

CHAPTER 2

LITERATURE REVIEW

2.1. Language Learning Strategies

2.1.1. The Notion of Language Learning Strategies

Language learning strategy is important in learning or student learning success. According to Nunan (1991), a learning strategy is a conceptual process that students utilize to learn and use the target language. A learning strategy is a specific mental activity or strategy that students use to successfully learn the target language. Three perspectives are considered to be able to improve language learning according to Setiyadi (2016), language learning strategies that increase language acquisition and learners' self-confidence also involve cognitive strategies, metacognitive strategies, and social strategies. According to the definition above, language learning strategies can be divided into groups based on cognitive theories such as the learner's knowledge of language learning strategies, affective views such as the learner's motivation, attitude, and behavioral aspects of language learning such as mastery and management of the meaning of a second or a foreign language.

There are several experts who mention the types of language learning strategies, one of them (Oxford, 1990) suggests that there are 6 types of learning strategies including memory strategies, cognitive strategies,

compensation strategies, metacognitive strategies, affective strategies, and social strategies.

a. Memory Strategies

Memory strategies assist students in retaining the key information they have learned in their memory. When it becomes necessary to use knowledge in the future. This technique helps students memorize the material. A semantic map of a collection of nouns or verbs, for example, describes the relationships between words Hardan (2013).

b. Cognitive Strategies

In short, cognitive strategies assist kids in learning to write by helping them comprehend and produce new words. With the use of these strategies, students can directly change the linguistic content when they write something, for instance, by recombining, taking notes, translating, and identifying information to create a better knowledge structure (Oxford, 2013) In addition, they serve as tools for translating information into the target language (Komariyah, 2015)

c. Compensation Strategies

According to Hardan (2013), students use compensation strategies to make up for the vocabulary-related knowledge gaps in the target language. Even when they have a limited vocabulary, the tactics let pupils communicate by speaking and writing in the target language. An

illustration. Their limited vocabulary is made up for by the use of linguistic hints to estimate the meaning or by the invention of new terms.

d. Metacognitive Strategies

Students can organize their learning using this strategy. The term "metacognitive strategy" refers to the information-processing steps of planning for learning, observing learning production or comprehension, and assessing learning (Brown, 2000). It aids students in effectively organizing their language learning through planning, organizing, and reviewing.

e. Affective Strategies

According to Hardan (2013), strategies for helping students control their emotions, attitudes, motivations, and values are known as affective methods. Due to the fact that they enable the pupils to control their emotions, these tactics have a significant impact on language learning. Students might, for instance, laugh to unwind and praise themselves for their accomplishments.

f. Social Strategy

According to Brown (2000), social strategy has to do with using social media and communicating with people. Working together to complete an activity or have a conversation in the target language, this tactic encourages collaboration among the students.

Based on the explanation from the Oxford (1990) modal above, the researcher can simply summarize the strategy. The first is a cognitive strategy related to how students approach language. The second strategy is metacognitive, which deals with how students manage their learning. The final strategy is social, which requires acquiring knowledge through social contact.

2.2. Writing

2.2.1 Definition of Writing

According to Anjayani et al. (2016), writing is the process of putting words on paper or in other media to convey the thoughts and messages of the author, including the use of vocabulary and grammatical constructions. In addition, Emig (1977) suggests that writing presents learning because it includes a group of qualities that are specifically associated with several powerful learning strategies.

Writing is a linguistic ability that is used to communicate indirectly, without having to talk directly to other people, according to Tarigan (as cited in Faisal & Suwandita, (2013). This shows that writing can be used to communicate with other people simultaneously without having to meet face to face, other than just to share our thoughts or ideas. Understanding grammatical conventions, lexical tools and logical connections is also necessary for good writing.

In this research, the definition of writing used is for Interpretation which leads to the conclusion that a writing strategy consists of following a plan or method of generating ideas, organizing these ideas into sentences and paragraphs, and then rewriting while taking writing conventions into account.

2.2.2 The Importance of Writing in Senior High School

Writing is a very important skill for students to master because it can help them develop critical thinking to produce quality writing. Students learning to write will gain some understanding of how to write well, how to express themselves, and how to share their thoughts with others through writing. Komariyah (as cited in Harmer, 2004), mentions several reasons why learning to write is important, including:

- a. Writing allows students to concentrate on the proper use of language as they consider how their writing can promote growth as they address the issues that cause them to consider writing.
- b. Writing is often used as a way to support preconceived language. As the learning process progresses, individuals use writing to make notes about what they have learned.
- c. Writing is often useful as a pre-activity exercise.
- d. Writing can be subsumed into a larger activity where the main focus is elsewhere, such as speaking, acting, or language practice.

- e. Writing is also used in activities such as questionnaires. Writing is very important when taking a questionnaire. Students must submit written responses to questions in the exam.

Information about the importance of writing in this research is used as a guide when using research instruments that lead to the importance of having English writing strategies for the development of English writing in students.

2.2.3 Writing Process

According to Faisal & Suwandita (2013), the writing process begins when a writer begins to pour or write down his thoughts and feelings onto paper. In Conclusion, It takes several stages for writers to create powerful paragraphs or texts that convey their thoughts, ideas, sentiments, and emotions effectively. These are the steps:

- a. Planning

Students do not think about the three main difficulties before starting to write as stated by Harmer (2004). Before starting their writing, Harmer advises students to consider the purpose of their writing by using techniques including outlining, topic analysis, brainstorming, and freewriting. secondly, Harmer (2004) focuses on the structure of written content, emphasizing how it is organized in terms of facts, ideas, or arguments. Students must take into account their intended audience to

tailor their writing to leave a certain impact on the reader. Planning is the first step in the writing process, and it allows students to collect various data about their writing goals, their intended audience, and the content they will utilize.

b. Drafting

The second stage in writing is known as a draft, after completing the first stage of planning. According to Donohue (2009) and Abderraouf (2016), drafting is the stage where students can plan their writing. Therefore, during the drafting phase, students should include whatever they believe relates to the writing and collect as much data, ideas, and justifications as possible. Up to the final draft, there may be several drafts generated during the writing process (Harmer, 2004)

c. Editing

In this stage, students are required to review their writing for coherence and cohesion and revise any parts they feel are uncertain or unclear to make them easier to understand. Editing is an important step in helping students shape their writing and prepare it for publication. Harmer (2004) suggests that having others read your writing can help you write better.

d. Finishing

Students are now ready to create a final version of their writing to send to their intended audience after editing the draft and making the

necessary changes. Donohue (as cited in Abderraouf, 2016) says that sharing, reflecting, and evaluating students' writing is the last step in the writing process. Thus, the final version is the polished, error-free copy submitted to an instructor or any other organization for evaluation.

In this research, the writing process has a role in guiding how the writing process is important to support learning strategies for students, especially when learning to write English.

2.2.4 Types of Writing Strategies

According to Brown (2000), language strategies are deliberate techniques that people use to deal with problems that arise during language acquisition. It shows that a specialist has produced theories that address different types of techniques. Teaching methods theory has been applied to describe writing strategies. The modifications are intended to help students advance their knowledge as well as other skills such as reading, speaking, and listening.

According to Pneuelas 2012. (as cited in Torrance et al, 2000), writing strategy is defined as the sequence in which a writer carries out planning, creation, revision, and other writing-related actions. Therefore, a student must follow the writing process to write a text or an essay. In addition, strategy studies are a component of the “writing process” research

movement, which tries to understand the thought processes that writers go through when writing (Peñuelas, 2012).

Based on the theory from Setiyadi (2016), the researcher can categorize types of student learning strategies in writing English. The first is a cognitive strategy related to how students learn to write English by understanding the writing and producing new sentences. The second strategy is metacognitive, which relates to how students manage their own English writing strategies such as planning, organizing, and reviewing the writing. The last strategy is social, which relates to social contact such as writing messages to other people using English and asking someone to help correct the writing.

2.3. Previous Studies

There are several studies on writing in English. In this study, the researcher has reviewed three previous studies on writing in English.

The first research is from Alfaki (2015) research on 20 university students who are majoring in the English language to better understand their challenges. It was claimed that the variety of writing issues makes writing complicated. Hence, a study was conducted to determine the issues that students had when writing in the English language. According to the report, one of the issues pupils have is a lack of writing practice.

The second research from Raofi et al. (2017) also covered writing proficiency and methods for 312 undergraduate students studying English as a

second language. The findings of this study demonstrated that writing proficiency explains some variance in the use of writing strategies, with significant differences between the three proficiency groups in the usage of all writing strategy categories except social strategy.

The third research is from Fared et al. (2016) which covered the issues and recommendations about the writing abilities of ESL students. This study was carried out for Pakistani undergraduate ESL learners to identify the writing challenges they were facing and offer solutions. The findings indicated that the study had been divided into three main areas: issues with Pakistani undergraduate ESL learners' writing; causes of these issues; and recommendations for enhancing these students writing abilities. This indicates that there were some recommendations for improving the writing abilities of Pakistani undergraduate ESL students.

★ Based on the several research done by some researchers above, this research is different from those because this research will investigate the language learning strategies used by high achiever students in a senior high school using the proposed theory from (Setiyadi, 2016) which classifies learning strategies into three types including cognitive strategies, metacognitive strategies, and social strategies in the form of 20 statements with 5 Likert scales.