

## CHAPTER II

### THEORETICAL REVIEW

#### A. Learning Strategies

##### 1. Definition of Learning Strategies

For gaining success in learning English skills, sometimes people have own strategies to learn it easier. Learning strategies are very useful for language learners because it makes the learners easier in learning English. Students have learning strategies as their way, technique, and rules to solve their problem in learning especially in English subject. According to Schumaker, et. al. (1984) that learning strategies are techniques, principles, or rules that enable a student to learn, to solve problems, and to complete tasks independently. The another expert defines that learning strategies is one of crucial things to recognize, use, and improve to reach high achievement theoretically and practically (in all four language skills) (Tanjung:2018). It means that the students' learning strategies must be used and improved to reach more achievement whether theoretically or practically.

Students must have creative particular ideas and use their learning strategies to improve their English skills and reach a good study in English subject. By using variety of learning resources and study skills, improving students' English skills can be an achievable goal. The students achieving high academic scores/achievement has their learning strategies to make

them good in that four skills, but there are no "good strategies" because people need to find their learning strategies so the researcher wants to know the learning strategies used by the EFL students achieving high academic scores.

The conclusion is that learning strategies are the strategy used by learners or students to help them to learn English easier.

## **2. Advantages of Learning Strategies**

Learning strategies is one of the education methods that will be selected and used by teacher and students to achieve the learning goal effectively and efficiently. According to Oxford (1990:1), learning strategies have two advantages. First, strategies are tools for active self-directed involvement, which is essential for developing communicative competence. Second, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively.

## **3. Taxonomy of Language Learning Strategies**

In the language learning strategies, there is taxonomy that is classified by the scholars. One of them is from Oxford (1990:38), taxonomy of language learning strategies, Oxford divides the strategies into two main classes, direct and indirect strategies according to their contribution in the process of language learning. The taxonomy of language learning strategies shown in the following:

#### a. Direct Strategies

There are 3 types in the direct strategies:

##### 1) Memory/Memorization Strategies

Memorization strategies are techniques used to remember more effectively, to retrieve and transfer information needed for future language use. Memorization helps students to store in memory important information gathered from their learning. When the information is needed for use in the future, these strategies help the student to get information back. For example, the semantic map of a group of nouns or verbs that shows the relationship between the words, applying learning media.

##### 2) Cognitive Strategies

Cognitive strategies used to help the students to manipulate the target language or task correctly by using all their processes. They include reasoning, analysis and drawing conclusion. For example, the use of drills to practice and the use of dictionary to find difficult words.

##### 3) Compensation Strategies

Compensation strategies are employed by the students to compensate the missing knowledge in the target due to lack of vocabulary. The strategies help to allow the students to use the language to speak and write in the target language

even when their vocabulary is limited. For example, the use of linguistic clues to guess the meanings or by inventing words to the use of linguistic clues to guess compensates their lack of vocabulary.

#### b. Indirect Strategies

There are 3 types in the indirect strategies:

##### 1) Metacognitive Strategies

Metacognitive strategies are employed by the students to help them coordinate the learning process by entering, arranging, planning, and evaluating their learning, this help learner to control their own learning. Students will also be able to plan what their learning strategies should be and change them if they are not suitable. For example, overviewing with already known material and deciding in advance on what to pay attention to.

##### 2) Affective Strategies

Affective strategies are technique to help the students control their emotions, attitudes, motivations and values. These strategies have a powerful influence on language learning because they allow the students to manage their feelings. For example, students may use laughter to relax and praise to reward themselves for their achievements.

### 3) Social Strategies

Social strategies are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people; it is a form of social behavior. For example, questioning for understanding or facts and work together with peers or speakers of the target language including native and native like speakers in order to upgrade their language skills.

#### **B. EFL Students**

EFL stands for English as a Foreign Language. Stern (1983) in Peng Si (2019) said that foreign language means the language used outside the country. Learning a foreign language is for tourism, communicating with native speakers, reading foreign journals and so on. EFL students are students who are not have English as their first language. They are provided by four main skills like speaking, reading, writing, and listening and also components like vocabulary, grammar, and pronunciation.

Based on that definition, we can conclude that EFL students are the students who have English as foreign language and how students get English material such as skills and components from their teachers as their additional language.

### **C. High Achievement**

Academic achievement refers to the academic performance of an individual and is classified as low achievement and high achievement. Low achievement refers to the lower-than-expected standard of student achievement. On the other hand, high achievement refers to students with a higher academic achievement than expected. For example, when medium-intelligence students have a higher academic achievement than expected, these students are high achievers (Cheng., et al:2019). Sarwar et al (2009) revealed that high achievers had better study orientation, study habits and attitude towards study than low achievers.

### **D. English Skills**

In English, there are 4 skills that have to be mastered by students. According to Khajloo (2013) that basic skills in learning English are as follows: listening, speaking, reading and writing. The integration of listening and speaking with reading and writing will make students good listeners, speakers, readers and writers so as to be able to communicate effectively. These four skills also include associated skills, such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. As an Indonesian who do not use English as a first or second language, some people will learn that materials in the schools or by themselves.

## 1. Reading

There are many experts have already explained the definition of reading. According to Brown (2000), reading is a process of getting the meaning of something written or printed by interpreting its characters or symbols.

It can be said that reading is an activity where the reader comprehends the meaning and information in the form of written text by understanding, catching, translating, and giving meaning.

## 2. Speaking

One of the skills in English is speaking. According to Gani, et al (2015:20), speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself. Furthermore, Tarigan (1986:3) argues that speaking is the ability of a person to pronounce articulation sounds or words that aim to express, and convey the thoughts, ideas, and feelings of the person.

Speaking English can be particularly difficult because, unlike reading or writing, speaking happens in “real-time”. Regarding this, Brown (2004:172) says speaking has five components namely: grammar, vocabulary, comprehension, fluency, and pronunciation. Before they speak, they should know what will they say: therefore, they need to have many ideas in their minds about it.

### **3. Writing**

Writing is one of the English skills that have to be mastered by the English learner. According to Brown (2001:335), writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise texts for clearer meaning, how to edit a text or appropriate grammar and how to produce a final product. It can be concluded that writing is an activity to show someone's idea through some steps.

### **4. Listening**

Listening is considered as an important ability that has to be mastered. How well someone listens to have a major impact on the quality of their relationship with others (Hidayat 2013:21). It means that listening is the ability to understand the messages being expressed by the speaker through the sound. According to Murcia (2001:84), listening is the language skill used most in life, needs to be a central focus-all day, every day-limited only by the availability of the target language in the school, the community, and the media. It is "the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, understanding his grammar, recognizing his vocabulary and being able to grasp the meaning of what he says." (Howatt and Dakin:1974 in Lafi:2001).



## E. Previous Study

For strengthening the argument of learning strategies used by students' high achievement, the researcher presents some studies that resemble the topic of this study.

First, the title is “Strategi Belajar Peserta Didik Berprestasi di Kelas Atas Mi Maarif Nu 1 Sokawera Kecamatan Cilongok Kabupaten Banyumas”. This research was conducted by Pribadi (2016). This research concluded that the strategies used by students in their learning and in the learning process that is listening, reading, writing, remember, set goals, increase learning hours, add self-training, and evaluating the results of the work itself.

Second, “Gaya Belajar Siswa SMP Negeri Sokaraja Dalam Bidang Studi Pendidikan Agama Islam”. This research was conducted by Liana (2009). It concluded that the students of SMP Negeri 2 Sokaraja are proven to use a different learning style each other, which is about how students absorb, receive and process the information into his brain through his senses, namely visual (seeing), auditory (hearing), and kinesthetic (taste).

The similarity from those researches and this research is the aim to find out learning strategies used by the students who have high scores/achievement, but the differences are the aim of this research is to find out the learning strategies used by EFL students achieving high academic scores and those only used interview as their technique of data collection, meanwhile, this research will use document, questionnaire, and also an interview.

## **F. Basic Assumption**

The basic assumption for this research will reveal about their learning strategies honestly because every student definitely has their learning strategies. Especially for the students who have high scores/achievement, they have learning strategies that are expected can be useful for other students. This research also is expected correlate with the data that is got from the document, questionnaire, and also the question and answer from the interview, so it can be useful for the people who read it and for the writer also.

