

CHAPTER 2

LITERATURE REVIEW

2.1 Language Learning Strategies

2.1.1 Definition of Language Learning Strategies

Language learning strategies are the procedures and activities that language learners perform purposefully to learn or utilize a language more effectively. They are also defined as thoughts and behaviors consciously chosen and implemented by language learners to assist them in completing a variety of tasks ranging from the very beginning of learning to the most advanced levels of target language proficiency. The term language learning strategy, which covers both language learning and language use strategies, is occasionally used, albeit the distinction between the two is blurred because moments of second language use can also give learning opportunities. Learning strategies are also specifications, behaviors, steps, or techniques that require learners to seek out conversation partners or give themselves the mode of encouragement to grapple with a difficult language task used by students to enhance their own learning (Oxford, 2011).

The researcher concluded that the definition of language learning strategies is involve deliberate actions and thoughts to improve language proficiency, ranging from beginner to advanced tasks.

2.1.2 The Types of Language Learning Strategies

The researcher uses the theory from Setiyadi (2016), which classifies learning strategies into three types, cognitive, metacognitive, and social strategies. These three strategies are relevant for students with Asian background in learning language.

a. Cognitive Strategy

McDevitt and Ormord (2002) define cognitive strategies as specific mental processes that people use to acquire or manipulate information. That means cognitive strategies are certain mental or cognitive processes that people use to obtain or manipulate information. According to Gagne (1997), cognitive strategies are internal abilities that are organized by students in the learning process, thinking process, solving problems, and making decisions. He stated that cognitive strategies display executive functions over control in processing information, and that is also called conditional knowledge. In another opinion, cognitive strategies is a very broad subject but here you will find an overview of the process and practical tips. For more in-depth study references are provided. A cognitive strategy is a tool intended to help students develop the necessary skills to be self-regulated learners (Reid, 2006). Some examples of cognitive strategies for students according to Setiyadi (2016) are students learn English by reading English books or magazines, students trying to translate word for word, and students using keywords to understand the whole idea.

b. Social Strategy

According to Brown (2000), social strategy has to do with social mediating activity and interacting with others. This strategy helps the students to work with others by cooperating in doing or discussing something together in the target language. Some examples of cognitive strategies for students according to Setiyadi (2016) are students discussing reading with classmates, students asking for help from classmates or teachers when they cannot understand the contents of reading, and students improving their skills by reading letters from classmates.

c. Metacognitive Strategy

Metacognitive is necessary for an individual to manage to learn. According to Schraw (1998), metacognitive is necessary to understand how the task was performed. The understanding of metacognitive is distinguished in the knowledge of cognition and regulation of cognition. In the knowledge of cognition, an individual will know about thinking in general. There are at least two separate components contained in metacognitive strategies, namely declarative and procedural knowledge about the skills, strategies, and resources needed to perform a task (Woolfolk, 1995). Some examples of cognitive strategies for students according to Setiyadi (2016) are students understand the reading text using their knowledge, students understanding unknown English words by

guessing from the provided clues, and students correcting mistakes by rereading the text.

2.2 Reading

2.2.1 Definition of Reading

Reading is an activity that captures and comprehends the meaning or significance of written information. Reading is a basic life competence. It is essential to a child's academic and overall achievement in life. Opportunities for professional success and personal fulfillment will be lost without a strong reading foundation (Wilkinson, 1985). According to Snow, et al (2001), reading is one of the most challenging subjects in the educational system. This issue is critical because of our technological society's increasing desire for highly developed literacy skills.

According to Petty and Jensen (1980), reading is an idea attached to a transmission channel or ideas. Reading can also be used to build concepts, vocabulary, and information, enrich a person's life, improve one's intellect, comprehend and understand the problems of others, improve one's self-concept, and as a joy. Reading is also the process of developing meaning through the dynamic interaction of the reader's previous knowledge, the information contained in the text, and the context of a reading situation (Anderson et al, 1985).

Reading in this research is the one that is used by students in the strategy of reading English texts given by the instructor or school.

2.2.2 The Importance of Reading

For students, reading is important because it makes them get success in their studies. By reading, students can get knowledge which useful to support the learning process in school. Through reading, students can explore everything they want without directly going or having certain experiences. If students do not have good skills in reading they cannot understand the text that they have read. On the other hand, if students have a good ability in reading they can understand the text better and have a big chance to succeed in their studies.

According to Eliyana (2015), there is an importance of reading for students:

a. Reading can make students smarter

When the reading process begins, the students' brain cells are compelled to think about the content or information in the text. It improves the brain cell to always process information appropriately.

b. Reading makes knowledge

Students are able to gain knowledge by reading a variety of books or another reading resource.

c. Reading can improve vocabulary and language skill

Reading a variety of literary books in various literary styles can help students strengthen their vocabulary and language skills. Students can improve their vocabulary and language skills by learning and reading different literary styles.

d. Reading boots creativity

Reading a variety of texts in various literary styles can help students strengthen their vocabulary and language skills. Students can improve their vocabulary and language skills by learning and reading different literary styles.

The theory about the importance of reading is used as a reference, and the research instrument also leads to this theory.

2.2.3 The Goals of Reading

The whole goal of the reading activity is to understand its content. Someone's goals in reading would determine the ability to read comprehension and speed in reading a text. Without a clear purpose, the ability to understand a text would also be unclear. There are seven goals of reading by Tarigan (2014) :

a. Reading for detail facts

Reading activities aimed to find detailed facts and information that is in a text or written language. The students reading goal here is students can gain, know and get what the writers feel and experience in detail

b. Reading for main ideas.

Reading activities aimed to find out the main topic of reading the passage.

Students must know the content of the text first to know what the topic is.

The content can be known by knowing the main idea of every paragraph they read.

c. Reading for sequence or organization.

Reading activities aimed to discover the sequence of events or stories in the text.

d. Reading for inference

Reading activities aimed to sum up the contents contained in the reading passage. Students can get a conclusion after reading the text.

e. Reading to classify

Reading activities aimed to classify some information of the writer in the text or paragraph.

f. Reading to evaluate

Reading activities aimed to evaluate the contents of the text.

g. Reading to compare or contrast

Reading activities aimed to compare phenomena in the text and real life.

The researcher concluded that the goal of reading can be achieved if the students learning strategies are known by the teacher.

2.3 Strategies for Learning Reading

According to Chen & Chia-Li (2015), strategies were defined as learning techniques, behaviors, problem-solving, or study skills which make learning more effective and efficient.

Various reading strategies of high school students :

a. DRTA (Directed Reading Thinking Activity).

According to Khomariah (2013), the DRTA learning technique, or Directed Reading Thinking Activity, is a strategy for developing students' experience acquisition based on the form and content of extended reading. The DRTA technique is a reading learning strategy that is employed in reading classes, particularly intense reading sessions, by educating students to concentrate and think hard in order to truly grasp the reading material.

b. Reading Aloud

According to Ismail (2008), reading aloud is a strategy for reading a text aloud that can help focus attention mentally ask questions and design discussions. This strategy helps to focus attention and create a cohesive group.

c. PQ4R

P indicates for preview (skimming), Q represents for question, and 4R stands for read, reflect, recite, and review. According to Trianto (2007), PQ4R is one component of the elaboration strategy. This method is designed to assist students remember what they read and can aid in the classroom learning process, which is carried out by reading books. Book reading activities attempt to thoroughly learn

a textbook chapter by chapter. As a result, reading textbooks and other additional reading is the first major ability that students must develop and master.

2.4 Previous Study

Researcher have reviewed several previous studies related to students' learning strategies of reading to support this research. The first research was conducted by Azmi (2012). In his research, he analyzed various types of learning strategies that can help students learn English. He classifies learning strategies into 5 types: Cognitive Strategies, Metacognitive Strategies, Communication Strategies, Social Strategies, and Management and Planning Strategies. The results showed that the existing cognitive, metacognitive, and social learning strategies both in reading and speaking of the student of the English Department of Pre-Served Teacher, Faculty of Teacher Training and Education were medium. Also, it was found that cognitive, metacognitive, and social learning strategies are interrelated.

The second research was conducted by Laeli (2016). This study employed a quantitative approach which is a case study using questionnaire techniques. The result indicated that students were at a moderate level using overall strategies (Global, Problem-Solving, and Support). Most of the students tended to use Problem-Solving Reading Strategy rather than the Global and Support Strategy. The mean scores of each strategy across intakes were different, but there was no significant difference in it.

The third research was conducted by Dilla (2022). This study employed a quantitative approach with a random sampling technique. Based on the results of the study, the researcher conclude that the reading strategy most chosen by students for reading comprehension was reading slowly and carefully and trying to refocus when losing concentration.

The three previous studies were used by the researcher as a reference for the methodology and instruments to be used in this study. The difference between this research and previous research is that researchers used high school students as research subjects, and used the theory from Setiyadi (2016) which qualifies to learn strategies into 3 types: Cognitive Strategies, Metacognitive Strategies, and Social Strategies.