

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the review of related literature which includes the description about the definition of speaking, the speaking strategies, and the gender difference in learning style.

#### **2.1. The Definition of Speaking**

Speaking is a process to communicate or give information to others verbally. The purpose of communication is to express idea, thought, argument or opinion. According to Kathleen (2004, p. 2) states that “Speaking is the productive oral skill that consists of producing systematic verbal utterances to convey meaning”. In addition Mart (2012) states that speaking is an ability to speak, deliver, convey or switch information of someone thoughts in oral.

#### **2. 2. The Speaking Strategies**

“Speaking strategy” is defined as verbal communication strategies or oral communication strategies. Every learner has their own speaking strategy to prevent communication problem. According to Lopez ( 2011) speaking strategy is a speaker’s way or method to face any communication or oral production problem or language problem when they are speaking. In addition, according to Dornyei and Scott (1997) as cited in Xu (2016) speaking strategy is every effort that speaker does to resolve any language problem faced by a speaker consciously. Furthermore, speaking strategy is very important for students to learn because if students want to

improve their speaking skill, they should pay attention about what kinds of strategy that they should employ appropriately.

### **2. 3. Types of Language Learning Strategies**

There are a lot of experts in their field that categorize language learning strategies. However, Oxford's categorizations of language learning strategies is considered as the famous categorization and accepted to be used now. According to Azumi (2008, p. 152) "Oxford's classification is very popular because it is considered the most inclusive system of language learning strategies at the present moment". In addition, according to Oxford (1990) language learning strategies are divided into 2 major classes; they are direct and indirect strategies. The first, direct strategy consists of three groups; memory, cognitive, and compensation strategies. Then indirect strategy consists of three groups; meta-cognitive, affective, and social strategies. These six categories underlie the Strategy Inventory for Language Learning (SILL) used by Oxford 1990

#### **2.3.1. Direct strategies**

##### *a. Memory strategy*

Memory strategy is known by memories. This strategy allows students to save information and retrieve it. Memory strategy includes creating mental linkages, applying images and sound, structured reviewing and employing action. Memory strategies related to how student organizing some new words depend on the meaning, remember language and regain new information. Then, in this strategy learner usually placing new words into a context and then try to regain that

information, for example the learners attempt to write a new English word, or vocabulary into their note. Then, they attempt to use them into their own sentence in order to memorize it. In addition, the learners would take deep understanding about certain material in order to memorize it. In getting deep understanding about speaking material, they would repeat the material a few times until the material saying automatically. Furthermore, the learners that used memory strategy, they would remember certain English topic especially about speaking material. Then, they tried to memorize it, when they present the material in form of oral presentation in front of class. It is called structured reviewing Oxford (1990). Furthermore, “memory strategy is a method that helps a learner to save new information and use it when they need” Oxford and Crookall (1989, p. 404)

*b. Cognitive strategy*

Cognitive strategy refers to straight analyzing expression of learning materials to understand and produce the language. Cognitive strategies includes: practicing, receiving and sending message, analyzing and reasoning, creating structure for input or output. A learner who used the cognitive strategy tends to look for clarification of resources to receive and send messages for example the learner would watch English movies or English TV program and listen to music or radio. Besides, usually the learner also attempted to practice with sound like digital dictionary or tape recorder. Furthermore, the learners that used this strategy would write an unfamiliar word on their book and translate it. This strategy also made the learners to practice naturalistically like doing real conversation with their friends or family in daily activity or using internet. In addition, the learners would recognize

and using formulas and patters, for instance they tried to practice English expression such as *hay, its' okay, hello, bye* etc with their friends in the classroom or outside classroom. In addition according to Rubin (1987) as cited in Razmjoo and Ardekani (2011, p. 117) ) state that “Cognitive strategy means clarification, practice, memorizing and monitoring”.

*c. Compensation strategy*

Compensation strategy refers to use the language despite lack of knowledge. This strategy includes; guessing intelligently, and overcoming limitation in speaking and writing. Students who used this strategy would try to coining word for instance; they will change words that they do not know with longer phrases or other words that they know when speaking. When the students practice their speaking and they find difficult word, they will change it into the synonym or describe words they know which is called using synonym or circumlocution. In addition, compensation strategy allows students to use meme or gesture in order to explain a difficult word that they found during speaking (Oxford,1990).

### **2.3.2 Indirect Strategies**

*a. Meta-cognitive strategy*

Meta-cognitive strategy refers to way students to organize their learning process such as; creating learning, arranging and planning learning and evaluating learning (self-management and self-monitoring). Learners that used this strategy allowed to do self-monitoring, for example knowing their mistake or errors while speaking and eliminating the errors. Moreover, they liked setting plan like making preparation or schedule before doing presentation. Furthermore, the learners would

do self-evaluate their own learning process for instance the students attempt to monitor the mistakes that they made in the previous semester. They have their own setting goals such as long-term and short-term goals. In addition, the students who used this strategy have their self-management or planning for their learning, for instance they attempt to make schedule in learning English, or join English club in their school and invited their friend to speak English Oxford (1990). In addition, according to O'Malley and Chamot (1990, p. 8) "Meta-cognitive strategy involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place or the learning task, and self-evaluation after the learning activity has been completed".

*b. Social strategy*

Social strategy refers to students' activities that make them practice their knowledge like interaction with others. This strategy includes; asking questions, cooperating with others, and emphasizing with others. The students who applied social strategy tend to make appointment or agreement with their friends to use English or practice their speaking, asking their friend or teacher to clarify the pronunciations, asking a questions to their friends in English when they do not understand about speaking material etc. Besides, social strategy allows students to ask find an advice from their proficient teacher or friend about how to pronunciations unfamiliar word when they do mistake in speaking which is called cooperating with proficient users of the new language.

*c. Affective strategy*

Affective strategy refers to regulate emotions or relating to the students feeling. This strategy includes; lowering anxiety, encouraging, taking emotional and taking emotional temperature. Students who applied this strategy tend to use progressing relation, deep breathing or meditation for instance, the students take deep breathing, calm down, make positive statements before doing presentation or performing in front of the class or their teacher ask to speak English . Then, they also try to tell their feeling or problem toward English about learning English in the school. In addition, the students who used affective strategy refers to make positive thinking when they speak use English in classroom. Furthermore, they also like forcing their self to speak even if there is chance to make mistakes which is called taking risk wisely. This strategy helps students to overcome their emotional problems. In addition, according to Stern's (1992) cited in Razmjoo and Ardekani ( 2011, p. 119 ) state that "affective strategy usually used when learners attempt to overcome their emotional problem."

#### **2.4. The gender difference in learning strategies**

Learning strategies refers to technique or manner or behavior that someone does to achieve the main information in learning process. According to O'Malley and Chamot (1990, p. 1) "learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". In learning process students have to know what to use of learning strategy and how to use it. Every students has different learning strategies, some strategies may very benefit for them but others strategies maybe not. Learning strategies is used by students will have an impact on learning processes and outcomes of students. Thus,

every student has to know what the best strategy used for them in learning process. In addition, learning strategies also help students to accept the information easier. Thus, learning process can be more effective and the students can enjoy it. Preferred learning strategies also help the students to learn easily, quickly, and finally can be success in their studies. According to (Oxford, 1990, p. 8) “Learning strategies as specific action taken by the learning to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation”. Basically, every student has a preference learning strategies. They accept the information differently. Hence, students adopt different learning strategies. Thus, the students should be aware or realize that learning strategies is very important. It is because when the students know what the appropriate their learning strategies, it will help them to identify their strange and weakness in learning.

Moreover, many studies have shown that gender difference effect the learning strategy preference of someone. The actual differences have seen in the way how girls and boys talk or oral skill of boys and girls. The girls are better in produce words where they tend to talk a lot than the boys. According to Khamer, Delis & Daniel (1988, p. 907 ) “The girls have greater verbal ability than boys, meanwhile the boys have greater in visual-spatial and mathematical ability”. In addition according to Kayaoğlu (2012) girls prefer to use conjunction, modal auxiliary verbs when they talk than boys meanwhile the boys prefer to use slang, longer words, and more articles. Then, usually the girls also are at language learning tasks that refer to remembering verbal information, faces, names, and object locations than the boys. Otherwise, According to Aliakbari & Mahjub (2010) males

have better in oral ability and performance than females in pair group work. In addition, Tannen (1992) as cited in Viriya & Sapsirin (2014, p. 77 ) suggest that “male students prefer doing learning tasks which involve the talk in public settings more because they feel compelled to establish or maintain their position in the group and female students prefer talking more in private settings because they see conversation as an important way of maintaining relationships”.

Furthermore, male and female students have different ways to receive or understand the information in learning process. Thus, they have different learning strategies. According to Zhou (2010) in learning English girls apply more learning strategies like taking notes, remembering sentence structure and doing lesson review than boy to get an easier way in learning. Thus, normally girls are better in English than boys. After knowing if male and females students have different preference learning strategies teachers have to realize of what their students interests in learning. Thus, the teachers can find the best solution of it and learning process can be more effective by knowing students preference learning strategies. According to Razmjoo & Ardekani ( 2011) state the purposes of learners to use strategies in learning are to make them deliver the information easier and to improve their communication skill when they are speaking. Moreover, teachers also can create a lot of appropriate method with their students' preference in learning. Thus, the students can achieve their goal easier.