CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

In this section, the researcher focuses on the elaboration of literature related to the topic. It covers Learning Strategies, Extensive Listening, and Learning strategies in the extensive listening course.

2.1.1 Language Learning Strategies

The use of language learning strategies is considered crucial in language learning, as learners need to actively engage with the language to develop their skills. Research has shown that the use of learning strategies can enhance language learning outcomes, particularly in areas such as vocabulary acquisition, reading comprehension, and listening comprehension. As Indriatuti (2017) , cited from Galerin , (2021) that, every student has a unique learning strategy, and almost all students use indirect and direct learning strategies to overcome obstacles. In addition, learning strategies influence both the foreign language learning processes and the development of reading, listening, writing, and speaking skills (Benito Durán et al., 2022). In simple form, the explanation above a language learning strategy contributes to independent language learning, where the student can improve learners' language learning (Ardayati & Ramasari, 2021).

The goal of language learning strategies is to develop communicative competence. The context and scope of using LLS in this study are based on the "Oxford Taxonomy" Oxford, (1990) classifies learning strategies into two broad categories: direct and indirect, which are further divided into six groups. The first significant class, direct strategies, are like performers in a stage play, working with language itself in a variety of specific tasks and situations. The direct class consists of memory, cognitive, and compensatory strategies. The second main class, indirect strategies can be likened to a drama director.

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This class consists of metacognitive strategies, affective strategies, and social strategies. They are described in full below.

2.1.1.1 Direct Strategies

In the learning process, students can directly interact with other people using the language under study, such as their foreign language, to achieve the language learning goals. According to Oxford (1990), cognitive strategies are language learners' most commonly used strategies. These strategies can be divided into three groups: memory, cognitive, and compensation (p. 37).

1. Memory strategies

These are strategies that involve the retention and recall of language information. Examples of memory strategies include repetition, visualization, and the use of mnemonics. Oxford (1990) suggests that structured review memory strategies aid in the transfer of information from the factual level to the skill level, where knowledge is more procedural. This transfer increases the likelihood of information retention and decreases the likelihood of information loss after a period of disuse (p.39).

2. Cognitive strategies

These are strategies that involve the mental processing of language. Examples of cognitive strategies include guessing the meaning of words from context, summarizing texts, and using graphic organizers to organize information. According to Oxford (1990), cognitive strategies are the most commonly used strategies among language learners. These strategies involve practicing, receiving, and sending messages, analyzing and reasoning, and creating a structure for input and output (p.43).

3. Compensation strategies

These are strategies that compensate for gaps in language knowledge or communication breakdowns. Oxford (1990) states that compensation strategies are used to compensate for a limited range of grammar and vocabulary (p.47). Examples of compensation strategies include circumlocution (using other words to describe a word one does not know), asking for clarification, and using gestures or facial expressions to convey meaning.

2.1.1.2 Indirect strategies

Indirect strategies are those that support and manage language learning without (in many cases) directly involving the target language. Indirect strategies are helpful in virtually all language learning situations and apply to all four language skills: listening, reading, speaking, and writing.

Indirect strategies are categorized as metacognitive, affective, and social. Metacognitive strategies allow learners to control their cognition, i.e., to coordinate functions such as centering, organizing, and planning. Affective strategies help regulate emotions, motivations, and attitudes. Social Strategies help students learn through interaction with other learners.

1. Metacognitive strategies

These strategies involve planning, monitoring, and evaluating one's learning process. Oxford (1990) provides three definitions of metacognition strategies: centering learning, arranging and planning to learn, and assessing learning (p.138). Examples of metacognitive strategies include setting goals, monitoring progress, and reflecting on one's knowledge.

2. Affective strategies

These are strategies that involve managing emotions and motivation in language learning. Such methods include taking

risks, relaxing when anxious about learning and rewarding oneself for succeeding. Oxford (1990) defines affective strategies as those related to emotions, motivations, and attitudes towards learning English (p.140).

3. Social strategies

These are strategies that involve interacting with others in order to learn or practice language. Oxford (1990) defines social strategy as questioning, cooperation, and empathy (p.144). Examples of social strategies include peer teaching, group work, and language exchange programs.

Oxford's taxonomy of language learning strategies has been widely used in research on language learning and teaching, it provides a useful framework for identifying and categorizing different types of language learning strategies. It can also be used to guide language instruction and help learners become more aware of the strategies they are using to learn a language.

Another study further shows a connection between LLS and language skills. This has been connected to the amount and choices of strategies applied in learning and how suitable strategies are utilized in language learning Mahib, (2020). For that reason, this study attempts to investigate "Language Learning Strategies (LLS)" applied by EFL students in learning the English language at the Department of English. The study also aims to categorize the most common strategies used by these students.

2.1.2 Extensive Listening Course

Extensive Listening (EL) is an approach to listening instruction that aims to give students more opportunities to listen to spoken English without pressure from anyone. EL can be contrasted with Intensive Listening (IL). In IL, the teacher is often the center of the instructional procedure, selecting materials and designing listening tasks for students

in the classroom (Mayora, 2017) cited from Gavenila (2021). In EL, students are at the center; they can set goals, choose appropriate and personally relevant listening materials, and decide what to do after listening. One of the most critical considerations in EL is that students listen to enjoyable and comprehensible materials (Renandya & Farrell, 2011).

It turns out, that at one of the higher education levels in Tasikmalaya, there is an extensive listening course in the second semester of the English Language Learning Department, Faculty of Education and Teacher Training. This is a continuation of the Intensive Listening course. The goal is to understand better the more general conversational contexts used in everyday communication. By providing teacher-students with various types of recordings, videos, and interviews, EL courses aim to increase sensitivity to identify variations in pronunciation delivered by native speakers and the meaning contained in the utterances delivered. This will help them understand and acquire more vocabulary.

Additionally, it is expected that students have a high level of listening comprehension without being limited by predetermined questions or listening tasks and at or below comfortable fluent listening ability. According to Ruslan (2022), this course does not intend to discover certain phrases, details, or information. Instead, it focuses on concept discovery.

Extensive listening allows learners to choose listening materials and sources they prefer for enjoyment or language improvement. As a result, this will improve students' listening competence and requires some metacognitive strategies that students can use to for themselves, such as listening only, listening while reading, or listening while reading and watching. Barella & Linarsih (2020) states there are many audio-visual and multimedia materials for extensive listening that can be accessed and free downloaded, such as audiobooks

(www.readworks.org), podcasts, video podcasts (learningenglish.VOA.com). Therefore, the results of each student are different and related to their activeness, progress, and skills. Activeness, progress, and skills.

To summarize, the listening task is successful if the students can correct answers in a limited amount of time. However, the extended listening program requires perseverance and learner motivation, requiring more time for students to become proficient. Those caused students to experience trouble adjusting to the context of learning. Therefore, this study emphasized the students' language learning strategies in the extensive listening course to understand the actual situation in the learning process.

2.1.3 Language Learning Strategies in the Extensive Listening Course

Every student can learn English. Amelia (2019) stated that language learning strategies refer to the processes and actions that language learners consciously deploy to help them learn or use a language more effectively. This means that learning strategies are the various operations that learners use to make sense of their learning. They are a variety of deliberate actions and thoughts that learners use to achieve learning goals.

Based on several concepts described by experts, it is clear that learning strategy is related to the specific thoughts or behaviors that individuals use to help them understand, learn, or retain new information. As Wong and Nunan (2011) stated, more effective learners see language as a tool for communicating rather than as a subject in the curriculum to be mastered for examination success. It can help students develop language competence, reflected in the learner's ability to listen, speak, read, or write in L2 or a foreign language.

The process of EL learning strategies was conducted. First, the listening material was accessible; it should fall within the limits of learners' language capacity or repertoire. Second, various listening

materials on multiple topics must be available. Language learners should have access to listening materials outside of the classroom. Thanks to the Internet, students with access to this technology can find many listening resources (e.g., TED and YouTube). Third, Learners should choose what to listen to or pick audio or video texts. They should be allowed to select spoken texts conveniently or based on their listening needs. Etc. With effective learning strategies, students can learn faster and easier. Concerning the problems above, the writer examines the language learning strategies skillful English department students apply to improve their English skills.

2.2 Studies of Relevant Research related to LLS

Looking back years ago, several studies have been carried out regarding this matter. Atmowardoyo (2021) stated that English learning strategies have given achievers in the millennial era the opportunity to develop and expand their learning resources. English learning strategies have given achievers in the millennial era the chance to build and grow their learning resources. As a result, Stern created a list of student traits that allegedly influenced their success in learning a foreign language. Positive learning strategies, which include (a) active planning, (b) formal learning, (c) social learning, and (d) effective strategy, are some of the main aspects included in the list of characteristics. This research aims to help improve English listening, speaking, reading, and writing skills.

In addition, Mega Lestari and Achmad Yudi Wahyudin (2020) stated that language learning strategies used by students can be meaningful in finding appropriate language learning strategies, especially in second languages. Thus, it is helpful for students to be aware of their learning strategies and to apply them more effectively and efficiently to support their mastery of the target language. Overall, this research will help practitioners determine the most suitable language learning methods to teach to students.

In another study, Mahib (2020) states that learning strategies are essential in helping students and language learners improve their foreign or second

language skills. Language Learning Strategies (LLS) teach fourth-level students English as a foreign language in the Department of English and Translation. Based LLS is based on six research strategies: memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies. These findings will help teachers and students be aware of LLS when teaching and learning English as a foreign language.

The previous study revealed much evidence of language learning strategies in the extensive listening course, especially in learning strategies. Therefore, the research conducted further studies related to them. This present study has some differences and similarities with those studies. The similarities in this research are that it aims to understand students' understanding of the learning strategy in the extensive listening lesson to accelerate and improve their knowledge. The differences between this research are: 1) This present study emphasized students' language learning strategies in students solving strategies employed in learning activities in the Extensive Listening course. 2) This study also used a qualitative method, specifically a case study research design, to collect rich data about specific phenomena.