

CHAPTER 2

LITERATURE REVIEW

2.1 Language Learning Strategies

There are many ways taken by students to improve their own learning. Learning strategies are important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence (Oxford, 1990). The right strategies can improve students' proficiency and confidence. O'Malley & Chamot (1990) considered strategies as tools for active, self-directed involvement that are necessary for the development of communicative ability. LLS can be defined in relation to language learning behaviors like learning and regulating the meaning of a second or foreign language; cognitive theory like learners' strategic knowledge of language learning; and their affective aspects like learners' motivation and attitudes (Alhaysony, 2017). Broadens the scope of this definition, proposing that the objective of using LLS is to make learning easier, faster, more enjoyable, self-directed, effective and transferable to new situations (Oxford, 1990), It is found as students' helpful way for students to learn English better (Mandasari & Oktaviani, 2018).

Study by Oxford (1990) classified language learning strategies into six categories arguing that many strategies can be used by language learners. These six categories are divided into two major classes: direct and indirect (memory, cognitive, and compensation are direct classes; metacognitive, affective, and social are indirect classes). This figure indicates that direct and indirect strategies support each other, and that each strategy group is capable of connecting with and assisting every other strategy group (Oxford, 1990).

The first major class is direct strategies for dealing with the new language. This is like the Performer in a stage play in which working uses a variety of language itself in specific tasks and situations followed by the Performer and Director working closely for the best possible outcome (Oxford, 1990). Direct learning strategies can be categorized as cognitive strategies, memory strategies,

and compensation strategies. The second major strategy class--is indirect strategies for general management of learning—can be likened to the Director of the play that serves a host of functions, like focusing, organizing, guiding, checking, correcting, coaching, encouraging, and cheering the Performer as Performer works cooperatively with other actors in the play (Oxford, 1990). The indirect learning strategies can be categorized as metacognitive strategies, affective strategies, and social strategies.

2.1.1 Memory Strategies

Memory strategies or sometimes called mnemonics have been used for thousands of years, before the literacy became widespread people used to remember long speech by linking different parts of the speech with different room of a house or temple and then “taking a walk” from to room but now after literacy became commonplace people disparaged those techniques as “gimmicks” (Oxford, 1990). Students have a serious problem remembering large amounts of vocabulary

Study by Oxford (1990) developed memory strategies into four sets: Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Actions. Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronym), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard) (Oxford, 2003).

2.1.2 Cognitive strategies

Cognitive strategies have a lot of variations, ranging from repeating to analyzing expressions to summarizing a new language with all of these varieties. Cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner (Oxford, 1990).

Four sets of cognitive strategies exist: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output (Oxford, 1990). Cognitive strategies help the learner to use the language material in direct ways through note-taking, reasoning, outlining synthesizing, reorganizing information to develop stronger schemas, summarizing, practicing structures and sounds formally and practicing in naturalistic settings (Oxford, 2003). A study by Oxford (1990) stated that practicing strategies—including repeating, formally practicing with sounds and writing systems, recognizing, and using formulas and patterns, recombining, and practicing naturalistically—are the most important and take on special value in cognitive strategies.

2.1.3 Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge (Oxford, 1990). Compensation strategies help students to make up for the language lacking, many compensation strategies are used to compensate for the appropriate vocabulary lacking and also be used to make up for the grammatical knowledge lacking (Oxford, 1990).

Study by Oxford (1990) shows compensation strategies clustered into two sets: Guessing intelligently in Listening and Reading and Overcoming Limitations in Speaking and Writing. In compensation strategies help learners to overcome limitation in speaking and writing through switching to the mother tongue, getting help—by asking the people—from other, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining the word, and using a circumlocution or synonym (Oxford, 1990).

2.1.4 Metacognitive Strategies

Metacognitive strategies are essential for successful language learning because the strategies provide a way for learners to coordinate their own learning process (Oxford, 1990). As discussed earlier in Oxford (1990), students are

overwhelmed by too much newness—unfamiliar vocabulary, confusing rules, different writing systems, seemingly inexplicable social customs, and nontraditional instructional approaches—where many students lose their focus and can be regained by the conscious use of metacognitive strategies such as paying attention and overviewing/linking with already familiar material the other metacognitive strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, help students to arrange and plan their language learning in an efficient and effective way.

Study by Oxford (1990) developed metacognitive strategies into three sets: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. Metacognitive strategies are aspects associated with planning, monitoring, and evaluating the language learning process (Fewell, 2010).

2.1.5 Affective Strategies

Oxford (1990) argued that the term affective refers to emotions, attitudes, motivations, and values which help learners to gain control over these factors through affective strategies. In short, the affective strategies relating to how students feel about the new language.

A study by Oxford (1990) showed that three sets of affective strategies exist: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. A certain amount of anxiety sometimes helps students to reach their peak performance level but too much anxiety blocks their language learning. Anxiety-reducing strategies like laughter and deep breathing also self-encouragement via positive statements can change one's feelings and attitudes and can directly reduce performance anxiety including the tension which surrounds test-taking, in addition, self-assessment listening to bodily signals for discovering and controlling anxiety (Oxford, 1990). Affective strategies are concerned with the learner's emotional requirements such as confidence and perseverance needed for learners to involve themselves actively in language learning, for example, lowering anxiety levels by laughing at their own mistakes (Vlckova, et al, 2013).

2.1.6 Social Strategies

Dealing with social strategies in learning language, Oxford (1990) perceived that language is a form of social behavior; it is communication and communication that occurs between and among people and people who are involved. Appropriate social strategies are very important in this process. Since the social strategies occur among and between people the strategies increased interaction and empathetic understanding (Alhaysony, 2017).

Oxford (1990) developed three sets of social strategies: Asking Questions, Cooperating with Others, and Empathizing with Others. Asking questions is a basic social interaction from which students gain a great benefit, cooperative learning consistently shows the following significant effects: higher self-esteem; increased confidence and enjoyment; greater and more rapid achievement; more respect for the teacher, the school, and the subject; use of higher-level cognitive strategies; decrease prejudice; and increased altruism and mutual concern, and the ability to “put yourself in someone else’s shoes” is essential to successful communication in any language (Oxford, 1990). For an example of social strategy is asking the speaker to repeat, paraphrase, and slow down, and so forth to aid comprehension (Alhaysony, 2017).

Based on six essential strategies in LLS, it can be concluded that in LLS students choose the best way to help students easier in learning, understanding, and regulating language. Each strategy in LLS is connected, in direct strategies, there is a process for students to remember words, practice and do guessing when they forget the word. Dealing with indirect strategies, students are dealing with themselves, how to organize and evaluate their learning, increase the anxiety, interact with students’ partner video.

2.2 Digital Storytelling

Digital storytelling (DST) is a short video made by a story maker to share the maker’s ideas. The utilization of DST has proven to be beneficial and useful in preparing learners to learn the language effectively (Leong, Abidin, & Saibon,

2019). It enables boost student engagement in teaching (Smeda, Darkich & Sharda,

2014) effects that digital literacy and technology have on motivating students and improving literacy performance (LoBello, 2015). According to Koisawalia (2005), language features—vocabulary, grammar, sentence structure, and linguistic elements—are presented through digital stories. DST is a video that anyone could make by themselves with their editing skill and make their own ideas and themes.

DST is a short time that combines pictures, sounds, music, and text in subtitles as one video. In digital story-telling people can give information, such as places, people, or history. DST can be used as a multimedia tool in language learning to help students to improve their foreign language speaking skills using technology to tell the story in their own words and voice (Kallinikou & Nicolaidou, 2019). In essence, DST includes a process that enables students to be creative storytellers by following the stages of topic selection, research on the topic, scriptwriting, and engaging storytelling (Robin, 2008).

2.2.1 The Steps of Making Digital Storytelling

Students have to do several steps in producing good digital storytelling. Starting from choosing the topic until publishing or sharing the video to the public. Robin (2016) explained that there are several steps process in creating DST as follows:

1) Choosing a topic

This is a starting step when students begin to think about the purpose of the story. In choosing the topic, students should have questions, such as: Is it to inform, convince, provoke, question, etc.? Who is the audience? In the survival English course, the theme or topic of the DST project was decided and informed beforehand by the lecturer according to the current material being taught.

2) Conducting research on the topic

In this step, students can use online search engines and libraries as useful research tools to find related topics in order to get more ideas and information.

3) Writing the draft or script

For writing a script, students should think about the content of the story, from the duration of the digital storytelling, the story should be unique and have a detailed perspective especially when using personal story. Robin (2016) argued that in the script of stories mostly consisting of three parts, there are beginning, middle, and end. In the beginning, students set the scene and begin the plot. In the middle students provide more details about the topic or problem you are trying to explain and it should be building a climax or resolution. In the end, the problems or questions in the story are resolved. By these parts, audiences can easily understand the story.

4) Receiving feedback on the script

Share the script of the story with others and ask them to give feedback on the script. The feedback might make the story clearer and more useful.

5) Revising the script

Use the feedback to get a good script result

6) Finding, creating, and adding images

Use images that relate with the topic. Students can use photographs, drawings, clip art, maps, charts, and more. The images can be found from the internet or using students' own images

7) Respecting copyright

The script should be originally created by students. If students find material that is in the public domain, use citations from the sources

8) Creating a storyboard

The storyboard is a written or a graphical overview of all of the elements that students plan to include in the digital story. It serves as a

students' digital story design. Storyboards help students to have visualization before creating the digital story

9) Record audio narration

Students in this step try to record the story narration. To get better recording, students can use good-quality microphone for recording applications on smartphones

10) Adding background music

Appropriate music to the digital story can complement the narration to become better

11) Building the digital storytelling

Students start to create the digital story using the technological tool.

Students are free to select the application

12) Publishing the digital storytelling

The last step of making digital storytelling is publishing the video on the internet. In the survival English course, the video was uploaded on the private Facebook group

Looking at previous studies, there are numerous studies about the use of digital story-telling video in speaking classes of various education levels. A DST which is shaped by advances in personal computing and recording technology can be one of the media which is suitable and may be effective in improving their speaking skills especially in retelling a story (Clarke & Adam, 2012). According to (Yang, Chen, & Hung, 2020), found that the DST significantly improved the students' English speaking. In addition, an identical study by (Hava, 2019), stated that 23% of the students expressed that they have developed their speaking skills during the DST process. The last statement was about, 23 students (76.6%) choose "agree" storytelling is one of teaching strategies that can give motivation for the student to learn speaking English (Rahmasari, 2017). Previous study used undergraduate students as participants, which have the same participants with this study. To conclude, digital story-telling is a highly recommended media to be implemented in an EFL speaking class.

2.3 EFL Speaking Classroom

In learning a second language or foreign language, speaking skill is an important skill to learn. Learning EFL speaking here also helps students to develop communicative competence. According to Kacani and Cyfeku (2015) the aim of the English language school program is to learn English for communicative purposes. Looking at its function, as Nursafira (2020) stated, people can distinguish the messages they want to convey by speaking and get the information or action they need from others by speakin

Speaking skills in the classroom can be seen on how students' basic interaction. An important one is that of ensuring a satisfactory transition from supervised learning in the classroom to real-life use of the skill (Bygate, 1987). The observations can be based on conversations with other students and the student's background (Goh & Burns, 2012). Applying EFL in daily conversation is useful for improving speaking skills whether used in both formal and informal occasions.

In EFL speaking classrooms, higher education students in Indonesia learn several points, such as pronunciation and vocabulary. According to Gilakjani and Sabouri (2016), "One of the important parts of foreign language teaching and learning is English pronunciation because it impacts learners' communicative competence and performance" (p.967). A study conducted by Portmann and Leemann (2018) stated that intonation teaching in Second Language Acquisition (SLA) is needed, that errors in intonation could lead to cross-cultural miscommunication (Popkova, 2015; Pickering, 1999). According to Kacani and Cyfeku (2015) Vocabulary is an important aspect of language and communication skills.

Students in EFL speaking classrooms itself play an important role in developing speaking skills, they should be encouraged to take responsibility for managing their learning and improving their speaking (Goh & Burns, 2012). Bygate (1987) argued that students be able to develop interaction skills which involve making decisions about communication such as; what to say, how to say

it, and whether to develop it, by critically considering strategies that can facilitate their communication (Goh & Burns, 2012).

2.4 Study of the Relevant Research

In the previous study conducted by Razmi, Pourali, & Nozad (2014) entitled “Digital Storytelling in EFL Classroom (Oral Presentation of the Story): A Pathway to Improve Oral Production”. This study investigated the use of digital storytelling in undergraduate EFL classrooms. Participants of the research were divided into two groups; both of the groups were given treatment to test their oral production and competence. The results showed that by the use of digital storytelling techniques students develop better oral skills.

The second study conducted by Ginting et al. (2021) entitled “Improving Students’ Speaking Skills by Digital Storytelling Technique in Pandemic COVID-19”. This study used a digital storytelling strategy in speaking class to clarify students can improve their speaking skills using classroom action research methods. The mean score for the pre-test was 42,4, post-test I was 62, post-test II was 80. The percentage of the students who passed the Minimum Mastery Criterion— (KKM) score above 75. In the pre-test, there were 20% of the students who got a score above 75, in post-test I, there was 40%, meanwhile post-test II, there were 80%. Results showed that digital storytelling strategy worked effectively to help students in improving their speaking skills. Also, the result of the research showed that using a digital storytelling technique boosted students’ speaking abilities significantly.

A third study conducted by Syafryadin et al. (2019) entitled “Digital Storytelling Implementation for Enhancing Students’ Speaking Ability in Various Text Genres”. This study highlighted the impact of digital storytelling towards senior high school students’ speaking ability in various text genres and analyzed to what extent it works effectively. The researcher used an action research and random sampling technique. The steps in this are planning, acting, observing, and reflecting. Findings revealed that there was a difference between cycle 1 (before giving treatment) and cycle 2 (after giving treatment). In cycle 1, only 15 students

(44,1%) could pass standard minimum criteria (KKM) with the upper value 75. On the other hand, cycle 2 showed 27 students could achieve KKM. Overall, the research reveals there are significant influences of digital storytelling methods towards senior high school students' speaking ability.

Fourth study conducted by Zamzam (2020) entitled "Digital Storytelling to Improve Students' Speaking Skill". This research is a quasi-experimental non-equivalent control group design. The data showed that the score of t-counted (3.3) is higher than the t-table (2.00). It means hypothesis is accepted, in other words, it can be concluded that digital storytelling can improve speaking skill.

. The previous study revealed much evidence of digital storytelling effectiveness in learning English, especially in the speaking classroom. Therefore, the researcher conducted further studies related to them. This present study has some differences and similarities with those studies. The similarity in this research tries to gain understanding related to digital storytelling helps students improve speaking skills in an EFL speaking classroom. While the differences of this research are; (1) this present study emphasized students' language learning strategies in EFL speaking classroom in creating digital storytelling, (2) this study also utilized a qualitative method, specifically case study research design, in order to obtain rich data about a particular phenomenon.