CHAPTER II

THEORETICAL FRAMEWORK

2.1   Concept of Learning Strategies

Six major groups of Language learning strategies have been identified by Oxford (1990). Alternative taxonomies have been offered by O'Malley and Chamot (1990) and others.

1. Memory strategies

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing. These principles are employed when a learner faces challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch.

Specific devices used by learners to make mental linkages that will allow new information, most often vocabulary, to enter and remain in long-term memory. Examples of memory strategies are to make associations with what has already been learned, to draw pictures to help remember new words, and to repeatedly pronounce or write new words in order to remember them. Although memory strategies could easily be viewed as cognitive strategies, their purpose is limited to memorization and involves mostly surface processing (Biggs, 1988). Prior research shows that memory strategies operate differently from many cognitive strategies in terms of frequency of use (Oxford, 1996; Lan& Oxford, 2003).

From the ideas above, it can be inferred that depends it on the simple principle of putting things in order. These principles are intended to make it easier for students to remember vocabulary and to be able to visualize words and phrases more easily. It also makes this information a long-term memory for students.

2. Cognitive Strategies

These are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output.

Practicing is the most important in this group which can be achieved by repeating, working with sounds and writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. It is not necessary to check every word. The adult learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. These are also used to make new expressions.

Cognitive strategies help learners process and use the language for learning or for accomplishing a task involving the language, e.g., watch TV in English, listen to radio/CDs in English, use English computer programs, and find similarities between first and second languages. Compared with memory strategies, the purpose of cognitive strategies is not simply memorization but instead deeper processing and use of the language (see Biggs, 1988, for deep and surface processing). This category is commonly used for research on second language learning (see Cohen, 1998, O'Malley & Chamot, 1990; Oxford, 1990, 1996).

From the ideas above, it can be inferred this is the most popular strategy that helps understand English, such as listening to English music, watching movies, English conversations with friends. Use a computer or handphone program in English. To create a good memory.

3. Compensation Strategies

Learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning. A learner brings own life experience to interpret data by guessing.

Compensation strategies are intended to make up for missing knowledge while listening, reading, speaking, or writing. For example, use gestures or body language (for speaking), rephrase (for speaking or writing), ask for help (for listening, reading, speaking, or writing) and make guesses based on the context (for listening and reading). (Note: The last strategy could also be listed as a cognitive strategy, but it is included here as a compensation strategy because it makes up for a gap in knowledge.) (Oxford, 1990, 1996).

From the ideas above, it can be deduced that a way to compensate for those who learn English. Students do not understand the language or people who remember a few words. And people not use grammar. As like as body language instead of words Learn or talk about new vocabulary to make it easier.

4. Meta-cognitive Strategies

Meta-cognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning.

Three sets of strategies belong to this group and they are: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and evaluation of progress. Research has found that compared to cognitive strategies meta-cognitive strategies are used less consistently by the learners.

Meta-cognitive strategies encompass the planning, organizing, evaluation, and monitoring of one's own language learning, e.g., organize time for learning, check one's progress, and analyze one's mistakes and try not to make them again. This category is widely used in the second language field (e.g., see O'Malley & Chamot, 1990)

From the ideas above, it can be concluded the thinking mechanism of the learner can coordinate the learning process. This allows them to plan their language learning effectively. When vocabulary and learning confuse learners the thought-engine strategy is so important to language learning to succeed. Organizing and planning learning helps students organize for them to take advantage of their own efforts.

5. Affective Strategies

The affective factors like emotion, attitude, motivation, and values influence learning in an important way. Three sets of strategies are included in this group: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature.

Good language learners control their attitudes and emotions about learning and understand that negative feelings retard learning. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies.

Affective strategies help the learner deal with his or her own emotions, motivations, and attitudes while (or about) learning English. Examples of such strategies are take risks, try to relax when feeling anxious about learning, and reward oneself for succeeding. This category, sometimes combined with social strategies, is often involved in strategy work in second language learning (Oxford, 1990, 1996).

From the ideas above, it can be inferred that emotional resistance is the motive value that influences learning, can reduce anxiety, and it can control one's own emotions. Good language learners control their own attitudes and emotions. Negative feelings will make the teacher slow down.

6. Social Strategies

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and empathizing with others.

Social strategies refer to how learners interact with other people in the context of learning languages and related culture. Social strategies include, among others, ask someone to speak slowly, practice with others and show interest in learning about the culture of English-speaking countries. This category, sometimes combined with affective strategies, is often part of strategy research (Oxford, 1990, 1996).
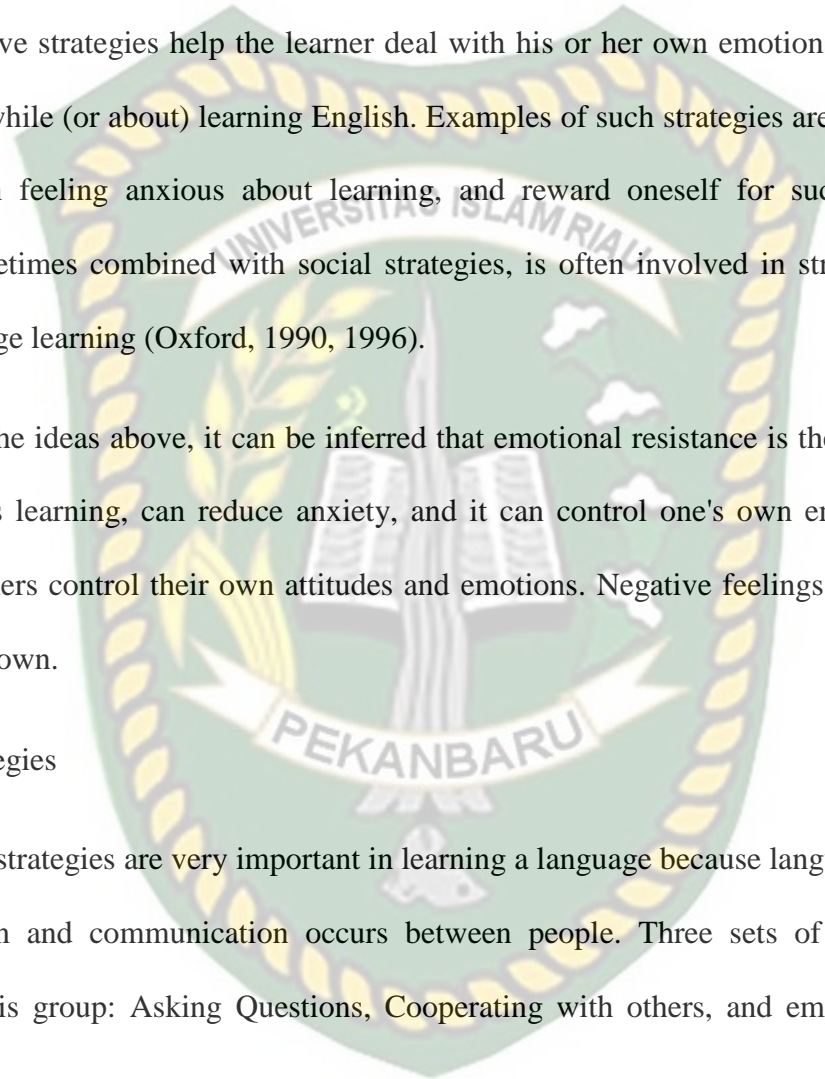
O'Malley and Chamot (1990) define learning strategies as special ways in information processing that enhance comprehension, learning or retention of information. They also summarized that learning strategies can be divided into Meta-cognitive, Cognitive and Social / Affective Strategies.

Rubin (1975, p.43) provided a very broad definition of learning strategies as "the techniques or devices which a student may use to acquire knowledge". In 1981 she identified two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning. The direct learning strategies she divided into six types (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning and practice), and the indirect learning strategies she divided into two types (creating opportunities for practice and production tricks).

Brown (1980, p.87) draws a clear distinction between learning strategies and communication strategies on the grounds that "communication is the output modality and learning is the input modality". Brown suggests that, while a student generally applies the same fundamental strategies (such as rule transference) used in learning a language to communicating in that language, there are other communication.

From the ideas above, it can be inferred that learning strategies are designed to give learners the best possible knowledge of the strategies and to choose those strategies to suit their learning. The instructor should develop the three learning strategies above. Students will be able to plan. Ponder and choose a strategy that fits your learning style. Teachers should use these strategies as part of their regular and progressive teaching. For example, developing specific skills such as reading strategies or vocabulary strategies.

Stern (1975) produces a list of ten language learning strategies which he believes to be characteristic of good language students. At the top of the list he put "personal learning style" (p.311). Confusion between the concepts of learning style and learning strategy is

another factor which has contributed to difficulties with definition and classification which remain to this day. Stern later defined "strategies" as "broadly conceived intentional directions" (1992, p.261), which is more similar to the definition of the term "styles" as used by other writers such as Willing (1988) and Nunan (1991). The "behavioural manifestations of the strategies" (Stern, 1992, p.261) called "techniques" - a definition which would fit better with what Rubin (1975) calls "strategies.

Different theories, methods and approaches inter-relate is important to a thorough understanding of language learning strategy theory. For long regarded as "the standard way" (Richards and Rodgers, 1986, p.2) for students to learn a language other than their first, the basic assumption underlying the Grammar Translation Method tended to be that if students simply learned grammar and vocabulary and translated from one language into another, they would, as a matter of course, learn the language.

From the ideas above, it can be concluded that different theories are important for understanding the detailed language learning process as a standard way for students studying other languages.

2.2 Phenomenon of Thai Students

Thai has always been a country with one official language, Thai. Another reason for having been a country with one language is the concept of national stability. There have been proposals to make Thai a country with two languages, Thai and English, but this has never materialized due to the abovementioned reasons. Nowadays in Thai, as elsewhere in the globalized world, English has gained an important role in different area of life over the last decades. This is the evident by the increasing number of English schools and teaching English in schools as well as the number of English private tutors especially the big cities.

Classrooms and educational institutions, however, are not the only primary settings for individual's construction of identities and agency. In the context of this study, Thai

students learning English at the Islamic Universitas of Riau (UIR), are required to pass their English language exam. However, observation has shown that these Thai students face difficulties in the English classroom. They show lack of motivation and participation in class activities. Among the reasons given by the majority of Thai students are: lack of confidence and the difficulties of the English language itself.

Looking back at these students' status as a bilingual, this phenomena should not arise since they have already experienced similar process of acquiring a foreign language before when they learned Melayu languag as their second language.

2.3 English Education Failure in Thai

Thai students spend twelve years studying English in primary and secondary schools, but the results are questionable. When compared to people in neighboring countries, Thais' English proficiency is relatively low. The 2010 Test of English as a Foreign Language (TOEFL) showed that Thai ranked 116th out of 163 countries (Noom-ura, 2013).

2.4 Causes of Failure

Upon examining the English-language classes, many researchers pointed to a few main factors contributing to the failure of English-language teaching and learning: unqualified and poorly-trained teachers, poorly-motivated students, students of mixed abilities in overly large classes, and rare opportunities for student exposure to English outside of class time (Dhanasobhon, 2006 cited by Noom-ura, 2013).

Some of the problems student posted were teachers' heavy teaching loads, inadequately equipped classrooms and education technology, the university entrance examination system, teachers' insufficient English language skills and cultural knowledge. The problems involving students who wished to speak English fluently included challenging interference from Thai language, lack of opportunity to use English in their daily lives, unchallenging English lessons, being passive students, being too shy to speak English with

classmates, being poorly-motivated and lack of responsibility for their own learning. These problems have been attributable to the unsatisfactory results of English language teaching as mentioned earlier.

Comparing with other ASEAN countries such as Singapore, Malaysia or the Philippines which English is their official language or their second language, Thai graduate might face a great barrier for the competitive in employment after the opening to the gate of AEC in 2015 (Noom-ura 2013). Hence, the situation of low English competency in Thai users must be improved. Noom-ura (2013) has classified the English-teaching problems in Thailand into five categories, that is, (1) problems involving teachers, (2) problems involving students, (3) problems involving curricular and textbooks, (4) problems involving assessment and (5) problems involving other factors. It was found in this study that students' lack of opportunities to practice English skills was the crucial problems. This also contributes to the lack of confidence in using language for communication.

From the ideas above, it can be inferred that the difficulty of teaching teachers and technology in education is insufficient for the entrance examination system. Inadequate English teacher skills. The problem with the English man to speak English fluently. Include the problems of the Thai language. That have lack of opportunity to use English in everyday life. The problem is that there are major barriers to employment. Therefore, the low level of English proficiency of Thai user have to be improved.

1. Problems with teachers

2. Students Problem

3. The main problem is the textbook.

4. Problems with teaching English

5. Problems with other factors.

2.5 Past Studies

There are some researchers that have done some studies that relate to An Analysis Thai Students' Speaking in Classroom Interaction. The result indicated that there are some problems of Thai students in speaking ability especially interaction in the classroom. The researcher was conducted by Ms,Ratana (2007) "An Investigation Of Thai Students' English Language Problems And Their Learning Strategies In The International Program At Mahidol University" the researcher has found that several problems about Thai Students; Linguistic problems, Sociocultural on second language learning, Barriers to intercultural communication, Learning strategies, Differences in educational systems and backgrounds.

The researcher was conducted by Warawudhi, Rinda (2013) "Problem Analysis of English Major Undergraduate Students on Internship: A Case Study of Burapha University". The researcher has found that there are several problems in Thai students. Hence, the situation of low English competency in Thai users must be improved. Noom-ura (2013) has classified the English-teaching problems in Thai into five categories, that is, (1) problems involving teachers, (2) problems involving students, (3) problems involving curricular and textbooks, (4) problems involving assessment and (5) problems involving other factors. It was found in this study that students' lack of opportunities to practice English skills was the crucial problems. This also contribute to the lack of confidence in using language for communication. It means that we can find the solution of the problem early.

The research was conducted by BunthanTeng & Kemtong Sinwongsuwat (2015) "Teaching and Learning English in Thai and the Integration of Conversation Analysis (CA) into the Classroom". The researcher has found that Scholars posit that this continues to be the case as Thai teachers are still struggling with executing CLT (Kustati, 2013); some of the struggle persists for an array of reasons: 1) A lack of sustained professional development and teacher fluency, 2) Insufficient time to implement CLT activities, 3) Students' preference for

accuracy over fluency, 4) Large class size, 5) Students being uncooperative and uncomfortable with CLT, 6) Misconception about CLT application.

2.6 Conceptual Framework

AN ANALYSIS OF ENGLISH LEARNING STRATEGISE USED BY THAI STUDENT AT FKIP UIR.

Learning strategies

Memory — Such as grouping, imagery, rhyming, and structured reviewing.

Cognitive — Such as reasoning, analyzing, summarizing (all reflective of deep processing), as well as general

Compensation — Such as guessing meanings from the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known.

Metacognitive — Such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring errors.

Affective — Such as anxiety reduction, self-encouragement, and self-reward.

Social — Such as asking questions, cooperating with native speakers of the language, and becoming culturally aware.