Chapter II

Literature Review

For better understanding the correlation on the speaking strategies used by EFL learners and their speaking proficiency, this chapter provides ideas expressed in the literature associated with this subject. This chapter will begin with a brief talk about the overview of language learning strategies, the classifications of language learning strategies, and then followed by speaking strategies, speaking proficiency, and what the Strategy Inventory for Language Learning (SILL) is. Afterwards, the correlation on the speaking strategies and speaking proficiency, and studies on speaking strategies are discussed.

Language Learning Strategies

Language learning strategies become something big which covers many kinds of strategies on it. The strategies play crucial role in the context of language learning whether in second language or foreign language learning. These strategies are figured as a fundamental tool for enhancing the learners' skill and engagement to be better learners and better in communication.

Definition. In the context of language learning, there will is a system of thought in order to succeed in the process of acquiring knowledge and information as input, called 'strategies'. This key is importantly used to establish provided action and behavior for language learners in enhancing their learning. Learning strategies have been described by Vlckova, Berger, and Volkle (2013, p. 94) as "one of the key determinants of language acquisition and educational proficiency". Chamot (2004) defined learning strategies as a decision of

employing conscious thoughts and actions in the way of reaching the learning goal. "Learning strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations (Oxford, 1990, p. 8)". It is, indeed, "seemed to be a great need for the learners to become aware of their learning styles and preferences as well as a conscious selection in the light of learning objectives and task demands" (Alcon & Guzman, 2000, p. 393).

More, Macaro (2001) assumed that 'learner strategies' refers to the learners' role "as the active participant in the process of learning" (p. 20). This statement had been explained in detail by McDonough (1999, p. 2) as quoted by Macaro (2001, p. 20), that "The learner is not simply a performer who responds to the requirements of 'teaching strategies' but 'a problem solver and reflective organizer of the knowledge and skill on offer in the language exposure and required for effective language use." Indeed, learners have a vital role as a player in their learning which means that they have privilege to decide how and what they need to do to enrich their knowledge and skill of using the language.

According to Takac (2008), "learning strategies are considered superior to skill leaning strategies… and the ability to monitor the learning situation and respond accordingly" (p. 49). Furthermore, Rubin (1975) in Griffiths (2008) stated that learning strategies refers to what learners do to learn and do to regulate their learning. O'Malley and Chamot (1990, p.1) as mentioned by Razmjoo and Ardekani (2011, p. 116) define learning strategies as "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new

information". On the other hand, strategies by Ortega (2009) are defined as a mental or behavioral activity related to some specific stage in the process of language use, and it spreads "as processes which selected by learners and which may result in action taken to enhance the learning use of L2, through the storage, recall and application of information about the language" (Cohen, 1990, p. 4) as cited in (Zare, 2012, p. 163).

Classification of Language Learning Strategies. Several preexisting second and foreign language learning strategies classification have been classified by many researchers (Oxford, 1990; O'Malley, 1985; Rubin, 1987; Stern, 1992).

Oxford's (1990). The most phenomenal theory found about learning strategies is provided by Oxford (1990) which is classified into two main categories, direct strategies and indirect strategies.

Direct strategies. As Oxford's (1990) stated, "all direct strategies require mental processing of the language" (p.37). It means that, the entire information process is intensively conducted mentally in the learners' brain. These strategies are divided into memory, cognitive and compensation strategies. Memory strategies are used in the process of remembering in which the stored information is retrieved. These strategies consist of four sets including: creating mental linkages, applying images and sounds, reviewing well, and employing action. Cognitive strategies consist of these following effective ways to handle the target language including practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Compensation strategies enable learners to use the language either in speaking or writing despite

knowledge gaps. These strategies are divided into two sets: guessing intelligently and overcoming limitations in speaking and writing. According to Oxford's (1990), compensation strategies in speaking will help learners in enriching the knowledge of the language, engaging their practice in producing the language fluently, and dealing with the speaking gaps in optimizing better speaking.

Indirect strategies. They consist of metacognitive, affective and social strategies. Metacognitive strategies enable learners to control their own cognition which consist of centering (overviewing and linking with already known material, paying attention and delaying speech production), arranging and planning for a language task and practice opportunities, and finally evaluating using self-monitoring and self-evaluating. Affective strategies assist learners to control their emotions, motivations, and attitudes associated with language learning through lowering anxiety, self-encouraging, and taking emotional temperature. On that, learners can be more responsible, communicative, and cooperative. Social strategies build interactive learning to the learners associated with social environment, namely as asking questions (to reach larger input in improving self-involvement, understanding, and to facilitate self-correction), cooperating (to maintain their confidence and create positive capabilities), and empathizing others (to be aware of others' thought and feeling).

O'Malley's (1985). O'Malley et al. (1985) as mentioned in Zare (2012) divided language learning strategies into three main categories. Metacognitive Strategies are expressions to indicate learners' activities such as planning for learning, pacing or thinking about the learning process as it is taking place,

monitoring their own learning activities including correcting mistakes, and evaluating learning. Cognitive strategies as stated by Brown (2007) "are more limited to specific learning tasks and involve more direct manipulation of the learning material itself" (p.134). According to O'Malley et.al (1987) as cited in Zare (2004, p. 164), the foundations of cognitive strategies are "repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key wording, contextualization, elaboration, transfer, and inferencing." While social-affective strategies are related to social interaction involved over the learning process including cooperation and question for clarification (Brown, 2007).

    Rubin's (1987). Rubin (1987) cited in Zare (2012) made a distinction between strategies contributing directly to learning and those contributing indirectly to learning. Direct strategies include metacognitive and cognitive strategies, while indirect strategies include communication and social strategies. According to Rubin, three class strategies are used by learners that contribute either directly or indirectly to language learning:

    Learning Strategies. These strategies contribute directly to the development of language system created by the learners. There are two types of these kinds of learning strategies; cognitive learning strategies which refer to the steps or measures that involve direct analysis, transformation, or synthesis of learning materials including clarification, guessing, inferencing, deductive, reasoning, practice, memorization, and monitoring (Rubin, 1987). On the other hand, metacognitive strategies are used to observe, control or self-direct language

learning. They consist of four procedures such as planning, prioritizing, setting goals, and self-management.

Communication Strategies. These strategies focus on the process of learners involving real situations setting, such as having conversation and getting meaning across or clarifying what the speaker intended. These strategies are used to be applied when the speakers are facing obstacles in communication or when confronted with misunderstanding in conversations. Using these strategies, learners may be more capable in practicing their language through involving themselves into real communication practices without worrying about grammatical structures. It will increase their awareness and understanding of the spoken language and how to handle the conversation.

Social Strategies. Social strategies are activities in which learners have great opportunities to explore and acquire the knowledge they have. These strategies offer a contribution to indirect learning, since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin, 1987). Moreover, learners may have a great opportunity to reach their language acquisition through the interaction with social environment.

Stern's (1992). Language learning strategies have been classified into five groups by Stern's (1992) in Zare (2012). They are as followed: Management and planning strategies, cognitive strategies, communicative - experiential strategies, interpersonal strategies and affective strategies. Management and planning strategies give learners chance to manage their own ability to plan reasonable goals in learning, decide suitable methods and techniques, review and evaluate the

progress based on the objectives, while teacher will play role as counselor and resources only, because learners have their own responsibility in making their own decision in learning. Cognitive strategies are related to procedures and activities which learners imply to memorizing material, solving problem, monitoring process, and clarifying procedures. Communicative-experiential strategies employ many rules including gesturing (use non-verbal instrument/initial body language), paraphrasing, or asking for repetition and explanation in order to keep the conversation working, and using direct non-verbal interaction to avoid interrupting the course of communication. In interpersonal strategies, learners have opportunities in monitoring their learning development and evaluating their performances in the target language like interacting with native speakers (Stern, 1992). On affective strategies, in order to deal with many cases of feeling difficulty in learning another language, learners have to choose applicable solution to overcome the problems toward emotional feeling, and finally, some affective strategies are built to be used in optimizing the learning process by focusing on the problem and facing when they come up (Stern, 1992).

Speaking

In the context of English as Foreign Language learning, speaking is one of the complex topics emerging in language learning. When talking about speaking, many surrounding issues will also be appeared like the obstacles, the influencing factors, and the strategies. To inferentially cope with the purpose of the current study, understanding the strategies encountered within speaking context will be

also assuredly needed. This part will begin with the general description about speaking, and subsequently the speaking strategies and speaking proficiency.

Definition. Speaking is an action of acquiring language into a spoken language which give opportunity to produce language. Scrivener (2005) noted that "fluency and confidence are important goals, and there is no point knowing a lot about language if you cannot use it"(p.146). Simply put, when learners are able to acquire the knowledge and the information about a language and transform it into a speech and having the ability to practice the language into a communicative product, it means that the learners have succeeded to produce the language intensively. Speaking re fers to the practice of trying out the language that have been learned. Learners cannot be judged as a successful language learners if they cannot speak the language properly.

Speaking Strategies. Summarizing from all definitions about learning strategies, the researcher assumes that the term of learning strategies is associated with communication strategies in which being a part of the categories, lead to be familiar as the term of speaking strategies in the same case. Thus, this research adopt the learning strategies theory as the resources and will be familiar named speaking strategies on this study. As for the definition, one may concludes that speaking strategies refer to actions, behaviors, techniques, processes, plans, skills and tools that controlled and selected by the learners in order to enable learner to reach the target language use and the ability to communicate the language or produce language. This concept demonstrates that speaking strategies would achievably provide proper solution for overcoming the speaking challenges

appeared from the foreign language learners. It is endorsed by Bialystok (1990, p. 3) as mentioned in Uztosun and Erten (2014, p. 170) assumed that "strategies are used only when a speaker perceives that there is a problem which may interrupt communication". Similarly noted by Moattarian & Tahririan (2013), communication strategies are helpful tools or ways for both second and foreign language learners to communicate in the presence of such deficiencies. Taking any deep sense, there are three different points of views, 'deep strategies' aids to long-term learning; 'surface strategies' meant to superficial uses and do not aid to long-term meaning, and 'proficiency strategies' merely lead to reaching good grades. Hence, this research encompasses the learning strategies theories above to convey the information on the concept of speaking strategies theory (Schmeck, 1998, cited in Hurd and Lewis, 2008).

Speaking Proficiency. According to Griffith (2003, p.48), "communicative competence view of proficiency as a multidimensional phenomenon implies that it is valid to test for discrete language abilities (such as listening or grammar) when assessing proficiency". Hymes theory (1972) as cited in Griffith (2003) highlighted that communicative competence is an ability or skill in conveying language and interpreting it into an utterance which shown the high or low result of producing language into measured product called 'proficiency'. While the result of acquiring the target language into language outcome can be called as speaking proficiency. This proficiency is used to measure the effects of oral communicational practice to learning outcome which is gained by leaners.

Strategies Inventory for Language Learning (SILL)

Based on Oxford (1990*)* the SILL theory, the *Strategies Inventory for Language Learning (SILL)* test version 7.0 was designed as a valid tool for collecting data on the language learning strategies. As revealed by Kazamia (2010, p.277), "it is a structured questionnaire, aiming to assess how often learners employ specific language learning strategies". The SILL is used to test the learning strategies used that learners may employ at different scales. The SILL is incorporated into 50 items divided into six parts. Part A includes 9 items about Memory Strategies. Part B consists of 14 items related to Cognitive Strategies. Part C contains 6 items about Compensation Strategies. Part D consists of 9 items on Metacognitive Strategies. Part E contains of 6 items about Affective Strategies, and part F includes 6 items for Social Strategies. In order to indicate the frequency of using the strategies, the SILL uses 5-point Likert Scale for ranging (never (1), rarely (2), sometimes (3), often (4), always (5)).

Based on Kazamia (2010) study, the SILL test which has been used more than 10,000 learners and translated into many languages, has also been used by many researchers in conducting data on learning strategies.

The Correlation on Speaking Strategies Used and Learners' Speaking Proficiency

As stated in Oxford (1990) that learning strategies are interfaced with the development of communicative competence despite of the instruction employed by the teacher will facilitate learners to enable enhancing their learning preferences and optimal learning. Indeed, Kinoshita (2003) as revealed in

Razmjoo and Ardekani (2011) suggested that LLS provides learners with a systematic cycle, self-improvement, and self-monitoring strategies used in their EFL classroom activities.

By involving speaking strategies, learners may be more aware to develop their speaking skill and optimize the speaking learning process. Learners may have high authority for improving their skill using appropriate strategies that valuable to them. Indeed, they may expect to solve their obstacles in speaking by developing crucial steps or behavior which is reflected on needs and willingness. The role of teachers in this case, they have to be able to train their learners to build up learner independence and autonomy as noted by Tseng (2005). Thus, when learners are aware of their own needs in increasing their speaking skills, they will be more critical in using the strategies which appropriate with their needs and preferences. Therefore, the learners' speaking proficiency will also be affected. It is assumed that speaking strategies could be applied in order to know the development of the oral performance (Quadir, 2005).

Studies on Speaking Strategies Used

This research refers to the previous study by Najafabadi (2014) entitled *"The Use of Speaking Strategies by Iranian EFL University Students"*. This study investigated Iranian male and female EFL learners at Islamic Azad university of Najafabad in Iran. The data were collected through strategies questionnaire adapted from Nakatani (2006) Oral Communication Strategies Inventory (OCSI) and Oxford Placement Test (OPT) for ranking proficiency level. The participants were 50 male and 50 female learners aged 21-30 years. The result indicated that

there were no significant correlation between the use of speaking strategies and their gender. In addition, there were no differences related to the speaking strategies used and the proficiency level between two group; low and high-proficient. The pedagogical implication also discussed in this article.

In line with the analysis of Mistar and Umamah (2014) conducted an analysis entitled *"Strategies of learning speaking skill by Indonesian learners of English and their contribution to speaking proficiency"*. This paper dealt with the review of the investigation of Mistar and Umamah (2014) into whether the gender influence in the use of learning strategies in speaking and also the contribution of the strategies used on speaking proficiency in 595 second year Senior High School learners from eleven regencies in East Java, Indonesia. This paper was a comparative and correlational study which collected the data by giving questionnaires of Oral Communication Learning Strategies (OCLS) derived from Oxford's (1990) Learning Strategies items and 10 items of self-assessment of speaking skill using Likert Scale ranging 1 to 5. The data were analyzed by SPSS software type 20. The finding result showed that gender exposed significant effect on the differences of the strategies used and that the contribution of learning strategies to speaking proficiency was positively significant. The study showed that female provided greater use of each strategies category than male especially indicating the use of cognitive interaction maintenance, self-evaluation, fluency-oriented, time gaining, compensation, and interpersonal strategies. Furthermore, the study indicated that the use of learning speaking strategies strongly correlate with the speaking proficiency in the terms of three strategies types including

cognitive interaction maintenance, self-improvement, and compensation strategies. This study suggested that EFL learners should be aware of the number of available strategies that might be useful for them and teacher should encourage an explicit strategies-based instruction to help learners to achieve success in enhancing their speaking skill.

Another study by Skandari, Behjat, and Kargar (2015) in their research titled *"An investigation of speaking strategies employed by Iranian EFL students"*. This article was aimed to highlight the investigation of speaking strategies used by Iranian EFL learners. The method used was descriptive and inferential research in which data collected from the survey result of the Iranian EFL undergraduate learners in Shiraz Azad university, Shiraz Branch in English Teaching and English translation. Two classes were randomly selected and examined by using an accidental sampling procedure consisted of 35 female and 25 male learners. They were divided into three group including high, intermediate, and low based on their proficiency level in an Oxford Placement Test. Based on the result of the questionnaire developed by Riazi and Kododadi (2007), the analysis revealed that first, learners with high proficiency level showed greater use of strategies than intermediate and low level learners. Second, gender had a great influence to the degree in which participants chose metacognitive and compensation strategies, in fact that the female were more preferred to use metacognitive and comprehension strategies for male. Third, other factors including cognitive, memory, and social strategies had no significant effect on the strategies choices.

Conceptual Framework

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              │  Speaking Strategies │
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│ Direct Strategies:   │   │ Indirect Strategies: │
│                      │   │                      │
│ 1. Memory            │   │ 1. Metacognitive     │
│ 2. Cognitive         │   │ 2. Affective         │
│ 3. Compensation      │   │ 3. Social            │
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          │ The Most Frequent Used of│
          │   Speaking Strategies    │
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          │ EFL Learners' Speaking   │
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