

Chapter Two

Literature Review

This chapter provides some crucial theories and definitions regarding the language learning strategies and the gender differences as the variables in this research. The theories and definitions in this chapter are stated and supported by the experts and the previous related studies.

Language Learning Strategies

In this part, the researcher provides some several concepts that include elements in language learning strategies (LLS). As a fundamental variable in this research, LLS is deserved to be discussed after language learning. Three points to be clarified, from the definition, function, and categories in LLS.

Definition of language learning strategies. The definition of language strategies may vary according to some researchers. Oxford (1990) stated that learning strategy as a particular action seized by the learner in order to create their learning becomes more self-directed, easier, faster, enjoy, effective, and easier to adapt in different circumstances. Chamot (1990) defined language strategies as ways to ease the students to learn the language. Weinstein and Mayer also stated that learning strategies as an action that the learner utilizes while learning which has a purpose to give significant improvement on processing the information. From those researcher's

definitions, it can be concluded that language learning strategies is a specific action which taken by the learner to improve their learning process.

Functions of language learning strategies. Language learning strategies have a lot of benefits for the students who learn English. Oxford (1990) argued that objective of language learning strategies has a purpose to improve the communicative competence. Celce-Murcia also stated that when students are able to choose the proper strategies that appropriate with their learning style, language learning strategies become a useful tool-kit for active, conscious, and purposeful self-regulation of learning (as cited in Dwiniasih, 2015). Moreover, O'Malley and Chamot (1990) argued that the more the students have the option of the strategies, the more effective the learning process will be. Moir & Nation also found that the learners who are successful tend to utilize various language learning strategies in their learning process (as cited in Griffiths, 2008). Students also get more meaningful and practical learning if they know how to learn properly based on the materials that they will learn (Kumaravadivelu, 2006).

In other research from Rachmawati (2013), it was shown that the English department students in Universitas Sultan Agent Tirtayasa who employed high use of language learning strategy are able to achieve higher GPA compare to the students that employed low use of the strategies. Moreover, Khamkien (2012) also stated that language learning strategies give the learners a lot of assistance in achieving their

desired learning goals and outcomes. It means that language learning strategies are able to improve student's academic achievement learning English.

Classification on language learning strategies. Language learning strategies were studied by many researchers since 1970. Thus, there are some experts that have categorized language learning strategies according to the research from O'Malley and Chamot's (1990), Rubin (1981) and Oxford (1990). In this research, the classification of language learning strategies is using Oxford language learning strategies since Oxford's classification is more varied and detail compare to the other 2 classifications.

Oxford's (1990) classification of language learning strategies. Oxford (1990) classified language learning strategies into two main categories, direct and indirect.

Direct strategies. These strategies are connected to the language itself. It gives the learner an assistance to overcome the difficulties of the language. They compromise with techniques like memorizing vocabulary and understanding the grammar rules. Direct strategies are consisted from memory strategy, cognitive strategy, and compensation strategies.

Memory strategies focus on someone's capability to put the information towards the memory like remembering and repeating. For instance, when a person tries to remember the irregular verb, he might use the memory strategy. This strategy is very suitable for those who want to learn grammar and enrich their vocabularies to begin with.

Cognitive strategies are used by the learners to understand the materials through reasoning, analyzing, and note-taking. These strategies cover the strategies such as grouping, identification, retention, and language material's memorization. Cognitive strategies are very useful in helping the learners to learn tenses, structure, and any grammar-related materials. In the essence, cognitive strategies are strategies for understanding the concept of the language itself.

Compensation strategies help the learners to fulfil the missing information while reading, writing, and listening through guessing. It helps the learner to be able to understand the information by guessing the missing word through the context. For instance, when someone read a novel, and there is an unknown word in a sentence, he will try to guess the meaning through relating the word to the context. So, he will understand the whole meaning of the sentence. It also can be applied when a person is listening to someone who speaks in English.

Indirect Strategies. In other hand, indirect strategies refer to general management of the learning like arranging time management on learning and what the students do in preparation for each material. Indirect strategies are no less important than the direct strategies because both of the strategies are connected to each other. Indirect strategies are consisted of metacognitive strategies, affective strategies, and social strategies.

Metacognitive strategies are the strategies that concern on the arranging the behaviours of the learners to learn a language. Some examples of metacognitive

strategies are centering, arranging, planning, and evaluating the learning process from managing the time for studying, setting the focus or the goal of the learning, and prioritizing the learning materials. It helps the learners to have a control on their learning process, so the learners are able to set their learning process based on their consideration.

Affective strategies assist the learners to manage their attitudes, emotional factors, and motivations towards the learning process. These factors have crucial impacts in affecting the learners learning process because having a good motivation, attitudes, and emotions on learning English is very necessary for the learners to have in order to get a better result from their learning process. Being motivated, having a good attitude, and having a controlled emotion are manageable to begin with. For instance, learners may lower their anxiety before learning the language, encouraging themselves to learn and explore, and try to be patient.

Social strategies, interacting with other people in their training like discussion, and asking for a question. Social strategies focus on bringing other people to the learner's learning process. There is an interaction that needs to be conducted in this strategy from having a conversation for practicing daily conversation in English, asking a question, discussing some topics, and others. Yet, this strategy is not limited in enhancing the learner's speaking skill.

Below is the table of the categories from language learning strategies from Oxford (1990) which comprises of direct and indirect strategies.

Type	Primer Strategies	Sub strategies
Direct Strategies	1. Memory	A. Creating mental linkages B. Using pictures and sounds C. Using action D. Reviewing well
	2. Cognitive	A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output
	3. Compensation	A. Guessing intelligently B. Overcoming limitations in speaking and writing
Indirect Strategies	1. Metacognitive	A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning
	2. Affective	A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature
	3. Social	A. Asking questions B. Cooperating with others C. Empathizing with others

Gender Differences in Language Learning Strategies

Some experts have found that there are some factors which affect the preference of LLS. The preference of LLS can be determined by various factors from gender, learner beliefs, learning style, gender, age nationality and others (Kazi, 2017). Kazi (2017) also found that there were differences between male and female in terms of

LLS usage, from how many types and what kind of strategies that they use. It means that there are some strategies that is commonly used for male and female. A study that was conducted by Chang, Liu, and Lee's (2007) revealed that there were significant differences between male and female for the overall strategy use with female learners appeared to be more frequent in using overall strategy than male learners.

Results from some studies of language learning strategies based on gender differences were shown that female employed the greater use yet they found some differences on what the strategies that the learners used the most. A study that was conducted by Hong (2009) in Hanoi towards the differences in language learning strategies based on the gender differences found that there were significant differences where affective and social strategies were mostly used by the female learners compared to the male learners and female employed more strategies than male. Kazi (2017) conducted the similar research in Pakistan and he found that there were significant relations on gender and language learning strategies from metacognitive, cognitive, and social affective strategies with female as the dominant user. In Malaysia, a study conducted by HO (2016) also revealed that female learners employed more strategies compared to the male learners. Yet, they found that metacognitive were the most used strategies and affective strategies were the least used strategies to be employed by the learners.

These studies have shown that language learning strategies might be varied based on the location and the participants. Yet, they all agreed that female learners used greater strategies in learning English compared to the male learners. Some strategies like metacognitive cognitive strategies revealed to be the most used strategies in learning English.

Review of Related Studies

There are some studies of LLS according to various researchers. The present research was conducted by HO (2016) with the title “Gender Based Differences in Language Learning Strategies among Undergraduates in a Malaysian Public University”. This research went for researching students' LLS used by the first-year undergraduates in a Malaysian public university. Moreover, this research also investigated the connection between LLS and gender. The survey used the Strategy Inventory for Language Learning (SILL) by Oxford (1990) on 535 male and 1173 female respondents. Data obtained were analyzed using descriptive statistics, *t*-test, One-way ANOVA and chi-square test. Finding revealed that females employed more strategies if compared to males. The research result also showed that metacognitive strategies ($M=3.42$) were highly employed by these undergraduates whereas affective strategies ($M=2.97$) were least used among them. Further ANOVA test revealed there was a significant difference between the LLS used by these undergraduates. The most used LLS by female students was metacognitive strategies ($M=3.46$) as well as the

male students ($M=3.33$). The least used of LLS was affective strategies both for male ($M=2.87$) and female ($M=3.01$).

The second research is from Rachmawati (2013) with the title “An Analysis of Language Learning Strategies Use”. The objective of this research is to investigate LLS applied by the students. The main theory of this study is Inventory of Language Learning Strategies from Oxford (1990). The participants of this study are the second-year students both regular and non-regular classes of English Department of UNTIRTA Serang, Banten. The research concerns on how the students applying LLS in the learning process and what is the most frequently used strategy in language learning. To gather the information, Questionnaire of SILL (Strategy Inventory of Language Learning) of Oxford (1990) was distributed to the participants of the research. The questionnaire utilized five Likert scale was used to demonstrate the propensity or the preference of LLS. The research revealed that, firstly, by and large the students used Language Learning Strategies in Learning English. The regular class' students gave the result of higher utilization of LLS than the non-regular students. Second, metacognitive techniques, were used frequently for both regular and non-regular students. Furthermore, learning strategies influenced the students' academic performance.

The third research is from Kazi (2017). This research investigated the similarities and differences in the use of English LLS of 750 males and 1659 female students' from public and private sector students at the higher secondary level in Lahore city. Data was collected using two instruments, the Individual Background

Questionnaire (IBQ) and Language Learning Strategies Inventory (LLSI). Chi square statistic was used to examine the associations between the subject's independent variables (gender) and dependent variable (individual strategies) belonging to metacognitive, cognitive and social affective categories. The results indicate that there were significant associations between gender and individual language learning strategies for all three categories of strategy use, metacognitive, cognitive, and social affective strategies under the different learning contexts, with females reporting greater strategy use.

From those studies, the researcher found some similarities towards this study. First, those studies investigated the LLS employed by the learners to improve their English. In this research, the research also investigates the most frequently used LLS employed by the learners. Second, the participants consisted of students from non-English speaking country which means the participants consider English as a foreign language. Third, the instrument used in those researches are the same instrument that this research use which is SILL (Strategy Inventory of Language Learning) proposed by Oxford (1990).

Despite the similarities, the researcher also found an important difference from the previous studies with this study. The participants of the study are not only from English department, yet from various department. While this research focus on investigating the first year English Education Department students. Thus, this research can provide a significant information about language learning strategies that the English education students used and its differences based on the gender.

Conceptual Frameworks

Language learning strategies is a specific action which taken by the learner to improve their learning process. Oxford's (1990) language learning strategies is consisted of 2 main categories and 6 sub-categories. They are direct and indirect strategies. Direct strategies comprise of cognitive strategies, memory strategies and compensation strategies. Indirect strategies consist of metacognitive strategies, social strategies, and affective strategies.

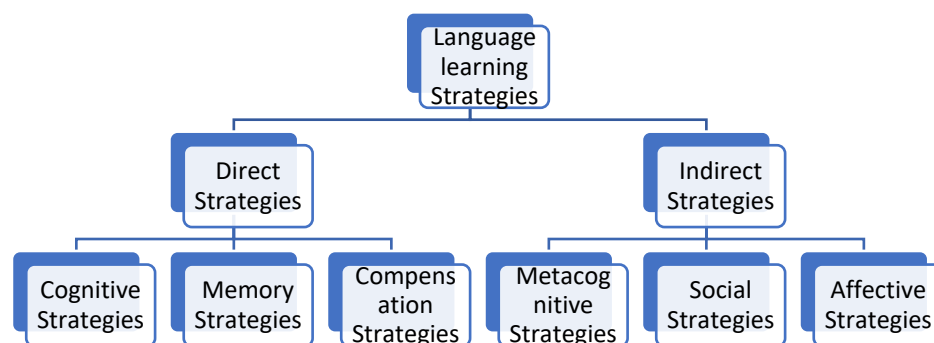


Figure 1. *Conceptual Framework*

Hypothesis

In this research, the researcher tried to find out the significant difference between male and female towards the use of language learning strategies. Thus, the researcher states the hypothesis in the following.

H1 : There are significant differences between male and female in the use of language learning strategies of English Language Education Department students Universitas Muhammadiyah Yogyakarta.