

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

1. Language Learning Strategies

Language learning strategies are the ways students implement specific actions or techniques to enhance or optimize their process of acquiring language skills, aiming to make their learning more effective and efficient. It is supported by Giang and Tuan (2018) that learning strategies are ways, particular behaviors, specific actions, or techniques that are applied by students to improve or to develop their language learning. It has been known that language learning strategies can benefit the development of students' academic achievements, autonomy of the learners, and motivation (Duong & Nguyen, 2021). It shows that language learning strategies can help learners decide the suitable actions that can help them be motivated to develop their achievement and learning process. There are three major categories: cognitive, metacognitive, and socio- affective. This is by the theory put forward by Chamot and Kupper (1989) who divided language learning strategies into three major categories, as follows:

a. Cognitive Strategies

Using the mind (cognition) to complete the learning task is the simplest form to define the “cognitive” strategies term. It refers to the behaviors or actions implemented by English language learners that can help them strengthen the relationship between new and already-known information (Oxford, 1996). These strategies will be beneficial for encouraging the learners to use their brains more effectively. The learners are fully engaged in the learning process, so learning, thinking, and remembering a topic will get easier. Cognitive strategies are also used to help learners achieve their learning goals or solve particular problems. In achieving the learning goals or solving the learning problems, the cognitive strategies may help the learners regulate thought processes and contents (Teng, 2023). Cognitive strategies have several aspects, including finding out the relations between important parts of a topic (correlating), identifying important key and supporting details (selecting),

trying to find examples of a topic (concretizing), and looking for applications in a learning process (Vermunt, 1996). These aspects can be helpful to support the learners' speaking learning process in understanding what they are learning more deeply and thoroughly, which will make them learn more easily.

b. Metacognitive Strategies

The awareness and management of a learning process employed by the learners individually can be called metacognition. Raoofi et al. (2013) argued that metacognition can refer to the learner's awareness and management of their learning processes individually. Metacognitive strategies are a large scale of activities that involve the learners' regulation and management of their learning (Schraw et al., 2006). Planning (setting goals, making a schedule, gathering needed materials), monitoring (self-questioning and calibration), and evaluation (reviewing and determining what strategies are good and which should be replaced) are examples of important and valuable aspects in metacognitive strategies for a particular task. Due to the learners' awareness and learning management, learners with metacognitive strategies are closely related to success in foreign language learning because they are aware of what they are learning and know how and when to employ the learning strategies that are relevant, effective, and valuable in their learning strategies to accomplish a given task. The learners who have implemented the metacognitive strategies in their learning seem more self-regulated because they plan their learning, control their learning during the task-finishing performance, and evaluate the task after it is accomplished (Zhang & Goh, 2006).

c. Socio-Affective Strategies

Socio-affective strategies can be implemented in various English language skills and often give positive impacts on the language learning process, it can be implemented in listening, reading, speaking, writing, vocabulary, grammar and pronunciation, however Žindžiuvienė (2019) argued that socio-affective strategies are primarily used in the speaking learning activities, according to the research. Socio-affective strategies can be the interaction and social-mediation activity with others (Brown, 2000, as cited in

Žindžiuvienė, 2019). Interaction and social mediation are activities where learners participate in real-life situations in the target language environment. Communicating and socializing with appropriate behaviors such as asking questions, clarifying social roles and relationships, or working with people around them to complete a task they are facing.

Socio-affective strategies also help learners improve their speaking ability through social interaction. Ingrida (2019), supports the idea that socio-affective strategies can be defined as strategies that help learners regulate and control self-emotions, motivations, and attitudes toward language learning processes that can help them learn through contact and interaction with others. Socio-affective strategies include encouragement (of the learner or others), recognizing and managing emotions, asking for clarification, and cooperation.

2. Speaking Skills

Speaking is expressing someone's thoughts, feelings, or ideas to others. Speaking refers to the activity that uses language to communicate meaning that allows other people to understand what is being said (Sukmana et al., 2023). In the English language, there are four language skills, one of which is the speaking skill. Many people argued that speaking is the most challenging skill among ESL learners. It is supported by Vellayan et al. (2020), who stated that speaking is considered the most important skill and has a higher position in many fields, besides the listening, reading, and writing skills.

There are five aspects of speaking skills that the speaker must master, according to Brown (2003) as following.

1) Grammar

To construct the correct structure of sentences, the speaker must distinguish appropriate grammatical forms in a conversation. Grammar structures are beneficial for the language learner to construct accepted sentences or utterances from and to measure their understanding of language use.

2) Vocabulary

Effective communication involves using appropriate and varied

vocabulary to express ideas. Vocabulary plays an important role in learning speaking skills as it enables learners to gain knowledge of arranging words into sentences.

3) Comprehension

Not only to communicate, comprehension in speaking means the listener can understand what the speaker says, and it can prompt higher-level thinking in language learners.

4) Pronunciation

The phonological process allows the speaker to determine how sounds vary and pattern in a language. Having a good pronunciation level in speaking can increase the learners' self-confidence because students often fail to convey their ideas and are unfairly judged due to poor pronunciation. Therefore, if the learners want their ideas to be heard more convincingly, mastering pronunciation is one way to boost their confidence (Shak et al., 2016).

5) Fluency

Many language learners aim to be fluent in speaking skills because fluency can be defined as speaking fluently without facing significant difficulties. Signs that indicate speakers' fluency are their speed and time in finding words. Language learners can be called fluent if they speak reasonably fast without many pauses and do not require much time to find the correct and suitable vocabulary to express their message.

Speaking skills are regarded as the most important and complex skill in learning the English language, as they require learners to communicate within the English language as their learning goal. In contrast to their importance, speaking skills have become challenging for learners. Alam and Ashrafuzzaman (2018) found that many learners often face challenges in learning speaking skills, such as nervousness, fearfulness, lack of attention in class, and fear of making mistakes in grammar structure.

Despite that, mastering English-speaking skills can benefit the learners as it enables them to understand what is being spoken by the other speaker and respond to them, which is how communication can be established. In this

modern era, communication is used to fulfill many people's ambitions and express their desires and goals in achieving success in their respective fields. For language learners, mastering the speaking skill can help them in their learning process because more than 85% of articles are published in English, and it has become a language that is widely used in many sectors, such as scientific research, education, the internet, etc. (Rao, 2019).

3. Indonesian EFL Students

Indonesian EFL students are referred to as the Indonesian people learning English as a foreign language. A foreign language is a language that is not officially used in a country as a tool for communicating with others. In Indonesia, the mother language that Indonesian people use is not English. Many people in Indonesia are still not familiar with the English language. It is supported by Prystiananta (2018), who argued that by looking at the circumstances, English occupies the status of a foreign language in Indonesia that many people are unfamiliar with. Therefore, the term EFL students can be used for Indonesian learners who are learning the English language.

Moreover, although Indonesia has a large number of students, the country's low ranking in English proficiency indicates the need for more effective approaches to language learning. The students in Indonesia still show low English speaking skill, as shown by the English language that is not used in daily communication and is only studied within the formal education system, such as in elementary, junior, and senior high schools (Fachrunnisa & Nuraeni, 2022). Since Indonesia still ranks low in global English proficiency, the implementation of effective language learning strategies is essential to support learners in developing their English skills more efficiently. By implementing appropriate strategies, students can become more independent, motivated, and successful in improving their language performance, particularly in speaking.

B. Study of Relevant Research

Numerous studies are conducted to reveal the use and impacts of language learning strategies students implement. A previous study by Alfian (2016) employed a mixed-method design to investigate language learning strategies (LLS)

used by high school students in Indonesia. Eighty participants were selected to respond to the Strategy Inventory of Language Learning (SILL) questionnaire, while eight language learners were interviewed for qualitative data. This study showed that the most strategies used were metacognitive and social strategies. It is indicated that Indonesian high school students prefer to learn English by managing, monitoring, and evaluating their learning, and supporting language learning by interacting with other learners of English.

The study conducted by Wael et al. (2018) explored and described the strategies employed by students in speaking performance, the factors influencing students' learning strategies, and the roles that the lecturer plays in enhancing students' speaking performance in a private university in Sorong. The research used a descriptive qualitative design to obtain the data and present the research results. The participants are 12 students from different English department classes in the third semester. The researcher distributed a document-based data (students' journal), a questionnaire, and interview-based data to collect the data. However, these three previous studies chose different research designs with a non-specific category of participants.

In addition, Syafryadin (2020) conducted a descriptive quantitative study to investigate the use of learning strategies in learning to speak. The participants were 60 students from two different high schools in a city in Indonesia, with 30 students from each school. Using close-ended questionnaires with Strategy Inventory Language Learner (SILL), this study showed that students of both schools generally used the same and different learning strategies, which are organizing and evaluating learning, referring to metacognitive or indirect strategies.