

CHAPTER II

THEORITICAL REVIEW

A. Learning Strategies

1. The Definition of Learning Strategies

Learning strategy comes from two words; *learning* and *strategy*. Based on Brunner (in Iskandarwassid & Sunendar, 2009:4), learning is the process that consists of three stages: information, transformation and evaluation. So, it can be stated that learning is the process of absorbing information or knowledge, or the process of transferring information or knowledge from teachers to students. In this process, teacher as the transformer, while students as the recipient. Meanwhile, based on Iskandarwassid & Sunendar (2009:2), the word strategy comes from Greek *strategia* which means “generalship or the art of war”, in other words means steps or actions taken for the purpose of winning a war that focuses on military. In addition, the term “strategy” is also defined by Cambridge Learner’s dictionary as: “the act of planning how to achieve something”, this definition means that strategy is a specific action use to achieve goal.

Based on the definitions above, the writer takes some definitions of learning strategies from experts. As Oxford (2003: 8), argues that learning strategies are specific actions, behaviors, steps, or technique that is used by students to enhance their own learning. It means, strategy is needed during learning process to increase their learning. In addition, Richards and Plat (in Waryanti, 2013: 7) stated that learning strategies are intentional behavior and

thoughts used by students during learning so it will help them understand, learn, or remember new information.

Another definition of learning strategies is stated by Wenden in (Winarto, 2015:51). It is explained that learning strategies are steps or operations that learners use to learn a new language and to regulate their efforts. The learner is the actor. They are able to success in the learning by themselves and their effort.

Related to those definitions, it can be simplified that learning strategies are steps taken by students which can help them to understand, and remember new information and to enhance their own learning.

2. Learning Strategies Classification

Oxford (2003:12) classifies learning strategies into six categories, which is divided into two groups: *direct strategies* and *indirect strategies*. Each of this was divided into three groups. Direct strategies include memory, cognitive, and compensation strategy. The indirect strategies consist of metacognitive, affective and social strategy. According to Oxford (in Iskandarwassid & Sunendar, 2009: 15), direct and indirect strategies support each other and each strategy can connect and assist every other strategy group. Those are the following explanation of the Oxford learning strategies:

a. Direct strategies

Direct strategies are the strategies used directly in dealing with a new language. These strategies are distinguished into three groups: memory strategy, cognitive strategy, and compensation strategy.

1) Memory Strategy

Memory strategy is the technique learners employ to help them store the important things in memory and help learners retrieve information from memory when they need to use it for comprehension or production. Lan (2005:22) also state that memory strategy are specific devices (mnemonics) used by learners to make mental linkages that will allow new information, most often vocabulary, to enter and remain in long-term memory.

Oxford classifies memory into four categories: creating mental linkages (associating/ elaborating, and placing new words into a context), applying images and sounds (using imagery, semantic mapping, using keywords, and representing sounds in memory), reviewing well (structured reviewing), and employing action (using physical response or sensation and using mechanical techniques).

2) Cognitive Strategies

Cognitive strategy is considered personal strategy that enables students to process and transform information (Alharthi, 2011:75). This strategy is unified by a common function that is manipulation or transformation of the target language by the students. This strategy helps the students in processing the information of target language effectively.

According to Oxford (in Winarto, 2015:52), cognitive strategy consist of four strategy sets: practicing (repeating, formally practicing with sounds and writing systems, recognizing and using formulas and

patterns, recombining, and practicing naturalistically), receiving and sending messages (getting the idea quickly and using resources for receiving and sending messages), analyzing and reasoning (reasoning deductively, analyzing expression, analyzing contrastively, translating and transferring), and creative structure for input and output (taking notes, summarizing, and highlighting).

3. Compensation Strategy

Kozmonova (2008: 28) defines compensation as “things that make a bad situation better”. In a language learning ‘a bad situation’ represent learner’s lack of knowledge and ‘things’ represent strategies which help learners overcome missing information. In addition, compensation strategy is used to make up for inadequate repertoire grammar, especially of vocabulary.

Oxford distinguishes two groups of compensation strategy, those related to comprehension and thus to language skills of listening and reading under the term of guessing intelligently in listening and reading, and thus related to production and thus two language skills of speaking and writing under the term of overcoming limitations in speaking and writing.

b. Indirect strategies

Indirect strategies are learning strategies that support and manage language learning without directly involving the target language. The three strategies that belong to direct strategies are:

1) Metacognitive strategy

The term of metacognitive strategy is connected with the term of 'metacognition', which is usually defined as awareness of the process of learning, Kozmonova (2008: 32). Therefore, metacognitive strategy is learners' action deal with everything they control in their own learning. Three groups of metacognitive strategy is distinguishes by Oxford (in Naserieh 2009:58), namely centering, arranging and planning, and evaluating one's learning.

2) Affective Strategies

According Oxford (2003:14), affective strategies are 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.

The negative feeling may hinder progress, especially in writing, students cannot express their ideas if they feel anxiety. To control such feelings, learners can use affective strategy such as having relaxation before or while writing, encouraging oneself by shooting positive statement or try to take their emotional temperature to concentrate on their learning by writing a diary. Three groups of affective strategy include lowering your anxiety, encouraging yourself, and taking your emotional temperature.

3) Social Strategy

Social strategy is strategy that facilitate interaction with others, Thue (in Waryanti, 2013:18). Social strategy include the actions learners choose in order to interact with their colleagues, or to help

learners overcoming learning difficulties (Alharthi, 2011:76). Among these actions, Oxford distinguishes three categories of social strategy: asking question, cooperating with others, and empathizing with others.

For more details information related to the strategies used in essay writing. Below are the lists of strategies used.

Table 2.1
Summary of Learning Strategies in Essay Writing

Learning Strategy	Strategies
a. Memory strategy	a. Making association b. Placing new words into a context c. Reviewing well
b. Cognitive strategy	a. Translating b. Repeating c. Reasoning deductively d. Transferring e. Using resources for receiving and sending messages f. Recombining
c. Compensation strategy	a. Selecting the topic b. Getting help c. Adjusting or approximating the message
d. Metacognitive strategy	a. Overviewing and linking with already known b. Planning for a language task c. Self-monitoring d. Setting goals and objectives e. Pay attention f. Identifying the purpose of language task g. Self evaluating
e. Affective strategy	a. Making positive statement b. Rewarding yourself c. Writing a language learning diary
f. Social strategy	a. Asking for correction b. Cooperating with peers

To make it clear, below are the descriptions of each item of the strategy indicators:

a. Making Association

This kind of strategy is to help the students remember about their experience or something that they have known related to the topic. The process of remembering those things are by making association with what they have known.

b. Placing new words into a context

This strategy is used by putting words which are supposed to be learned into a meaningful context including a sentence or even story. In this strategy the students not only memorizing, but also applying it directly. This strategy really helped them when they are writing because they have many vocabularies to be used.

c. Reviewing well

Kozmonova (2008:15) stated that reviewing well is related to a process of repeating new information in order to make it stable in memory and includes only one strategy called structure reviewing. This strategy is necessary for writers to revise their old text in order to avoid the same mistake when they are writing.

d. Translating

Translating is very helpful for learners, it allows learners to use their own language as the basis for understanding and producing what they want to write in order to make many things clearer.

e. Repeating

The strategy of repeating deals with doing something several times in order to make it automatic or clearer. For example, in writing process, the writer needs to reread their written drafts to add details and correct mistake

f. Transferring

Oxford (in Kozmonova, 2008:26) defines the strategy as directly applying knowledge of words, concepts, or structure from one language (L1) to another (L2) in order to produce an expression.

g. Using resources for receiving and sending messages

This strategy is explained by Oxford (in Kozmonova, 2008:25) as a strategy which involves using resources to find out the meaning of what is heard or read to produce messages in the new language. Therefore, this strategy is supported by using materials where all necessary information can be found. In addition, learners should be aware of where to find required information.

g. Recombining

This strategy is described by Oxford (in Kozmonova, 2008: 19) as “combining known elements in new ways to produce longer sequence, as in linking one phrase with another in a whole sentence”. The easiest example can be joining two pieces of information (word, phrases, and sentences) by inserting a suitable conjunction or transition to create a meaningful context.

h. Selecting the topic

This kind of strategy is allowing learners to select topic which requires areas they are already familiar. By choosing the topic that they interested in and familiar with, the learners can easily develop their ideas. Moreover, they can select which topic they master the most.

i. Getting help

This strategy involves asking someone for a help in learning the target language or by using learning aid like dictionary. The learners asking for help to other people or through something to simply provide what the learners does not know, explain or clarify. For example, Dian is looking for the meaning of the difficult words in the dictionary.

j. Adjusting or approximating the message

This strategy deals with writing something different from what was initially intended to be said. This strategy is used when learners do not know the required expression and substitute it for something with similar meaning but less precise. In other words, the learners may find a different way for expressing the idea when not knowing the correct expression.

k. Overviewing and linking with already known material

Ellis and Sinclair (in Kozmonova, 2008:33) stated that overviewing and linking with already known as advance preparation and described as “planning and preparing oneself for a language activity. In addition Oxford (in Kozmonova, 2008:33) defined this strategy in more detail, “This strategy involves the basic principles and/or material for an upcoming language activity and linking these with what the learners already known”.

l. Planning for a language task

This strategy used to help the writer do a task successfully. The strategy includes four steps and Oxford (in Kozmonova, 2008:35) names them as identifying the task, determining the specific requirements of the task, checking the resources available within the learner, and the need further aid.

m. Self monitoring

This strategy focuses on learners' paying attention to their errors. Oxford (in Kozmonova, 2008:35) suggests that learners should write down what their language difficulties are and try to eliminate them. By implementing this strategy, the students are able to know in which part they made an error. So that, they can produce better essay writing.

n. Setting goals and objectives

This strategy is needed in learning process and learners should be aware of what they want to achieve in their learning and in particular language skills.

o. Paying attention

This strategy is like concentration, it means deciding generally to pay attention to the task and avoid irrelevant distractors (Kozmonova, 2008:33). For example, in writing, the learners determine to pay attention on specific aspects of their essay writing such as thesis statement, topic, and supporting sentences.

p. Identifying the purpose of a language task

This strategy is the first step learners are supposed to realize before doing the task itself whereas they identified the writing purpose. For example in the process of essay writing, the learners determined the purpose of their writing, whether it is used for giving information, entertaining, or persuading the readers. By determining the purpose, the students will not skip beyond the idea.

q. Self-evaluating

It refers to evaluating learning process by learners themselves, either progress in particular skills or generally. Ellis and Sinclair (in Kozmonova, 2008:36) mention this strategy under the term of self-assessment described as “checking one’s performance for accuracy, fluency and appropriacy against self-selected criteria either during or after an activity. In addition, they also defined evaluation as assessing the effectiveness and relevance of a specific learning strategy.

r. Making positive statement

This strategy advises learners to encourage themselves explicitly by using particular statement. Saying positive statements prevents learners from giving up tasks, having not enough self-confidence and other negative attitudes to learners’ abilities. This strategy of making positive statement can improve learners writing skill. For example, Diana believes that she is able to write an essay by herself.

s. Rewarding your self

This strategy is used to motivate oneself to have good result. Learners should be able to reward themselves in ways which appropriate to their individualities which make sense to them. The ways of learners' reward are depends on their individualities. Such as buying something, going out, watching TV, relaxing and many others.

t. Writing a language learning diary

This strategy focuses on recording learners' feelings and everything connected with learning. The aims of this strategy are to express their feelings and thoughts. Besides, it makes their writing improved over the times.

u. Asking for correction

This kind of strategy is mostly used in writing, because in the writing, learners sometimes find a problem that they cannot solve themselves. As a result, they will ask help to others in order to find out some information or something is not clear for them.

v. Cooperating with others

This strategy is dealing with working with other people, peers or proficient users. Asking for opinion about students' writing are considering to this strategy. This strategy contributes in improving learners' writing.

B. Essay Writing

1. The Definition of Essay Writing

According to Oshima &Hogue (in Winarto, 2015:55), essay is a piece of writing several paragraphs long instead of one or just two paragraphs. Furthermore, Zemach & Rumisek (2005: 56) state that essay is a group of

paragraphs written about single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is common length for academic writing. From those definitions, it can be stated that an essay is a piece of writing that develops one topic or ideas into several paragraphs consisting of introduction, body and conclusion.

Although an essay consists of several paragraphs, Zemach & Rumisek (2005:56) classifies into three main parts, those are introduction, main body and conclusion.

a) Introduction

An Introduction is the first parts of an essay. It explains the topic with general ideas. It also has a thesis statement. Thesis statement is the sentence that tells the main idea of the whole essay. It can be compared to a topic sentence, which gives the main idea of a paragraph. It usually comes at or near the end of the introductory paragraph.

b) Main body

Main body is the body of the entire essay. This paragraph explains and supports the thesis statement. Each body paragraph discusses one a topic sentence by providing two or more supporting sentences that will describe the topic. Although there is no rule to determine the exact number of paragraph but it must be one or more paragraphs in the main body of an essay. The controlling idea of each body paragraph should be related to the central idea in the thesis statement. Besides, it should have a logical sequence from each one to the next.

c) Conclusion

The last part is a conclusion. It is very important paragraph that the writer tells the readers he has completed the essay. Usually a concluding paragraph consists of two parts: a summary of the main points or restatement of the thesis statement in different words and the writer's comment on the subject discussion. Since this is the last opportunity to make the point, a writer should write a strong, effective message that the reader will remember.

Besides that, the introduction, body and conclusion have several aspects that should be noticed: content included development of ideas, organization included logical sequence of ideas and grammar, and mechanic included spelling and punctuation, Brown (in Brigitasari, 2016:5).

C. The Importance of Learning strategies in Essay writing

Knowing the importance of learning strategies are a significant thing for the learners in overcoming their difficulties in essay writing, so they can be more independent, more self-confidence, more enjoyable, and more effective to achieve success in their writing.

Essay writing is not a simple task because it requires students to have ability to write correct sentences, to connect the sentences into paragraphs, and develop the paragraph into an essay. Besides that, making the readers understand or avoiding misunderstanding what the essay means is important to be paid attention by the writer.

In the process of writing essay, the writer needs to keep the structure of the essay start from introduction, body and conclusion. Besides that, students

should be reach the aspect of writing such as content included development of ideas, organization included logical sequence of ideas and grammar, and mechanic included spelling and punctuation.

In line with the fact above, to achieve every aspect in essay writing, students have to know the ways to write to make them more self-confidence, more self-directed, more enjoyable, and more effective. According to Alharthi (2011:74), strategy as the actions that are taken by the writers to help them plan, generate, process, and present information. It also refers to the strategies that enable students to overcome writing difficulties and anxiety. In the same opinion, Brigitasari (2016:5) also stated that learning strategies are methods to solve the problems in language learning and it is for manipulating some of information which makes the students enjoyable, effective, and easier in learning language.

So, having learning strategies in essay writing are the important ways that enables students in overcoming the problem during writing process, so it can help students in producing good essay.

D. Previous Study

Previous studies are result of research that has been conducted by other researches before. In this part, the writer shows some related researches which also talk about learning strategies employed by the students. Those studies are taken from article and thesis.

The first study is entitled *An Analysis on Learning Strategies in Writing Applied by High Achiever of University of Nusantara PGRI Kediri in Academic Year 2015/2016*, written by Diah Ayu, B. The purpose of this study are to identify kind of learning strategy use in writing, and to explain how learning

strategy applied in writing by a high achiever of University of Nusantara PGRI Kediri academic year 2015/2016. The subject of this research is one of student who has high achiever in writing from second grade in English department from University of Nusantara PGRI Kediri. This research was qualitative approach and used case study. The instruments involved observation, interview, and documentation. The result of this study shows that the most strategy used by student is cognitive strategies, in developing ideas by using resources, taking note by making a draft, and translating.

The second study entitled “An Analysis on Strategies in Writing Narrative Text Employed by the First Year Students of English Education Program at IAIN Tulungagung”, written by Diana Irmawati. In her research, she analyzed the students’ learning strategies in writing narrative text.

The finding of this study showed that in memory strategies, the students prefer to memorize new words by heart, and did the special target in memorizing the new vocabulary each day. Thus, they not only memorizing, but applying it directly. Those strategies really helped them when they were writing a narrative text because they had many vocabularies to be used. In cognitive strategies, the strategies that the students used were consulting dictionary, reading narrative stories from books and internet, reading English novels, observing surroundings and trying to write, reading grammar books, memorizing grammar patterns, doing grammar exercise, and practicing writing. In addition, the students apply compensation strategy by selecting the interesting and familiar topic and asking someone for help. Metacognitive were the strategies used when the students need

to give attention on certain aspects of writing, to identify the purpose of writing, and self-evaluate their own writing. Meanwhile, in affective strategies, the students employ these strategies by relaxing their mind before writing and keeping a language learning diary. The last strategy is social; they employed it by asking someone for correction and asking someone for correction and asking questions to friends or lecturer.

This study is different from those previous studies, both in aspect of being search and the subject of the research. Those two previous studies above investigate students' learning strategies in writing applied by high achiever and students' learning strategies in writing narrative text. In this study, the writer wants to know the students' learning strategies in essay writing at the fourth semester students of English Department in Muhammadiyah University of Purwokerto.