. However, those statements are not true. In fact, thereare so many benefits in playing game for non-English department students in learning English process such as games can provide English language skilland learning English can be fun and easy with some games or quizzes for non-English department students. Furthermore, playing games could be effective strategy in learning English for non-English department students. There are several English games or quizzes such as visual aids, drama, role-play, grammar and quiz. Byrnes, as cited in Mubaslat (2012) gave the definition of games as a form of learning activities which include the rules. The activities of game should be fun and enjoyed, and they are not just diversion of a break from routine activities but the games is the way to getting easy strategy to learn English (p. 5). Furthermore, the main reason why games are considered an effective strategy is they support the learners and give them motivation. Moreover, student gets very absorbed in the competitive

aspect of the games. Often the learners try harder while playing English game than in other course (Avedon, 1971).

Reading English book, articles or online magazine. Reading is one of skills that English learners should acquire. In the class room activities often taught reading English book with the translation. The aims of reading book for non-English department students in learning English more detailed understanding and completed. However, not all English learners love reading book even though reading English book or extensive reading is one of effective strategy in learning English for non-English department students. Nuttall, as cited in Kredatusova (2007) said, "The best way to improve your knowledge of a foreign language is to go and live among its speakers and the next best way is to read extensively in it" (p. 6). A simple English book such as short stories, novels, articles, and magazines are parts of extensive reading. Extensive reading is language teaching procedure where learners are supposed to read large quantities of materials or global text understanding. In extensive reading, learners can choose the book that they want and reading in any conditions (Kredatusova, 2007). There are several benefits of extensive reading for non-English department students such as the reading material is easy; learners choose what they want to read like reading a novel, an article, magazine, and short stories; and in extensive reading variety of material on wide range of topics and new knowledge are available.

Writing about anything what you are thinking about. Writing what they want to write is one of effective strategies in learning English for non-English department students. Krashen (1993) said, "I wanted to write and I did not even know the English language. I bought English grammars and found them dull. I felt that I was getting a better sense of the language from novels than from grammars" (p. 28). However, many English learners have to struggle in writing, and they realize if writing is difficult aspect of English learning process. Furthermore,

writing in English about anything what learners think about can help learners to improve their skill in English. Learning English by simple writing can improve vocabulary, because having a wide range of vocabulary is important in writing English.

Review of Related Studies

There are many researchers who conducted conducting a research on the strategies in learning English. The first researcher is Nurvitasari (n.d) whose research title is "Learning Strategies Used by Non-English Students". This research was conducted at Muhammadiyah University of Surakarta, Central Java. This study aims to show the differences and describe the implementation of learning strategies used by high and low achiever students of Chemical Engineering of Muhammadiyah University of Surakarta. The respondents of this research were fifth semester students of Chemical Engineering of Muhammadiyah University of Surakarta who studied materials in English. Research done by Nurvitasi is useful for this study to identify and to explore about non-English department student and also the strategies used among non-English department student in learning English. On the other hand, there are several differences compare both this study and Nurvitasari's study. Those differences are the type of method used, technique data collection, research participant, and findings. Nurvitasari's study applied case study method which belongs to qualitative research method. This study used descriptive qualitative research method. In addition, Nurvitasari's research usedobservation, interview, and document of the participants. Then the participants of Nurvitasari's research were six participants with different categorization of achievement in learning English. The categorizations of Nurvitasi's research are low and high achievement based on their achievement in English. Moreover, the

Nurvitasari's research just aims to explore the strategy of language learning strategy based on Chamot and O'malley classification. The classification based on Chamot and O'malley are cognitive, meta-cognitive, and social-affective strategies. On the other hand, the participants of this study werethree participants with different level based on participants' achievement in learning English such their participation in English competition, TOEFL test, and being part of English organization. Moreover, this study aimed aims not only to explore the findings based on Chamot and O'malley classification of language learning strategies, but this studyalsoexplores more general and unlimited strategies in learning English.

The secondresearch was done by Permana (2014) at University of Bengkulu by the title " A Study of English Language Learning Strategies of successful Non- English department student at Universitas Bengkulu". This research aims to find out the most frequent English language learning strategy used by successful non-English department students in Universitas Bengkulu. The populations of this research were successful non-English department students (regular) who were graduated in April 2014 and had passed TOEFL test. However, the population chosen were the students who got 450TOEFL score or higher. Therefore, therewere 32 regular students of non-English department at Universitas Bengkulu who became the population of this research. The research method of this research was descriptive quantitative method. The technique data collection of this research done by distributing questionnaire and doing interview. The result from that research found that there are more than 68.75% students from the participants really like cognitive strategies such as watching movies,andonly some participants answered practice English by memorizing the vocabulariesas their strategies. Then, the strategies used the most by non-English department student are compensation strategy and social strategy. The study conducted by Permana is useful for this study to find out of the

language learning strategies, English strategy in TOEFL test, and also the most effective strategies used by non-Englishdepartment students. Furthermore, there are several differences between both Permana's research and this research such as the research methodology used by Permana's study and the aimed of Permana's research to explore the findings. This study used descriptive qualitative research method, and there were the non-English department students who became the participants. In addition, the participants of this research were chosen not only based on their TOEFL score, but the researcher also chose those who ever joined English competition and became volunteer at American Corner in one private university in Yogyakarta where this study was conducted.

Moreover, theaims of this study is not only toexplore three points of language strategy based on Chamot and O'malley, but it also aims to explore more general strategies used by non-English department based on the theories in English language learning strategies from several experts such as Chamot and O'malley, Oxford, Cohen, Rubin and Wenden.

The third related study was conducted by Lestari (2015) with title " languagelearning strategies of English language department of FITK (A comparison descriptive study at the fourth and the sixth student) at UIN SyarifHidayatullah Jakarta, 2015. It aims to describe learning strategies employed by the student of English language department at UIN SyarifHidayatullah Jakarta which pursue for the Fourth and sixth semester. They were chosen with different level of English academic. The study conducted by Lestari used by quantitative research methodology using questionnaire to collect the data. The result of Lestari's study is the FITK students used all learning strategies, including memory, cognitive, meta-cognitive, socio and affective, and compensation strategies. Furthermore, there are several differences between study done by Lestari and this study. Those differences are the research methodology, the participants, and the

purpose of thestudy. Lestari's study used quantitative methodology with questionnaire as the instrument of data collection technique. Then, there were 60 respondents in Lestari's studybased on different level in English academic. Moreover, the aim of Lestari's study is to describe the language learning strategy that focused on cognitive, meta-cognitive, and social-affective strategies. On the other hand, this study used qualitative research methodology with interview as data collective technique. Then, this study involved three participants with different level in English academic achievement. Moreover, this study investigated more general strategies in learning English. Additionally, Lestari's studyis useful for this study to identify the different level of participant to collectthe data based on English academic achievement and it is also to identify the language learning strategies.

Conceptual Framework

This research focuses on non-English department student's strategy in learning English. There are some theories to answer the research questions of this research. Some theories explore to answer the research questions of this research about language learning strategy, English language strategy, and also the challenges in learning English for non-English department student. The conceptual framework for this research is presented in the figure at below:
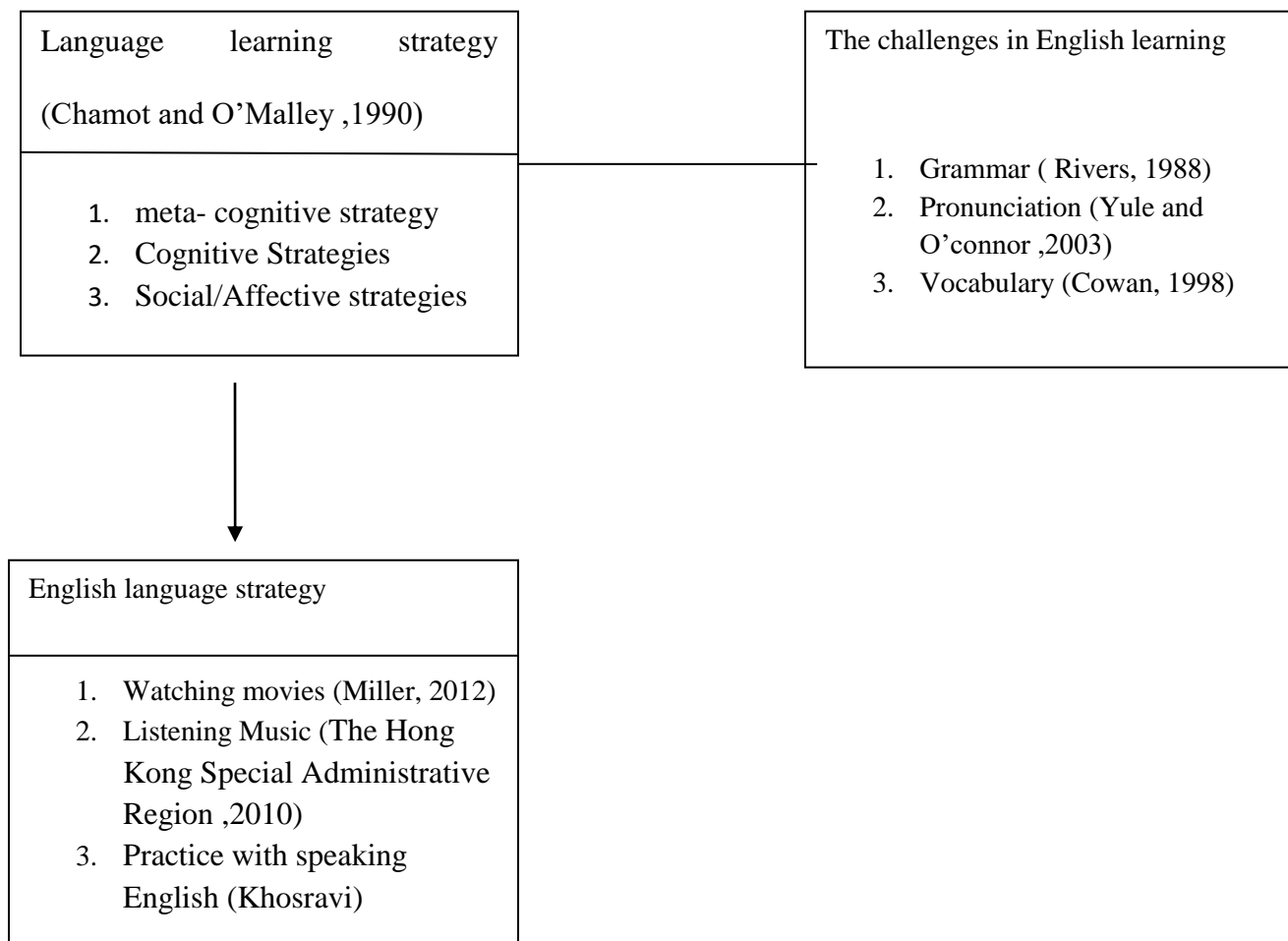
Language learning strategy (Chamot and O'Malley ,1990)	The challenges in English learning
1. meta- cognitive strategy 2. Cognitive Strategies 3. Social/Affective strategies	1. Grammar (Rivers, 1988) 2. Pronunciation (Yule and O'connor ,2003) 3. Vocabulary (Cowan, 1998)

English language strategy

1. Watching movies (Miller, 2012)
2. Listening Music (The Hong Kong Special Administrative Region ,2010)
3. Practice with speaking English (Khosravi)

Figure 1. Conceptual Framework