

**ENGLISH LANGUAGE LEARNING STRATEGIES: AN
INVESTIGATION OF MALE AND FEMALE LEARNERS'
PREFERENCES**

THESIS

Submitted By:

**NABILLA ATIKA ANWAR
NIM. 180203192**

**Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education**



**FAKULTAS TARBIYAH DAN KEGURUAN
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The Bachelor Degree of Education in English Language Teaching

by:

NABILLA ATIKAA ANWAR

180203192

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

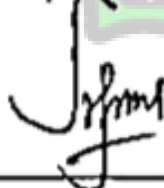
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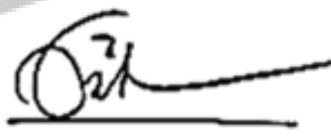
Main Supervisor,

Co-Supervisor,



Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D

Date: 19 / 07 / 2023



Fithriyah, S.Ag., M.Pd

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for the Bachelor Degree of Education in English Language Teaching

On:

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In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Prof. Safrul Mulik, S.Ag., M.A., M.Ed., Ph.D

Secretary,

Fithriyah, S.Ag., M.Pd

Member,

Dr. Muhammad Nasir, M.Hum

Member,

Siti Khasinah, S.Ag., M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Mulik, S.Ag., M.A., M.Ed., Ph.D
197301021997031003

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SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Nabilla Atika Anwar
NIM : 180203192
Tempat/tanggal lahir : Banda Aceh, 22 Oktober 2000
Alamat : Gampong Meunasah Sukon, Kec. Glumpang
Tiga, Kab. Pidie, 24183

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**English Language Learning Strategies: an Investigation of Male and Female
Learners' Preferences**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 21 Juli 2023

Saya yang membuat surat pernyataan,



MELEKAI
TEMPEL

530AKX520275008

Nabilla Atika Anwar

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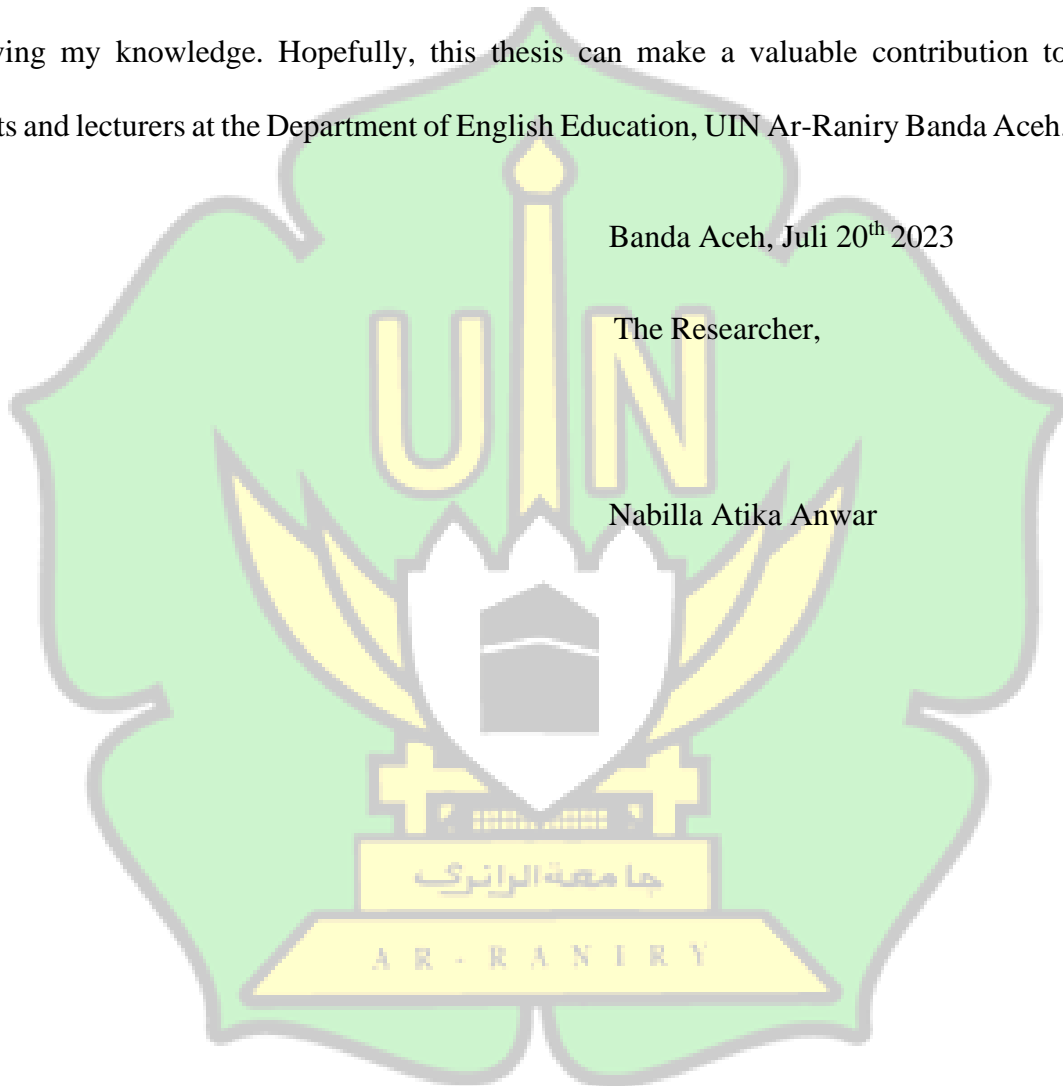
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Banda Aceh, Juli 20th 2023

The Researcher,

Nabilla Atika Anwar



ABSTRACT

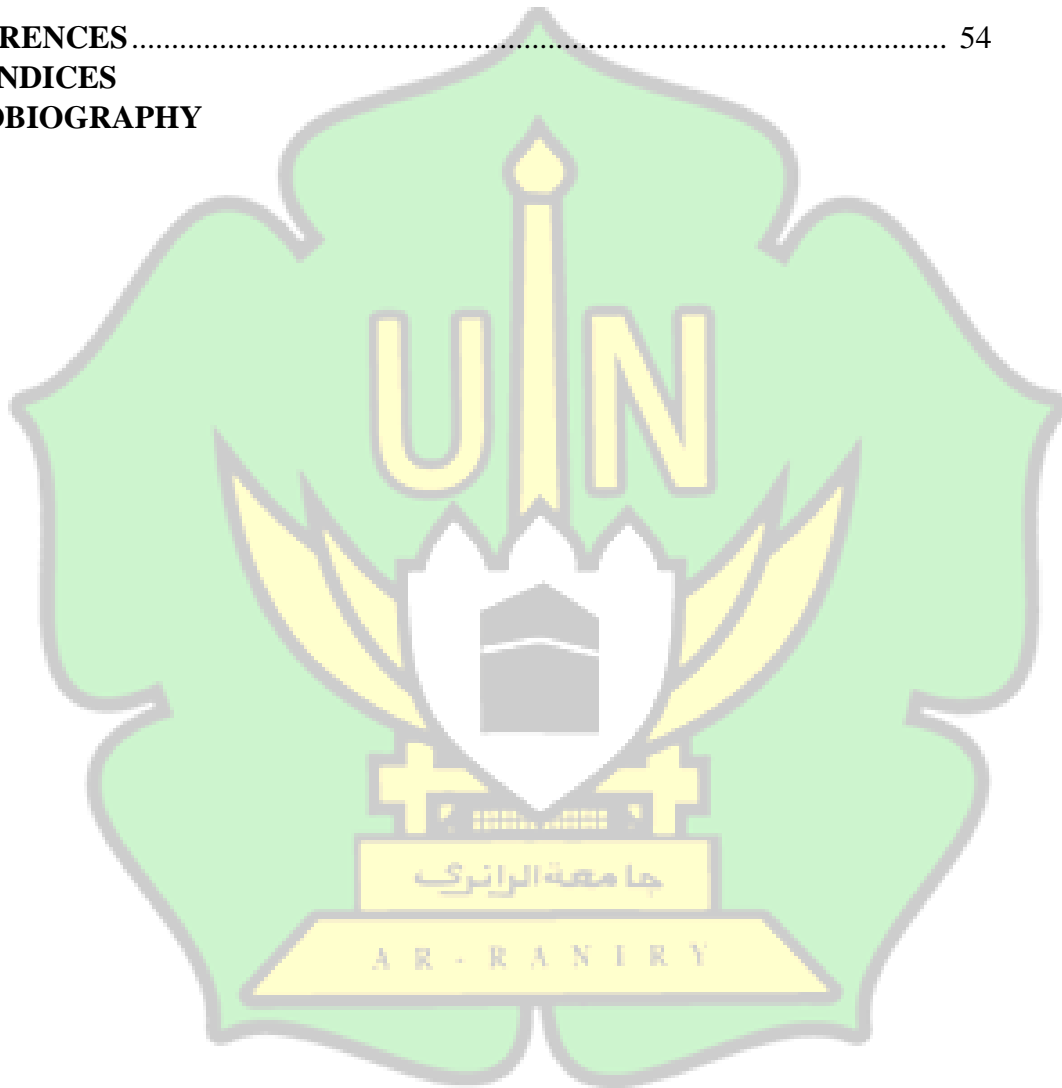
Name : Nabilla Atika Anwar
NIM : 180203192
Faculty : *Fakultas Tarbiyah dan Keguruan*
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Co- supervisor : Fithriyah, S.Ag., M.Pd
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The purpose of this research was to investigate the preferences of male and female students 'strategies in English language learning and to find out whether there were significant differences between males and females in using learning strategies. This research used the quantitative method to answer the research questions. The participants involved 128 students, which consisted of 23 males and 105 females student of the English Language Education Department year 2019. The data gathered through SILL from the questionnaires were analyzed through the SPSS and categorized according to specific levels of SILL. The results revealed that the overall strategies used by males and females were at a medium level. The researcher used the Mann-Whitney U test. The results also showed Sig.0.000<0.005 that there were significant differences in language learning strategies between male and female students. Male students preferred metacognitive strategies with a mean score of 3.96, while female students preferred cognitive strategies with a mean score of 3.76. Additionally, it was also found that female students mostly applied strategies than males.

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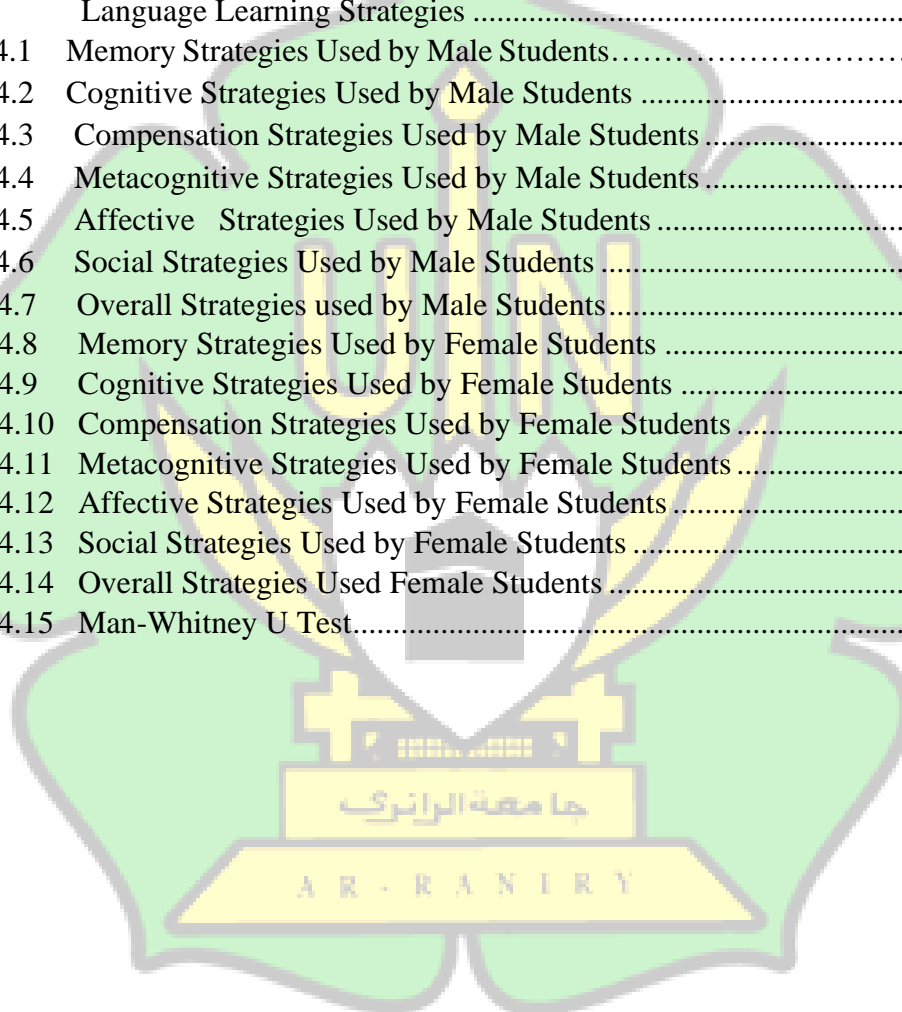
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CHAPTER I

INTRODUCTION

The first chapter consists of the background of study, research questions, the aims of study, significance of study and terminology.

A. Background of the Study

When learning English, students require to be able to learn the language effectively so that they can quickly and easily understand the language. According to Macaro (2001, p.264), "Students that are proactive in their pursuit of language learning appear to learn most efficiently across a variety of learning environments". It implies that those who want to learn language should be more active in searching for techniques that suit them. Therefore, one way for them to achieve their goals is by employing learning strategies.

Language learning strategies are the actions and behaviors that language students use to get better at learning and using a target language. Oxford (1993, p. 18), one of the experts who proposes the theory of language learning strategies, defines as "a particular acts, habits, processes, or method that students employ to enhance their own development in learning second skills." Therefore, using effective language learning strategies will assist students to understand the language and develop their language learning skills.

Regarding the selection of language learning strategies used by students, students' determination and implementation of language learning strategies can be influenced and identified by numerous factors. According to Oxford (1990), the use of language learning strategies is affected by numerous of factors, including awareness, gender, maturity, national origin, learning style, personality types, motivation, and language teaching methods.

According to Oxford (2003), stated that language learning strategies and style are some of the most influential factors in determining how effectively our students improve a language. Furthermore, he also stated that teachers can actively help students in "developing" their learning styles by implementing strategies beyond their primary styles or preferences. Based on research conducted by Muluk et al. (2020), the results reveal that students' learning style helped them achieve their learning goals by using some strategies and getting help from the lecturers. They used many learning styles to help them understand the source and effectively exchanged learning styles based on their needs.

Among the factors above, gender is one factor that is still uncertain about influencing language learning. It can be seen from the research conducted by Dika, Jafar, and Mahmud (2021) about gender learning preferences. They found that male students used cognitive more frequently than female students, while female students used social more frequently than male students.

Another research was conducted by Nur and Yusuf, (2022), the majority of male students (36%) selected the social strategies, while the majority of female

students (56.47%) selected the metacognitive strategies. As a result, there was a difference between males and females in using language learning strategies.

On the other hand, Dika et al. (2021) found that there is no statistically significant disparity between male and female students use of language learning strategies. He discovered that all strategies were used by the participants to learn English. The Cultural and educational systems could be one reason why there are not many differences between males and females. Samiyan's work (2015) discovered that females prefer memory, cognitive, and metacognitive learning strategies, whereas males prefer social and affective learning strategies.

According to previous research, the results of gender preferences in using language learning strategies were still inconsistent. More researches are needed to clarify about how different gender preferences utilize language learning strategies. Thus, the researcher wants to know language learning strategies used by male and female students of the English Language Education Department.

B. Research Questions

The problems that were discussed in this research are the following:

1. What are the language learning strategies used by the male and female students of English Language Education Department?
2. Is there any differences in the usage of language learning strategies based on gender preferences?

C. The Aims of Study

This research aimed to provide information regarding:

1. The types of learning strategies used by the male and female students of English Language Education Department.
2. To find out whether there were differences in the use of the strategies based on gender

D. Significance of Study

The following are expected to be useful not only theoretically but also practically:

1. Theoretically, this research will be used as a reference for future research. In addition, it is possible to understand the knowledge of language learning strategies as well as the most effective strategy for students.
2. Practically, this research's findings are predicted to be beneficial:
 - a. For students, students can choose the learning strategy and adopt the one that best suits those in the classroom, which helps them be more active in the lesson and also understand it more easily.
 - b. For teacher, by understanding the learning strategies applied by students, teachers will be able use the most successful techniques, resources, and methods in the teaching-learning process.
 - c. For other researchers, the researcher can use or select from several types of strategies for learning and development, as well as investigate and examine other aspects of several types of learning strategies.

E. Terminology

To make the process of designing and using the research easier and to avoid misunderstanding, it is important to define the terms used in this research as follows:

1. Learning Strategies

According to Rose (2012), learning a foreign or second language is a strategy that involves the student's behavior from the very beginning of language learning. Some theorists have discussed the meaning of language learning strategies (LLS). For example, Amir (2018) says that LLS is a mental activity including an object or purpose, an action to attain the objective, and a learning initiative. Then, Aprianto and Zaini (2019) stated, "LLS concerned issues or jobs, operating, and planning to correct material at the end of a particular strategy."

In conclusion, learning strategy is the approach that students choose to complete a learning activity and give a successful learning experience.

2. Male and female

Throughout a human's life, males and females have different physical and biological characteristics. The male sex is incapable of reproduction, while the female sex can. Male has a loud voice, mustache, facial hair, and a flat chest. While women's voices are soft and clear, their chests are big, their hips are bigger, and their reproductive organs are very different from those of men.

In terms of learning, Sriyanda (2021) stated that male students appear to be more responsive to structural context, while female students are more likely to

possess an ability because of their experience. Another difference is also about their behavior. Male students are more likely to disobey classroom rules than female students. According to Oxford (1993), males are less violent than females, while females are less ambitious than males. Based on research Maharani (2020) shows that male tend to be less flexible than female when it comes to memorizing, writing, and reading language.



CHAPTER II

LITERATURE REVIEW

This part presented an overview of the topic of language learning strategy definition, classification of language learning strategies, factors affecting for choosing learning strategies, and previous research.

A. Language Learning Strategies

1. Definition of Language Learning Strategies

The first studies on language learning strategies were conducted in the 1970s, when Rubin and Naiman tried to determine the strategies used by successful second language students. Rubin (1975) found that successful language students used contextual guessing. After a while, successful language students used carefully organized strategies for specific L2 tasks. Naiman, Frohlich, and Todesco (1978) agreed with other researchers about how important it is for learning strategies to be different. They identified a distinction between "good" and "poor" language students and found that "good" students showed to utilize more and variety of strategies than "poor" language students."

Many experts have defined "language learning strategies". According to O'Malley and Chamot (1993, p.105), "individuals who take a more strategic approach learn more knowledge rapidly and effectively than individuals who do not". Moreover, language learning strategies are defined by Oxford (1990, p. 8) as specific behaviors or cognitive processes used by language students to facilitate their own language learning. According to Richards and Platt (1992, p.2), language

learning strategies are purposeful behaviors and thoughts applied by students to comprehend, acquire, or maintain new information.

In conclusion, language learning strategies are actions or behaviors that help students learn the language and how to use it. They also assist the acquisition of language and utilize of information they received, retained, and retrieved.

2. Classification of Language Learning Strategies

Many linguists differ in their classification of learning strategies. They have different on how to categorize it. The classifications of language learning strategies by Rubin's (1987), Oxford's (1990), and Brown (2007) are discussed below:

a. Rubin's Classifications

According to Rubin (1987), there are three kinds of LLS that students utilize to directly or indirectly acquire a language, namely learning strategies, communication strategies, and social strategies. Firstly, language strategies. There are two types of strategies for learning a language: cognitive strategies and metacognitive strategies. Cognitive strategies are the learning processes that require direct analysis, transformation, or synthesis of learning materials. Meta-cognitive strategies include many steps, such as planning, setting priorities, and establishing goals, ambitions and self-control.

Secondly, communication strategies are indirect language-learning strategies because they concentrate on the steps of engaging in a discussion and giving explaining the speaker's message. Thirdly, social strategies are actions

that students participate in that enable them to be presented, and exercise their understanding.

b. Oxford's Classification

Oxford classified the learning strategies into two types: direct strategies and indirect strategies.

1. Direct strategies are concerned with the use of students' mental processes, which has a direct impact on learning. The direct strategies such as memory, cognitive, and compensation strategies. Memory strategies (e.g., grouping, expressing sounds in memory), cognitive strategies (e.g., repetition, analysis, understanding, and making notes), compensation strategies (e.g., using unfamiliar words, etc).
2. Indirect strategies are relevant to students' management abilities. Indirect strategies include metacognitive strategies, affective strategies, and social strategies. Metacognitive strategies (e.g., connecting new knowledge what you presently understand and self-management), effective strategies (e.g., using music to decrease anxiety, encouraging yourself and talking with others about your feelings) and social strategies (asking for clarification, interactions and learning about the cultures).

c. Brown' Classification

Brown categorizes language learning strategies into three types: cognitive, metacognitive, and socio-affective. Cognitive strategies for organizing a new language include guessing the meaning of context and using images for memorization. Metacognitive strategies include developing a learning strategy,

thinking about the learning process, measuring comprehension, and evaluating the learning activity after it is completed. Socio-affective strategies include activities such as social meditation and participation with others.

Table 2. 1
Direct and Indirect Strategies (Oxford, 1990)

Types	Strategies	Example
Memory		E.g. Repetition of a word frequently to aid memorization
Cognitive	Direct strategies	E.g. Applying images and sounds E.g. Interpreting a word's meaning based on its context E.g. Creating input and output structure
Compensation		E.g. Using unfamiliar words E.g. Managing obstacles in speaking and writing
Metacognitive		E.g. Preparing the learning activity E.g. Evaluating your learning
Affective	Indirect strategies	E.g. Taking your emotional temperature E.g. Reducing your anxiety
Social		E.g. Working together with others E.g. Asking questions

In this research, I will use Oxford's classification because it is more comprehensive, systematic, and detailed than the others. Furthermore, these types of strategies became the primary basis for the research was based, which Ellis (1994, p. 536) considers "the most accurate categorization so far".

3. The Factors Affecting Choosing Learning Strategy

Even though research into the strategies that successful and unsuccessful language students use has given us some additional insight, it is still not clear what makes students use and prefer different strategies. Researchers have also looked at how various factors affect how different students learn. According to Oxford (1989), several factors influence learning strategy choice including language being learned, proficiency level, gender, motivation level and cultural background (as cited in Fithriyah, Kasim, and Yusuf, 2019)

a) Language being learned

According to Oxford (1989), English speaker thought that Spanish was easier than languages like French, German, and Russian. As a result, students of those languages may choose to use a larger types of language learning strategies if they find those languages to be difficult. The language's context, such as a second language or foreign language context, may have an effect on a student's preference for a particular strategy.

b) Proficiency level

In general, the findings of studies investigating the relationship between language proficiency and LLS usage showed that highly proficient students utilized

a greater and types of LLS. Perea (2023) showed that students in the first year used metacognitive strategies more frequently. Students in the second year reported using more social strategies than any other type of strategy, and students in the third year used more cognitive strategies than any other.

c) Gender

Gender is another important factor that affects strategy choice. Research studies have discovered that males and females use different strategies based on their gender differences. In a study by Kazi and Iqbal (2023), it was found that males and females used different language learning strategies, both in terms of how many and what kinds of strategies they used.

d) Motivation level

Taguchi (2002) investigated the language learning strategies used by students in an EFL environment in Japan and an ESL environment in Australia and found significant differences between students with lack of enthusiasm and those with high levels of enthusiasm in both countries. Furthermore, it was discovered that highly motivated students used more metacognitive strategies than less motivated students. Dahliana (2019) stated that motivation is one of the most fundamental aspects of being successful. Motivation is needed to maintain their attention on the lesson and activities in class so that they can have a meaningful teaching and learning process. Students' motivation to participate in each classroom activity is influenced by the teaching style and strategy of the teacher.

e) Cultural Background

Oxford (1994) discovered that Taiwanese students are more structured, analytical, memory-based, and metacognitive focused than students from other countries. Similarly, based on research Habok et al. (2021) found that Hungarian, Chinese, and Mongolian University students from different cultures used different ways to learn. Hungarian students used strategies that help them set clear goals for improving their English skills. Chinese students like to learn together, work together, and help each other and Mongolian students utilized the same strategies as Hungarian students, they also utilized affective strategies. It showed that differences in the usage of language learning strategy were caused by differences in learning cultures.

In conclusion, above explanation shows that a number of research have identified several variables that have been discovered to affect the choosing of LLS.

4. Psychological Factors in Language Learning Strategies

A psychological factor is concerned with the mental or spiritual aspects of students learning. At least four of several factors, such as anxiety, self-esteem, attitude, motivation, differences in cognitive styles since they have been revealed by research findings.

a. Anxiety

Anxiety is the most significant affecting limitation to language learning. Anxiety in language learning mostly relates to students' afraid and uncomfortable when required to communicate themselves in a foreign language. Several research in recent years has found that language anxiety affects second language learning. According to Dong, Liu, and Zou's (2023) research, language anxiety is composed of three components: communication anxiety, anxiety about negative social evaluations, and exam anxiety. Students that experience communication anxiety may avoid communication or be more unresponsive, making them appear less competent, less motivated, and less inclined to participate in class discussions. Excessive physiological excitement, anxiety, and fear in the face of exams constitute test anxiety. Test anxiety can have a negative impact on motivation, concentration, and performance, as well as increase learning errors and decrease interest in language learning. Based on research Soim (2014) it showed that male students were more anxious than female students. Females' experienced anxiety on the fear of negative evaluation while male students anxious in their communication apprehension.

b. Self- esteem

Rubio (2007, p. 5) defines self-esteem as "a social and psychological issue where an individual measures his or her own competence and self-worth in relation to ideals." Those with higher self-esteem are more confident, which is more useful for language learning. Based on research by Bao and Liu (2021),

language students with high self-esteem are less worried and more motivated. They will become more interested in class and make every attempt to learn and use the language. So far, individuals who lack self-confidence may experience anxiety in specific communicative situations or when undertaking specific tasks.

Based on research Gustiana (2021) found that low self-esteem more dominant in female students than male students. There was some of factors that female students low self-esteem such as anxiety when talking to make low self-esteem while male students do not and the second is the ability, namely female students still often compare abilities with classmates so as to make low and male students not at all, the third is personality for female and male strongly agree with this factor because personality and self-esteem are very supportive of trust self, and the fourth experience and this factor is not too dominant to make low self-esteem in female or male students and the last is mood bad feeling and this also happens to female students that often feel inactive in class so as to make low self-esteem esteem and for male students rarely occur because they always try to be active.

c. Attitude

Based on research by Mensah et al. (2013) propose that attitude as a concept focuses on how an individual thinks, acts, and behaves. Attitude can be defined as an unanticipated response or behavior experience by someone which is affected by their experience. According to Abidin et al. (2012), a student's

ability to master a specific language is determined not only by their mental aptitude or communication skills but also by their beliefs and opinions toward the target language. A study conducted by Prastiwi (2018) stated that students' attitude plays a big role in their achievements. Students who have positive attitudes tend to show positive behavior during the learning process. The ideas supported by Mustafa et al. (2015) they find out students' attitude towards EFL learning processes and how to affect their achievements. Based on research Appiah (2019) revealed that female students have a slight positive attitude towards learning English than the male students.

d. Motivation

Learning strategy is not enough to improve student achievement. Students should be motivated to use strategies, and organize cognitions and their efforts. Based on research by Rahman & Maarof (2015) showed that motivation seemed to have direct influence in the use of language learning strategies. A research by Asty (2019) revealed that motivation plays a significant role in the success of language learners in terms of building language learning strategies. The research findings indicate a positive link between motivation and the utilization of language learning techniques, particularly metacognitive strategies. Moreover, it was seen that the implementation of these strategies can enhance motivation levels within the classroom setting. Another research conducted

Based on research by Paramitha (2017) found that there was a strong relationship between students' motivation and their achievement in studying the English language. The effect of students' motivation was 82.25% toward the students' achievement. In accordance with Huang (2023), numerous research has provided evidence supporting the belief that females show higher levels of motivation compared to males in language acquisition. Additionally, females tend to show greater comprehensive motivate and a more positive attitude towards language learning. Based on research Liu (2014) showed that males was easily inclined to ascribe their less enthusiasm for language learning to the difficulty or boredom of the task itself or their lack of ability. In contrast, females tend to feel anxious and study harder.

e. Differences in Cognitive Styles

1. Field-dependent and field-independent learning styles

Based on research Onyekuru (2015) it was observed that male students usually show field independence, while female students tend show field dependence.. Dornyei (2014) stated that field dependents are more responsive as they interact with the environment. Moreover they tend to have a stronger interpersonal orientation and greater alertness to social cues than field independents. Conversely, field-independent tend to be outside the environment and they are good at establishing their own learning goals and conducting independent learning.

2. Reflective and impulsive learning styles

A study conducted by Belenky et al. (1981, as cited in Dong et al., 2023) female students were accustomed to reflecting before judging a problem, and thus exhibit a reflective learning style, which has resulted in producing more fluent language and greater empathy. Meanwhile, male students showed an ability to immediately make conclusions and interrupt conversations. Therefore, males tend to adopt impulsive learning styles in second.

f. Differences in Communication

Female nonverbal communication differs from male in addition to their verbal communication. It examines various nonverbal behaviors, including their looks, actions, facial expressions, quiet, proxemics, kinesics, haptics, paralinguistics, chronemics, oculosics, vocalic, and more.

Tymson (1998, p.8) classifies differences between males and females in communication.

Table 2.2 *Differences between Males and Females in Communication*

Male Style	Female Style
Focus on information	Focus on relationship
Report style of speaking	Rapport style of speaking
Goal driven	Process oriented
Single-task approach	Multi –task approach

succinct language	Storytelling style of speech
Working towards a destination	On a journey
Need to know the answers	Want to ask the right questions

Table 2.3 *Activeness and Passiveness of Female and Male*

Gender	Active	Passive
Female	Could improve the confidence	Hear ot
	Good cooperation Improve speaking ability	her's perspectives first Fear of making mistakes Not confident, gloomy uncomfortable, or abused
Male	expressing oneself through gesture,mime,and intonation	Talk less do more
	Being confident in class Showing ambition and aspiration	Less vocabulary Afraid to make mistakes

(Dashela&Mustika, 2022)

B. Research on Language Learning Strategies and Gender

The researcher used relevant previous studies to conduct this research. The first study was conducted by Mahmud and Nur (2018), revealed that male and female students' learning strategies are different. Although there is no statistically significant difference, female students used cognitive, compensatory, and affective strategies more frequently than male students, whereas male students used memory,

metacognitive, and social strategies more frequently than female students. Another study by Andini and Prastiyowati (2021) said that females used metacognitive and social learning strategies whereas male students score higher in compensatory, metacognitive, and cognitive learning strategies.

The findings of the research conducted by Hamsinah (2017) found that students most often used social strategies to learn a language, followed by metacognitive strategies. There was no significant difference between males and females in how they used language learning strategies. The finding of another similar conducted by Ma and Samat (2022), mentioned that the influence of gender is insignificant. The results showed that Chinese students are medium strategy users in flipped EFL learning and use various kinds of LLS at different frequency. Metacognitive strategies were used the least, whereas social strategies were used the most frequently.

Based on study by Komari, Suryanto, and Hanum (2022), found that the majority of students utilized all four of the main VLS in Oxford's taxonomy for learning new words, but at different frequencies: memory strategies, cognitive strategies, compensation strategies, and metacognitive strategies. The findings also showed that teachers instructed students to determine a word's meaning by analyzing it, regardless of whether it is, a noun, verb, adjective, or whether it has a suffix or prefix.

Based on research by Nurkholida (2016)", there were difference preferences in language learning strategies. Cognitive strategies was preferred by male

students whereas compensation, affective, and social strategies used for female students.

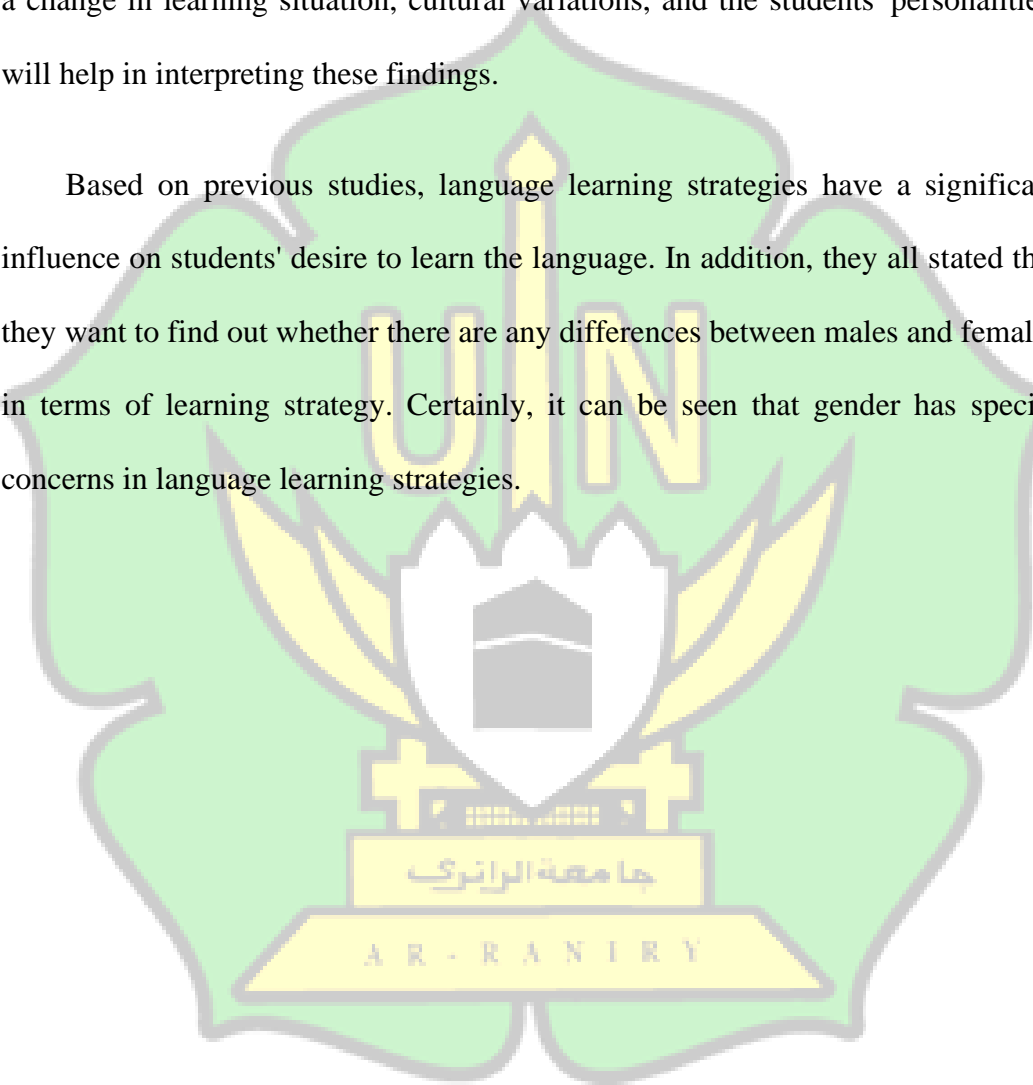
The results of research conducted by Muluk et al. (2021) revealed the presence of important measures to avoid plagiarism. During interviews, three main strategies were identified: paraphrasing and quoting the ideas of others; understanding the meaning and types of plagiarism; and using the lecturers' specific method or online plagiarism applications. When both students and lecturers use these strategies, the high rate of plagiarism among students is expected decrease.

The study was conducted by Tran (2021), explores at how different strategies are used by men and women in Vietnam when teaching and learning English. Based on a review of existing evidence, females utilize more language learning strategies than males, particularly social strategies caused by their need for social acceptability. In contrast, male students tend to use more analytic tactics because they are more competitive and think more critically.

Marina (2017) investigated the effect of gender and nationality on language learning strategies. The findings indicated that males and females used social strategies more often than memory strategies. This research also indicated that the different nationalities of IELI students had no effect on their language learning strategies. In conclusion, gender and nationality have had an insignificant effect on the language learning strategies used by IELI students.

Another study was conducted by Xue (2015), the findings showed significant differences in strategy use between female and male students, with females indicating more strategy use than males, especially in the use of the three types of strategies: cognitive, metacognitive, and social strategies. Several factors, including a change in learning situation, cultural variations, and the students' personalities, will help in interpreting these findings.

Based on previous studies, language learning strategies have a significant influence on students' desire to learn the language. In addition, they all stated that they want to find out whether there are any differences between males and females in terms of learning strategy. Certainly, it can be seen that gender has special concerns in language learning strategies.



CHAPTER III

RESEARCH METHODOLOGY

This section discusses research design, research setting and subject, research instruments, data collection technique, and data analysis technique.

A. Research Design

Creswell (2009) defines research design as a strategy and process for achieving research that involves considerations that range from broad hypotheses to specific data collection and analysis methods. In this research, the researcher used a descriptive quantitative research design. Creswell (2012) also said that descriptive quantitative is the description and analysis of a study problem based on mathematical analysis in numbers.

B. Research Participants

1. Population

According to Creswell (2012, p.142), “A population is a group of individuals with the same characteristic”. The population of this research was 128 students of English Language Education Department (PBI) of UIN Ar- Raniry year 2019.

2. Sample

A sample is a subset of the population that the researcher wants to study in order to determine assumptions about the population (Creswell, 2012).

Sugiyono (2012, p.81) defined a sample is a subset of the population's number and characteristics. The sample involved 128 students, which consisted of 23 males and 105 females. Researchers chose eight-semester students because they have already been at this university for seven semesters and have been in a variety of different learning situations. They know what types of strategies help them learn the lessons better. This research was taken by using saturation sampling as a sample.

C. Data Collection

The data collection used was a questionnaire. The questionnaire is structured in a closed-answer format, which means that the respondent must answer each statement by selecting one of the alternative responses provided. According to Creswell (2008), a questionnaire is a way or technique to get information directly.

The researcher utilized Strategies Inventory of Language Learning (SILL) by Rebecca Oxford (1990) to collect the data of students' strategies. The questionnaire used the Likert scale model made it easier for participants to answer the questioner's question. Joshi and Pal (2015) stated that the Likert scale is used to assess attitudes, opinions, and perceptions of an individual or group of individuals about social phenomena. The Likert scale ranges from 1 to 5. In this research, questionnaires were distributed through a Google form.

To prevent misunderstandings among responders, the new questionnaire was translated into Indonesian. This questionnaire contains 30 items divided into six components (Oxford 1990). These constructs include Memory Strategies, Cognitive

Strategies, Compensation Strategies, Metacognitive Strategies, Affective Strategies, and Social Strategies.

The validity of the SILL questionnaire is decided by expert judgment, as determined by Oxford & Burry-Stock (1995) in their research on the validity of the SILL questionnaire. The validity of the SILL questionnaire is extremely high, as the SILL items have been matched with agreement at .99 in an accurate language learning strategy classification derived from a detailed blueprint of over 200 potential strategy types.

Heale (2015) defined the measure's reliability as its consistency. This should also be an explanation of the instrument's reliability for researchers. The reliability of this questionnaire is based on the adaptation of SILL from Oxford (1989), as shown by the results of the Oxford and Burry-Stock (1995) study, namely Cronbach Alpha 0.94 for the Chinese translation with a sample of 590 Taiwanese, 0.92 for the Japanese translation with 255 Japanese students, and 0.91 for the Korean translation with 59 Korean students.

D. Data Analysis

The questionnaire's data was processed with SPSS 25 and Microsoft Excel to find the mean score for each type of LLS. The mean score was calculated to find out the frequency of LLS usage among participants. In addition, the calculated mean score for each strategy revealed the overall LLS use.

Consequently, a Mann-Whitney U test was conducted to find out if male and female students used LLS differently.

Oxford (1990) provides a framework for calculating the strategy use to classify the students' categories. The mean of a 5-point Likert scale was categorized into three stages to distinguish between high, medium, and low levels of language learning strategies.

Table 3.3
The range of frequency use of language learning strategies.

Level	Details	Range of Value
High	Always or almost always used (81-100%)	4.5 to 5.0
	Usually used (61-80%)	3.5 to 4.4
Medium	Sometimes used (41-60%)	2.5 to 3.4
Low	Generally not used (21-40%)	1.5 to 2.4
	Never or almost never used (0-20%)	1.0 to 1.4

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher discusses the findings of the study that was carried out. Research findings, test results, questionnaire analysis and discussion are all included

A. Research Findings

This research used questionnaire to found the language learning strategies used by male and female students of the English Language Learning Education Department. The questionnaire was distributed once to 128 participants. The findings of the SILL questionnaire are shown in the table below:

1. Learning Strategy Category Used by Male Students in Learning English

a. Memory Strategies

Table 4.1 *Memory Strategies Used by Male Students*

Items	Category	Mean Use
I think of relationships between what I already know and new things I learn in English	Medium	2.8
I remember a new word by making a mental picture of a situation in which the word might be used	Low	2.3

I use flashcards to remember new English words	Low	1.6
I physically act out new English words	Medium	2.9
I review English lesson often	Low	1.8

Table 4.1 shows that the item “I physically act out new English words” as the highest strategy utilized by male students with a mean of 2.9. The idea was pointed to an easy thing to do when speaking. Once the students identified a new term, they expressed it. This method was not just useful, but it additionally served to help students learn how to say the new word and remember how to say it.

In contrast, among the 5 strategies, “I use flashcards to remember new English words”. Was the lowest utilized strategy used by students with a mean of 1.6. Constituting fewer than half of the subject's language students used this strategy.

b. Cognitive strategies

Table 4.2 *Cognitive Strategies Used by Male Students*

Items	Category	Mean Use
I say or write new English words several time	Low	2.1
I practice the sounds of English	Low	2.4
I start conversation in English	Medium	3.2

I watch English language TV shows spoken or watch movies spoken in English (e.g Youtube,Netflix,etc)	High	3.7
I try to find patterns in English	Medium	2.5

Among the five items in this category, it can be seen that the highest category with the statement " I watch English language TV shows spoken or watch movies spoken in English" (M=3.7) and the medium level" I start conversation in English" with mean 3.2. While the low level with mean 2.1 namely " I say or write new English words several time."

c. Compensation strategies

Table 4.3 *Compensation Strategies Used by Male Students*

Items	Category	Mean Use
To understand unfamiliar English words, I make guesses	Medium	3.0
When I can't think of a word during conversation in English, I use gestures	Medium	3.0
I make up new words if I do not know the right ones in English	Medium	2.9
I read English without looking up every new word	Medium	2.5
If I can't think of an English word, I use a word or phrase that means the same thing	High	3.5

The highest score which stated “If I can't think of an English word, I use a word or phrase that means the same thing” with mean 3.5. They tend to use similar words and phrases and have a greater knowledge of objects. Male students use synonymous words and adjust or approach the message when conveying their ideas.

On the other hand, the item " I read English without looking up every new word "was the fewest level in this category (M=2.5). Instead of looking up each new word in a dictionary, male students prefer to read whole paragraphs and make guesses based on context.

d. Metacognitive strategies

Table 4.4 *Metacognitive Strategies Used by Male Students*

Items	Category	Mean Use
I pay attention when someone is speaking English	High	4.4
I try to find out how to be a better student of English	High	4.4
I look for opportunities to read as much as possible in English	High	3.7
I have clear goals for improving my English skills	High	4.2
I think about my progress in learning English	Medium	3.1

Among the six strategy categories, the items "I pay attention when someone is speaking English " (M=4.4) also " I try to find out how to be a better student of English "(M=4.4) had highest level used by male students. They paid attention when others spoke in English so they could comprehend what they were saying. The fact that male students liked to hear English words spoken also showed that they were interested in how to learn English well.

e. Affective strategies

Table 4.5 *Affective Strategies Used by Male Students*

Items	Category	Mean Use
I try to be relax whenever I feel afraid of using English	Medium	3.2
I encourage myself to speak English even when I am afraid of making a mistake	Medium	2.9
I notice if I am tense or nervous when I am studying or using English	Low	1.8
I write down my feelings in a language learning diary	Low	1.4
I talk to someone else about how I feel when I am learning English	Medium	3.1

Two strategies got the lowest scores. First, the item “I notice if I am tense or nervous when I am studying or using English”. Then, “I write down my feelings in a language learning diary "(M= 1.4). These two strategies focused on the male students' feelings towards learning English. Because both received a low score, it means that the male students did not express their feelings about the learning. That shows that how they could use the language was more important to them than how they felt about learning it.

f. Social strategies

Table 4.6 *Social Strategies Used by Male Students*

Items	Category	Mean Use
If I do not understand something in English, I ask the other person to slow down or say it again	High	3.5
I practice English with other students	Medium	3.3
I ask for help from English speakers/teacher	Medium	2.5
I ask questions in English	High	3.5
I try to learn about the culture of English speakers	High	3.5

There are three high level in this strategy with the items ‘If I do not understand something in English, I ask the other person to slow down or say it again” (M=3.5), “I ask questions in English” (M=3.5), and “I try to learn about the culture of English

speakers”. (M=3.5) .It shows that male students sometimes interested in finding information about English culture. The item which stated “I ask for help from English speakers/teacher” gets a medium level with mean 2.5. In this case, maybe they doesn’t like interact with other people to understand language learning.

Table 4.7 Overall Strategies Used by Male Students

Strategy	Mean	Category
Memory	2,28	Low
Cognitive	2,78	Medium
Compensation	2,98	Medium
Metacognitive	3,96	High
Affective	2,48	Low
Social	3,26	Medium
Total	2.95	Medium Level

Based on table 4.7, it shows that the average use of the six learning strategy categories by male students. Based to the findings, the most often used learning strategies by male students were metacognitive strategies (M=3.96), then social strategies (M=3.26), compensation strategies (M=2.98), cognitive strategies (M=2.78), affective strategies (M=2.48) and the last memory strategies (M=2.28). The result shows that indirect strategies including metacognitive, affective, and social are used frequently as shown as by its means score at 3.23. As indicated by its mean score of 2.68, the use of direct strategies, such as memory, cognitive, and

compensation, exists frequently. It can be stated that male English students used both direct and indirect strategies.

2. Learning Strategy Category Used by Female Students in Learning English

a. Memory Strategies

Table 4.8 *Memory Strategies Used by Female Students*

Items	Category	Mean Use
I think of relationships between what I already know and new things I learn in English	Medium	3.0
I remember a new word by making a mental picture of a situation in which the word might be used	Medium	2.8
I use flashcards to remember new English words	Low	2.2
I physically act out new English words	Medium	3.4
I review English lesson often	Medium	2.9

The item in this category with the most responses received a medium level “I physically act out new English words” with mean 3.4. Female students sometimes practice English among their friends in their daily activities. Both male and female

students had a low level with the item “I use flashcards to remember new English words”. In this case, using flashcards was not popular for them or they rarely used it.

b. Cognitive strategies

Table 4.9 *Cognitive Strategies Used by Female Students*

Items	Category	Mean Use
I say or write new English words several time	High	3.6
I practice the sounds of English	High	3.7
I start conversation in English	High	3.5
I watch English language TV shows spoken or watch movies spoken in English (e.g Youtube,Netflix,etc)	High	4.4
I try to find patterns in English	High	3.6

The cognitive category has the highest score strategy used by female students. The highest level was the item “I watch English language TV shows spoken or watch movies spoken in English (e.g Youtube,Netflix,etc)” with M= 4.4. They like to watch English programs like those on TV, YouTube, podcasts, music, etc. to

increase their new vocabulary and learn how to pronounce the words they just learned.

c. Compensation strategies

Table 4.10 *Compensation Strategies Used by Female Students*

Items	Category	Mean Use
To understand unfamiliar English words, I make guesses	Medium	3.1
When I can't think of a word during conversation in English, I use gestures	High	3.5
I make up new words if I do not know the right ones in English	Medium	2.9
I read English without looking up every new word	Medium	2.7
If I can't think of an English word, I use a word or phrase that means the same thing	Medium	3.1

In this category, only one in the high-level item that was “When I can't think of a word during conversation in English, I use gestures” with mean 3.5. Female students use gestures as a strategic way to overcome their limitations in English. This will be easier for the partner to understand.

d. Metacognitive strategies

Table 4.11 *Metacognitive Strategies Used by Female Students*

Items	Category	Mean Use
I pay attention when someone is speaking English	High	3.9
I try to find out how to be a better student of English	High	3.7
I look for opportunities to read as much as possible in English	Medium	3.1
I have clear goals for improving my English skills	High	3.6
I think about my progress in learning English	High	3.5

The metacognitive strategies category has the second-highest score after cognitive strategies. In these strategies, the most chosen was the item “I pay attention when someone is speaking English “with M= 3.9. Female students pay attention to how someone speaks English. Then, if they understood the message, it might enhance their confidence in using English. And also, female students find out how to be a good student, and have goals for improving their English. This would encourage them to continue using this strategy for learning English.

e. Affective strategies

Table 4.12 *Affective Strategies Used by Female Students*

Items	Category	Mean Use
I try to be relax whenever I feel afraid of using English	High	3.6
I encourage myself to speak English even when I am afraid of making a mistake	High	3.8
I notice if I am tense or nervous when I am studying or using English	High	3.9
I write down my feelings in a language learning diary	Medium	2.7
I talk to someone else about how I feel when I am learning English	Medium	3.1

Affective strategies had three items the high level that are “I notice if I am tense or nervous when I am studying or using English” (M=3.9), “I encourage myself to speak English even when I am afraid of making a mistake” (M=3.8), and “I try to be relax whenever I feel afraid of using English” (M=3.6) they realize that when they speak English, they are nervous. Therefore, they used to control their emotions and be more relaxed when speaking English.

f. Social strategies

Table 4.13 *Social Strategies Used by Female Students*

Items	Category	Mean Use
If I do not understand something in English, I ask the other person to slow down or say it again	High	3.5
I practice English with other students	High	3.5
I ask for help from English speakers/teacher	Medium	3.0
I ask questions in English	Medium	3.2
I try to learn about the culture of English speakers	Medium	3.1

There are two items in the high level on female students' social strategy. Which stated "If I do not understand something in English, I ask the other person to slow down or say it again" (M=3.5). They ask for clear clarification when there are words they don't understand. And they cooperated with other students in practicing English as "I practice English with other students" (M=3.5).

Table 4.14 *Overall Strategies Used by Female Students*

Strategy	Mean	Category
Memory	2,86	Medium
Cognitive	3,76	High
Compensation	3,06	Medium
Metacognitive	3,56	High
Affective	3,42	Medium
Social	3,26	Medium
Total	3.32	Medium Level

Based on table 4.3, the mean use of the six learning strategy categories used by female students. Based on the findings above, cognitive strategy (M=3.76) was reported as the most often used learning strategies by female, and followed by metacognitive strategies (M=3.56), affective strategies (M=3.42), social strategies (M=3.26), compensation strategies (M=3.06) and the last memory strategies (M=2.86). This finding indicates that indirect strategies are frequently employed, as indicated by the mean score of 3.41. Similarly, the use of direct strategies, involve memory, cognitive, and compensation are used often as indicated by its means score at 3.22. In conclusion, female students used each direct and indirect strategies in learning English.

B. The Differences between Male and Female Students' Speaking Strategies

Table 4.15 *Speaking Strategies Used by Male Students*

Items	Mean Use
I physically act out new English words	2.9
I say or write new English words	2.1
I practice the sounds of English	2.4
I start conversation in English	3.2
To understand unfamiliar English words, I make guesses	3.0
When I can't think of a word during conversation in English, I use gesture	3.0
I make up new words if I do not know the right ones in English	2.9
If I can't think of an English word, I use a word or phrase that means the same thing	3.5
I encourage myself to speak English when I am afraid of making a mistake	2.9
I talk to someone else about how I feel when I am learning English	3.1
I practice English with other learners	3.3
I ask for help from English speakers/teacher	2.5
I ask question in English	3.5
Total	2.94

Table 4.16 *Speaking Strategies Used by Female Students*

Items	Mean Use
I physically act out new English words	3.4
I say or write new English words	3.6
I practice the sounds of English	3.7
I start conversation in English	3.5
To understand unfamiliar English words, I make guesses	3.1
When I can't think of a word during conversation in English, I use gesture	3.5
I make up new words if I do not know the right ones in English	2.9
If I can't think of an English word, I use a word or phrase that means the same thing	3.1
I encourage myself to speak English when I am afraid of making a mistake	3.8
I talk to someone else about how I feel when I am learning English	3.1
I practice English with other learners	3.5
I ask for help from English speakers/teacher	3.0
I ask question in English	3.2
Total	3.33

The researcher also investigates several strategies in terms of speaking between males and females. Table 4.15 and Table 4.16 shows the speaking strategies used by male and female students. Females preferred speaking strategies than males with a mean score of $M = 3.33$ and $M = 2.94$. The most frequently used strategy by female students was the item “I encourage myself to speak English when I am afraid of making a mistake” ($M=3.8$). Females were more self-confident than males when speaking. Females preferred to choose speaking as the way to express their opinion in English to show mimic, intonation, and gesture through speaking. Conversely, male students were not confident and afraid to make mistake with their English speaking skill. This could be due to their lack of vocabulary. Therefore, they were nervous and ashamed of practicing pronunciation and speak in new English words.

C. The Differences and Similarities between Male and Female Students

In terms of overall strategy, there are differences between male and female students. The highest mean reported by male students was in metacognitive strategy $M=4.4$ “I pay attention when someone is speaking English”, while the highest mean reported by female students was in cognitive strategy $M=4.4$ ‘I watch English TV programs’. Compared to the low mean score for male students was in the memory strategy at $M=1.6$ “I use flashcards to remember new English words”, whereas the low mean for female students was also in memory strategy at $M=2.2$ at the same question.

Most male students use metacognitive techniques that require them to pay close attention to someone speaking English, whereas the majority of female students use the cognitive strategies that require them to focus their emphasis on the sounds of English. Both male and female students enjoy watching television shows that are presented in English, but neither prefers to keep a diary. The reason why male and female students heavily into English language TV show as their language learning strategy is because the interesting presentation as well as how easy it is to get entertained by the shows.

Either males or females used the compensation strategies preferences especially at the medium level. However, the strategy “If I can’t think of an English word, I use a word or phrase that means the same thing” (M=3.5) was only rated at the high level by male students, while the strategy “When I can’t think of a word during conversation in English, I use gestures” was only rated at the high level by female students. They usually used gesture, making up new words and search for synonyms to overcome their difficulties.

In affective strategies, almost all high-level strategies, whereas male students did not. However, the strategy “I notice if I am tense or nervous when I am studying or using English” was rated the high level by female students with M=3.9. Otherwise the strategy in “I write down my feelings in a language learning diary” with only M=1.4 was the lowest score mean for male students. Furthermore, female and male students used social strategies at the high and medium levels. The strategy

“I try to learn about the culture of English speakers” was only regarded as medium by female students, whereas male students rated it as high.

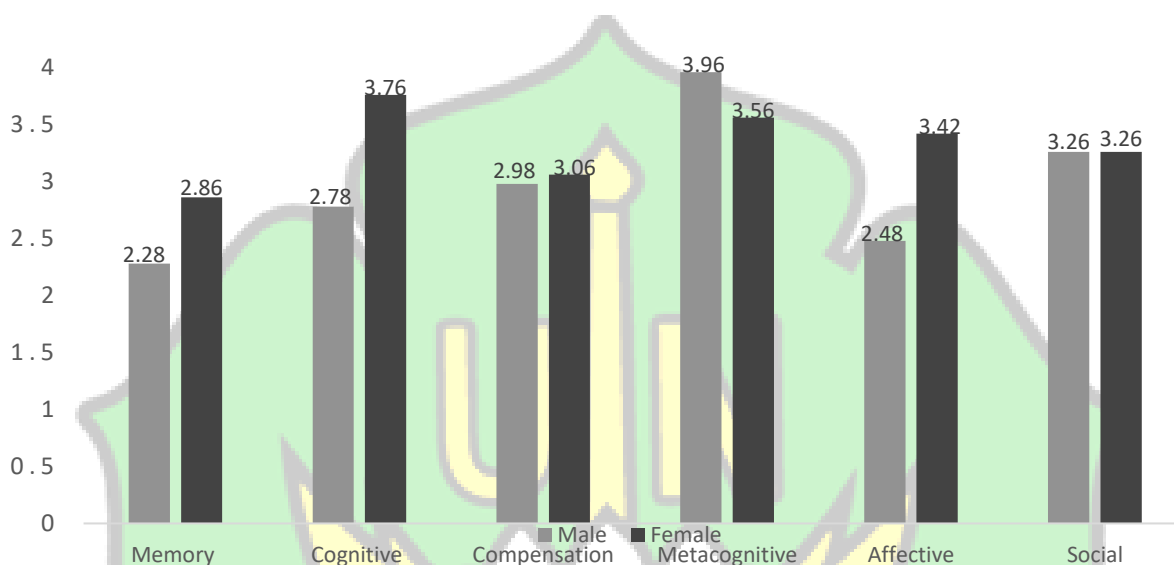


Figure 4.1 Overall means value of strategies used by male and female students

From the figure 4.1 it can be seen the overall means scores used by male and female students. First, memory strategies. The value of mean from female students (M= 2.86 ‘medium category’) is higher compares to the male students (M=2.28 ‘low category’). It means, the female students had higher tendency in the use of memory strategies. Second, cognitive strategies. From the figure above, we can see that the mean from female in cognitive strategies (M=3.76 ‘high category’) had the higher mean from the male students (M=2.78 ‘medium category’). It stated that female students had higher use of cognitive strategies compares with male students in learning English.

Third, compensation strategies. Male students (M=2.98 'medium category') while female students (M= 3.06 'medium category'). Fourth, metacognitive strategies. Male students use these strategies (M= 3.96 'high category') is higher compares to the female students (M=3.56 'high category'). Fifth, affective strategies. The mean from female students in these strategies (M=3.42 'medium category') had the higher mean from male students (M=2.48 'low category'). Last, social strategies. The mean of social strategies between male and female also exactly the same (M=3.26 'medium category'). It described both male and female students also equally performed social strategies in their language learning process. Based on study Gani et al. (2015,p 17) this strategy is manifested in six activities: discussing the lesson with a friend in the same chair, helping a friend with teaching and learning activities, asking for help, providing praise, annoying or cheering a friend, and disturbing someone else.

Man –Whitney U Test

The Mann-Whitney U test is part of the non-parametric test, which aims to determine whether or not there is a difference between two independent samples.

If the value of Sig. (2 tailed) <0.05, the hypothesis is accepted

If the sig. (2-tailed > 0.05, the hypothesis is rejected

Hypothesis:

Ho: there is a significant difference between learning scores on male and female English strategies.

Ha: there is no significant difference between learning scores on male and female English strategies.

Table 4.16 *Man-Whitney U Test*

Test Statistics ^a	Male-Female
Mann-Whitney U	418.500
Wilcoxon W	694.500
Z	-4.902
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Male-Female	

Based on table above, get Sig. (2-tailed) is 0,000, because 0,000 is <0,005 so is accepted there is significance different score between male and female students on language learning strategies in learning English. It indicates that male students carefully plan and evaluate their language before practicing discussion. Another reason could be because male students want to set clear goals in enhancing their language skills, they search for as many opportunities to use English as possible, and they manage their schedule so that they have enough time to study English. In contrast, female students utilized more cognitive. Female students use their mental process while learning a language, repeating the word to memorize it, and take note when they found a new word based on classification of context.

D. Discussion

The purpose of this investigation was to answer the research questions based on the results. The research question, which is also mentioned in Chapter I, is explained in this part. The following is an explanation of the Chapter I research question: What are the language learning strategies used by the male and female students of the English Language Education Department?. To answer this question, the researcher used a questionnaire of 30 items for 128 participants (23 male and 105 female students).

Both males and females used each direct and indirect strategies in language learning strategies preferences. Memory, cognitive, and compensatory techniques were classified as direct, whereas metacognitive, affective, and social strategies were classified as indirect. According to the SILL, the most commonly utilized strategy were metacognitive strategies, then cognitive strategies, affective strategies, social strategies, compensation strategies, and the least preferred strategies were memory strategies used by students.

The results of this research found the different strategies used by the male and the female students in their preferences of learning strategies. Male students used more metacognitive whereas female students used more cognitive strategies. The first strategy included monitoring and planning, and assessing their language learning experience while the second strategy covered practicing, reasoning and analyzing creating input and output structures such as note- taking.

The findings revealed that metacognitive strategies were utilized predominantly by male students to develop learning strategies. Based on the 5

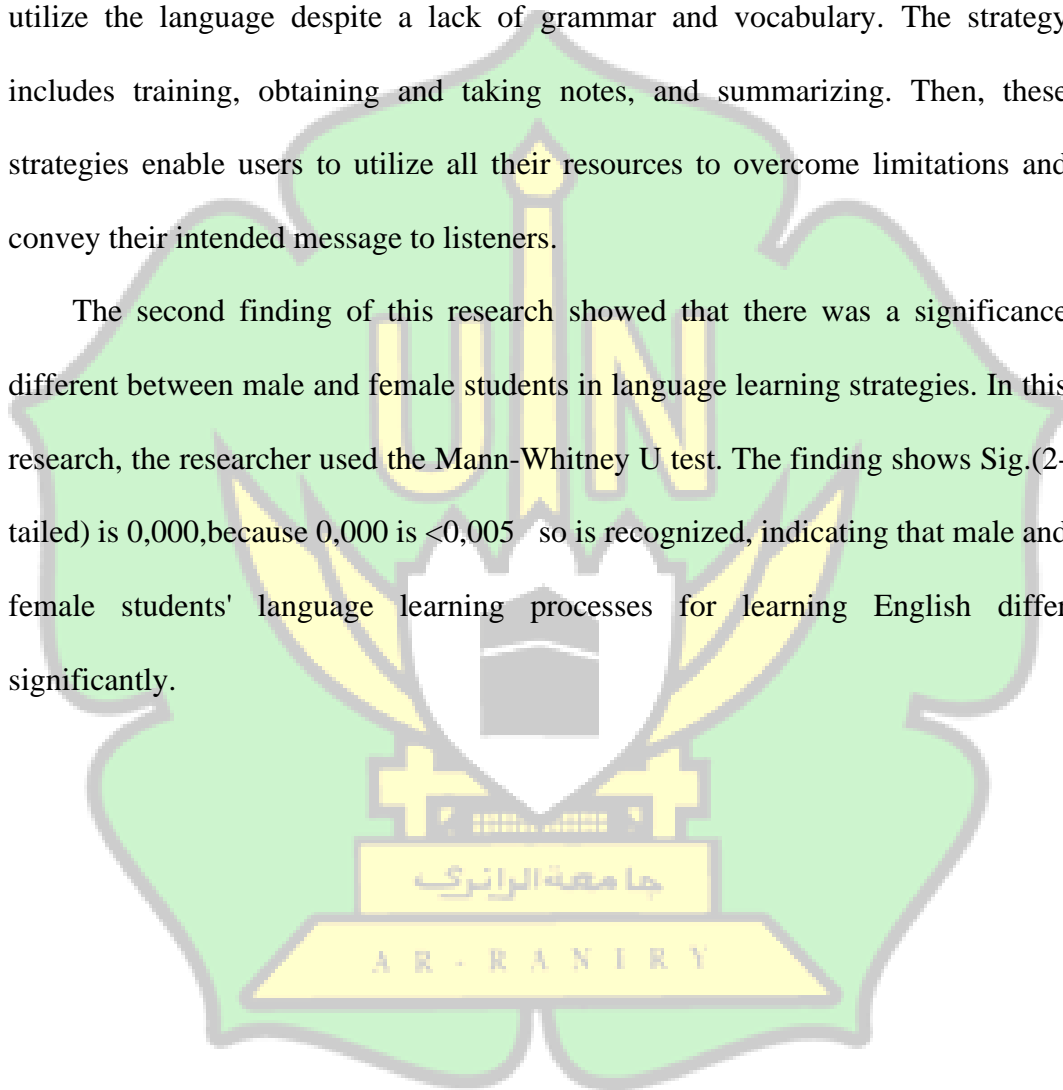
statements of metacognitive strategies, the application of metacognitive strategies that have the highest mean score used by the male students are “ *I pay attention when someone is speaking English* with the mean score of 4.4, and *I try to find out how to be a better learner of English* with the mean score of 4.4. However, it is possible that the male students make some errors in producing English since English is not their mother tongue. Therefore, male students preferred metacognitive strategies to solve the problem by preparing the learning activity and monitoring their errors.

The idea was confirmed by Arif (2022), male students use metacognitive strategies more than female students. The result of study conducted by Anum and Apriyanto (2019) also found that male students utilized often metacognitive strategies than female students in language learning. Another current research conducted by Budiarti (2022) found that male students used more frequently language learning strategies than female students especially in terms of metacognitive strategies. According to Oxford (1990) stated that metacognitive strategies are behaviors that help language students organize and plan their language study in an effective and efficient way.

The result also showed that the most often used strategy by female students was cognitive strategies. The highest score was the item “*I watch English language TV shows spoken or watch movies spoken in English*” with a mean score of 4.4. Female students preferred to watch English programs such as Youtube, Podcasts, Music, etc. They can learn how to pronounce English words, increase new vocabulary and assist them to understand what the speaker said.

According to Syehrudin (2017), cognitive strategies are direct strategies that allow students to comprehend and produce a new language. With these strategies, students were able to directly manipulate language materials. It was supported by the fact that Oxford (1990) stated that these strategies enable language students to utilize the language despite a lack of grammar and vocabulary. The strategy includes training, obtaining and taking notes, and summarizing. Then, these strategies enable users to utilize all their resources to overcome limitations and convey their intended message to listeners.

The second finding of this research showed that there was a significance different between male and female students in language learning strategies. In this research, the researcher used the Mann-Whitney U test. The finding shows Sig.(2-tailed) is 0,000,because 0,000 is $<0,005$ so is recognized, indicating that male and female students' language learning processes for learning English differ significantly.



CHAPTER V

CONCLUSION AND SUGGESTION

This section includes the study's conclusion and suggestions. The analysis of the data and discussion of the results would be summarized in this section. Several recommendations are made regarding the researched topic, as well as suggested suggestions for further studies that could be investigated by other researchers.

A. Conclusion

The aim of this research was to find out the difference in language learning strategies preferences between male and female students. This research found that male and female students have different preferences in choosing strategies. Both male and female students use metacognitive and cognitive strategies the most and used memory strategies the least. However, male students preferred to use more metacognitive strategies, whereas female students used cognitive more frequently. Additionally, it was also found that female students mostly applied strategies than males.

The results revealed that the overall strategies used by males and females were at medium level which mean scores between $M=2.95$ and $M=3.32$. It is obvious that male and female preferences differed. More categories was preferred by females

than males. This could exist as a result a number of factors such as different psychology, learning style, proficiency level and cultural backgrounds.

Second, there was significant difference preferences in language learning strategies between male and female students. Females like practicing English words and pay attention to their emotion. On the other hand, male students were active in planning their learning, discussing with others and compensate their lack in learning language.

Finally, In terms of conclusion, students' preferences for language strategies were significantly influenced by their gender. Cognitive strategy was preferred by female students in learning language while metacognitive strategy was preferred by male students.

B. Suggestion

On the basis of the above conclusion and on the basis of the preceding conclusion and consequences some recommendations will be made to English students, educators, and other researchers.

1. The Student

This study's findings will assist students to increase their awareness of language learning strategies. Based on the findings of this research, the metacognitive strategy is the most often used by students in learning language. Students need to plan activities, executing the plans in the evaluation of the learning process and results in

learning English. Thus, both male and female students will benefit from utilizing language learning strategies effectively to develop their level.

2. The Lecturers

The English lectures' responsibility is to help students learn the language better and help them comprehend the material. Teachers must have explored different ways to guide their students and must find the best way to help students better understand or learn the language.

3. The Researcher

Other researchers can apply it as a guide for adapting and developing language learning strategies. The next researcher may attempt to carry out this research on a variety of skill categories.



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Appendix A

Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B - 5429/Uin.08/FTK/KP.07.6/06/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Uin.08/DT/TL.00.5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi dan ujian monasarisah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-5476/Uin.08/FTK/KP.07.6/5/2023** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh;
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 Tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
 - Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Keuangan RI Nomor: 90/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
 - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Departemen;
 - Peraturan Menteri Agama RI Nomor 21 tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pivacasarana di Lingkungan UIN Ar-Raniry Banda Aceh;
 - Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
 - Peraturan Kementerian Kesehatan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** :
- Keputusan Seminar Proposal Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022.
- MEMUTUSKAN**
- PERJAMA** :
- Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: **B-5476/Uin.08/FTK/KP.07.6/5/2023** tanggal **12 Mei 2022**
- KEDUA**
- Menunjuk Saudara,
- Dr. Satim Muliq, MA
 - Fahriyan, M.Pd
- Untuk membimbing Skripsi :
- Nama : **Nabila Atika Anwar**
- NIM : **180203192**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **English Language Learning Strategies: an Investigation of Male and Female Learners' Preferences**
- KETIGA** :
- Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025/04.2.423/025.2022 tanggal 17 November 2021;
- KEMPAT** :
- Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023.
- KELIMA** :
- Surat Keputusan ini berlaku sejak tanggal diucapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila terdapat kesalahan terdapat ketidaklengkapan dalam penulisan ini.

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

Ditetapkan di: Banda Aceh
Pada tanggal: 13 Juni 2023

Dekan
[Signature]
Sofat Juluk, S.Pd

Tembusan

- Dekan UIN Ar-Raniry (sebagai laporan)
- Ketua Prodi PPG/PAK, Tarbiyah dan Keguruan
- Pembimbing yang bersangkutan untuk ditinjau dan ditindaklanjuti
- Mahasiswa yang bersangkutan
- Grup

Appendix B Recommendation Letter from Tarbiyah Faculty and Teacher Training
To conduct field research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-10482/Un.08/FTK.1/TL.00/08/2022

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Prodi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr. Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : NABILLA ATIKA ANWAR / 180203192

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Jalan T.Husein, Perumahan Griya Atlanta, Baet, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *English Language Learning Strategies: An Investigation of Male and Female Learner's Preferences*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 3 November 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

<https://sksd.ar-raniry.ac.id/e-mahasiswa/akademik/penelitian/fetak09/09/22/10-02> Page 1 of 1



Dr. M. Chalis, M.Ag.

Appendix C Research Instrument

Strategy Inventory for Language Learning (SILL) by Rebecca Oxford

Directions: Please read each statement and select the number that best represents how often you complete the statement. Answer in terms of how well the statement describes you, write the answers to this questionnaire by providing a checklist (√).

1. = Tidak pernah atau hampir tidak pernah saya lakukan (Never)
2. = Tidak biasa saya lakukan (Usually not true)
3. = Terkadang saya lakukan (Somewhat true of me)
4. = Biasa saya lakukan (Usually true of me)
5. = Selalu atau hampir selalu saya lakukan (Always)

PART A. Memory Strategies

No	Items	Never	Usually not true	Somewhat true of me	Usually true of me	Always
1	I think of relationships between what I already know and new things I learn in English (saya memikirkan mengenai hubungan antara apa yang telah saya pahami dan hal –hal yang baru saya pelajari di mata pelajaran Bahasa Inggris					
2	I remember a new word by making a mental picture of a situation in which the word might be					

	used (saya mengingat kosa kata baru dengan membayangkan gambaran stiuasi di mana kata itu bisa dipakai					
3	I use flashcards to remember new English words (Saya menggunakan kartu bergambar untuk mengingat kata-kata baru bahasa inggris)					
4	I physically act out new English words (saya mengekspresikan kosa kata baru dengan gerakan-gerakan					
5	I review English lesson often (saya seringkali mereview materi bahasa Inggris					

Part B. Cognitive Strategies

No	Items	Never	Usually not true	Somewhat a true of me	Usually true of me	Always
6	I say or write new English words several time (saya mengatakan atau menulis kata baru bahasa Inggris pa kali					

7	I practice the sounds of English (saya mempraktikan pelafalan kosa kata					
8	I start conversation in English (saya memulai percakapan menggunakan bahasa Inggris					
9	I watch English language TV shows spoken or watch movies spoken in English (ex:Youtube,Netflix,etc) (saya menonton tayangan bahasa Inggris di TV atau menonton film yang berbahasa Inggris)					
10	I try to find patterns in English (saya mencoba mencari sebuah pola dalam bahasa Inggris)					

Part C. Compensation Strategies

No	Items	Never	Usually not true	Somewhat true of me	Usually true of me	Always
11	To understand unfamiliar English words, I make guesses (Untuk memahami kata-kata bahasa Inggris yang tidak saya kenal, saya membuat tebakan)					
12	I can't think of a word conversation in English, I stures (Ketika saya tidak					

	memikirkan kata selama percakapan dalam bahasa Inggris, Saya gunakan gerakan)					
13	I make up new words if I do not know the right ones in English (saya membuat kata baru jika saya tidak tahu yang benar dalam bahasa Inggris)					
14	I read English without looking up every new word (saya membaca paragraph berbahasa Inggris tanpa memperhatikan kosa kata baru					
15	If I can't think of an English word, I use a word or phrase that means the same thing (jika saya tidak tahu bahasa Inggris dari sebuah kata,saya memakai frasa atau kata-kata lain yang punya arti sama					

Part D. Metacognitive Strategies

No	Items	Never	Usually not true of me	Somewhat true of me	Usually true of me	Always
16	I pay attention when someone is speaking English (Saya memperhatikan seseorang yang berbicara bahasa Inggris)					

17	I try to find out how to be a better student of English (saya selalu mencari cara supaya bisa lebih baik dalam berbahasa Inggris)					
18	I look for opportunities to read as much as possible in English (saya mencari kesempatan untuk bisa membaca buku berbahasa Inggris)					
19	I have clear goals for improving my English skills (Saya memiliki tujuan yang jelas untuk meningkatkan kemajuan berbahasa Inggris)					
20	I think about my progress in learning English (Saya berpikir tentang perkembangan berbahasa Inggris)					

Part E. Affective Strategies

No	Items	Never	Usually true of me	Somewhat true of me	Usually true of me	Always
21	I try to be relax when I never I feel afraid of using English (saya berusaha santai ketika ketika saya gelisagelisah saat menggunakan bahasa Inggris)					
22	I encourage myself to speak English even when I am afraid of making a mistake (Saya					

	mendorong diri untuk berbicara bahasa Inggris ketika saya takut melakukan kesalahan					
23	I notice if I am tense or nervous when I am studying English (Saya sadar jika merasa tegang atau gugup menggunakan bahasa Inggris ketika percakapan di kelas)					
24	I write down my feelings in a language learning diary (Saya sadar jika saya merasa tegang atau gugup dalam menggunakan bahasa Inggris ketika percakapan di depan kelas)					
25	I talk to someone else about how I feel when I am learning English (Saya berbicara dengan orang lain tentang perasaan dalam belajar bahasa Inggris)					

Part F. Social Strategies

No	Items	Never	Usually not true	Somewhat true of me	Usually true of me	Always
26	if I do not understand something in English, I ask the person to slow down or say it again (Jika saya tidak mengerti sesuatu dalam bahasa Inggris, saya meminta lawan bicara					

	untuk memperlambat atau mengatakannya lagi)					
27	I practice English with other students (saya mempratikkan bahasa Inggris saya dengan siswa lainnya					
28	for help from English teachers/teacher (Saya meminta n dari penutur bahasa s/ guru)					
29	questions in English (Saya mengajukan pertanyaan dengan menggunakan bahasa Inggris)					
30	I try to learn about the culture of English speakers (saya mencoba mempelajari budaya orang asing					



AUTOBIOGRAPHY

1. Name : Nabilla Atika Anwar
2. Place/ Date of Birth : Banda Aceh, October 22th 2000
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Adress : Teupin Raya, Kec. Glumpang Tiga, Pidie
7. Email : nabilaminda1@gmail.com
8. Occupation : Student of English Language Education of Ar-Raniry Islamic State University
9. Parents
 - a. Father's Name : Anwar Yusuf MA
 - b. Mother's Name : Ratna Hayati S.Pd
 - c. Father's Occupation : Teacher
 - d. Mother's Occupation : Teacher
 - e. Address : Teupin Raya . Kec. Glumpang Tiga . Pidie
10. Educational Background
 - a. Elementary School : SDN 16 Lueng Putu ,Pidie Jaya
 - b. Junior High School : MTsS Jeumala Amal, Pidie Jaya
 - c. Senior High School : MAS Jeumala Amal, Pidie Jaya
 - d. University : Education and Teacher Training Faculty of Ar-Raniry Islamic State University, English Language Education Department

Aceh Besar, 22 July 2023

The Researcher

Nabilla Atika Anwar