

CHAPTER II

THEORETICAL REVIEW

A. Language Learning Strategy

1. Definition

More students at high school levels sometimes feel they need more confidence speaking English either inside or outside the classroom. In order to raise students' awareness and motivation to learn to speak, the instructor or lecturer should play certain roles to provide appropriate teaching that will enable students to speak English. Cohen (2014) states that language learning strategies are necessary to build students' motivation and help them to be independent in learning English. In other words, strategies are the methods or behaviors that students use to prepare for their learning. According to Oxford (1990), language learning strategy is the steps learners make learning easier, faster, more interesting, more self-directed, more effective, and more adaptable to various situations.

Strategies offer how students can choose the proper strategy as deliberately as possible while considering the environment's changes to maximize their chances of success in language learning. As a strategy that characterizes the relationship between intention and action, a person must be aware of their needs, preferences, goals, and issues.

Learning strategies are different from learning styles, strategies are very widely within an individual, while styles are more constant and

predictable. In other terms, a language learning strategy is a tool, method, or activity chosen by students to obtain information, increase comprehension, or retain new information. Hence, they can solve their issue, enjoy their study, and accomplish their language learning objectives.

2. Classification of Language Learning Strategies

This English language has been taught compulsory from junior to senior high school. Still, the students need help communicating orally and in writing in English. Since the English language was emphasized in junior and senior high schools, the basic principle was to increase the teaching skills of senior high school English teachers to create conditions conducive for their students to use English in communication (Tomlinson, 2013). The approach focuses on how teachers present teaching materials because the teachers still give a teacher-centered and informational lesson. Alternatively, they may leave the students student-centered without teacher guidance. However, motivating students to learn seems insufficient without knowing effective language learning strategies and encouraging students to use the strategies.

Setiyadi (2014) proposed an alternative measurement language learning strategy for Indonesian students learning English in the senior high school setting. The measurement is Language Learning Strategy Questionnaire or the LLSQ. The LLSQ classifies language learning strategies into metacognitive, cognitive, and social. These three groups of strategies are widely used by many researchers, one of which is O'Malley

and Chamot (1990), who described the detailed classifications of metacognitive, cognitive, and social strategies.

a. Metacognitive Strategies

O'Malley and Chamot (1990) classified metacognitive strategies into six ways learners control their learning through planning, observing, and reflecting on their learning activities. Metacognitive strategies refer to planning, goal-setting, and other self-directed learning methods.

- 1) Clarification, such as requesting verification or agreement of language rules.
- 2) Making assumptions or using inductive reasoning, which can be applied to determine meaning from what students already know about the language.
- 3) Deductive reasoning, in which students conclude language forms using language rules or other language-related information.
- 4) Practice, which can be used in repetition, applying rules, or focusing on accurately using language rules.
- 5) Memorization, or storing and retrieving new knowledge.
- 6) Monitoring includes identifying and correcting errors.

b. Cognitive Strategies

O'Malley and Chamot (1990) define cognitive strategies into nine strategies:

- 1) **Summarizing:** The act of expressing or writing down the main idea, or, to put it another way, it is creating an oral, written, or mental summary of new knowledge acquired through speaking, reading, or listening.
- 2) **Induction:** Deducing the rules from language samples, applying rules to comprehend or produce the second language, or creating rules based on linguistic analysis are both involved.
- 3) **Imagery:** The process of employing visual images, either actual or imagined, to comprehend or retain new information. It involves seeing a picture and using it to learn new knowledge. For example, students use an illustration related to the subject to memorize information more quickly.
- 4) **Repetition:** Repetition of a word, phrase, or information in the mind. It is the process of mentally replaying the sound of a word, phrase, or more extended language sequence. For example, practice saying it in your head first to learn how to say something.
- 5) **Translation:** Predicting the meaning from the text's information. It uses available information to estimate the meanings of new items, anticipate events, or fill in the blanks. For example, the student may consider the sentence's overall meaning before determining the new word's meaning.
- 6) **Resourcing:** Mastering the use of reference materials. In other words, it uses reference materials written in the target language,

such as dictionaries, encyclopedias, or textbooks. The first language is a foundation for comprehending and generating the second language. For example, students may check up on new dictionary words.

- 7) Grouping: Classifying words, quantities, concepts, or words. It involves categorizing keywords, words, or ideas according to their characteristics or significance. For example, to memorize words, students group words with similar meanings.
- 8) Note Taking: Noting down essential terms and ideas in verbal, visual, or numerical forms is the practice of writing down keywords or concepts in simplified verbal, graphic, or numerical forms while speaking or listening. For example, students may prepare a book to make an outline for speaking.
- 9) Elaboration: It is relating new information of knowledge, relating different portions of new information to each other, or generating significant personal linkages with the new information. For example, the students make connections between new knowledge and ideas they already recall.

c. Social Affective Strategies

Social affective strategy is actions learners take during or related to interactions with others to assist or enhance their own language learning. Students can learn the language by using these techniques to control their motivation, emotions, and attitude. Social-

affective strategies are essential in language learning since language is used in communication and communication occurs between individuals. O'Malley and Chamot (1990) classified socio-affective methods into three groups: collaboration, asking questions, and empathizing with others.

- 1) Collaboration: This is when you collaborate with your peers to solve a problem, share information, compare notes, or get feedback on a learning exercise. For example, the students may collaborate with their peers to discuss identifying a suitable person.
- 2) Asking questions: These involve getting more information regarding language learning challenges from a teacher or peer by asking for clarification, rephrasing, or providing examples. For example, students may ask their friends or a private instructor questions about the correct pronunciation.
- 3) Empathizing with others: This means connecting oneself to another person's situation to understand that person's opinion. Learners can utilize social methods to gain cultural knowledge and understand others' opinions and feelings.

3. Features of Language Learning Strategies

Language learning strategies have a range of characteristics. Some of these have already been mentioned, such as allowing learners to be more self-directed. Language learning strategies require learners' deliberate and

intentional participation. Thus, students can learn more effectively if they are more aware of the strategies that they are using and practice them correctly. It might be argued that applying various strategies can help them solve their challenges. Furthermore, numerous researchers confirm that good students increase their language skills by using proper language-learning strategies.

B. Speaking

Speaking is one of the abilities that students studying English must learn. It is important to understand the definition of speaking. Many experts describe speaking in a variety of ways.

According to Harmer (2001), speaking occurs when people are conversing. They are doing it for a good purpose. They want to say anything to achieve goals and choose a language store. Speaking is a way to communicate a message from one person to another or a tool for communicating with others. Speaking is the process of communicating information, ideas, feelings, and thoughts from one person to another for the other person to understand.

Torky (2006) states that speaking is the source of auditory signals to produce diverse verbal responses in a listener. It is the systematic combination of sounds according to language-specific principles to create meaningful utterances.

Irianti (2011) Speaking is communicating with another person by pronouncing vocal symbols in response to the impulse to speak to communicate information, knowledge, ideas, and opinions.

Furthermore, speaking involves both the speaker and the listener, so the listening component cannot be separated from speaking. In sum, speaking is a method of expressing ideas, thoughts, and feelings to others. People may use speech in various ways, though. Speaking skill is believed to be a measurement of language knowledge. The more they understand, the more fluently.

1. The Elements of Speaking

a. Accuracy

Accuracy refers to how people use the right words and sentence structures. In this context, accuracy is divided into three components. They are vocabulary and pronunciation.

★ 1) Pronunciation ★

Pronunciation is the action or outcome of creating the sound of speech, which includes vowel formation, accent, and inflection. We all know that vowel and consonant sounds, stress, and intonation all play a significant role in pronunciation as a speaking aspect. English teachers should have good pronunciation standards for students to imitate the teacher during the teaching and learning process.

2) Vocabulary

Speaking is only possible with a strong vocabulary. As a result, mastering this component is crucial before engaging in speaking practice. Due to a lack of practice and use, students can need help to memorize all of their previously learned languages. Hence, students must practice more to remember them.

3) Fluency

Fluency is the characteristics of speech that give it the qualities of being natural and normal, such as pausing, rhythm, intonation, stressing, speaking rate, and interjections and interruptions. Some experts explain that Fluency in second foreign language instruction refers to a level of communication competency that includes:

- The ability to produce written or spoken words quickly.
- The ability to communicate clearly.
- The ability to effectively communicate ideas; and
- The ability to make a continuous speech without producing comprehension difficulties or a communication breakdown.

4) Content

Oral communication is a two-way process involving the speaker and the listener. It requires comprehension of producing skills. In simple terms, both the speaker and the listener have a positive function to perform. The speaker has encoded the

message they wish to communicate in formal language, while the listener has encoded the message's interpretation. Hence, the capacity to interpret the information in the appropriate language is a critical component of speaking ability.

5) Self-Confidence

The oral form of communication is speaking. It takes courage to speak in front of others. Many students need more self-confidence, which prevents them from interacting with others

C. The Function of Speaking

Speaking is an essential skill for all individuals because it is an instrument for expressing an opinion, feeling, or sharing knowledge of social interaction. Students have good, correct, and fluent speech but need additional classroom practice. Since the time a normal infant is born, he or she possesses the ability to communicate, as shown by the infant's first sound.

Speaking is the most fundamental form of human communication; hence it requires more practice to become proficient than the other three skills (listening, writing, and reading). A student who speaks English fluently may have a better probability of continuing their education, finding a job, and getting promoted (Baker & Westrup, 2003). Speaking English will also enable students to access current information in various areas, such as politics, society, entertainment, education, and other areas where English is used internationally or globally. Finally, the function of

speaking help students expresses their feeling, opinions, or ideas; tell stories; inform or explain; request; converse; and discuss that is through speaking,

D. The Concept of English Club

An English club is a group of individuals who frequently gather and engage in activities related to their goals or interest. Otherwise, it is a group or association of people with common goals or interests (Marinova, et.al.,2000). An English Club is an informal setting for language learners to practice their English in a spare classroom of an English school. In order to provide teachers time to prepare for their classes after regular classroom hours, most schools stay open for an hour or two (Paltridge, 2001). The researchers in an English club paper demonstrate that it is a regular group activity. It emphasizes practicing speaking English spontaneously and casually rather than developing a strict set of English language abilities. Students in the English club participate in enjoyable hands-on activities that promote teamwork. The goal of the English club is to encourage students to have a positive attitude toward the English language and to become more accustomed to speaking it (Shrum & Glisan, 2000).

The English club has strived to help students avoid mental blocks by engaging them in exciting communicative club-style English activities. Through English clubs, students gain knowledge of basic vocabulary and English language conversation. This awareness is intended to help learners

develop English language skills when they begin formal education (Chase, 2002). English clubs that are multigenerational and multicultural tend to be more enjoyable. English clubs offer a less stressful way to learn the language while considering its communication value than traditional sessions emphasizing paper and pencil work. Thus, students are encouraged to participate in English club events because they allow them to practice speaking and develop their communication abilities (Abott, 2001).

In this research, the English Club is performed by students at a public school in Purwokerto as a place to create excellent characters and manners, develop talented students, and as an institution to improve the language skills such as English Senior High School Students. Students joining the English Club have deeper abilities and self-motivation to bring out potential skills. It was proven by English club students are marked by various championships in the field of English, especially speaking. In 2018, they won 3rd place in the Australis debate championship, in 2022 they won 1st place in the speech contest at the English Festival, in 2023 they won 2nd place in the English debate competition ECP. These English club students exceed other students who do not join the English Club; as a result, they are faster learners and more active than students who do not join the English Club. Their goal was to provide students with opportunities to improve their qualities and share experiences, make the spirit, and a sense of belonging while participating in the planning of various activities.

E. Previous Related Research Findings

Language learning strategies have become one of the most searched research subjects in English as a Second Language (ESL) and English as a foreign language (EFL). Many types of research have helped us realize the importance of LLS in the learning and acquisition of a second or foreign language. Based on the case, the following are some previous studies that are briefly cited: The first research titled *Strategies Used by Instructors of Smaga (SMA N 3 Ponorogo) English Club (Sec) In Learning Speaking* was conducted by Palupi, et.al. (2019). The focus of the research was to investigate the strategy used by Instructors of SEC 2018. The researchers used qualitative methods. The techniques are observation, interview, documentation, and triangulation. The researcher concludes that students of SMAN 3 Ponorogo used are socio-affective by cooperative learning strategy and cognitive strategy by practice and repetition using the classification of learning strategies. The differences between this research and the previous study are that this research uses quantitative methods and the technique uses a questionnaire.

The second research titled *Language Learning Strategies in Speaking* was conducted by Purwaningsih (2018). This study identifies the language learning strategies methods developed by FKIP UNTAN (Universitas Nahdatul Ulama Kalimantan Barat) English Education students in semester three when learning to speak English and to determine how frequently these strategies are used. This research focus used the descriptive method. To

collect the data, she used a questionnaire. Regarding the research findings, it can be concluded that the third-semester students of the English Education Study Program FKIP UNTAN Pontianak in the academic year 2010/2011 used cognitive strategy. The differences between this research and the previous study are using quantitative and the participants in this research are the students from the senior high school English club.

The third research titled Students' Learning Strategies for Developing Speaking Ability was conducted by Gani et al (2015). The reason for conducting this research was that the competency of many students in speaking English was still considered unsatisfactory in Banda Aceh. In this study, the data was collected through field research by means of documents, questionnaires, and interviews and using qualitative methods. This research study was conducted at Sekolah Menengah Atas Negeri (SMAN) 3 in Banda Aceh. The result of the previous study in learning strategies most often used by the students with low speaking performance was usually compensation and social strategies. On the other hand, students with high speaking performance had a better balance in their learning strategies. The differences are about the methodology; this research uses quantitative and just a questionnaire to collect the data. The participants of this research than the previous study are students from English Club.