

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. English as a Foreign Language**

In modern times, English's status as a universal language has greatly increased. Given the history of English as a colonizing language as well as its current status as a lingua franca for international trade and intercultural communication, English language education has become a complex and power-laden endeavor (2016). A program called English as a Foreign Language (EFL) enables residents of non-English-speaking nations to learn and develop their English-speaking abilities (Galloway & Rose, 2015). The significance of learning English as a foreign language has increased over the years, particularly as globalization continues to bring people together across different cultures and countries. In Indonesia, foreign language learning has been implemented since the colonial era, especially for the descendants of Dutch nobles and children. English is learned only at school and people do not speak the language on a daily basis in this country (Setiyadi, 2020). Therefore, English is considered a foreign language.

##### **2. Language Learning Strategies**

Learning strategies are needed to be used in the learning process to create effective learning. John et al. (2021) explained that language learning strategies are known as specific techniques or factors that students employ to improve their language learning processes. Learning strategies are very needed to make students feel motivated and encourage them to learn English independently. The study of language learning strategies has been an area of immense interest for quite some time. It appeals to both practitioners and learners alike, as being strategic about one's learning is always considered a positive attribute. Figure 1

shows the classification of language learning strategies since 1975s until today's date from 3 different authors. Rubin (1975) was one of the first scholars to study a range of learning strategies. According to him, effective L2 learners are eager and accurate guessers, have a great desire to interact, are always unreserved, are prone to practicing opportunities, monitor their own and others' expressions, and pay attention to senses. This led O'Malley, et al. (1985) to categorize language learning processes into three groups: metacognitive, emotive, and social or affective. Then, Oxford (1990) later classified the strategies into two categories: direct and indirect strategies.

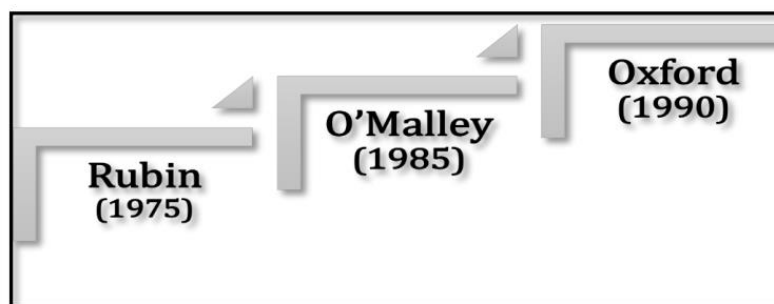


Figure 1. Language Learning Strategies

This research will refer to Oxford (1990)'s language learning strategies. Moreover, direct strategies cover memory, cognitive, and compensation strategies. Meanwhile, indirect strategies cover metacognitive, affective and social strategies. The strategies are explained in detail like in the following:

- a. Direct Strategies
  - 1) Memory Strategy

Methods for enhancing memory, often referred to as mnemonics, have been employed for millennia. These memory strategies can be categorized into four groups: Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Actions (refer to the figure). The underlying principles of memory strategies are straightforward, encompassing activities like organizing information sequentially, forming associations, and engaging in regular reviews.

All these principles revolve around the concept of meaning. In the context of language acquisition, the arrangement and associations should hold personal significance for the learner, and the material designated for review must carry importance.

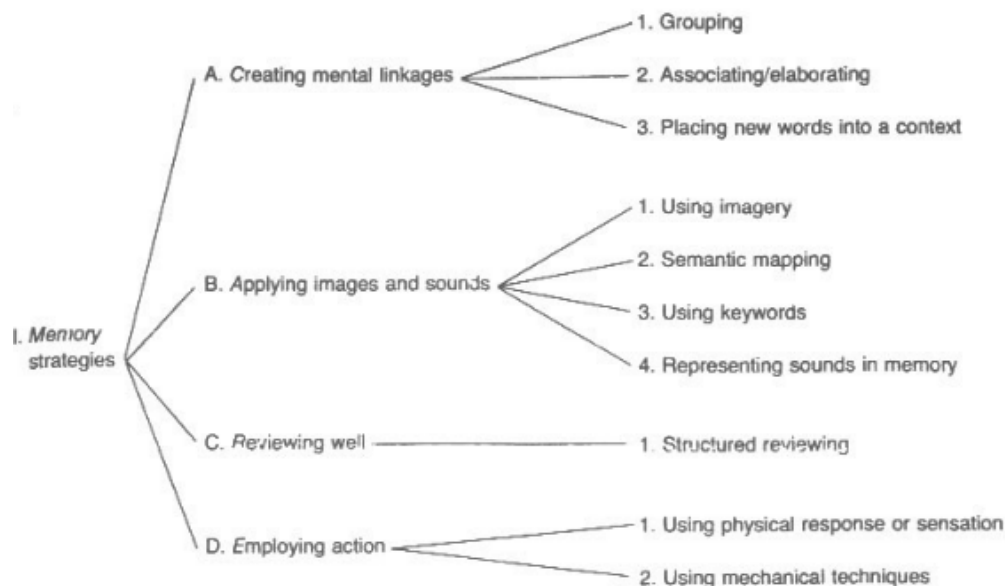


Figure 2. Memory Strategy by Oxford (1990)

## 2) Cognitive Strategy

Cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. There are four sets of cognitive strategies: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output. Practicing is important as most of the students often recite while the others sit idle during class. Practice is usually needed to reach acceptable proficiency, a goal which requires hundreds or even thousands of hours of practice. Strategies for receiving and sending messages known as getting the idea quickly helps learners locate the main idea through skimming or the key points of the interest through scanning. This strategy implies that it is not necessary for learners to focus on every single word. Analyzing and reasoning strategies linked with

translation and interpretation. Learners have to be wise while transferring expressions from one language to another by using an appropriate translation method. Creating strategies for input and output can be used when learners find “whirling words” from radio, TV programs, lectures, stories, articles, and conversation. To understand better, learners need to structure all this input into manageable chunks by using strategies such as taking notes, summarizing, and highlighting.

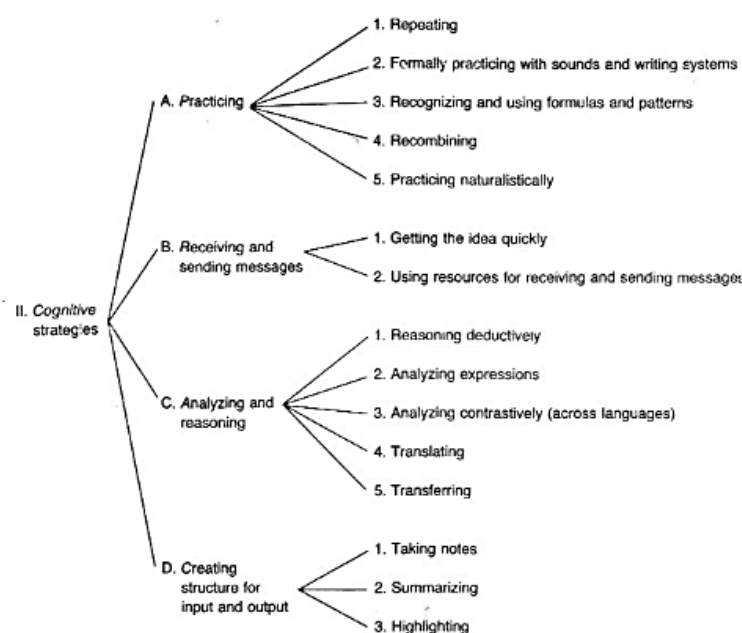


Figure 3. Cognitive Strategy by Oxford (1990)

### 3) Compensation Strategy

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. There are ten compensation strategies, clustered into two sets: Guessing Intelligently in Listening and Reading, and Overcoming Limitations in Speaking and Writing. Guessing strategies involve using a wide variety of clues, both linguistic and nonlinguistic to guess the meaning when the learner does not know all the words. Using linguistic clues in order to guess the meaning of what is heard or

read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Using nonlinguistic clues that are not language-based in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. It may occur from a wide variety of sources: knowledge of context, situation, text structure, personal relationships, topic, or “general world knowledge”. For example, if the learner does not know the meaning of word *jual* or *menjual* in the Indonesian newspaper, noticing that these words are used in the context of classified ads, and that they are followed by a list of items and prices, provide clues suggesting that these terms probably refer to selling.

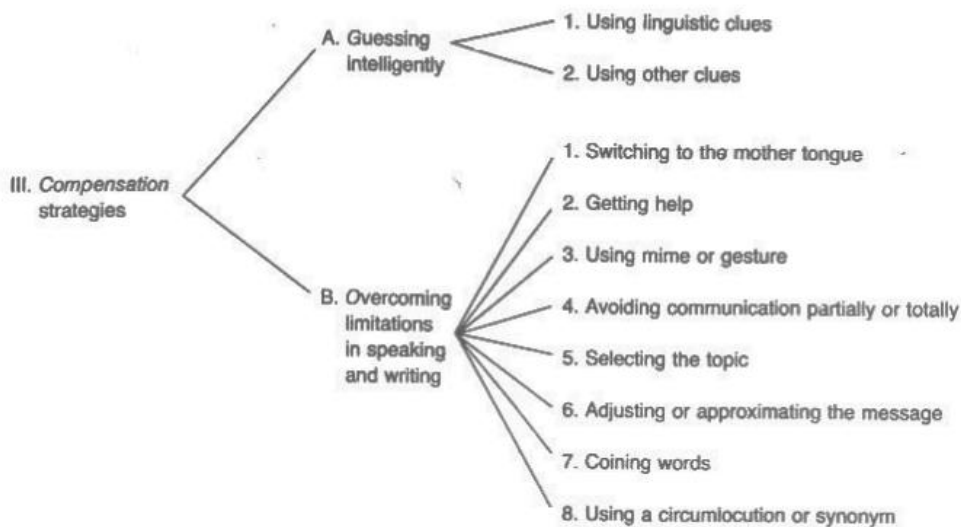


Figure 4. Compensation Strategy by Oxford (1990)

b. Indirect Strategies

1) Metacognitive Strategy

Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. There are three strategy sets: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. Centering your

learning helps learners to converge their attention and energies on certain language tasks, activities, skills, or materials. Arranging and planning your learning helps the learners to organize and plan so as to get the most out of language learning. These strategies touch many areas: finding out about language learning, organizing the schedule and the environment, setting goals and objectives, considering task purposes, planning for tasks, and seeking chances to practice the language. Last, evaluating your learning helps learners in checking their language performance. One strategy involves noticing and learning from errors, and the other concerns evaluating overall progress.



Figure 5. Metacognitive Strategy by Oxford (1990)

## 2) Affective Strategy

The term affective refers to emotions, attitudes, motivations, and values. Language learners can gain control over these things through affective strategies. There are three main sets of affective strategies: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. Lowering your anxiety can be done through using progressive relaxation, deep

breathing, meditation, using music, or even using laughter. Encouraging yourself includes saying supportive things, prodding oneself to take risks wisely, and providing rewards. Taking your emotional temperature strategies are helpful for discerning negative attitudes and emotions that impede language learning process. The strategies are listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else.

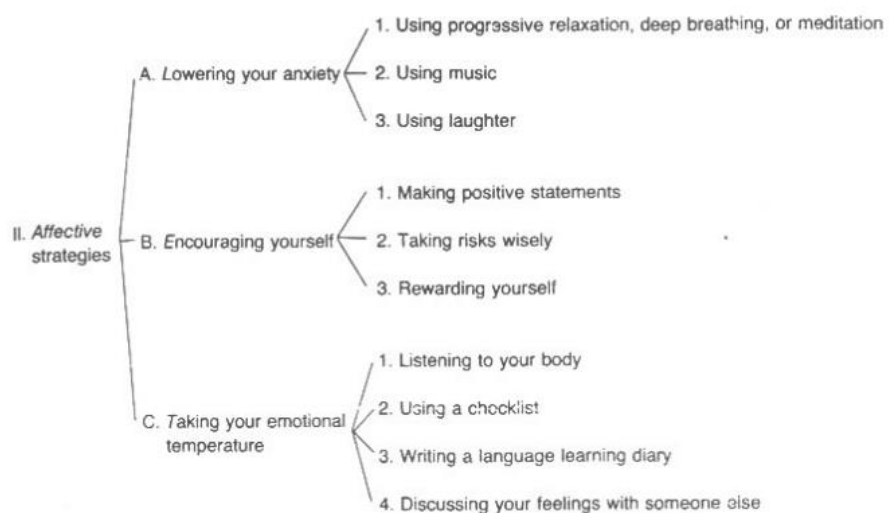


Figure 6. Affective Strategy by Oxford (1990)

### 3) Social Strategy

Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. There are three sets of social strategies: Asking Questions, Cooperating with Others, and Empathizing with Others. Asking questions involves asking someone, possibly a teacher or lecturer or native speaker or even a more proficient fellow learner, for clarification, verification, or correction. Cooperating with others involves interacting with one or more people to improve language skills. Empathizing with others can be developed

more easily when language learners use these two strategies: developing cultural understanding and becoming aware of others' thoughts and feelings.

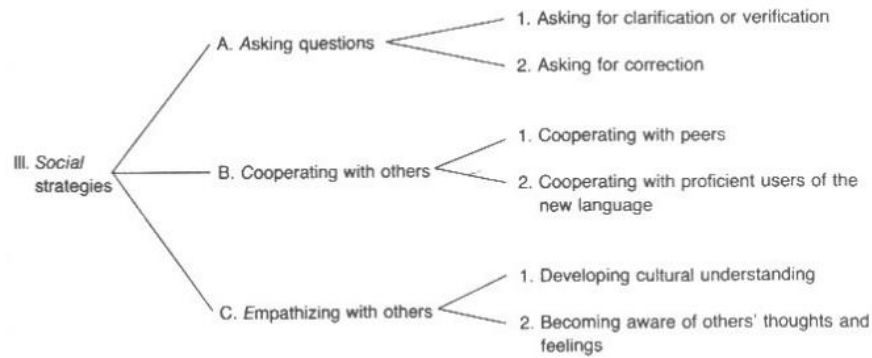


Figure 7. Social Strategy by Oxford (1990)

### 3. Public Speaking

Public speaking is known as the act of conveying a message to a live crowd with the goal of informing, persuading, motivating, or entertaining them (Beebe & Beebe, 2013). A public speaker needs to pay attention on their voice such as tone, speed, accent, pitch and clarity (Lamerton, 2001) as well on the body movement during performance, and also the ability to engage with their audience and be aware if the audience lost interest in their performance (O'Hair et al., 2016). In order to successfully engage and connect with the audience, public speaking requires both verbal and nonverbal communication skills, such as voice modulation, gestures, and eye contact.

According to Lucas (2019), there are some similarities and differentiation in public speaking and daily conversation (speaking). Some similar skills are needed when we employ both public speaking or daily speaking, those are:

- a. Organizing your thoughts logically,
- b. Tailoring your message to your audience,
- c. Telling a story for maximum impact, and;
- d. Adapting to listeners' feedback.



Despite their similarities, public speaking and everyday conversation are not identical. There are three major differences between daily conversation and public speaking:

- a. Public speaking is more highly structured,
- b. Public speaking requires more formal language, and;
- c. Public speaking requires a different method of delivery.

In recent decades, EFL learners are not only expected to speak well in English but also to perform public speaking activities in English successfully (Erdiana et al., 2020). Public speaking skills have become essential due to globalization, advancements in technology, and rapid intercultural communication that characterize 21st-century education, work, and social interaction (Aladini & Gheisari, 2025; Upadhyay, 2025). For college students, learning public speaking is crucial because it improves their communication skills, builds their self-confidence, and advances their chances of success in school and in the workforce. The public speaking course can be a first step for students in the communication major, either attracting them or making them reconsider, and it can also help them succeed in college by reducing their fear of communication and boosting their confidence in various courses (Al-tamimi, 2014). According to a survey of university introductory communication courses conducted by Morreale et al. (2016), a communication course is required for general education in the United States, nearly 88% of the course is oriented toward public speaking, and most of these courses help students overcome their fear or anxiety about public speaking. People who have finished a public speaking course as part of their university's general education have noted improvements in their overall competence and self-assurance, particularly when it comes to public speaking (Weismann et al., 2018). Therefore, public speaking class is essential to be held at the higher education level, to encourage the students to improve their public communication skills and prepare for their contribution in society.

## **B. Study of Relevant Research**

Several studies have been conducted on this topic; therefore, the earlier studies were discussed in the following:

Dinsa et al. (2022) investigated how gender differences and years of study influenced the speaking strategies used by 70 English major students at Wolaita Sodo University in Ethiopia. Using a descriptive comparison design, the study found that although gender had minimal impact on the overall strategies employed, there were notable differences in the speaking strategies used by second- and third-year EFL students, particularly in relation to developing speaking competence. Similarly, Basalama et al. (2020) examined students' learning strategies in an English-speaking class and explored the factors influencing their strategy selection. Conducted with fourth-semester English Department students through questionnaires and interviews, the findings showed that learners applied a wide range of strategies—including metacognitive, cognitive, and socio-affective strategies—with note-taking identified as the most frequently used strategy (51.4%) and translation as the least (19.6%). Collectively, these studies highlight variations in strategy use across learner groups and suggest that individual characteristics, such as academic level or personal preference, can shape how students regulate their speaking development.

Another related research was conducted by Wael et al. (2018). This study provided journal logs with particular questions about learning methods to determine the types of learning strategies used by the English department students in learning to speak. This study employed a qualitative research design. The findings of this study revealed that third-semester English department students typically used memory techniques to acquire speaking. Metacognitive methods came in second, and social strategy came in third. Affective strategies came in fourth, compensation strategies came in fifth, and cognitive strategies came in sixth. The psychological element, the teacher's role, the task, the environment, and social considerations are other factors that affect how students learn to speak.

Safari and Firiarti (2016) have researched the techniques employed by English language learners with various speaking abilities. The research participants were 20 learners taken from two classes at two English courses. Data on student accomplishment provided by teachers as well as classroom observations, surveys, interviews, and other methods were used to gather the information. The research yields five conclusions: (1) Learners who performed well in speaking employed a variety of speaking learning strategies. They used those strategies with an equivalent frequency. (2) Cognitive, metacognitive, and social strategies were frequently used by students with poor speaking performance. Additionally, they did not employ those techniques with the same regularity. (3) When compared to learners with poor speaking performances, individuals with excellent speaking performance used methods more actively and proactively. (4) Learners who performed well in speaking tasks appeared to be more motivated than those who performed poorly. The use of those strategies is affected by this case. (5) Applying techniques presented challenges for students with poor speaking skills. Memory, compensatory, and affective methods accounted for the least amount of variance.

Despite the fact that there has been an increase in studies regarding the use of language learning strategies for learning English, most studies have studied how language learning can improve the speaking skill of the learners. Nevertheless, there is very limited study on the specific learning strategies taught in the EFL Public Speaking course. The study conducted by Puluhalawa et al. (2022) about students' learning strategies in Public Speaking class resulted three types of students use three kinds of learning strategies: cognitive, socio- affective, and meta-cognitive strategies, but the main differences are in the factors of frequency and consistency of using the strategies. They used language learning strategies proposed by O'Malley and Chamot (1990) for the identifications. To make the gap, this study identified and classified the language learning strategies used by undergraduate EFL students in a Public Speaking class using Oxford's (1990) language learning strategies and found out the impact of each strategy on the students' public speaking ability.