

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Language Learning Strategies (LLS)

Language learning strategies (LLS) refer to Oxford (1990) defined as efforts to improve their progress in developing L2 skills such as specific actions, behaviors, steps, or techniques that students use. There are so many classifications of language learning strategies based on several figures. Moreover, the topic of LLS is critical to research to generate new theories or strengthen existing ideas. Then, O'Malley et al. (1985) divided LLS into three main categories: Metacognitive Strategies, Cognitive Strategies, and Socio affective Strategies. **Metacognitive Strategies** are an expression to indicate an executive function, strategies that involve planning for learning, thinking about the learning preparation, correcting own mistakes, or evaluating learning after an activity is completed. According to Dawadi (2017), metacognitive strategies are those strategies that support L2 learners to manage their learning, such as planning, monitoring, and evaluating their learning process. Second, **Cognitive Strategies** indicate repetition, resourcing, note-taking, summarizing, imagery, auditory representation, keyword, contextualization, and elaboration. Dawadi (2017) also argued that Cognitive strategies are related to processing information and structuring it, e. g sending and receiving messages, analyzing and summarizing statements, reasoning, or guessing the meaning of unknown words. Last, **Socio-affective Strategies** have a close relationship with social-mediating activity and interacting with others. The main socio-affective strategies include cooperation and questions for clarification. Social strategies engage learners in using the language, such as taking help from others and working with peers, as asserted by Dawadi (2017).

The LLS type above shows that the main point contains many sub-points indicating the learner's learning activities because LLS itself is a set of activities carried out by learners. The concept of LLS was also explored by Oxford (1990) who grouped it into two majors. First, direct strategies are

memory strategies for remembering and retrieving new information. Second, indirect strategies are metacognitive strategies for coordinating the learning process, affective strategies for regulating emotion, and social strategies for learning with others.

## **2.2 English as Foreign Language (EFL)**

English as a Foreign Language is learning English in a non-English-speaking country. They study English as necessary for communication with foreigners, study, or business. Peng (2019) asserted that English is not the country's first language or official language, and English is not required for daily communication for the EFL.

Moreover, English is one of the most critical subjects in many schools worldwide at every level of education, but not all students can be successful learners in learning English. Learning a foreign language is difficult, complicated, and time-consuming, according to Swann (2008), even though some people are more successful than others in learning a second language (Harmer, 2007).

## **2.3 Study of the Relevant Research**

Nguyen and Terry (2017) have investigated English Learning Strategies among EFL Learners with the narrative approach for students and teaching staff at a University in Vietnam. The research found that it needs to move forward in language learning strategies that promote students' ability to find what works for them, to overcome or drop old strategies and be flexible in trying new and unfamiliar strategies.

Dawadi conducted a study (2017) has investigated LLS used by students from a university in Nepal. Results indicated that metacognitive strategies were employed significantly, followed by cognitive strategies and affective strategies, which were the least preferred strategies by the participants.

Furthermore, Ismiatun et al. (2019) have proved several good strategies that shape the participants' English skills, such as utilizing YouTube videos,

building high confidence, and practicing English in a single language. The study participants were the third semester of three pre-service teachers who are attending college and taking English major at Universitas Islam Malang.

Another supported research from Ungureanu & Georgescu (2012) has proved that the most frequently used the cognitive strategies (43,96%) as compared to metacognitive (42,85%) and socio-affective (34,81%). Based on this study with a quantitative research design, cognitive strategies are the most frequently used by 50 Foreign Language students from Romania (University of Pitesti).