

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about the nature of reading, the level of reading, problems in reading comprehension, the teaching English at SMAN 4 Palangka Raya, Language learning strategies, and the previous related of study.

A. THE NATURE OF READING COMPREHENSION

1. Reading

Reading is very complex process. It requires a high level of muscular coordinate, sustained effort and concentration. But, reading is more than just a visual task not only must the reader see and identify the symbol in front of him but also he must interpret what he reads in the light of his own background, associate with past experienced, and project beyond this in term of idea, judgments, application and conclusion.¹

According to Fauziati reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones.² Meanwhile in oxford dictionary explained that reading is the action of person who reads, another opinion is stated by Nurhadi and Roekhan, and they stated that reading is process done to achieve the message, information, or case in the text.³

Based on the some statements above reading is the process to understand and interpret the written text, to look at understand the

¹ Jonathan Andershon, *efficient Reading a Practical Guide*, Sydnes: Hill Book Company, 1965, p.5.

² Ibid, p.136

³ Nurhadi and Roekhan, *Dimensi-dimensi pengajaran dalam bahasa kedua*, Bandung: Sinar Baru, 1990, p.191.

meaning of written and printed words or symbols, to discover or find out about something, to interpret something in particular way, a way in which something is interpret or understood.

2. Reading Comprehension

According to Fauziati states that comprehension as comprehending a text, which is an interactive process between the reader's background knowledge and the text.⁴ While, according to cooper defines that comprehension is a language process and should be developed as a part of the total language arts-listening, speaking, reading, and writing, and it is a process by which the reader constructs meaning interaction with the text.⁵ Then, according to Hornby states that comprehension means ability to understand something or exercise that trains students to understand a language.⁶

Furthermore, Carrel in Brown defines that reading comprehension is seen as an interactive process between the text and the reader's prior knowledge, is shown trough practical classroom application.⁷ In addition, according to Wikipedia the free encyclopedia online, reading comprehension is defined as the level of understanding of writing.⁸

⁴ Endang Fauziati, *Teaching of English as Foreign Language*, p. 138.

⁵ David J. Cooper, *Improving Reading Comprehension*, Boston, Houghton Mifflin Company, 1986. P. 17.

⁶ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York, p. 83.

⁷ H. Douglas Brown, *teching by Principles an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, Inc. 2000, p. 306.

⁸ Wikipedia, the free encyclopedia, *Reading Comprehension*, 2016, (online), (http://en.wikipedia.org/wiki/Reading_comprehension, accessed on February 20, 2016)

In conclusion, reading comprehension means the level of understanding of writing and an interactive process of constructing meaning from written texts based on a complex coordination of a number of interrelated sources of information that supported by reader's prior knowledge, is shown through practical classroom application.

3. Type of reading comprehension

According to Burns, type of reading comprehension divided into two classes, literal comprehension and Higher-order comprehension. Higher-order comprehension includes interpretive, critical, and creative comprehension. To read between the lines is interpretive reading; to read for evaluation is critical reading; and to read beyond the lines is creative reading.

a. Literal comprehension

The basic of literal comprehension is state information. The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details on which main ideas, cause and effect relationships, inference, and so on that built. To located details effectively, students may needs some direction about the types of details signaled by specific question. For example; a who question asks for the name or identification of a person, or sometimes an animals; a what question asks for a thing or event, a where question asks for a place; a when question asks for a time; a how question asks for the

way something or was accomplished; and why question asks for the reason for something.

b. Higher-Order

Higher-order reading comprehension goes beyond literal understanding for a text. It is based on the higher thinking of interpretation, analysis, and synthesis of information. Knowledge is necessary to higher-order thinking, but students do not always use the knowledge they process to think inferentially, critically, and creatively.

1) Interpretive reading

Interpretive reading is reading between the lines of making inferences. It is the process of deriving ideas that are implied rather than directly state. Interpretative reading includes making inferences about main idea of passage, cause and effect relationship that are not directly states, references of pronouns, references of adverbs, and omitted words. It includes detecting the author's purpose in writing a selection, drawing conclusions, and interpreting figurative language.

2) Critical reading

Critical reading is evaluating written material-comparing the idea discovered in the materials with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical readers must be an active reader, questioning, searching for facts, and suspending judgment until he

or she has considered all the material. Critical reading depends on both literal and interpretive comprehension, and grasping implied ideas is especially important.

3) Creative reading

Creative reading involves going beyond the material presented by author. Like critical reading, creative reading requires readers to think as they read, and it also requires them to use their imagination. Such reading results in the production of new ideas. The teacher must carefully nurture creative reading, trying not to ask only question that have absolute answers, since such questions may discourage the diverse processes character of creative reading. To go beyond the material in the text, readers must make use of their background schemata, combining this prior knowledge with ideas from the text to produce a new response based on, but not completely dictated by the text. Creative readers must be skilled in the following areas.⁹

Based on explanation above, the type of reading used by the students based on observation is literal comprehension. So in this study the write only focuses on literal comprehension. When the students read a paragraph, they must understand what they read.

⁹ Paul C, Burns and Friends, *Teaching Reading Today's Elementary Schools*, Boston: Houghton Mifflin Company. P.207.

4. Problems in reading comprehension

According to Gebhard there are some problems in reading, they are:

a. The “I want reading faster” problem

Some students want to read faster but they do not know increase their reading speed. Some of them complain that they read too slowly, one reason is because the material is too difficult, there are too many new words, the grammar is too complex, they does not have the background knowledge to process the intended meaning, or more likely, they are faced with a combination of these problems. Another reason students read slowly involves they way they read. Some students read a word at a time and look up many words in dictionary, event words they know.

b. The “vocabulary building” problems

It is not just beginner who needs to work constantly on building vocabulary. Some students have problems in comprehending the content of reading material because they limited vocabulary.

c. The “background knowledge” problem

Students’ ability to comprehend the content of reading material depends on their knowledge about the topic of the reading selection

d. The “getting students to read” problem

It is sometimes difficult to get students to read in and out of class.

Students, young and old are not always motivated to read.¹⁰

5. Reading Test

Many teachers and curriculum designers have found tests to old reading instruction. Peter D. Pumfrey states that a reading test is a means of determining with some precision the extent to which a child has approached one or more goals of a school's reading instruction programmed. Such an instrument may measure attainments in of attitudes towards reading.¹¹

Reading comprehension test should be reliable, and valid. Catherine E. Snow states that everyone would agree that teachers need reliable and valid assessment tied closely to their curriculum so that they can see which students are learning as expected and which need extra help.¹² According Schwartz, the extent to which a test measures the trait it is supposed to measure is known as, test validity, practical in the testing context, refers to how easily a test can be administered, scored, and interpreted.¹³

Johnston states, there are many kinds of reading assessment such as free recall, probe questions, true false question, and multiple choice

¹⁰ Jerry G. Gebhard, *Teaching English as a Foreign Language*, America: The University of Michigan Press, 1996, p.209.

¹¹ Peter D, Pumfrey, *Reading Test and assessment Techniques*, London: Hodder and Stoughton, 1976,p.11.

¹² Catherine E. Snow and Anne Polselli Sweet, *Rethinking Reading Comprehension*, New York: The Guildford Press, 2003, p.192.

¹³Steven Schwartz, *Measuring Reading competence*, New York: Plenum Press, 1984, p.59-60.

questions.¹⁴ Free recall is the most straight forward assessment of the result of the text-reader interaction probe question following free recall locates more information which the reader has stored. True false questions eliminate the production problem from the task demands but they suffer from certain other drawbacks. Multiple choice items in its common form probably involve a great variety of extra processing skills.

Here the writer chooses multiple choices as her examination for the students at SMAN 4 Palangka Raya. According to Richard R. day and Jeong Suk Park, multiple choice formats give the students some possible answers. Students might be able to check the text to see if any of the choices are specifically discussed, and then make a choice.¹⁵

B. THE TEACHING OF ENGLISH AT SENIOR HIGH SCHOOL LEVEL

Teaching is a social process, to define it is very difficult, because the teaching influenced by the political and social backgrounds of the country.¹⁶ Senior high school student English ability ranges from higher intermediate all the way to complete false beginner, depending on the school. However, student levels within a school tend to be much more homogenous than they are at junior high school.¹⁷

¹⁴ Peter .H Johnston, *reading Comprehension Assessment Cognitive Basis*, Delaware: Internasional Reading Association, 1983. P.50.

¹⁵ Day, Richard R, and park Jeong Suk, *Developing Reading Comprehension questions' Reading in a Foreign Language*, volume, 2005, p.67.

¹⁶ Learn to earn,earn to learn, <http://www.indiastudychannel.com/forum/79268-What-definition-Teaching.aspx> (accessed on february, 28th, 2016)

¹⁷ <http://teachingactivities.pbworks.com/w/page/19890696/senior%20high%20school> (accessed on february, 28th, 2016)

In senior high school, a lots of probelms still exsit in the English teaching especially in the teaching of reading and writing. Classes should be learner-centered, with meaningful, functional activities, often, classes begin by finding out what the students don't know. These classes operate on the assumption that there is a great deal of information that students lack and that the teacher and textbooks will impact that information to the students. Teachers who hold this assumption view students as plants waiting passively to be fed and watered. But I think the students should be regarded as explorers, active learners who bring a great deal to the learning process and at the same time, draw from their environment as they develop new understandings.

Reading is an Interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding.

Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.¹⁸

The teaching of English at SMAN 4 Palangka Raya is conducted based on standard competence and Basic Competence which include in KTSP (School Based Curriculum). Education Unit Level Curriculum is concept of curriculum which developed by department National of education to complement curriculum.¹⁹ In the demand of KTSP, the students claimed to be able to comprehend the meaning of short text functional and simple essay in form of report in the context of life and to access the science

English teaching learning process in this school of the teacher has learning scenario each skills. To teach reading, the teacher assessed reading in student's comprehension of text, and answers the question according to the text. The material in teaching learning based on the syllabus at SMAN 4 Palangka Raya. Especially on the second year students, the material included report, narrative, and analytical exposition text.

C. LANGUAGE LEARNING STRATEGIES

1. The Nature of Language learning strategies

Learning strategies have been in the centre of attention and they have gained great importance in the teaching-learning environment.

¹⁸ Material for this section was drawn from "Reading in the beginning and intermediate college foreign language class" by Heidi Byrnes, in *Modules for the professional preparation of teaching assistants in foreign languages* (Grace Stovall Burkart, ed.; Washington, DC: Center for Applied Linguistics, 1998), <http://www.nclrc.org/essentials/reading/reindex.htm> (accessed on March, 28th, 2016)

¹⁹ Hilda Karli and Oditha R, Hutabarat, *Implementasi KTSP*, Jakarta: General Info Media, 2009, p.9.

Oxford defines learning strategies as the specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.²⁰

Language learning strategies are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.²¹

According to Wenden, language learning strategies can be defined from the aspect of language learning behavior, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learner's strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude, etc. According to Rigney and Rubin, language learning strategies are behavior, steps, or techniques that language learners apply to facilitate language learning.

According to Chamot and O'Malley, language learning strategies were divided into three main categories: met-cognitive, cognitive, and social-affective, which refer to learners' planning their learning, thinking

²⁰ Selma Deneme, *Cross-Culture differences in language learning strategy*, Traka University, ECT division (online) (<http://www.educ.utas.edu.au/users/tle/JOURNAL>) accessed on March 25th

²¹ Michael Lessard-Clouston, *language learning strategies: An Overview for L2 Teachers*, Kwansei Gakuin University (Nishinomiya, Japan), *Essays in Language and Literatures* (online) (<http://www.ipcs.shizuoka.ac.jp/~eanaoki/LD/homeE.html>) accessed on March 25th, 2016

about the learning process, monitoring their own comprehension or production, and evaluating the outcomes of their own learning.

According to Richard, when language learners encounter language learning tasks such as reading or writing, they can apply the several different strategies to complete the tasks. Language learners will be successful in the tasks due to use of an appropriate language learning strategy.²²

Features of language learning strategies

- a. Contribute the main goal, communicative competence
- b. Allow learners to become more self-directed
- c. Expand the role of teachers
- d. Are problem oriented
- e. Are specific actions taken by the learner
- f. Involve many aspects of the learner, not just the cognitive
- g. Support learning both directly and indirectly
- h. Are not always observable
- i. Are often conscious
- j. Can be taught
- k. Are flexible
- l. Are influenced by a variety of factors

²² Richard R, Day, and friend, 2005, *Developing Reading Comprehension questions'* *Reading in a Foreign Language*, volume.

In short, language learning strategies are applied by language learners as a means to acquire and to use information that learners have acquired, stored or recalled, and can also promote autonomous learning.²³

2. Kinds of Language Learning strategies in Reading

Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups.

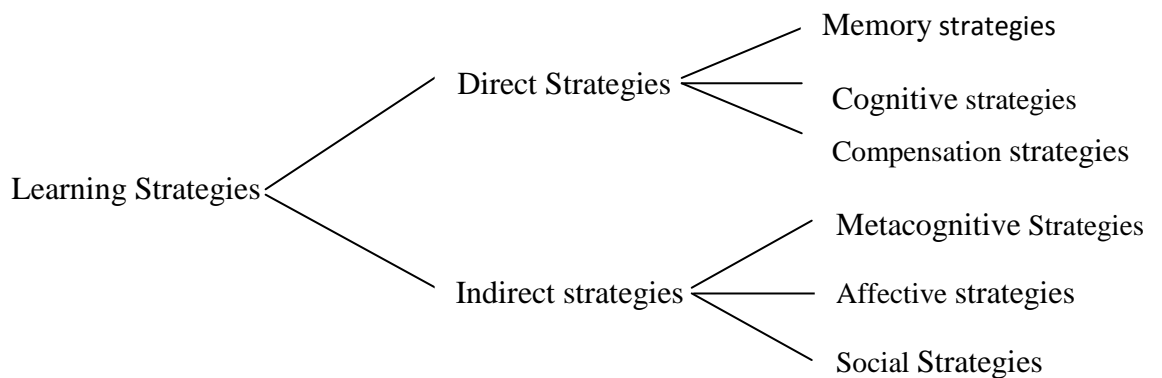


Figure 2.1 Diagram of the strategy system: overview

a. Direct strategies

Language learning strategies that directly involve the target language are called direct strategies. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive and compensation) do this processing differently and for different purpose.

²³ Chin Kuo Lee, An Overview of language Learning Strategies, (online), (http://research.ncl.ac.uk/ARECLS/vol7_documents/lee_vol7.pdf) accessed on march 23rd, 2016

1) Memory strategies

Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information.

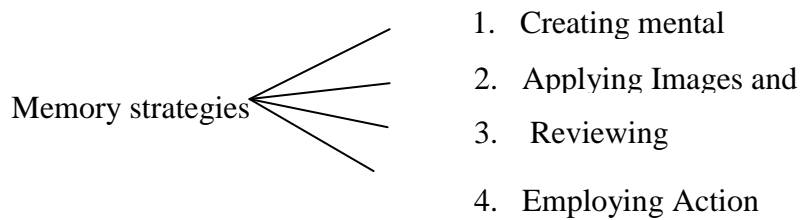


Figure2.2 diagram of memory strategy, four groups

a) Creating mental

In this set are three strategies that form the cornerstone for the rest of the memory strategies: grouping, associating/elaborating, and using context.

(1) Grouping

This strategy involves classifying or reclassifying what is heard or read into meaningful groups, thus reducing the number of unrelated elements. the power of this strategy may be enhanced by labelling the groups, using acronyms to remember the groups, or using different colors to represent different groups.²⁴

²⁴ Rebecca L. Oxford, *Language Learning strategies*, p.40

(2) Associating/ Elaborating

Relating new language information to concepts already in memory, or relating one piece of information to another, to create associations in memory. These associations can be simple or complex, mundane or strange, but they must be meaningful to the learner.

(3) Placing new words into a context

This strategy involves a form of associating/elaborating, in which the new information is linked with a context. This strategy is not the same as guessing intelligently, a set of compensation strategies (described later) which involves using all possible clues, including the context, to guess the meaning.²⁵

b) Applying Images and Sounds

Four strategies are included here: using imagery, keywords, semantic mapping, and representing sounds in memory. These all involve remembering by means of visual images or sounds.

(1) Using Imagery

Relating new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in actual drawing. This strategy can be used to remember

²⁵ *Ibid*, p. 41

abstract words by associating such words with a visual symbol or a picture of a concrete object.

(2) Semantic Mapping

This strategy involves meaningful imagery, grouping and associations; it visually shows how certain groups of words relate to each other.

(3) Using keywords

This strategy remembering a new word by using auditory and visual links. The first step is to identify a familiar word in one's own language that sounds like the new word-this is the "auditory link. The second step is to generate an image of some relationship between the new word and a familiar one-this is the "visual link".

(4) Representing Sounds in Memory

Remembering new language information according to its sound. This is a broad strategy that can use any number of techniques, all of which create a meaningful, sound-based association between the new material and already known material.

c) Reviewing well

This category contains just one strategy, structured reviewing. Looking at new target language information once is not enough; it must be reviewed in order to be remembered.

Structured Reviewing, the sole strategy in this set is structured reviewing, which is especially useful for remembering new material in the target language. It entails reviewing at different intervals, at first close together and then increasingly far apart.²⁶

(1) Employing Action

The two strategies contained in this set, using physical response or sensation and using mechanical tricks, both involve some kinds of meaningful movements or action. These strategies will appeal to learners who enjoy the kinesthetic or tactile modes of learning.

(2) Using Physical Response or Sensation

Physically acting out a new expression or meaningfully relating a new expression to a physical feeling or sensation.

(3) Using Mechanical Techniques

Using creative but tangible techniques, especially involving moving or changing something which is in concrete, in order to remember new target language information.²⁷

2) Cognitive strategies

Cognitive strategies are essential in learning a new language. Such strategies are a varied lot, ranging from repeating to analyzing

²⁶ *Ibid*, p. 42

²⁷ *Ibid*, p. 43

expression to summarizing. With all their variety, cognitive strategies are unified by a common function; manipulation or transformation of the target language by the learner.

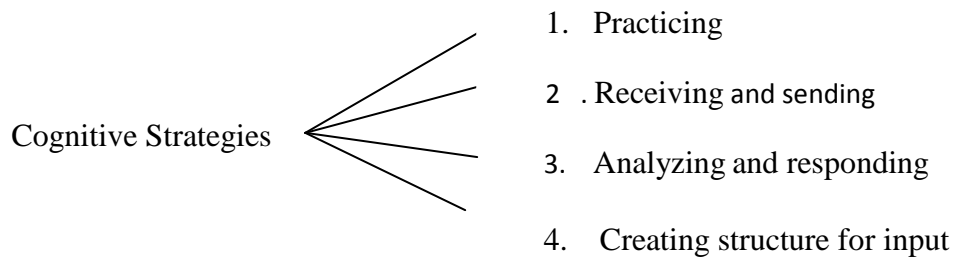


Figure 2.3 Diagram of cognitive strategy, four groups

a) Practicing

Of the five practicing strategies, probably the most significant one is practicing naturalistically.

(1) Repeating

Saying or doing something over and over: listening to something several time; rehearsing; imitating a native speaker.

(2) Recognizing and using formulas and patterns

Being aware of and/or using routine formulas (single, unanalyzed units), such as “hello, how are you?”, and unanalyzed patterns (which have at least one slot to be filled), such as, “It’s time to _____”

(3) Practicing Naturally

This strategy, of course, centers on using the language for actual communication. The most common medium for reading

material is, of course, print. Print material in just about any target language is easy to come by and comparatively inexpensive. Target language newspapers and magazines are often available at newsstands, or readers can subscribe.

b) Receiving and sending message

Two strategies for receiving and sending message are: getting the idea quickly and using resources for receiving and sending messages. The former uses two specific techniques for extracting ideas, while the latter involves using a variety of sources for understanding or producing meaning.

(1) Getting The Idea Quickly

Using skimming to determine the main ideas or scanning to find specific details of interest. This strategy helps learners understand rapidly what they hear or read in the new language. Preview question often assist.

(2) Using Resources for receiving and sending messages

Using print or non print resources to understand incoming messages or produce outgoing messages.

c) Analyzing and responding

This set of five strategies concern logical analysis and reasoning as applied to various target language skills. Often learners can use these strategies to understand the meaning of a new expression or to create a new expression.

(1) Reasoning Deductively

Using general rules and applying them to new target language situations. This is a top-down strategy leading from general to specific.

(2) Analyzing expressions

Determining of a new expression by breaking it down into parts; using the meaning of various parts to understand the meaning of the whole expression.

(3) Analyzing Contrastively (across languages)

Comparing elements (sounds, vocabulary, grammar) of the new language with elements of one's own language to determine similarities and differences.

(4) Translating

Converting a target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language; using one language as the basis for understanding or producing another.²⁸

(5) Transferring

Directly applying knowledge of words, concepts, or structures from one language to another in order to understand or produce an expression in the new language.

²⁸ *Ibid*, p. 47

d) Creating Structure for input and output

The following three strategies are ways to create structure, which is necessary for both comprehension and production in the new language.

(1) Taking Notes

Writing down the main idea or specific points. This strategy can involve raw notes, or it can comprise a more systematic form of note-taking such as the shopping-list format, the T-formation, the semantic map, or the standard outline form.

(2) Summarizing

Making a summary or abstract of a longer passage.

(3) Highlighting

Using a variety of emphasis techniques (such as underlining, starring, or color-coding) to focus on important information in a passage.

3) Compensation strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and especially, of vocabulary.

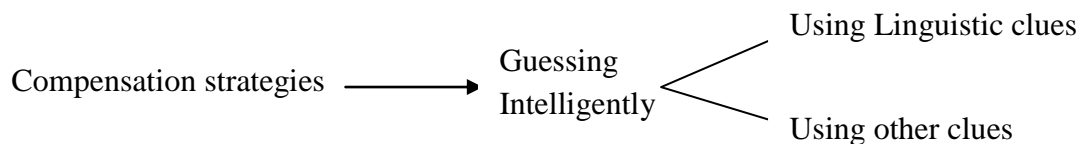


Figure 2.4 Diagram of compensation strategies, one group, two sets

a) **Guessing Intelligently**

The strategies which contribute to guessing intelligently refer to two different kinds of clues: Linguistic and nonlinguistic.

(1) **Using Linguistic Clues**

Seeking and using language-based 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.

(2) **Using Other clues**

Seeking and using 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

The following table summarizes oxford's language strategies exactly at direct strategies:

Table 2.1
DIRECT STRATEGIES
(Memory, Cognitive and compensation strategies)

I. Memory Strategies	A. Creating mental linkages	1. Grouping 2. Associating/elaborating 3. Placing new words into a context
	B. Applying images and sounds	1. Using imagery 2. Semantic mapping 3. Using keywords 4. Representing sounds in memory
	C. Reviewing well	1. Structured reviewing

	D. Employing action	1. Using physical response or sensation 2. Using mechanical techniques
II. Cognitive Strategies	A. Practicing	1. Repeating 2. Recognizing and using formulas and patterns 3. practicing naturalistically
	B. Receiving and sending messages	1. Getting the ideas quickly 2. Using resources for receiving and sending messages
	C. Analyzing and Reasoning	1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively (across language) 4. Translating 5. Transferring
	D. Creating structure for input and output	1. Taking notes 2. Summarizing 3. Highlighting
III. Compensation strategies	E. Guessing intelligently	1. Using linguistic clues 2. Using other clues

b. Indirect strategies

Indirect strategies are divided into metacognitive, affective, and social. All these called “indirect” because they support and manage language learning without (in many instances) directly involving the target language. The indirect strategies explained here work in tandem with the direct strategies. It is useful in virtually all language learning situations and is applicable to all four language skills: listening, reading, speaking and writing.

1) Metacognitive strategies

Metacognitive are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process.

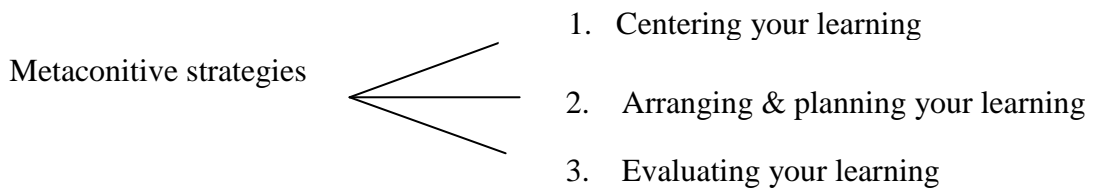


Figure 2.5 Diagram of metacognitive strategies, three groups

a) Centering your learning

This set of two strategies helps learners to converge their attention and energies on certain language tasks, activities, skills, or material. Use of this strategy provides a focus for language learning.

(1) Over viewing and linking with already known material

Overviewing comprehensively a key concept, principle, or set of materials in an upcoming language activity and associating it with what is already known. This strategy can be accomplished in many different ways, but it is often helpful to follow three steps: learning why the activity is being done, building the needed vocabulary, and making the associations.

(2) Paying attention

Deciding in advance to pay attention in general to a language learning task and to ignore distracters (by directed attention), and/or to pay attention to specific aspects of the language or to situational details (by selective attention).²⁹

b) Arranging and planning your learning

This set contains five strategies, all of which help 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, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking.

(1) Finding out about language learning

Making efforts to find out how language learning works by reading books and talking with other people, and then using this information to help improve one's own language learning.

(2) Organizing

Understanding and using conditions related to optimal learning of the new language; organizing one's schedule, physical environment (e.g. space, temperature, sound, lighting), and language learning notebook.

²⁹ *Ibid*, p. 138

(3) Setting goals and objectives

Setting aims for language learning, including long-term goals (such as being able to use the language for informal conversation by the end of the year) or short-term objectives (such as finishing reading a short story by Friday).

(4) Identifying the purpose of a language task

Deciding the purpose of a particular language task involving listening, reading, speaking, or writing. Reading activities are also enhanced by having a clear purpose.

(5) Planning for a language task

Planning for the language elements and functions necessary for an anticipated language task or situation. This strategy includes four steps: describing the task or situation, determining its requirements, checking one's own linguistic resources, and determining additional language elements or functions necessary for the task or situation.

(6) Seeking practice opportunities

Seeking out or creating opportunities to practice the new language in naturalistic situation. Such as going to a second/foreign language cinema, attending a party where the language will be spoken, or joining an international social

club. Consciously thinking in the new language also provides practice opportunities.³⁰

c) Evaluating your learning

In this set are two related strategies, both aiding learners in checking their language performance. One strategy involves noticing and learning from errors, and the other concerns evaluating overall progress.

(1) Self-monitoring

Identifying errors in understanding or producing the new language, determining which ones are important errors, and trying to eliminate such errors.

(2) Self-evaluating

Evaluating one's own progress in the new language, for instance, by checking to see whether one is reading faster and understanding more than 1 month or 6 months ago, or whether one is understanding a greater percentage of each conversation.³¹

2) Affective strategies

The term affective refers to emotions, attitudes, motivations, and values. Language learners can gain control over these factors through effective strategies.

³⁰ *Ibid*, p. 139

³¹ *Ibid*, p. 140

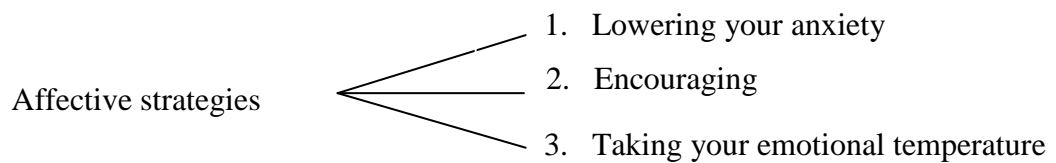


Figure 2.6 Diagram of Affective strategies, three groups

a) Lowering your anxiety

Three anxiety-reducing strategies are listed here. Each has a physical component and a mental component.

(1) Using progressive relaxation, deep breathing, or meditation

Using the technique of alternately tensing and relaxing all of the major muscle groups in the body, as well as the muscle in the neck and face, in order to relax; or the technique of breathing deeply from the diaphragm; or the technique of meditating by focusing on a mental image or sound.

(2) Using music

Listening to soothing music, such as a classical concert, as a way to relax.

(3) Using laughter

Using laughter to relax by watching a funny movie, reading a humorous book, listening to jokes, and so on

b) Encouraging yourself

Teaching students some self-encouragement strategies will pay off in all of the skill areas. Language learners often need to

find ways to keep their spirits up and persevere as they try to understand or produce the new language.

(1) Making positive statement

Saying or writing positive statement to oneself in order to feel more confident in learning the new language.³²

(2) Taking risk wisely

Pushing oneself to take risks in a language learning situation, even though there is a chance of making a mistake or looking foolish. Risks must be tempered with good judgment.

(3) Rewarding yourself

Giving oneself a valuable reward for particularly good performance in the new language.

c) Taking your emotional temperature

The four strategies for affective self-assessment involve getting in touch with feelings, attitudes, and motivations through a variety of means. Language learners need to be in touch with these affective aspects, so that they can begin to exert some control over them. The strategies described here enable learners to notice their emotion, avert negative ones, and make the most of positive ones.

³² *Ibid*, p. 144

(1) Listening to your body

Paying attention to signals given by the body. These signals may be negative, reflecting, stress, tension, interest, calmness, and pleasure.

(2) Using a checklist

Using a checklist to discover feelings, attitudes, and motivations concerning language learning in general, as well as concerning specific language tasks.

(3) Writing a language learning diary

Writing a diary or journal to keep track of events and feelings in the process of learning a new language.

(4) discussing your feelings with someone else

Talking with another person (teacher, friend, relative) to discover and express feelings about language learning.

3) Social strategies

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, each set comprising two specific strategies.

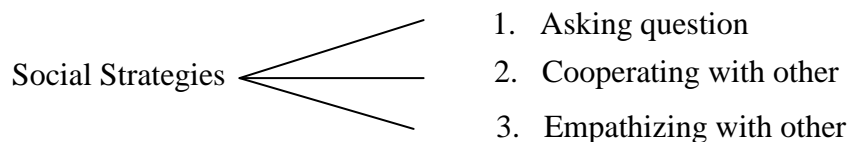


Figure 2.7 Diagram of Social strategies, three groups

a) Asking Question

This set of strategy includes asking for clarification or verification. This strategy used differently in the four skill areas. In listening and reading, asking questions for clarification or verification is used more often than asking for correction.

Asking for clarification or verification, Asking the speaker to repeat, paraphrase, explain, slow down, or give examples; asking if a specific utterance is correct or if a rule fits a particular case; paraphrasing or repeating to get feedback on whether something is correct.

b) Cooperating with other

This set of two strategies involves interacting with other one more people to improve language skills. These strategies are the basis of cooperative language learning, which not only increases learners' language performance but also enhances self-worth and social acceptance.

(1) Cooperating with peers

Working with other language to improve language skills. This strategy can involve a regular learning partner or a temporary pair or small group. This strategy frequently involves controlling impulses toward competitiveness and rivalry.

(2) Cooperating with proficient users of the new language

Working with native speakers or other proficient users of the new language, usually outside of the language classroom. This strategy involves particular attention to the conversational roles each person takes.

c) Empathizing with other these

Empathy can be developed more easily when language learners use these two strategies:

(1) Developing cultural understanding

Trying to empathize with another person through learning about the culture, and trying to understand the other person's relation to that culture.

(2) Becoming aware of others' thoughts and feelings

Observing the behaviours of others as a possible expression of their thoughts and feelings; and when appropriate, asking about thoughts and feelings of others.³³

According to kinds of language learning strategies, the benefit of using language learning strategies are to enhance their own learning. Because language learning strategies are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

³³ *Ibid*, p. 147

The following table summarizes oxford's language strategies exactly at indirect strategies:

Table 2.2
INDIRECT STRATEGIES
(Metacognitive, Affective, and Social Strategies)

I. Metacognitive Strategies	Cantering your learning	Over viewing and linking with already known material Paying attention
	Arranging and planning your learning	Finding out about language learning Organizing Setting goals and objectives Identifying the purpose of a language task Seeking
	Evaluating your learning	Self-monitoring Self-evaluating
II. Affective Strategies	Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation Using music Using laughter
	Encouraging yourself	Making positive statement Taking risk wisely Rewarding yourself
	Taking your emotional temperature	Listening to your body Using a checklist Writing a language learning diary Discussing your feelings with

		someone else
III. Social Strategies	Asking question	Asking for clarification
	Cooperating with other	Cooperating with peers Cooperating with proficient users of the new language Developing cultural understanding Becoming aware of others' and feelings thoughts

F. PREVIOUS STUDIES

In order to provide strong foundation, some related studies are listed as follows :

The first researcher was Niah Handayani (The Islamic State Institute Of Palangka Raya, 2010), who conducted an action research entitled “language learning strategy applied by successful students in English of second year at MAN Model of Palangka Raya” as the previous of the study. The result of her study discussed that were had different in playing their strategies in English. However, the successful students also got difficulties in applying their strategies in English. The successful students have facility to support their strategies by using dictionary to anticipate their difficulties in applying the strategy in English.

In this research, the similarities were same discussing about language learning strategy but the differences were the writer wanted to know the students' strategies in reading comprehension whereas Niah Handayani

wanted to know about the students' strategies in every skill of English such as reading, writing, listening and speaking.

The second researcher was Zahrotul Mufidah (The Islamic State College of Palangka Raya, 2010) who conducted an action research entitled "the language learning strategies in writing narrative text applied by the eleventh grade students of MA Hidayatul Insan FII ta'limiddin of palangka raya" as the previous of the study. The result of the study discussed that were:

- a. The language learning strategies applied by successful students in writing narrative text where cognitive strategy namely repeating strategy, recognizing and using formulas and patterns, using resources for receiving and sending message, translating, taking notes, summarizing, practicing naturalistically, analyzing contrastively, social strategy namely asking for correction, and cooperating with peers, compensation strategy namely selecting the topic, affective strategy namely listening your body, metacognitive strategy namely setting goals and objectives, and paying attention, and memory strategy namely reviewing well.
- b. The language learning strategies applied by unsuccessful students in writing narrative text where cognitive strategy namely repeating, using resources for receiving and sending message, translating, practicing naturalistically, effective strategy namely listening your body, using progressive relaxation, deep breathing and meditation, metacognitive strategy namely setting goals and objective, compensation strategy namely

selecting the topic and social strategy namely asking for correction and cooperating with pers.

In this research, the similarities were same discussing about language learning strategy but the differences were the writer wanted to know the students' strategies in reading comprehension whereas Zahrotul Mufidah wanted to know about the students' strategies in writing narrative text

The third researcher was Yaimin is study entitled "A study of English language learning strategies of elementary school Pupils at SDN 1 Bengkulu". This research showed that, in general, the pupils employed cognitive in learning English with the highest total average of 3.50. the other strategies employed were the metacognitive strategy, affective strategy, the memory strategy, the social strategy, and the compensation strategy, there were, however, some interesting findings on each category: a) on cognitive strategy category, the majority of the respondents agreed that they learned English well by the two following methods: formally practicing with sounds and writing systems, analyzing expressions, and translating; b) on metacognitive strategy, most respondents agreed that they setting goals and objectives in learning English. As a result, they paid more attention during their English class. c) On affective strategy category, most respondents agreed that they liked English subject. This can perhaps become a good starting point for teacher to give more motivation and be more sympathetic in teaching English; d) On memory strategy category, the respondents commonly admitted that they wrote down every single new vocabulary and did their homework at time; e) on social

strategy category, the respondents mostly did not hesitate to give questions on something they did not understand. The majority of the respondents agreed that they did not very much employed compensation strategy in learning English.³⁴

In this research, the similarities were same discussing about language learning strategy but the differences were the writer wanted to know the students' strategies in reading comprehension whereas Yaimin wanted to know about the students' strategies in English study.

The fourth Researcher was Rahmadi Nirwanto is entitled "The language Learning Strategies as Employed by the successful students of the English education study program of IAIN Palangka Raya in writing Course". This research showed that, the successful students of the English education study program of IAIN Palangka Raya in writing courses used the strategies: memory, cognitive, metacognitive, compensation, affective and social strategies. The strategies can be summarized into the following ways. In terms of memory strategy, some students integrated the four language skills and other language elements such as vocabulary simultaneously. In terms of cognitive strategy, the students wrote directly in English (L2), when they made errors, they needed feedbacks (corrections) from their friends and lecturers. During teaching and learning, some students took notes and others just listened to the lecturers. Outside classroom, the students practiced at home and wrote in internet. In the context of compensation strategy, the students

³⁴ Yaimin, 2006. *A study of English Language Learning strategies of elementary school pupils* at SDN 1 Bengkulu.

guessed the meanings to unfamiliar words and others used dictionary, dealing with affective strategy, the students built optimistic attitudes toward the complexities and the consequences of learning foreign language being learnt and avoided those who discouraged them in learning. In terms of social strategy, some students were willing to help their friends if they have problems. In that way, the students can improve their skills, share to each other and learn from other's mistakes and errors. Based on research results, it is suggested that: 1) the students become more aware of their strategies in learning so that their achievement can be improved, 2) the teachers should provide tasks and assignments so that the students become familiar with different kinds of strategies, 3) this research is not final. Therefore, it is quite possible that the future researchers to conduct research on Language Learning Strategies from different settings, objects and perspectives.³⁵

In this research, the similarities were same discussing about language learning strategy but the differences were the writer wanted to know the students' strategies in reading comprehension whereas Rahmadi Nirwanto wanted to know about the students' strategies in writing Course.

Based on the previous study above, the researcher had different object of the study. In this case, the researcher purposed the study entitled the language learning strategies by the eleventh grade students of SMAN 4 Palangka Raya.

³⁵ Rahmadi Nirwanto, 2009. *The Language learning strategies as Employed by the Successful Students of the English Education Study Program of STAIN Palangka Raya in writing Course.*