CHAPTER II

REVIEW OF RELATED LITERATURE

A. Language Skill

Language is a particular style of speaking or writing[1]. It is an essential thing for making communication with others. When we learn a language, there are four skills that we need for complete communication, they are speaking, listening, reading, and writing.

1. Speaking

Speaking is the productive skill in the oral mode. Like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of speaking situation in which we find ourselves, those are[2]:

a. Interactive

Interactive speaking includes face to face conversation and phone calls, in which we are alternatively listening and speaking. In this situation we also have a chance to ask for clarification, repetition, or lower speech from our conversation partner.

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[1] A. S. Hornby. *Oxford Advanced Learner's Dictionary, 7th edition*. (Oxford: university press, 2006). P. 829

[2] *Four basic language skill.* (http://www.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlrnngprgrm/FourBasicLanguage). Retieved on 24th April 2012

b. Partially interactive

Other speaking situation is partially interactive, such as when we are giving a speech to a live audience, where the convention is that the audience does not interrupt the speech.

c. Non-interactive

Some few speaking situation may be totally non-interactive, such as when we are recording a speech for a radio broadcast.

2. Listening

Listening comprehension is the receptive skill in the oral mode. In listening process there two stages of strategy[3]:

a. Bottom-up strategy

In the bottom-up part of the listening process, we use our knowledge of language and our ability to process acoustic signal to make sense of the sounds that speech presents to us. In other words, we use information in the speech itself to try to comprehend the meaning.

b. Top-down strategy

Top-down comprehension strategies involve knowledge that listener brings to a text, sometimes it called 'inside the head'

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[3] Tricia Hedge. *Teaching and Learning in the Language Classroom.* (Oxford: University Press, 2000). P. 230

information, as opposed to the information that is available within the text itself.

3. Reading

Reading is a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse[4]. The reading process is same with listening process those are bottom –up and top-down strategy.

For the reading method, there are three different types of reading style, those are[5]:

a. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it.

b. Scanning

Scanning is quickly going through a text to find a particular piece of information.

c. Extensive reading

Extensive reading is the term used to describe the strategies use for reading longer text either for pleasure or for information.

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[4] Sandra Silberstain. *Techniques an Resources in Teaching Reading*. (New York: Oxford University Press, 1994). P. 12
[5] Franciose Grallet. *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*. (Cambrige: Cambrige University Press, 1981). P. 4

d. intensive

Extensive reading is the term used to describe the strategies use for reading shorter text to extract specific information.

4. Writing

Writing is widely used within foreign language course as a convenient means for engaging with aspect of language other than writing itself[6]. For instance, learners note down new vocabulary, copy out grammar rules, write out answer to reading or listening comprehension questions, and do writing text.

In order to we can help students writing successfully and enthusiastically in different style, we need to consider three separate issues[7].

a. Academic writing

- Paper and general subject of report

- Essay and composition

- Academically focused journals

- Short-answer test responses

- Technical report

- Thesis, dissertation

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[6] Penny Ur. *A Course in Language Teaching*. (Cambridge: Cambridge University Press, 1996). P. 162

[7] H. Douglas Brown. *Language Assessment*. (San Fransisco: Longman, 2004). P. 219

b. Job-related writing

- Message (phone message)

- Letters/e-mail

- Memos

- Report (job evaluation, project report)

- Advertisement, announcement

c. Personal writing

- Letters, emailing greeting card, invitation, messages, notes

- Calendar entries, shopping list, reminder

- Diaries, personal journal

- Fictions (short story, poetry)

B. Learning Vocabulary

1. The important of learning vocabulary

Paul Meara characterized vocabulary learning as a neglected aspect of language learning[8]. He commented that the acquisition of vocabulary has become one of the most active areas in second language acquisition research.

For most people, the important of learning vocabulary seems very clear. We can communicate by using words that are not placed in the

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[8] Pasty M. Lightbown and Nina Spada. *How languages are Learned, 3rd edition*. (New York: Oxford University Press, 2006). P. 96

proper order, pronounced perfectly, or marked with the proper grammatical morphemes, but communication often break down if we do not use correct words.

An educated adult speaker of English is believed to know at least 20.000 words. Fortunately, most everyday conversation requires a far smaller number that is for about 2.000 words. Similarly, although Chinese and Japanese have 10.000 of characters, most are rare, and non technical material can usually be read with knowledge of about 2.000 characters. Even acquiring a basic vocabulary is a significant accomplishment for a second language learner[9].

Some second language theorists have argued that second language learners, like children learning their first language, can learn a great deal of vocabulary with little intentional effort. Stephen Krashen has asserted that the best source of vocabulary growth is reading pleasure[10]. There is no doubt that reading is an important potential source of vocabulary development for second language learners as it is for first language learners.

2. The difficulties of learning vocabulary

Learning vocabulary seems to be one of the easiest things about learning a language, but it is also one of the hardest things to do,

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[9] *Ibid*. p. 97
[10] *Ibid*. p. 99

especially when you have reached a certain level. Learning vocabulary needs practice and time and in our days time is a problem. We can face some difficulties, such as[11]:

a. Deciding which words are worth learning

There are a lot of words in English compared with many other languages, and it is impossible to know them, even native speakers frequently meet words they have never seen before in their reading.

b. How to organize our vocabulary

Most people find that it is useful to organise the vocabulary. They write down in some ways, either to break the words/phrases into groups for learning, to show relationships between similar words, or to make it easier to find a particular word.

c. Remembering vocabulary

Learning vocabulary has largely been explained as a memory problem. It seems to be another difficulty for vocabulary learners. One of the biggest problems with vocabulary learning is, what is learned today is often forgotten tomorrow.

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[11]*Difficulties in learning vocabulary*.(http://www.scribd.com/doc/31165556/Difficulties-in-Learning-Vocabulary). Retieved on 24th April 2012

C. Learning Strategies

1. The important of learning strategies

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they 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[12].

Now, learning strategies are becoming widely recognized throughout education in general. Learners often adopt strategies to cope the business of handling non-native languages, for example learning strategies or communicative strategies. Strategies have to do with 'how to learn' or 'how to communicate' and the term strategy as used in the literature; it should be understood as a systematic approach to a task[13]:

a. Whether or not the language user is actually consciously aware of applying the strategy in a given context.

b. Whether that strategy is a part of a stable repertoire of problem solving technique.

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[12] Rebecca L. Oxford. *Language Learning Strategies: What Every Teacher Should Know*. (University of Alabama). P.1

[13] Michael Sharwood Smith. *Second Language Learning: Theoretical Foundation*. (New York: Longman, 1994). P. 12

c. Whether the idea behind strategy is to facilitate acquisition or whether it is purely and simply designed to facilitate communication at a given moment in time.

2. Language learning strategies

Figure below presents a general overview of the system of language learning strategies. It shows two kinds of language learning strategies, those are: 1) direct strategies, it includes memory strategies, cognitive strategies, and compensation strategies. 2) Indirect strategies, it includes metacognitive strategies, affective strategies, and social strategies[14].

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[14] Rebecca L. Oxford. *Opcit*. P. 15

Memory strategies
(direct)

Cognitive
strategies
(direct)

Social
strategies
(inderect)

Compensation
strategies
(direct)

Affective
strategies
(indirect)

Metacognitive
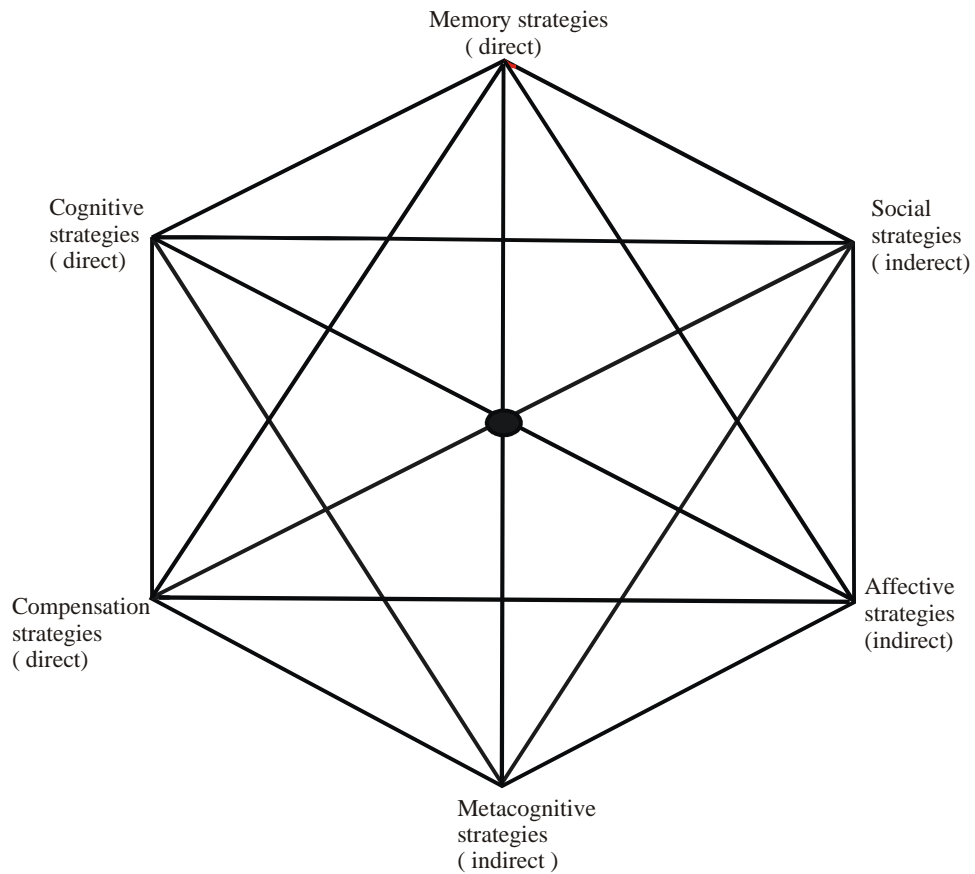strategies
(indirect)

Figure: interrelationship between direct and indirect strategies and among the six strategy group

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)[15] do this processing differently and for different purposes.

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[15] Ibid. P. 37

1. Memory strategy

   Memory strategies are regaining their prestige as powerful mental tools. The mind can store 100 trilion bits of information, but only part of that potential can be used unless memory strategies come to the aid of the learner.

   According to Lord, memory strategies help language learners to cope their difficulty in remembering the large amount of vocabulary. They enable learners to store verbal material then retrieve it when need for comunication.
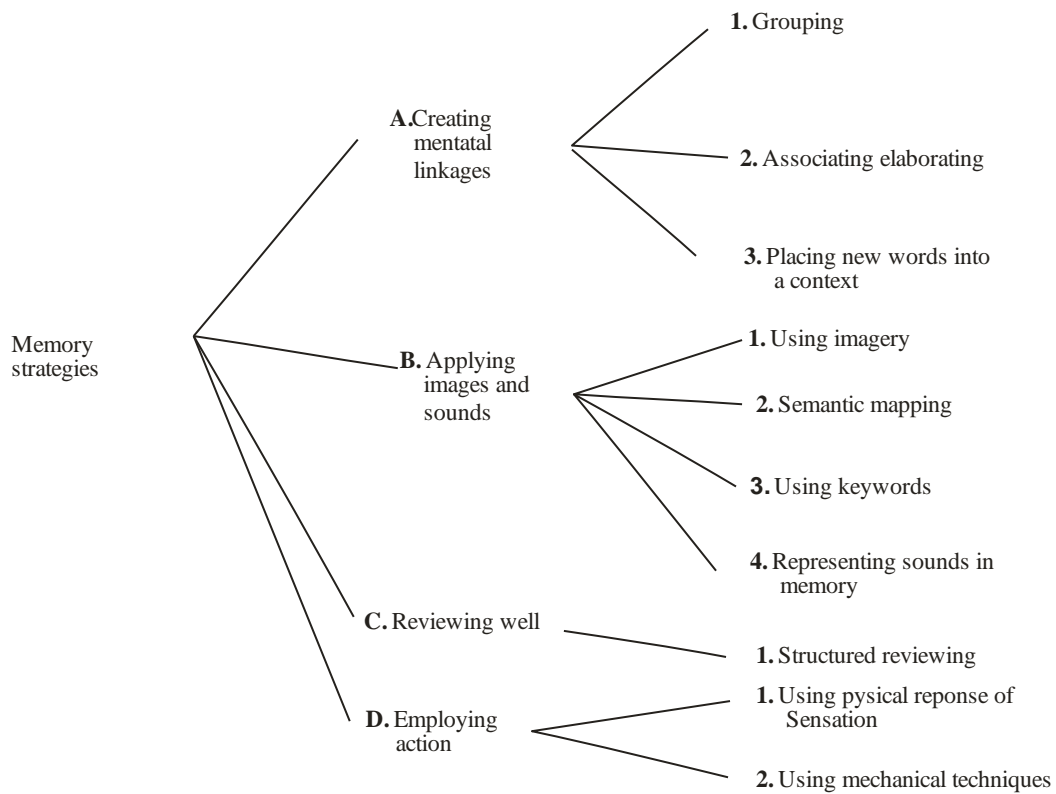
2. Cognitive strategies

   Cognitive strategies are essential in learning a new language. These strategies have a lot of varieties, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unfied by a commmon function, that is manipulation or transformation of the target language by the learner. And cognitive strategies are typically found to be the most popular strategies with language learners.
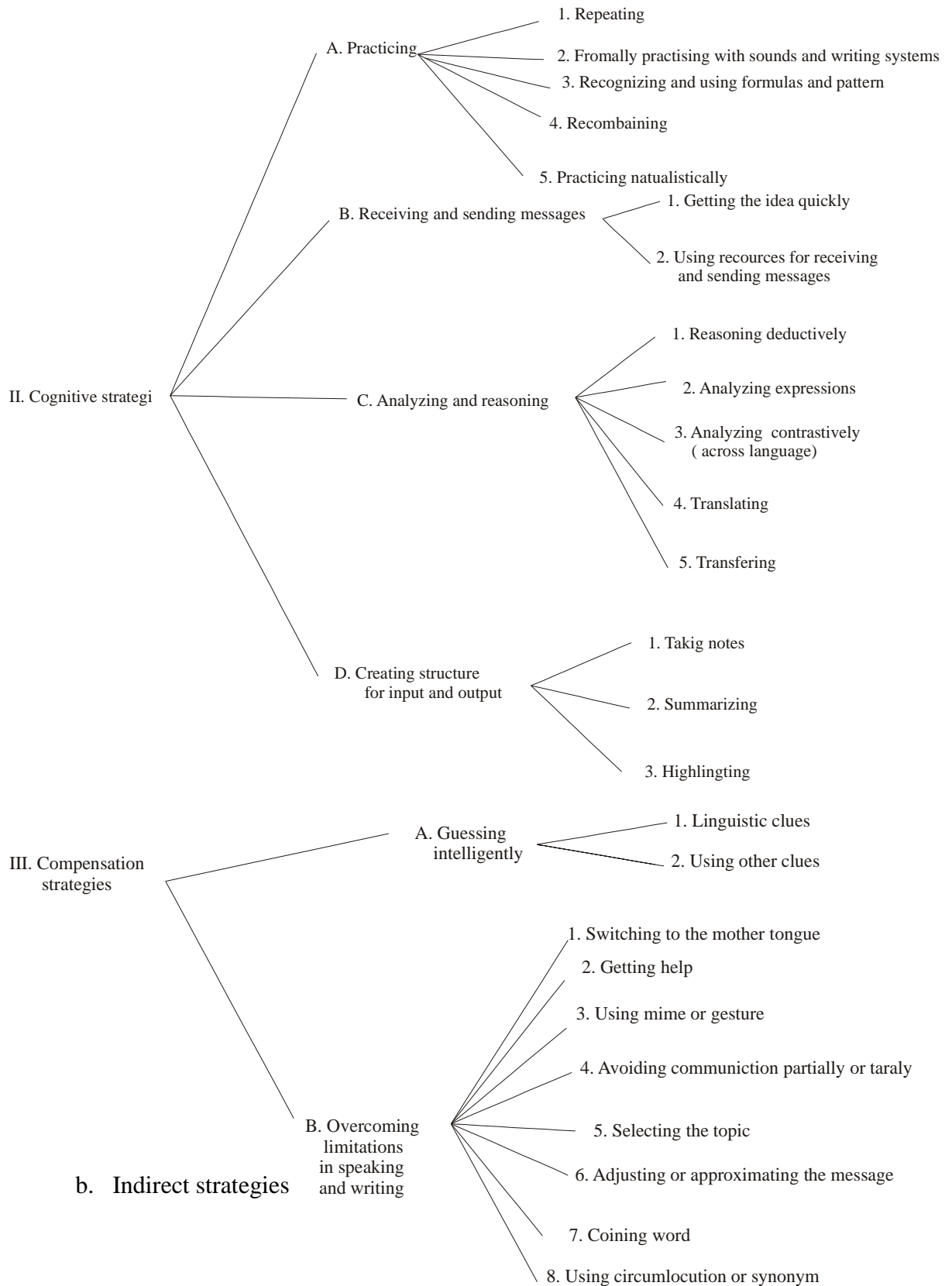
3. Compensation strategies

   Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Many compensation strategies for production are used to

compensate for a lack of appropriate vocabulary, but these strategies

can also be used to make up for a lack of grammatical knowledge.

Figure of direct strategies system
(memory strategies, cognitve strategies, and compensation strategies)

Memory strategies

A. Creating mentatal 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 pysical reponse of Sensation
- **2.** Using mechanical techniques

II. Cognitive strategi

A. Practicing
1. Repeating
2. Fromally practising with sounds and writing systems
3. Recognizing and using formulas and pattern
4. Recombaining
5. Practicing natualistically

B. Receiving and sending messages
1. Getting the idea quickly
2. Using recources for receiving and sending messages

C. Analyzing and reasoning
1. Reasoning deductively
2. Analyzing expressions
3. Analyzing contrastively (across language)
4. Translating
5. Transfering

D. Creating structure for input and output
1. Takig notes
2. Summarizing
3. Highlingting

III. Compensation strategies

A. Guessing intelligently
1. Linguistic clues
2. Using other clues

b. Indirect strategies

B. Overcoming limitations in speaking and writing
1. Switching to the mother tongue
2. Getting help
3. Using mime or gesture
4. Avoiding communiction partially or taraly
5. Selecting the topic
6. Adjusting or approximating the message
7. Coining word
8. Using circumlocution or synonym

Indirect strategies are strategies that support and manage language learning without directly involving the target language. Based on explanation above, there are three kind of indirect strategies: metacognitive strategies, affective strategies, and social strategies[16].

1. Metacognitive strategies

Metacognitive means beyond, beside, or with the cognitive. Therefore, metecognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learner to coordinate their own learning process.

Metacognitive strategies allow learners to control their own cognitive that is to coordinate the learning process by using function such as centering, arranging, planning, and evaluating.

2. Affective strategies

The term of affective refers to emotions, attitudes, motivations, and values. And the affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners often give influences to know how to control their emotions and attitudes about learning.

Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new
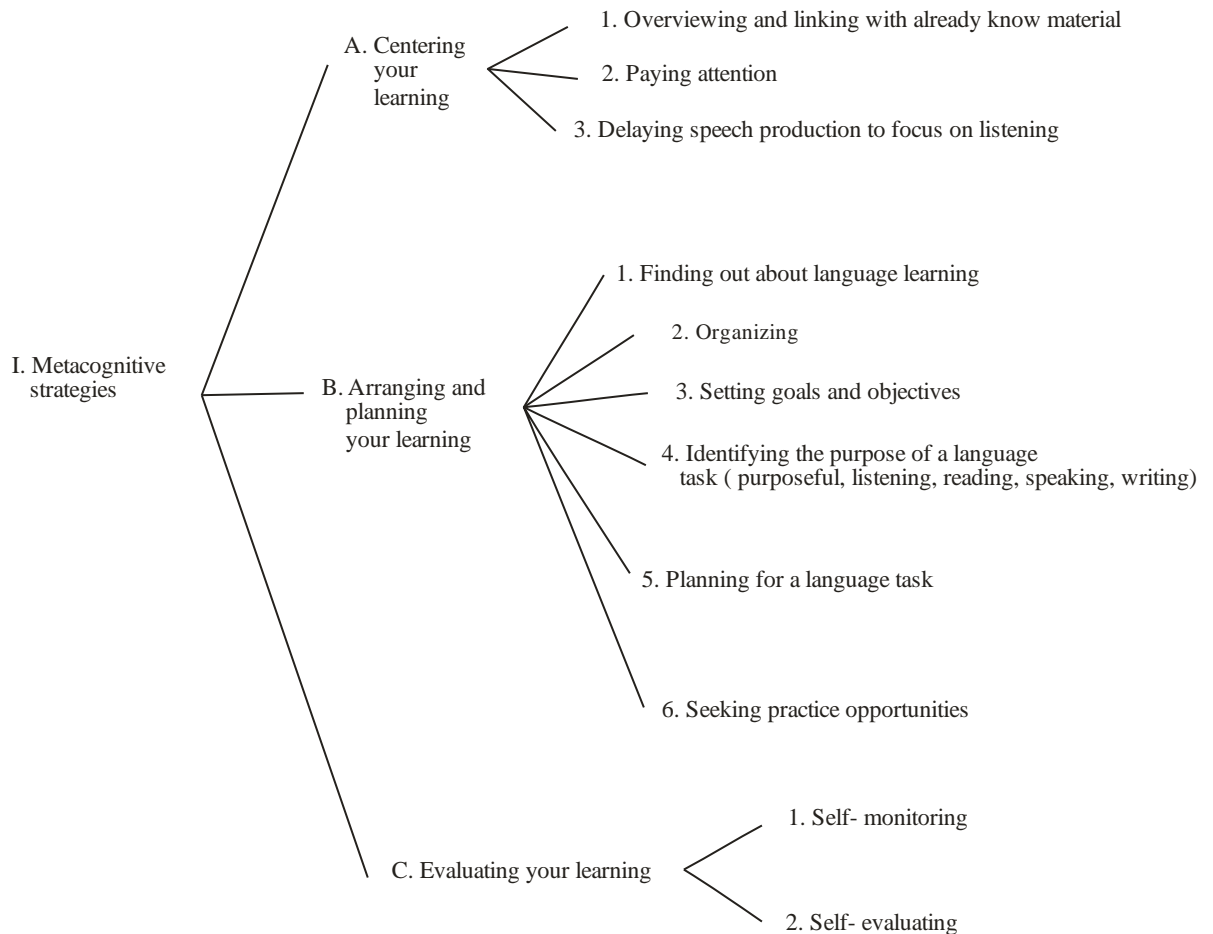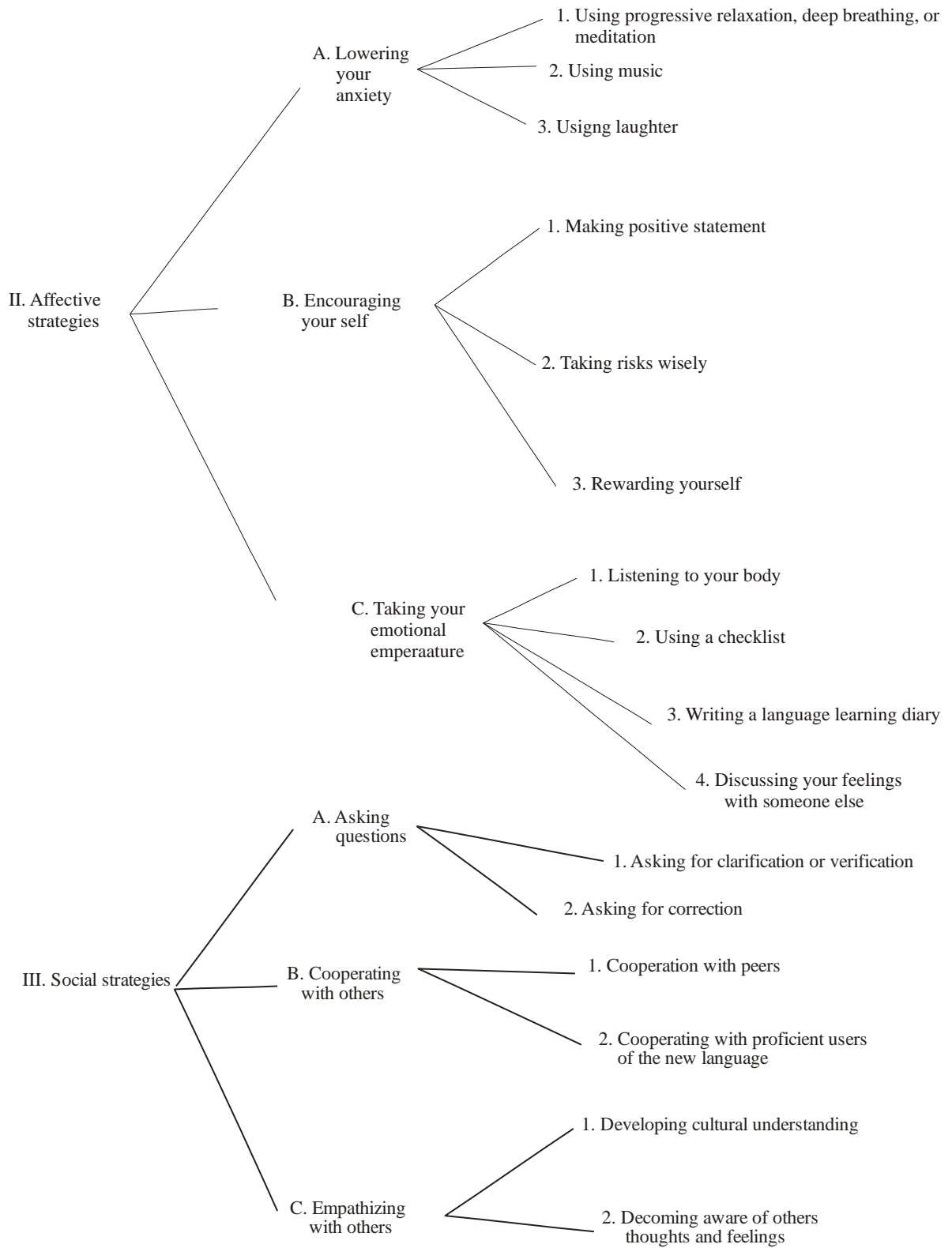
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[16] Ibid. P. 135

language. In the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.

3. Social strategies

   Language is a farm of social behavior that is communication. And the communication occurs between and among people. Thus, learning a language involves other people and in this process appropriate social strategies are needed.

Figure of indirect strategies system
(metacognitive strategies, affective strategies, and social strategies)

A. Centering your learning
1. Overviewing and linking with already know material
2. Paying attention
3. Delaying speech production to focus on listening

I. Metacognitive strategies

B. Arranging and planning your learning
1. Finding out about language learning
2. Organizing
3. Setting goals and objectives
4. Identifying the purpose of a language task (purposeful, listening, reading, speaking, writing)
5. Planning for a language task
6. Seeking practice opportunities

C. Evaluating your learning
1. Self- monitoring
2. Self- evaluating

II. Affective strategies

A. Lowering your anxiety
1. Using progressive relaxation, deep breathing, or meditation
2. Using music
3. Usigng laughter

B. Encouraging your self
1. Making positive statement
2. Taking risks wisely
3. Rewarding yourself

C. Taking your emotional emperaature
1. Listening to your body
2. Using a checklist
3. Writing a language learning diary
4. Discussing your feelings with someone else

III. Social strategies

A. Asking questions
1. Asking for clarification or verification
2. Asking for correction

B. Cooperating with others
1. Cooperation with peers
2. Cooperating with proficient users of the new language

C. Empathizing with others
1. Developing cultural understanding
2. Decoming aware of others thoughts and feelings

3. Features of language learning strategies

According to Oxford there are some features that support language learning strategies[17]:

a. Communicative competence as the main goal

All appropriate language learning strategies are oriented toward the broad goal of communicative competence. Development of communicative competence requires realistic interaction among learners using meaningful, contextual language. Learning strategies help learners participate actively in such authentic communication. Such strategies operate in both general and specific ways to encourage the development of communicative competence.

b. Greater self-direction for learners

Self-direction is important for language learners, because teachers will not always around the learners to guide them, moreover when they use the language outside the classroom. Also, self-direction is essential to the active development of ability in a new language. Learner self-direction is often a gradually increasing phenomenon, growing as learners become more comfortable with the idea of their own responsibility. It also gradually gain greater confident, involvement, and proficiency.

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[17] Ibid. p. 8

c. New roles for teachers

Teachers traditionally expect to be viewed as authority figures, identified with roles like parents, instructor, director, manager, judge, leader, evaluator, controller, and doctor, who must cure the ignorance of the students. As Gibson said, "you have got to make (students) toe the line all the time, you cannot assume that they will come in, sit down and get on with the job."

New teaching capacities also include identifying students' learning strategies, conducting training on learning strategies, and helping learners become more independent. In this process, teachers do not necessarily forsake all their old managerial and instructional tasks, but these elements become much less dominant. These changes strengthen teacher's roles, making them more varied and more creative.

4. Vocabulary learning strategies

One approach of facilitating vocabulary learning that has attracted increasing attention is *vocabulary learning strategies* (VLS). Commonly used VLS seem to be simple memorization, repetition, and taking notes on vocabulary.

According to Schmitt, there are numerous different VLS that are categorized in two ways[18]: 1) strategies that are useful for the initial discovery of a word's meaning. It is divided into two major classes; *Determination strategies* (DET), and *Social strategies* (SOC), 2) strategies that are useful for remembering that word once it has been introduced. It is divided into three major classes; *Memory strategies* (MEM), *Cognitive strategies* (COG), and *Metacognitive strategies* (MET).

a. Determination strategies (DET)

This can be done through guessing from one's structural knowledge of a language, guessing from an Ll cognate, guessing from context, or using reference materials.

b. Social strategies (SOC)

These strategies use interaction with other people to improve language learning. One can ask teachers or clas'smates for information about a new word and they can answer in a number of ways (synonyms, translations, etc.)

c. Memory strategies (MEM)

It involves relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping.

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[18] Norbert Schmitt. *Vocabulary in Language Teaching*. (Cambridge: Cambridge university press, 2000). P. 133

d. Cognitive strategies (COG)

These strategies are similar to memory strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary, including the keeping of vocabulary.

e. Metacognitive strategies (MET)

It involves a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study. This includes improving access to input, deciding on the most efficient methods of study/review, and testing one self to gauge improvement.

D. LEARNING STYLE

1. The foundation of learning styles

Since 1997, there are many efforts done by some scientists to know and categorize the way human learning. There are seven approaching that is developed by scientists, they are[19]:

a. Approaching based on information process. It determines the way human catch the information in different way. This approaching is developed by Kagan, Kolb, Honey & Mumford, Gregorc, Butler, Mc Carthly.

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[19] Adi W. Gunawan. *Genius Learning Strategy*. (Jakarta: PT. Gramedia Pustaka Utama, 2006). P. 139

b. Approaching based on personality. It determines different type of human character. This approaching is developed by Myer-Briggs, Lawrence, Keirsey & Bates, Simon & Byram, Singer-Loomis, Grey-Wheelright, Holland, Geering.

c. Approaching based on modality of sensory. This approaching is developed by Bandler & grinder, Messick.

d. Approaching based on environment. It determines different response of physical, psychologist, social, and instructional. This approaching is developed by Witkin, Eison, Canfield.

e. Approaching based on social interaction. It determines the relation of human with others in different ways. This approaching is developed by Grasha-Reichman, Perry, Mann, Furmann-Jacob, Merril.

f. Approaching based on intelligence. It determines different intelligence in each human. This approaching is developed by Gardner, Handy.

g. Approaching based on the area of brain. This approaching is developed by Sperry, Bogen, Edward, Hermann.

From all those approaching above, approaching based on the intelligence is one of the popular concept in education word because with intelligence students can improve the way their thinking and learning.

The theory of multiple intelligences (MI) brings a pragmatic approach to how we define intelligence and allows us to use our

students' strengths to help them learn. Through MI, schools and classrooms become settings in which a variety of skills and abilities can be used to learn and solve problems[20]. However, Gardner divided multiple intelligence into eight category, they are[21]:

a. Linguistic intelligence

It is the capacity to use words effectively, whether orally (a storyteller, orator, or politician) or writing (as a poet, journalist or editor).

b. logical-mathematical intelligence

It is the capacity to use numbers effectively (a mathematician, tax account, or statistician) and to reason well (a scientist, computer grammar, or logician).

c. musical intelligence

It is the capacity to perceive (as a music aficionado), discriminate (as a music critic), transform (as a composer), and express (as a performer) musical form.

d. visual-spatial intelligence

It is the ability to perceive the visual-spatial world accurately (as a hunter, scout, or guide) and to perform transformation upon those perceptions (as an interior decorator, architect, or inventor)

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[20] Thomas R.Hoerr. *Becoming Multiple Intellegences School*. (virginia. 2000). P. 1

[21] Thomas Amstrong. *Multiple Intelligences In The Classroom. 3rd Edition*. (virginia. 2009). P. 6

e. Bodily-kinesthetic intelligence

It is expertise in using one's whole body to express ideas and feeling (as an actor, a mime, an athlete, or a dance) and facility in using one's hands to produce or transform thing (as a craftsperson, sculpt, mechanic, or surgeon).

f. naturalist intelligence

It is expertise in the recognition and classification in the numerous species-the flora and fauna-of an individual's environment.

g. interpersonal intelligence

It is the ability to perceive and make distinction in the moods, intention, motivations, and feeling of other people.

h. intrapersonal intelligence

It is self-knowledge and the ability to act adaptively on the basis of that knowledge.

2. Various of learning styles

Learning style is the way someone more likes doing activities, like to think, process, and understand the information. And based on the research results show that students who learn using their dominant learning style

when taking a test, they will get a much better value than if they learn in a way that it is inconsistent with their learning styles[22].

Learning styles are not fixed trait which an individual will always display. Learners are able to adopt different styles in different context. Honey and Mumford suggest that we need to be able to adopt one of four different styles in order to complete any given learning task satisfactorily. The four styles described in the Honey-Mumford model are[23]:

a. Activists

Activists prefer to learn by doing, for example by reading or listening. In this style, students like to immerse themselves in a wide range of experiences and activities and like to work in group, so that their ideas can be shared.

b. Reflectors

Reflectors are standing back and observing. Students like to collect as much information as possible before making any decisions; they are always keen 'look before they leap'. And they prefer to look at the big picture, including previous experiences and the perceptive of others.

[22] Adi W. Gunawan. *Opcit.* P. 139
[23] Alan Pritchard. *Ways of Learning: Learning Theories and Learning Styles in the Classroom*. (New York: David Fulton, 2005). P. 55

c. Theorists

Theorists like to adapt and integrate all of their observations into frame work, so that they are able to see how one observation is related to other observations. Theorists are uncomfortable with anything subject or ambiguous. Theorists usually use sound in their approach to problem solving, taking a logical, and one step at a time approach.

d. Pragmatists

Pragmatists are keen to seek out and make new ideas. Pragmatists look for the practical implications of any new ideas or theories before making a judgement of their value. Strength of pragmatist is that they are confident in their use of new ideas and will incorporate them into their thinking.

Most people have characteristics of all four dimensions. Honey and Mumford devised a learning style inventory, designed to help individuals to find our which predominant type of learner, they might be.

From four dimensions above, over many years and through many research projects including close and detailed observation of the way communicate, there are three particular learning styles, they are[24]:

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[24] Alan Pritchard. *Opcit*. P. 57

a. Visual learners

      Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps and display. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information.

b. Auditory learners

      Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories, and audio tapes. They like sequence, repetition and summary, and when recalling memories tent to tilt their head and use level eye movements.

c. Kinesthetic learners

      Kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trip, manipulating objects and other practical, first-head experience. They often find it difficult to keep and need regular breaks in classroom activities.

3. Learning style, multiple intelligence, and appropriate VLS

      Learning style and multiple intelligence have close relationship, because the modalities of multiple intelligence students use learning style. One approach of learning styles and multiple intelligence in learning

vocabulary is vocabulary learning strategies (VLS). Dunn, Lemmon, and Macmurren identify the relation between academic achievement and individual learning style, those are[25]:

  a. Students do learn in different ways to each other,

  b. Students performance in different subject areas is related to how individuals learn, it is shown table below:

Table of learning activities preferences of the different intelligence

Intelligences	Preferences	Learning styles	Appropriate VLS
Linguistic learner	Like to: read, write, tell stories, and work with riddles. It is good at: using descriptive language, memorizing places, dates and trivia. Learn best by: saying, hearing, and seeing words.	Auditory	Cognitive strategies: • Taking note • Using summarize • Discussion Compensation strategies: • Using linguistic clues • Create new worsd

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[25] Alan Pritchard. *Opcit*. P. 66

Logical mathematic learner	Like to: do experiments, work with number, ask questions, and explore pattern and relationship. It is good at: math, reasoning, logic and problem solving, work from concrete to abstract. Learn best by: categorizing, classifying, and working with abstract pattern and relationship.	Auditory	Cognitive strategies: • Using patterns and formulas • Taking note
Visual-spatial learner	Like to: draw, build, design, and create thing, daydream, look at picture and slide,	Visual	Metacognive strategies: • Using picture or mapping • Planning

	watch film and play with machines. It is good at: imagining things, sensing changes, mazes and puzzles, and reading maps and charts. Learn best by: visualizing, dreaming, and working with picture.		
Bodily-kinesthetic learner	Like to: move around, touch, talk, and use body language and perform. It is good at: physical activities and crafts. Learn best by: touching, moving,	Kinesthetic	Social strategies: • Asking information • Cooperating with others Memory strategies: • Employing action

	interacting with space and processing knowledge through bodily sensations.		
Musical learner	Like to: play musical instruments, sing. It is good at: listening, inventing tunes, keeping time (tempo), discriminating between different sounds. Learn best by: listening, especially if things are set to music or are rhythmical.	Auditory	Memory strategies: • Representing sound in memory Affective strategies: • Using music • Listening to your body
Interpersonal learner	Like to: have a lot of friends, talk to people, solve	Auditory	Memory strategies: • Grouping Social strategies:

	problems, and join group. It is good at: understanding other people's feeling, leading others, organizing, and communicating. Learn best by: sharing, comparing, relating, and talking.		• Cooperating with others
Intrapersonal learner	Like to: work alone and pursue own interest, daydream. It is good at: understanding self, focusing inwards on feeling and dreams. Learn best by: working alone.	Visual	Metecognitive strategies: • Paying attention
Naturalistic	Like to: work	Auditory	Cognitive strategies:

learner	outdoor, or at least close to the natural environment. It is good at collecting and classifying. Learn best by: working outdoor, relating classroom ideas, and activities to the natural world.		• Practicing naturalistic

E. REVIEW OF PREVIOUS STUDIES

To avoid plagiarism, it is important for the writer to show some review of previous studies. Here some studies that have been applied and related with learning strategies:

1. "A Case Study on the Students' Learning Strategies to Develop Writing Skill at Sekolah Menengah Pertama Negeri 2 Keling at the 8th Year" by Najmiyatun Nafiah[26]. This research focus on the strategies used by

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[26] Najmiyatun Nafiah . *A Case Study on the Students' Learning Strategies to Develop Writing Skill at Sekolah Menengah Pertama Negeri 2 Keling at the 8th Year.* (Universitas Muhammadiyah Surakarta: Nonpublik Skripsi, 2008)

students to develop writing skill. In this research the writer limits her research on the learning strategies to develop writing skill especially in writing recount and narrative at SMPN 2 Keling at the 8th year in 2007/2008 academic year.

2. "The Students' Learning Strategies in Developing Their Speaking Skill: A Case Study on the First Year Students of SMA Negeri 1 Colomadu" by Yanita Candra Dewi[27]. This study aimes at knowing the learning strategies used by three students of the first year in SMAN I Colomadu who have different speaking skill (high, middle, and low). This research uses a case study **a**s the type of the research. The data in this research are derived from score of the students and information. She uses interview and observation for collecting the data.

3. "Learning Strategies Employed by the Students From Different Levels of Vocabulary Mastery at IKIP PGRI Tuban" by Agus Wardhono[28]. This study aims at identifying learning strategies that are most frequently used by three groups of the students, high vocabulary mastery achievers, average vocabulary mastery achievers, and low vocabulary mastery

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[27] Yanita Candra Dewi. *The Students' Learning Strategies in Developing Their Speaking Skill: A Case Study on the First Year Students of SMA Negeri 1 Colomadu.* (Universitas Muhammadiyah Surakarta: Nonpublik Skripsi, 2008)

[28] Agus Wardhono. *Learning Strategies Employed by the Students From Different Levels of Vocabulary Mastery at IKIP PGRI Tuban.* (Universitas Negeri Surabaya: Nonpublik Thesis, 2005)

achievers. This study is an interactive continuum that uses qualitative and quantitative research to answer the research problems.

4. "Learning Strategies Used by The First Graders of Elementary School to Acquire Vocabulary" by Nurul Fithriyah[29]. This study is aimed to investigate kind of learning strategies used by the first graders of SDN to acquire English vocabulary and to find out how the young learners use the strategies. In this research, she uses descriptive approach to analyze the data and also interview and observation to collect the data.

5. "A Study on Students' Learning Style Preferences in Learning English at SMP Negeri 4 Malang" by Enita Sholikatin[30]. This study aims is to know the learning style of the first grade, the second grade and the third grade students of SMP Negeri 4 Malang. The learning style preferences to be investigated are perceptual learning styles (auditory, visual, kinesthetic, and tactile) and social learning style (group and individual). The design of this study, she uses both quantitative (for questioner) and qualitative (for interview). The variable in this study are the students' learning style preferences and students' grade.

From explanation above this study is different with all research above. What make this study different are subject and the focus. In this study the

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[29] Nurul Fithriyah. *Learning Strategies Used by The First Graders of Elementary School to Acquire Vocabulary*. (Universitas Negeri Surabaya: Nonpublik Skripsi, 2012)

[30] Enita Sholikatin. *A Study on Students' Learning Style Preferences in Learning English at SMP Negeri 4 Malang*. (Universitas Malang: Nonpublik Skripsi, 2008)

writer focus on vocabulary and the subject is student of SMP Bina Bangsa Surabaya with different learning styles; visual, auditory, and kinesthetic learners.