THE DIFFERENCE OF LANGUAGE LEARNING STRATEGIES BETWEEN MALE AND FEMALE STUDENTS

THESIS

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The Difference of Language Learning Strategies between Male and Female Students

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, 17 Juli 2023

Saya yang membuat pernyataan

Rifani Nasron

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ABSTRACT

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Language learning strategies refer to the methods or actions undertaken by students to facilitate the learning process. By employing suitable language strategies, students can improve their proficiency in learning. Both male and female students are quietly different in behavior and thought, as are the variations in language learning strategies between genders. This research aims to find out the differences of language learning strategies between male and female students. It was conducted at UIN Ar-Raniry Banda Aceh, where the participants in this research were third- and fourth-year students of the English Language Education Department. This study used a qualitative method, and the data was collected through an in-depth interview with four male and four female students, selected using purposive sampling. The interview data was analyzed using a qualitative approach through interview transcripts and coding. The results of this research show that male and female students tend to use cognitive and compensatory strategies in the direct strategy, while the indirect strategy shows students using affective and social strategies. In addition, male and female strategies have differences in reading preference, learning process, and language performance.

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CHAPTER I
INTRODUCTION

This introductory chapter describes the reasons for conducting the research. It explains the background of the study, research questions, the objectives of study, significance of the study, and research terminologies elaborate in this following section.

A. Backgrounds of the Study

Language is a tool of communication, many kinds of languages can be used for interacting with others as long as the listener can understand them. One of the prominent languages is English, an international language spoken by almost a million people all around the world. For having good English competence, including both cognitive and non-cognitive skills such as listening, speaking, reading, and writing, learning is the main process. There are some factors that influence how the learning process goes. Marina (2017) stated that "Learning is fundamental to human nature, along with the need to keep developing and improving." (p. 7). One indication of learning is a change in behavior resulting from a gain in knowledge, skills, and attitudes. However, to be successful in learning, the capacity to learn and intelligence are not the only influencing factors (Oxford, 1990). There are many other factors that can influence learning to go successfully, such as educational background, motivation, and strategies.

In addition, to master the English language, people have to know many factors that influence their language learning. One of these factors is language learning-

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strategies, which differ slightly between men and women. It is important to emphasize the meaning of language learning strategies to give a standard for measuring the use of language learning strategies in this study.

The definition of learning strategies or language learning strategies differs across many experts in education and language teaching. According to Weinstein and Mayer (1986), "Learning strategies are considered broadly as behaviors and thoughts that a learner engages in during learning." as cited in (Marina, 2017, p.67). Meanwhile, Stern (1992) stated, "The learning strategy concept depends on the theory that learners intentionally take on activities to accomplish certain purposes, and learning strategies can be regarded as broadly conceived intentional directions and learning techniques." (p.67). Learning strategies are defined as special ways of presenting information that enhances comprehension, learning, or retention of information.

Moreover, Oxford (1990) explained “Learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.” as cited in (Marina, 2017, p.67). Then, the Center for Research University of Kansas (2009) stated “Learning strategy is a person’s approach to learning and using information. Students use learning strategies to help them understand information and solve problems in learning activities.” as cited in (Rifqi, 2017, p.1).

In other words, learning strategy is the students' strategy in learning and gaining information about subjects and knowledge. For instance, the student does the note taking when he/she is listening to the teachers, and learns the notes at night. Therefore he/she gets and remembers the knowledge from the information. Based on those

statements, strategies are one of the most important factors in language learning. Language learning strategies will help students to have a better learning outcome. Students need to know the appropriate strategies for improving their cognitive and skills.

The effectiveness of language learning strategies is influenced by various factors, one of which is gender. Several studies have explored the disparities in language learning strategies between male and female, shedding light on the significance of gender-related considerations in language education. Male and female students employ distinct strategies in language learning (Oxford, 1990). It was observed that female utilize different strategies compared to male and tend to employ a greater number of strategies overall (Rahmi & Ansyari, 2016). This finding underscores the importance of understanding and addressing gender differences in language learning.

In line with this, further research was conducted that emphasized the criticality of studying gender differences in learning strategies related to the broader educational and occupational implications (Park & French, 2011). Men and women are often considered to have divergent outcomes in these domains, necessitating a deeper exploration of gender-related factors. Moreover, the attention to the association, between gender differences and reading engagement among students, emphasizing the need for careful consideration of gender-related disparities (Puteh, et al, 2016, p.118). Collectively, these previous studies have provided substantial evidence to support the notion that both male and female exhibit variations in their language learning strategies, thereby emphasizing the importance of understanding and addressing gender differences in language education.

The findings from various studies emphasize the broader educational and occupational implications associated with gender differences. It shows the previous research lacks specific information on the actual differences in language learning strategies between male and female. While the statement acknowledges the broader implications and importance of understanding these differences, it does not provide any concrete details on what those differences might be or how they affect language learning outcomes. This comprehensive understanding of gender differences in language learning strategies can contribute to improve learning outcomes and a more inclusive educational environment for all students. To this end, the difference in language learning strategies between male and female is needed for investigating because this becomes one of the important issues in learning factors and influences students' language learning.

B. Research Question

Based on the background mentioned above, the following questions need to be addressed:

1. What are the language learning strategies used by male and female students of the English Language Education Department of UIN Ar-Raniry?
2. What are the differences of language learning strategies between male and female students of the English Language Education Department of UIN Ar-Raniry?

C. Objectives of the Study

In line with research questions, the objectives of this study are:

1. To find out the language learning strategies used by male and female students of the English Language Education Department UIN Ar-Raniry.
2. To know the differences of language learning strategies used between male and female students of the English Language Education Department UIN Ar-Raniry.

D. Significance of the Study

The study of language learning strategies holds significant importance for various sides, including educators, learners, and researchers. The study of language learning strategies is a crucial area of research that can have a positive impact on educational practices, learner experiences, and societal attitudes toward language acquisition.

1. The Student

Based on this research, the writer hopefully can help students recognize the language learning strategies that they used. By knowing students' own language learning strategies, they can increase their language skills through adapting some appropriate strategies in their language learning. Then, male and female students can improve their English proficiency by using appropriate strategies in English language learning.

2. The Teacher

In the teacher's point of view, the researcher expected that teachers would have more knowledge about the various concepts of strategies used by the students who learn English as a foreign language. The teacher hopefully can

consider the method which they used for teaching language and understanding the learner better. Then, the teacher can better know the students' habits in terms of English language learning.

3. The Researcher

The researcher can compare the language learning strategies used by the students in learning English as a foreign language. They also can investigate and criticize the aspects that influenced students' language learning strategies. Then, the researcher can also find out the similarities and differences of language learning strategies used by male and female students.

E. Research Terminologies

To avoid the ambiguous meaning of some terms in this research, the researcher will present the explanation of terms.

1. Male and Female

In the context of language learning strategies, the terms "male" and "female" typically refer to gender differences in language learning behaviors and preferences. It is important to note that these terms are used to describe general trends and patterns that have been observed in research studies and are not indicative of all individuals within a specific gender group.

The use of language learning strategies between male and female students tend to be different. Oxford (1990) stated "Gender has significant influence on the language learning strategy use, female students use different strategies than male students, and the female students use more strategies than male." as cited in (Rahmi & Ansyari, 2016, p. 72). This research refers to "male" and "female"

language learning strategies, examining whether there are any obvious differences between how male and female approach the language learning process. These differences may manifest in various ways, including in learning styles, learning technologies, communication styles, and motivation levels.

2. Language Learning Strategies

Griffiths (2013) described "Language learning strategies as conscious activities learners take to manage their own learning." (p. 15). Therefore, the implementation of language learning strategies that students' use will influence their learning outcomes. The way how the students learn English will show how strategies are used in the language learning process.

The types of language learning strategies will be adapted in this research based from Oxford (1990) classification which consist of direct and indirect divided into six strategies: memory, cognitive, compensation, metacognitive, and affective. Types of language learning strategies focused on students' direct and indirect strategies, including hobby, psychology, social, competency, etc. In terms, the way they are learning English language such as memorizing, note taking concerned in this research. The difference between male and female students will be known based on student's behavior in language learning.

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CHAPTER II
LITERATURE REVIEW

This chapter overviews the literature related to this research. The literature review consists of language learning strategies (LLS), the classification, Gender difference, the importance and previous related studies.

A. Definition of Language Learning Strategies

In the process of learning a foreign language like English, it is crucial for students to be mindful of the language learning strategies employed in order to achieve a high level of proficiency. Wenden & Rubin (1987) as cited in Zare (2012) stated "Learning strategies are any sets of operation, steps, plans, and routines used by the students to facilitate them in gaining the information." (p.163). In addition, these conscious efforts to enhance or optimize learning, guided by personal beliefs about the learning process, can be seen as a way to assimilate new information (Weinstein, et al, 2000; Woodrow, 2005).

Moreover, according to Cohen & Macaro (2007), "Language learning strategies involve purposeful cognitive activities driven by goals and motivation. Similarly, Griffiths & Cansiz (2015) highlighted "Language learning strategies encompass consciously or automatically chosen actions to facilitate or regulate language learning". Shi (2017) further emphasized "Language learning strategies refer to the specific approaches employed by students in their language learning endeavors. From these perspectives, it can be inferred that language learning strategies represent steps deliberately selected by students to support their learning journey.

The notion of strategy originates from the Greek term "strategic," which aims to facilitate language learning for students and enable them to apply their ideas in different contexts (Abdulla, 2014). In accordance with this, Lee & Heinz (2016), as cited in Rubin (1987) defined language learning strategies as approaches that support the growth of language systems, ultimately fostering students' development and influencing their learning process. Therefore, it can be understood that language learning strategies genuinely offer convenience to students in enhancing their language skills when studying foreign languages.

Thus, Hall (2001) as cited in Nikoopour & Farsani (2011) mentioned that learning strategies are purposeful actions employed by students to facilitate their learning process. Additionally, according to Stern (1992) as cited in Marina (2017), learning strategies serve as techniques used to attain specific goals during the learning journey, empowering students to become more autonomous learners (Allwright, 1990; Little, 1991; Chamot, 2004; Chang & Liu, 2013). Furthermore, Tezcan & Deneme (2016) suggest that proficient language learners tend to utilize language learning strategies more frequently and effectively. Supporting this notion, Lan & Oxford (2003) demonstrates that students with higher proficiency levels display a greater tendency to utilize language learning strategies compared to those with lower proficiency levels.

Based on those definitions mentioned above, it can be concluded that language learning strategies are the way of language learners learning English to improve their English proficiency based on their own to make effective techniques in learning English. Language learning strategies have played a crucial role in students' learning

journeys. They serve as valuable indicators for students to navigate tasks and enable them to acquire knowledge effectively by employing beneficial strategies in their learning process. Consequently, this emphasizes the significance of language learning strategies in assisting students in becoming more proficient language learners.

1. The Study of Language Learning Strategies

There are some related studies about the relationship between gender and language learning strategies. In order to support this research, some related research conducted previously will be elaborate in the following part. First, Jelisaveta Safranj in 2013 conducted a research that want to know the kind of strategies university foreign language students report using and the variables (sex, language proficiency, course status, motivation level, years of study and major) influence the use of language learning strategies. To collect the data, it used questionnaires by Oxford (1990) called the Strategy Inventory for Language Learning or SILL that were answered by 258 students, including 121 male and 137 female from the Faculty of Technical Sciences in Novi Sad who required English for specific purposes. The data was analyzed by statistical descriptive and ANOVA. The study found that motivation is very influential on the variety of language learning strategies used, the more motivated a learner the more variation of the strategy used. Then, there are two factors affecting the strategy use which are number of years of language study and elective versus required course status as cited in Safranj (2013).

Furthermore, another research came from Ruth Milla and M.Juncal Gutierrez-Mangado conducted in 2019. This research objective is to investigate the relationship between adult second language (L2) learners' choice and use of LLS and different

learner factors such as proficiency, age and gender. The data was collected by using a revised version of Oxford (1990) SILL and choice of language learning strategies from Basque/Spanish bilingual learners of third language (L3) English in grades 5 and 6 primary education (age range 10–12; N = 131). The results showed that even if the gender and proficiency were separated there are no differences between the types and the amount of LLS chosen.

Then, the research by Xiaobin Yang, Liangjing Zeng, Zhou Xu conducted in 2021. This study aimed to examine the strategy use of Brazilian students learning Chinese as a foreign language (CFL) and the factors affecting the variety of strategy use. In collecting the data, this research also uses SILL from Oxford as an instrument for questionnaires answered by 120 students in a Confucius Institute in Brazil. By using statistical analysis, it found that no significant differences were observed in the use of either overall or individual strategies by gender, age, or education level.

Next, the research by Murni Mahmud and Sahril Nur conducted in 2018 aimed to explore the learning strategies of male and female students and to discuss those strategies in relation to gender differences. This research also uses SILL for questionnaires and interviews for qualitative data. The questionnaire was taken by 71 students taken randomly by using the Slovin formula among 250 students. The findings from questionnaire showed that female students use cognitive, compensation, and affective strategy more often compared to male students while male students use memory, metacognitive, and social strategy more often compared to female students while the findings from interview showed that female and male students chose different learning strategies (Mahmud & Sahril, 2018).

2. Characteristics of Language Learning Strategies

Actually, in learning a new language especially English as a foreign language, communicative competence becomes the main goal to achieve, and it requires the strategy in the way to accomplish it (Lestari, 2015). Oxford (1990), as cited in Lestari (2015), illustrates some key features of language learning strategies that focus not only in communicative development but also in the other competence, as stated below:

When acquiring a foreign language, particularly English as a second language, the primary aim is to attain communicative competence. This necessitates the utilization of strategies to facilitate its achievement (Lestari, 2015). Oxford (1990), as cited in Lestari (2015), presents several essential characteristics of language learning strategies that not only emphasize the development of communicative skills but also encompass other competencies, as follows:

The Characteristic of Language Learning Strategies:

1) Contribute to the primary goal that is communicative competence;
2) Authorized the students to become more independent;
3) Broaden the teachers' role;
4) It hooks to problem-oriented;
5) Related to the actions taken by the students;
6) Involve many aspects of the learner besides the cognitive aspect;
7) It supports both direct and indirect learning;
8) Not always observable;
9) Are often conscious;
10) Can be taught;

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11) Are flexible;

12) Affected by several factors.

Those characteristics of language learning strategies, it is evident that they play a vital role in developing communicative competence. Saleh (2018) supports this by highlighting that language learning strategies are consciously employed to overcome challenges when communicating in a foreign or second language. These strategies also impact students' learning habits by promoting independence and accountability (Lestari, 2015), thus facilitating the acquisition, processing, and utilization of knowledge while fostering self-confidence (Chang, Ching-Yi & Liu, Shu-Chen & Lee, Yi-Nan, 2007) as cited in Rustam, Hamra, and Weda (2015).

Hence, language learning strategies play a crucial role in empowering students to take control of their own learning process by allowing them to make informed decisions regarding what they want or need to learn in a suitable manner (Lucia, 2011). Consequently, language learning strategies encompass not only cognitive and metacognitive aspects but also various other dimensions such as memory, compensation, affective, and social aspects, all of which can greatly benefit students. These additional aspects have a direct and indirect impact on students' performance in language learning (Lestari, 2015).

Furthermore, learning strategies may not always be consciously observable as they are sometimes used unconsciously. However, according to Hsiao and Oxford (2002) and Dornyei (2005), as cited in Rachmawati (2013), language learning strategies also serve as a means to develop an awareness of learning as a tool for

enhancing specific skills, particularly in speaking. Lestari (2015) emphasizes the importance of consistently training oneself in applying appropriate strategies. By applying language learning strategies, students can enhance their comprehension, learning habits, academic achievements, and other related areas.

3. Types of Language Learning Strategies

Previous researchers have extensively discussed the concept of language learning strategies, and there is a general consensus among them regarding the classification of these strategies, with few essential differences. For instance, Rubin (1987), as cited in Zare (2012) and Lestari (2015), classifies language learning strategies into two categories: those that directly contribute to learning and those that indirectly contribute to learning. Rubin (1987) identifies three types of strategies utilized by learners that fall into these categories, which are as follows:

a. Cognitive strategies refer to the action requiring direct analysis of learning materials while metacognitive strategies that refer to self-direct language learning.
b. Communication strategies, the strategy used when overcoming the difficulties of understanding the meaning of the speakers.
c. Social strategies involve the goals to express target language and practice it.

While the classification of language learning strategies stated by Stern (1992) as cited in (Zare, 2012; Lestari, 2015) into five main classifications, are:

a. Management and planning strategies involve techniques that enable students to effectively organize and manage their learning.

b. Cognitive strategies encompass activities employed by students to understand and learn the materials and solve problems.
c. Communicative-experiential strategies involve the use of verbal or nonverbal means to transfer beneficial knowledge.
d. Interpersonal strategies focus on observing students' development and evaluating their progress.
e. Affective strategies help students recognize and address emotions such as unfamiliarity or confusion, and aim to cultivate positive attitudes towards the target language throughout the learning process.

Last, the type of language learning strategies are divided into two main categories, which are the direct and the indirect strategies (Oxford, 1990) as cited in (Zare, 2012; Lestari, 2015). The direct strategies involve memory, cognitive, and compensation strategies while the other 3 strategies which are metacognitive, affective, and social strategies are classified as indirect strategies. This type of language learning strategies provide the strategy inventory of language learning (SILL) as the guideline to gain the learner's strategies.

Based on the types of language learning strategies, Oxford (1990) taxonomy provides a more comprehensive and inclusive framework. The inventory of Oxford language learning strategies explores a broad spectrum and covers a wide range of strategies that might be employed by both male and female learners. This inclusiveness helps ensure that the study captures the diverse approaches used by different individuals. It also gained significant recognition and adoption in the field of language learning research. Many studies have used this framework, leading to a substantial

body of literature that allows for easier comparison and analysis of findings across different studies.

Moreover, Oxford (1990) language learning strategies provide clear definitions and examples for each strategy, making it easier to categorize and analyze data consistently. This clarity ensures that we accurately identify and classify the strategies used by male and female learners, facilitating robust and reliable data analysis. Regarding the research questions, the Oxford (1990) taxonomy is more appropriate than other types. It emphasizes the practical application of language learning strategies, focusing on how learners can actively use these strategies to improve their language proficiency.

B. The Classification of Language Learning Strategies

The classification of language learning by Oxford (1990) will be fully elaborate for each type.

Table 2.1

Direct and Indirect classification by Oxford (1990)

Strategies	System	Explanation
Memory	- Creating mental linkages - Applying images and sounds - Reviewing well Employing action	Remembering and retrieving new information
Cognitive	- Practicing - Receiving and sending messages - Analyzing and reasoning	Understanding and analyzing new information

Strategies	System	Explanation
	- Creating structure for input and output	
Compensation	- Guessing intelligently - Overcoming limitations in speaking and writing	Using gesture and guessing in facing difficulties
Metacognitive	- Centering your learning - Arranging and planning your learning - Evaluating your learning	Coordinating learning process
Affective	- Lowering your anxiety - Encouraging yourself - Taking your emotional temperature	Regulating learner's personality (emotion, attitudes, motivation)
Social	- Asking question - Cooperating with others - Empathizing with others	Interacting with the society

1. Memory Strategies

According to Salvadores (2019), "Memory strategies refer to techniques employed to store new language information in memory". These strategies involve forming associations, grouping related concepts, developing visual or auditory connections, comparing patterns between written or phonemic word forms in the first and second language, and recalling previously learned information for use in different situations. Similarly, Oxford (1990) as cited in Lestari (2015), defines "Memory

strategies as mental processes involved in storing and recalling new knowledge when appropriate". These strategies can be categorized as follows:

a) Conceptual associations involve grouping language materials based on specific topics, incorporating new language knowledge into existing definitions in memory, or placing new words within meaningful contexts.
b) Visualization or auditory strategies entail using visual imagery to aid memory retention, creating semantic maps such as concept diagrams, using keywords to remember new words, or relying on sound-based cues to remember language knowledge.
c) Reviewing can be done through formal analysis and systematic revision.
d) Action-based strategies involve physical reactions or employing mechanical methods to manipulate and retain language information in the mind.

2. Cognitive Strategies

According to Salvadores (2019), "Cognitive strategies play a role in helping students understand the language they are learning". These strategies encompass activities such as evaluating structures, messages, and words; reasoning; deducting; applying rules; learning the target language; translating; and taking notes. Similarly, Oxford, as cited in Lestari (2015), also identifies cognitive strategies within four categories:

a) Practice involves repeating, rehearsing, and imitating the language. It includes formal practice of sounds and the writing system, developing awareness of

formulas or patterns, recombining elements in new ways, and engaging in natural practice of the new language.

b) Receiving and sending messages involve quickly grasping the main idea through skimming and scanning, using various tools (print or non-print) to comprehend incoming messages, and generating messages.

c) Analysis and interpretation entail applying general rules to the target language, analyzing speech to understand the context, making contrastive analyses to identify similarities and differences in sounds, words, or grammar, and transferring information, concepts, or structures between languages.

d) Creating an input and output system involves taking notes on specific ideas or topics, summarizing or highlighting relevant details in the text.

3. Compensation Strategies

According to Salvadores (2019), "Compensation strategies come into play when learners encounter information gaps". In such situations, learners compensate by using body language, employing synonyms, rephrasing, inferring or speculating meaning, and requesting support. This allows them to continue communicating in the target language and develop their strategic skills (Ecaterina, 2016). Additionally, Oxford (1990), as mentioned in Lestari (2015); Ecaterina (2016), identifies two main points within compensation strategies:

a) Intelligent guessing is particularly important in reading and listening, as it enables learners to understand language even without remembering all the information. Guessing can be done by utilizing linguistic clues from the learner's knowledge of the target language, their native language, or other

foreign languages they may be familiar with. In the case of written materials, these linguistic clues contribute to making accurate guesses.

b) Resolving difficulties in speaking and writing is a key characteristic of successful language learners, as it enables them to continue communicating or writing despite their limited language proficiency.

4. Metacognitive Strategies

According to Salvadores (2019), "Students employ metacognitive strategies to regulate their learning process". These strategies encompass activities such as planning and organizing learning tasks, recognizing and adapting to assignment difficulties, focusing attention or language practice in specific contexts, and self-assessing their learning progress and achievements. Similarly, Oxford (1990) as mentioned in Lestari (2015); Ecaterina (2016) highlighted "The role of metacognitive strategies in allowing students to control their cognitive processes and coordinate their learning journey". This strategy comprises three key points:

a) Centering learning involves reviewing materials and connecting them to previous experiences, directing attention or delaying speech to enhance listening comprehension.

b) Arranging and preparing learning entails understanding how language works, creating an optimal learning environment, setting language learning goals, defining the purpose of language tasks, preparing for language tasks, and seeking opportunities for language practice.

c) Reviewing the learning process includes self-monitoring, identifying and correcting specific mistakes in each language skill, and self-assessment. This

can be done by evaluating overall language development or assessing achievements in each of the four language skills using tools such as checklists, diaries, or journals.

5. Affective Strategies

According to Salvadores (2019) "Affective strategies are utilized by students to regulate their emotions, reduce anxiety, boost their mood, and express their thoughts to others". Similarly, Oxford (1990) as mentioned in Lestari (2015); Ecaterina (2016), emphasize that affective strategies aid students in managing their emotions, motivations, and attitudes towards the learning process. These strategies can be classified as follows:

a) Anxiety reduction techniques involve utilizing stress-alleviating methods such as deep breathing, meditation, listening to music, or engaging in laughter.
b) Self-encouragement entails making positive affirmations, taking calculated risks, and rewarding oneself for accomplishments.
c) Taking a break involves assessing one's own situation, using checklists to identify emotions, behaviors, and motivation, maintaining a language learning diary, or sharing feelings with others.

6. Social Strategies

This strategy facilitates language learning by promoting interaction with others, as stated by Oxford in Lestari (2015) and Ecaterina (2016). The strategy encompasses the following components:

a) Asking questions involves seeking clarification or corrections to enhance understanding.
b) Collaborating with others can extend to working together with peers, colleagues, or language experts, including native speakers.
c) Engaging in communication with individuals who have experienced different cultures fosters cultural awareness and promotes empathy towards others' thoughts and feelings.

C. Gender Difference in Language Learning Strategies

There is much research investigating language learning strategies based on gender. In deciding language learning strategies, Ellis (1994) stated "Four factors that influenced their language learning: individual learner difference; situational and social; learner strategies; and language learning outcome". Two of those factors which are individual learner differences and situational and social are very influencing the choice of learning strategies. Oxford (1990) explained that women overall use more strategies than men in some studies, although in some conditions male surpass female in some specific strategies. Some gender-related language learning strategy research conducted in several methods concluded that whenever strategy research is conducted it is always considered gender. This usually indicates gender differences in the frequency of strategy use with female choosing to use a particular classification of strategies than male.

According to Oxford (1990) stated "gender has significant influence on the language learning strategy use, female students use different strategies than male students, and the female students use more strategies than male" as cited in (Rahmi &

Ansyari, 2016, p.72). Some previous researches about the difference of language learning strategies between male and female students. First, Park & French (2011) investigated, “gender differences in learning strategy research is crucial because men and women are considered to be different in educational and occupational outcomes in general” (p. 118). Moreover, Puteh, et al (2016) also stated that gender differences need to be given attention since the difference between the male and female has been attributed to reading engagement among the students.

In terms of language skills, girls were more proficient in reading, read more frequently, and had more positive attitudes towards reading and school (Logan & Johnston, 2009). Girls outperform boys in all aspects of text reading and types of reading (Puteh, et al, 2016, p.109). Women outperform men in first language acquisition (Tam, 2013). Nassab and Motlag (2017) found that girls speak without stress or pauses. Female learners spoke non-stop with a large number of verbs, adjectives, and coordinators, while male students had a large number of breaks in their speeches, increased discourse marks, and incorrect pronunciation and grammar.

Recently, the role of gender in education has also been recognized as stated by Ehrman and Oxford (1989) reported that "Women used more learning strategies than men". In addition, more women than men preferred to use intuition and emotion rather than sensation and thought. Women are more aware of strategies to facilitate learning (Oxford, 1990). Men were more likely than women to prefer the 'method of learning by abstract conceptualization' (Severiens & Dam, 2005). According to Younger et al (1999), male and female interact differently, with male tending to dominate certain interactions in the classroom and female are more involved in teacher-student

interactions. In addition, Mahmud (2010) notes that some characteristics of female students such as shame, nervousness, and anxiety can affect their English proficiency, so female students should prefers writing as a skill to express his thoughts, he states that it should be challenged for male students. In order to maintain power over men, they had to choose speech as a means of expressing their thoughts.

D. The Importance of Language Learning Strategies

Recognizing the significance of language learning strategies (LLS) holds great importance for students. However, in practice, students often lack awareness of utilizing these strategies as they rely heavily on the explanations provided by their teachers (Tanjung, 2018). Therefore, employing appropriate language learning strategies empowers students to take ownership of their learning process by fostering autonomy and self-direction (Rustam, et al., 2015). Hismanoglu (2000) emphasizes that language learning strategies offer valuable insights to language teachers regarding how students assess situations, plan their learning, select skills to comprehend, learn, or retain information in the language classroom.

Moreover, according to Oxford (1990), as cited in Saleh (2018), language learning strategies hold significance as they serve as a tool for developing communicative competence. In addition to improving students' communicative skills, teachers who guide students in using language learning strategies enable them to become more proficient language learners (Clouston, 1997) as cited in (Hismanoglu, 2000). Consequently, these strategies contribute to enhancing students' learning performance by improving their understanding of effective learning techniques (Rasekh & Ranjbari, 2003) as cited in (Taghinezhad, et al., 2016).

Hismanoglu (2000), emphasizes the significance of utilizing language learning strategies to enhance students' language skills in a more effective manner. Furthermore, implementing appropriate language learning strategies proves beneficial in facilitating effective memory retention, promoting comprehension of the target language, bridging learning gaps, organizing the learning process, managing emotions, and fostering interaction with others (Lestari, 2015; Ecaterina, 2016; Salvadores, 2019). Consequently, language learning strategies contribute to the students' improvement in language proficiency and foster greater self-confidence throughout the learning process.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the steps taken in the study of the difference of language learning strategies between male and female of the English Language Education Department at UIN Ar-Raniry. The research methodology begins with the research design, data collection methods, and data analysis methods.

A. Research Design

This research was conducted in order to find out the difference in language learning strategies between male and female students at English Language Education Department UIN Ar-Raniry. In this research, the writer used the qualitative method. According to Sugiyono (2009) stated, "qualitative method is used to conduct object condition naturally where the writer acts as a key instrument, and taking the sample of the data by purposive and snowball, and collecting by triangulation, data analysis is inductive/qualitative, and the result of this method emphasizes the meaning than generalization" (p. 15).

The first step in this research is selecting participants based on the research's criteria. The selected participant will be interviewed by researchers to find out the research objectives. All of the results of this research will be explained using a descriptive qualitative method. The process of this research can be seen in the table below.

Table 3.1

Research Design

	Objectives	Data Collection	Data Analysis	Outcome
1	To find out the language learning strategies used by male and female students of the English Language Education Department of UIN Ar-Raniry.	- Interview	- Transcript - Manual Coding	Language learning strategies used by male and female
2	To know the differences of language learning strategies used between male and female students of the English Language Education Department of UIN Ar-Raniry	- Interview	- Transcript - Manual Coding	Male and female differences in language learning

B. Research Location

The research was conducted at UIN Ar-Raniry, Banda Aceh, an educational institution operating under the authority of the Ministry of Religious Affairs. Formerly known as IAIN, it was renamed UIN Ar-Raniry in 2013. The university is located on Abdul Rauf Street, commonly referred to as "Lingkar Kampus" street.

UIN Ar-Raniry comprises ten faculties, namely the Faculty of Education and Teacher Training, Faculty of Literature and Humanities, Ushuludin and Philosophy Faculty, Sharia and Law Faculty, Faculty of Da'wah and Communication, Faculty of Economics and Islamic Business, Science and Technology Faculty, Social and

Political Faculty, the Faculty of Psychology, and Post-graduate Faculty. The specific research location is in the Faculty of Education and Teacher Training, specifically the English Language Education Department.

C. Research Participants

The participants in this research are eight (8) students with four students from 6th semester and four students from 8th semester at English Language Education Department UIN Ar-Raniry. While the sample will be selected using purposive sampling as the method to gain data. Purposive sampling is a technique to determine the sample with certain considerations (Sugiyono, 2009, p. 124). Here the participant's criteria in that will become the selected participants for this research:

- The participants consist of 4 male and 4 female students who studied at English Language Education Department UIN Ar-Raniry Banda Aceh
- The participants are a senior student who has spent at least 6 semesters studying at English Language Education Department UIN Ar-Raniry Banda Aceh
- The participants are English Language Education Department student who has a GPA of at least 3,6.

The participant's criteria mentioned above will help the researcher to find the result easily. The senior students have known what is the appropriate and effective-strategy that they used during the learning language process. Then, the students who have GPA ≥ 3.6 can be categorized as serious students. It also indicates they know better the best way to learn a language during their learning process at the English Language Education Department. The participants who participated in this research could be seen in the list below:

D. Methods of Data Collection

In gaining the data needed in the research, the researcher conducted interview as the main method of data collection.

1. Interview

Primary data was collected through in-depth interviews. The in-depth interview technique was used because of this research information about language learning strategies, by being directly involved and conducting interviews freely with question guidelines that were still prepared so that the interview stayed in the corridor. In-depth interviews are expected to record and capture opinions, feelings, emotions, and other things that support researchers in collecting the information needed. The interview guideline and protocol can be seen in **appendix A**.

The interview was conducted individually face to face, zoom, and Whatsapp video call. In the interview process, the researcher spent about 1 hour and 30 minutes for each participant. The researcher interviewed male and female students through asking the question in the interview guideline.

E. Methods of Data Analysis

Based on the data collection, the data were analyzed using qualitative analysis. The data from the interview will be analyzed using thematic analysis. The interview result will be input as the transcript that becomes the writing report. The process of the data analysis is transcript and manual coding. The further information of the step in analyzing data will be elaborate below.

1. *Transcript*

Transcript as the first step in processing the answers of the interviews. The transcript process was carried out after the audio recording was obtained during data collection. The transcribing process was undertaken by converting the audio or voice recordings of the interviewees into verbatim form to facilitate the analysis process at a subsequent phase.

The transcription was done by writing word by word what came out of the interviewee's voice during the interview process. This step makes it easier to analyze the interview results that have been converted into text so that the results of the interview can be deeply analyzed. The transcription process also becomes the supporting evidence for the research results.

2. *Coding*

Coding refers to the procedure of categorizing data by dividing text or visual material into meaningful segments (Creswell, 2014). In the data collection phase, researchers gather text or image-based information, which is then segmented into distinct categories. These categories are assigned appropriate labels, often derived from the participants' actual language. The results of interviews as primary data sources that have been converted into text through the transcription process are then coded based on the category of research objectives.

This research use thematic coding related to the research questions. Thematic coding was processed by defining the words and phrases from the transcript and assign to categorize a segment of the data by topic. The coding was created from

the author's perception of the transcript of the interviewee's conversation. This process is intended to facilitate detailed analysis to achieve the research goals and objectives.

The coding process is the second phase in primary data processing after the transcription process. The textual version of the respondent's audio recording will be coded in line with the categories in the research questions. The coding is based on the tendency of the conversation results delivered by the interviewees. This process is very important in processing interview data because this can facilitates the organization and interpretation of information to derive valuable insights from the data. The process provides information that has implied meanings from the results of the conversation.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the interview. This will explain the results consisting of male language learning strategies and female language learning strategies. Then, this chapter also presents discussion of the results from the research findings.

A. Research Findings

There are many factors influencing student's language learning strategies. Based on the interview, generally male and female use all language learning strategies direct or indirect because they have the same target in achieving English as foreign language. Male and female usually consume media such as books, movies, and music in the target language. The interviewees often practice English by reading books or articles, watching videos or TV shows, and listening to the English song. Male and female do those activities in order to get new vocabulary then practicing it.

The result will be explained into two findings which are male and female language learning strategies and the difference language learning strategies between male and female. In each point, researchers will elaborate the results into two categories of language learning strategies consisting of the direct strategy and indirect strategy.

1. The direct language learning strategies of male and female

There are three sub-categories of direct strategies which are memory, cognitive, and the compensation strategy. When using the direct strategy, male students tend to use compensation strategies while female students use cognitive and compensation.

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a. Male strategies

1) Reading English books, articles, novels, comics

The researcher found that four of four male students that have interviewed do not like to read any English books, articles, novels, or comics except for certain reasons such as writing the literature review for thesis, completing assignments, do not have any access to the Indonesian version and other reasons. In line with this reason, they said:

> I don't like to read because I like watching …books about English or stories about English I read rarely…Just sometimes when I find an English book… I just read when I need to. I think it can improve our English proficiency because in that book we can find a lot of vocabulary that we have not knew before (R1, personal communication, June 1, 2023).

> I don't have read book in English not that much (R7, personal communication, June 10, 2023).

The statement above indicates a memory strategy because he doesn't read English books often, but he reads them occasionally when he has to. This occasional reading can still contribute to memory strategies as it allows exposure to new vocabulary and language structures. By finding new words in context, the participant has the opportunity to reinforce their memory of the language and expand their vocabulary. While another male students stated:

> I have read books and the articles since I am writing my thesis right now …but for novels I don't read novels…I read comics like manga a lot because there are

pictures or images in the comics but for novels no because there is no picture and only text…(R2, personal communication, June 1, 2023).

I read the journal, books, and others because my lecture asks me to do that. I also like to read the captions written in English. I also read novels like Sherlock Holmes, Harry Potter. Honestly, I don't like to read journals, it is only for my undergraduate thesis (R8, personal communication, June 10, 2023).

Those statements above highlight cognitive strategy. First, the male mentions reading books and articles as part of their thesis research. This deliberate engagement with written texts demonstrates a cognitive strategy of actively seeking out and comprehending information for academic purposes. Second, the participant discusses reading different types of materials, including novels, journals, and captions. This diverse reading experience requires cognitive processing and comprehension, as they navigate different genres, vocabulary levels, and styles of writing.

The participant reads books, articles, and novels as part of their academic work, indicating an intentional effort to engage with written texts for specific purposes. They use visuals like comics and images to facilitate understanding. These cognitive strategies involve actively processing and organizing information, creating relation, and using visuals to enhance comprehension.

2) Watching English videos or movies

In order to learn the English language, especially for improving speaking and listening skills, male students really love to watch English movies. The researcher

found that every male likes watching movies. They mention watching movies without Bahasa Indonesia subtitles and understanding the content. This shows that through watching movies, the participant is able to strengthen their memory of the English language and improve comprehension. The visual and auditory input from the movies assist in remembering vocabulary, phrases, and language usage. It indicates a memory strategy as stated:

> ….I like watching. I have watched 2 movies without Bahasa Indonesia subtitles like Turning Red and Gumble because when I downloaded the movies I couldn't find the subtitles, but actually when I tried to watch I understood the movie… (R1, personal communication, June 1, 2023).

Then, it also reflects the cognitive strategy when participants mention watching movies like "Gumble" and playing video games like "Final Fantasy". This engagement with visual media involves cognitive processes such as analyzing, interpreting, and making connections to understand the content. The participant also mentions using English subtitles, which requires cognitive effort to read and comprehend the text while watching the movie. These cognitive strategies contribute to language learning and understanding as male stated:

> I watched the cartoon Gumble … is good for me since it uses basic English like I don't really need to use a lot of google translate to understand…I really need to check what the meaning of what they spoke… (R2, personal communication, June 1, 2023).
>
> I like it so much to watch English movies…I prefer using English subtitles because it really improves my English. Sometimes when I don't know the

whole thing I will search it on google translate…I prefer to watching movie than reading, because when watching I also see the expression (R8, 2023).

By watching I can learn the idiom, slang, expressions that I seldom hear from campus life… (R7, personal communication, June 10, 2023).

The researcher also found that the statements indicate compensation strategies. The participants mention compensating for their preference for watching rather than reading. They choose to watch movies or engage with visual media because it aligns with their interests and provides exposure to English language and cultural expressions. Additionally, they mention using English subtitles and online translation tools as compensatory measures when they encounter unfamiliar language in the movies. They watch English movie with and without subtitles as they stated:

I like to watch with subtitles because it can help me to find vocabulary that sometimes I don't know in that movie and without subtitles sometimes I several scene I can't understand what they talk in that movie (R1, personal communication, June 1, 2023).

I have watched English movies without subtitles but I think it is not a really hard one…with English subtitles I can understand it rather I know the context but I feel like I doubt what I am hearing. Like sometimes I really doubt that she/he said this (R2, personal communication, June 1, 2023).

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> Watching movies is my favorite activity rather than reading and listening. When we watching the movie we learn the pronunciation and also the written text on the subtitles (R8, personal communication, June 10, 2023).

3) Practicing English language skills

The researcher found a preference for self-directed practice and active engagement with language elements, indicating the use of compensation and cognitive strategy. The results showed that by talking to themselves as a way to practice speaking English when there is no one else to talk with. By engaging in self-directed conversations, male handle the lack of someone to talk to and create opportunities to practice speaking. It can enhance their language learning by using compensation strategies. This point in line with:

> Sometimes I like to talk by myself. So after I watched the movie I was motivated and made myself talk by myself. I always like that actually" (R1, personal communication, June 1, 2023).

Another interview result shows male feeling excited when they find new words or expressions and then practicing them. By actively engaging with new language features, they are employing cognitive strategy in the process such as analyzing, understanding, and incorporating the words or expressions into their language usage. This cognitive engagement facilitates their language learning and deepens their understanding of the language. As he stated:

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When I find new word or new expression and then I practice it. I feel excited… I like to practice English when someone ask me to talk (R7, personal communication, June 10, 2023).

4) Taking notes and review

The interview results showed a preference for note-taking as a compensation strategy, as well as memory and cognitive strategies employed during the note-taking process. Male apply compensation strategies through taking notes selectively based on the lecture's delivery method. When the lecture explains material orally, they do not take notes. However, when the information is presented visually on the whiteboard, they find it beneficial to take notes. This compensatory approach allows the participant to compensate for the lack of visual cues or written information by taking notes to aid their understanding and memory. This in line with the statement:

When the lecture explain material in the class by their mouth I never take any notes but when the lecture share information by writing in whiteboard I will take notes (R1, personal communication, June 1, 2023).

In the note taking process, male also use memory strategy when they take notes during class to capture important information. While one participant states they don't read their notes at home, they rely on their notes during exams as an advantage. This strategy allows for the strengthening of memory through the act of note-taking and the availability of recorded information to review. As they said:

> …have a 'binder' and I do take notes on what my lecture said in class but I don't read it at home. I just take note, if there is an exam I open it because sometimes some lectures allow us to open the book when exam so it gives advantage for me like writing the note and having open book during the exam…(R1, personal communication, June 1, 2023).

> Sometimes I just write it in my book and sometimes I remember it. My notebook to clarify what I have remembered like when I forget about something I will look into my notebook (R8, personal communication, June 10, 2023).

Last strategy used by male is cognitive strategy. Male told them to take notes on blank paper and write only the clues in their book. By engaging in this cognitive process of summarizing and highlighting information, they focus on understanding the information in real-time. This strategy supports cognitive processing and active engagement with the content as stated:

> I often take notes in the blank paper. I only write the clues in my book. I don't review it, I just try to comprehend at the time… (R7, personal communication, June 10, 2023)

5) Understanding the context and using basic words

Based on the interview result, it found that the main strategy used in this activity is compensation strategy while the supported strategy indirectly applied is cognitive strategy. The compensation strategy applied by using context to understand unfamiliar words. Instead of directly looking up the word in a dictionary, they rely

on the whole context to infer the meaning. By using synonyms and analyzing the words before and after the unknown word, they stimulate the vocabulary knowledge and find alternative ways to understand the word's meaning. In line with the point, they stated:

> If it is in the text I would rather look from the context like look for the synonym and if I don't know the similar meaning I will look by the context like before word and after word the blank word and I will mix and match the meaning of the word…(R2, personal communication, June 1, 2023).
>
> I think I will write it in a very basic way, a very basic English word. It seems I don't really an expert in writing grammar. My grammar is very bad. I think I would read my book or anything that I wrote is worse so I prefer not… (R2, personal communication, June 1, 2023).

While for the cognitive strategy, male mentions actively engage with the context to understand unfamiliar words. They try to analyze the sentence, guessing the meaning based on context, and using descriptive techniques like finding synonyms or providing captions to enhance comprehension. These cognitive strategies involve actively processing and interpreting information, making connections, and utilizing problem-solving skills to understand and learn new words. Like the statement of respondent 8:

> Look at the context. In the text, I will look at the sentence and try to understand and I will try to guess the word based on the context… I will try to describe a word that I don't know. When I try to describe it, my friend tells me the word.

I try to find the similar word, like the synonym and put some caption about the word (R8, personal communication, June 10, 2023).

6) Overcoming limitation of language usage

The researcher found that to overcome the students' limitations in English language usage, the male tend to use the external resources, online tools, and dictionaries, indicating the use of compensation strategy. Male told of relying on external resources such as Google Translate, online searches, dictionaries, and google search engine to understand the meaning of words. By using these resources, they can improve their vocabulary knowledge and lack of immediate understanding. This point in line with:

Use google translate, sometimes I search in the google what is the real meaning of the word or the word that almost similar with the meaning of the word (R1, personal communication, June 1, 2023).

In writing I will use google translate (R2, personal communication, June 1, 2023).

Look at the context. In the text, I will look at the sentence and try to understand and I will try to guess the word based on the context (R8, personal communication, June 10, 2023).

b. Female strategies

1) Reading English books, articles, novels, comics

This research found that through reading English academic and non-academic text, female use of cognitive strategy in reading engagement and memory strategy

in acquiring new vocabulary. Cognitive strategy used by female in reading articles, scientific papers, and educational materials in English. Female acknowledge the impact of reading on acquiring new vocabulary and expanding their knowledge in specific areas. This demonstrates cognitive engagement and the use of reading as a cognitive strategy to enhance language learning. In addition, the impact of reading on acquiring new vocabulary indicates that reading facilitates student ability to know and acquire new words. This is the use of memory strategy to keep and remember the new vocabulary through reading. In line with this reason, they said:

> I often read some articles in English because some assignment from my lecture gives us to read in our book …reading gives me a lot of impact to acquire new vocabulary. Because it is easier for me to know the word and then to acquire new vocabulary by reading something new… (R3, personal communication, June 5, 2023).

> I love to read articles because I love to find new facts. I also have read news in English, if I am not mistaken, that was Jakarta Publishes… Reading about some things is educational. And it's really helped me to increase my English for educational purposes… (R5, personal communication, June 2, 2023).

> I don't really like to read novels or comics or anything like that. I like to read articles such as scientific articles. I like to read it and I am so interested because it gives me new vocabulary, like you know in academic writing we really need the vocabulary… (R6, personal communication, June 3, 2023).

2) Watching English videos/movies

In this point, female use three sub-categories of the direct strategy. First, female use memory strategy to keep and remember English language vocabulary. She points out that watching English Cartoon and short videos on platforms like TikTok and Instagram can easily understand the content even though without subtitles. Then, when she watches English movies without subtitles, it is stimulating their memory to comprehend the dialogue. Watching contributes to memory strategy by exposing female to the language and reinforcing previously acquired vocabulary. As she said:

> Nowadays we easily can find English short video on TikTok, Instagram…I also watch Cartoon movie in English because that's the easiest same like short video. It uses Basic English, so it's easy to understand… (R5, personal communication, June 2, 2023).

In addition, the participants also use cognitive strategy to improve listening comprehension skills. Watching English movies is actively engaged in processing the spoken language, focusing on understanding the words, and exploring different accents or pronunciations. This demonstrates the use of cognitive strategy to enhance listening comprehension and language acquisition. In line with this reason, she said:

> I like watching English videos because they help me to listen to the word. Sometimes we have a different pronunciation, so I need to know what she said,

and then I need to explore what accent she used sometimes (R3, personal communication, June 5, 2023).

From watching videos or movies, it's really helpful because the first thing I can learn is new vocabulary and then I can know the true pronunciation. It can motivate me to speak English fluently (R4, personal communication, June 9, 2023).

I like to watch, but I rarely use subtitles in Bahasa Indonesia. When I watch Sherlock Homes in part 1 I use Indonesian subtitles then when I watch part 2 I don't use subtitles because I want to learn the vocabulary… (R6, personal communication, June 3, 2023).

Furthermore, female used to apply compensation strategies to overcome distractions when watching English movies. Female told that when they watch the movie with subtitles, they have to read the text alongside the videos. It directly distracts their focus on the spoken language. The distraction indicates a compensation strategy. By avoiding the written text and relying on listening, they can better concentrate on understanding spoken English. But sometimes female also use subtitles as a way of understanding the content. In some cases, female intentionally choose not to use subtitles to challenge themselves and learn vocabulary. This reflects a compensation strategy to overcome difficulties in understanding spoken English by using subtitles selectively or purposefully. This point as they said in the interview:

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I also watch Harry Potter. I watch just the real voice with no subtitle. It helps me to understand English more than the subtitles. Because if there's subtitles, I focus on the subtitles, not on the English (R3, personal communication, June 5, 2023).

But one thing that made it really hard when watching with subtitles but maybe it's helped for other people who can't listen to the video, they can read the text, but for me, that really distracts me when they speak. Actually, if only they don't write the text, I can easily listen and focus on what they say, not on what the text they write on the video… (R5, personal communication, June 2, 2023).

3) Listening to English song

Female students' experiences described in the Listen to English song involve a combination of compensation and cognitive strategies. The use of compensation strategy by recognizing idioms. The lyrics of the English song provide many phrases and idioms. Listening to the English song helps female easily learn English by recognizing the idioms and expressions used, which helps them gain some understanding of the language being used. As she said:

I'm not addicted to songs. Yeah, but sometimes that's not a problem If I listen and with a purpose to understand the language they use the idioms. Because like I mentioned before, they use certain idioms and expressions in the song… (R5, personal communication, June 2, 2023).

In addition, in the listening English song activity, female also use cognitive strategy by focusing on pronunciation and listening skills. Participants demonstrate

the utilization of cognitive strategies in language learning through the deliberate focus on auditory input, pronunciation, deciphering sounds, analyzing lyrics, and seeking additional resources for comprehension. By employing cognitive strategy, learners can enhance their listening skills, pronunciation, and understanding of the language used in songs. This point in line with:

> I don't really focus on the meaning. Like when I listen to the new song then I try to find the lyrics. I focus on listening and how to pronounce the lyrics of the song. I am not focusing on the new vocabulary… (R6, personal communication, June 3, 2023).

> At first, when I don't understand what she says, then I look for the lyrics of the songs. So I think when I listen to the lyrics of the song, I think like, oh, I know what she means. At first, I just listened to the music because I enjoy the melody. But when I need to know more about the song, I feel like, what's the meaning of the song? I think I love this music, so what's the meaning of the lyrics? (R3, personal communication, June 5, 2023).

> …actually from English songs, it can improve our proficiency because it practices our listening actually. Because it was beneficial to our IELTS or TOEFL… (R4, personal communication, June 9, 2023).

4) Taking notes and review

The results of the interview demonstrate a combination of memory and cognitive strategies. The use of memory strategy through writing down notes in their notebook to encourage memory retention. The participants recognize that they

can't remember whole information shared by the lecture. So they focus on writing down the important points. This demonstrates the use of memory strategies, which involve techniques for storing and retrieving information effectively. By writing down key points, the learner enhances their ability to remember and recall important information from the lecture. This point in line with:

> I am writing down the notes in my notebook because I can't remember everything that the lecturer said so I need to write the important points that they explained to us. Sometimes when I want to continue the class before that, I easily read the book because some of the lecturers asked me about materials in the last week… (R3, personal communication, June 5, 2023).

Beside that, female students told that they wrote down in their book to keep important information. By writing down the information, they engage in cognitive strategy that involves pointing the information into written form for later reference. This strategy helps them to organize, comprehend, and recognize new information. As female students said:

> I think that's important. So I write in my notebook… I write it and try to find the article to read it again. So I combine between the idea that she has and based on my experience, also based on the article… (R5, personal communication, June 2, 2023).

> I write it in my book to keep the information. I will read it when it interests me… (R6, personal communication, June 3, 2023).

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5) Understanding the context and using basic words

The results point out the importance of understanding meaning through context, relying on instinct, and employing strategies that prioritize comprehension over word-by-word translation. These align with cognitive and compensation strategies. Cognitive strategy involves understanding meaning through inference, deduction, and context, as well as compensation strategy that involves working around unknown vocabulary to understand the whole meaning. Female students stated:

> I think when I read a book, it's not always about translating the whole word. But it's just like, I need to take the meaning of the sentence without translating the whole word… (R4, personal communication, June 9, 2023).

> To be honest, it's seldom for me to translate the whole word and then I take to understand the sentence by the whole context… So I just think like, oh this is the appropriate one and then this is not. Just based on my instinct… (R3, personal communication, June 5, 2023).

> Actually, I understand the whole sentences but not the certain vocabulary. I write about them in my last page of the book. So, I just write it so I don't read a book or two per day but I read one or two pages per day. I'm not only reading the article but I also understand and try to find the vocabulary… I'm going to use my instinct. I skip it and understand the whole meaning. Just try to understand the context… choose a basic word if I lost the vocabulary that I want (R5, personal communication, June 2, 2023).

Based on the statements, cognitive strategy involves conscious thought processes used by learners to comprehend, manipulate, and produce language.

They mention understanding sentences without translating every word and relying on instinct. This demonstrates the use of contextual clues and intuition to understand the meaning. By focusing on the overall message and using contextual understanding, female students engage in higher-level cognitive processes to comprehend the text and fill in gaps in vocabulary knowledge.

Moreover, the students have difficulties in understanding specific words. The female students mention choosing basic words that serve as substitutes to know the whole meaning. This indicates the use of compensation strategy, where learners utilize available knowledge and resources to fill the gaps in their understanding.

6) Overcoming limitation of language usage

The female students describe various strategies used to overcome their limitation of language usage such as utilizing translation platforms, consulting dictionaries, searching on Google, finding synonyms, and reviewing context. These strategies point out they use cognitive and compensation strategies. The use of cognitive strategy by analyzing the first and last words in a sentence to understand difficult words and seeking alternative explanations. This involves conscious thought processes used by learners to engage with various resources and employing analytical thinking to comprehend, manipulate, and produce language.

> Just try to use the platform, yeah, the translation platform… (R3, personal communication, June 5, 2023).

> After writing the book and reading the article, I checked it in the Oxford dictionary. If I can't link words in the Oxford dictionary (R5, personal communication, June 2, 2023).

> I wrote it and I searched in google or I saw the synonym. I try to search it on translation tools, if I don't feel satisfied I will search it on thesaurus. Then, I will also try to ask my friend (R6, personal communication, June 3, 2023).

> When I get difficult words in the paper, sometimes I look it up in the dictionary of Google Translate, but when I follow the examination, actually it will not work. So I will repeat that word. I will see the last sentence before. This week to get the word based on the first and the last word (R4, personal communication, June 9, 2023).

The statements also indicate the use of compensation strategy by resorting to translation platforms, dictionaries, and online searches. This strategy is used when female students are having difficulties in understanding unfamiliar words. They overcome the difficulties by resorting to external resources to find alternative explanations, definitions, or synonyms. These strategies help overcome comprehension gaps and support the individual in understanding the meaning of challenging vocabulary.

2. The indirect language learning strategies of male and female

There are three sub-categories which are metacognitive, affective, and social strategy. When using the direct strategy, male students tend to use affective and social

strategy while so do female students. This fact is based on the students' answers in the interview.

a. Male strategies

1) Motivation in English language learning

The motivation of male in learning the English language comes from the learners' favorite activity. The researcher found that most students are motivated to learn English because of the interesting things they have learned during the English language learning process. The male stated that he likes learning English because English is foreign language and it is very important to have English skill. Male thought that when they have English competency, it helps them to understand the entertainment things provided in English such as English movies. This in line with the participant statements:

> It is an important skill and language in the world now. I have just liked English since I was a kid. I don't have any specific reason to like English, I just like when I can speak English in front of my friend I feel like I am cool (R7, personal communication, June 10, 2023).

> I just like watch animation series they talk English language so that's motivate me to like learning English…when we do the conversation with the people (R1, personal communication, June 1, 2023).

> I think I could understanding what people say what I watch, I read without confuse and that time makes me feel like I am really grateful that I can

understand what people say, what the movies, or the context without confusing at one time (R2, personal communication, June 1, 2023).

The statements reflect affective strategy because participants express positive emotions and attitudes towards English learning. They said that they have liked English since childhood, feeling cool when speaking English in front of friends, being motivated by watching animation series in English, and feeling grateful for understanding spoken English language and context. These positive emotions and attitudes contribute to a favorable affective stance towards language learning. It also enhances motivation and engagement.

Beside the affective strategy, the results also showed social strategies indirectly used by male. Male stated the motivations to learn English are communicating with friends, enjoying conversations, and understanding what people say in movies or context. This indicates a social aspect to their language learning, where they value the social interactions and connections that English enables. Two of four male said that they like English because of the English accent that they hear when someone's talking in English. As stated:

We learn about the language, we learn about the culture, so we learn about the country and we learn about other cultures. I think about the accent. In English particular, has many accent like British and American so it is more variety speak in English (R8, personal communication, June 10, 2023).

I see the teacher talk in English and I also like to talk in English… They accent actually, like how they speak (R1, personal communication, June 1, 2023).

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2) Playing online games

The researcher found that male recognize the impact of gameplay on their vocabulary acquisition and mention understanding the meaning of words through the overall story or context of the game. This demonstrates metacognitive awareness of their own learning process and the ability to make connections between language learning and their gaming experiences. Participants express excitement and interest in learning new vocabulary through playing online games. They highlight the impact of games on their vocabulary expansion and their ability to understand words even if they initially don't know their exact meaning. In line with this, they said:

> I am playing an online game and it is very impactful to my new vocab because I can know how to use words that I never found before and even I don't know the meaning of the word in game but I can understand the whole story of the game (R1, personal communication, June 1, 2023).

> At first I couldn't understand that word…But today I am playing a game a lot with my friends and I just know a few words in that game. Actually it's more like slang's word but there are also some words that they… (R2, personal communication, June 1, 2023).

In online games, the players who joined the game come from different countries. Male said that they were playing games with friends and interacting with international players. The gaming experiences provide opportunities to communicate in English and learn from other players. This shows the social strategy

of their language learning, where they engage in interactions and communication with others, thereby enhancing their language skills in a social context. As one of four male said:

> When I look at the setting I find English in the feature and when I play with international players I also will communicate in English. Even know I don't know the meaning in the game, it really force me to understand (R8, personal communication, June 10, 2023).

3) Listening to English song

This point shows that all male just enjoy listening to music during their main activity. It indicates male is using effective strategies because listening to music can evoke emotions and attitudes that can be beneficial for language learning. Enjoyment of the music can create positive associations with the language and culture, leading to increased motivation and engagement with the learning process. As they said in the interview:

> I like listening to music because for watching it needs time to watch and for listening to the song I can do it every time when I do another activity (R1, personal communication, June 1, 2023).

> I have listened to English songs but I don't really like to do that… impact on my skill but it's more like this day the song pops in the social media more something like *galau* I don't really like that kind of stuff I more like hip hop or upbeat…(R2, personal communication, June 1, 2023).

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I just enjoy the music and listen to the song. In some particular song I can imitate and improve my speaking skill but sometimes not really impact on my English (R8, personal communication, June 10, 2023).

4) Favorite English subject

The findings showed that in telling about their favorite English subject as an English language education department student of UIN Ar-Raniry, they indirectly use metacognitive and social strategy. Male express their preferences for certain aspects of language learning, such as grammar and linguistics. They recognize the importance of grammar as a fundamental tool for speaking English and acknowledge the significance of learning about different languages through linguistics. As they said in the interview:

I like Grammar because grammar is the first tool that learn in English and when we want to talk in English we have to use grammar (R1, personal communication, June 1, 2023).

I like Linguistics, I don't have any particular reason. It because talk about kind of language (R8, personal communication, June 10, 2023).

Then, they also use social strategy in terms of the process of learning outside the educational environment and exploring tourist places, which suggests a social aspect to their language learning. Male also like English presentation skills, a subject that requires them to do presentations and speak in front of the class. This

indicates the engagement in social interactions and the desire to communicate effectively with others. As they stated below:

> Learning outside the environment of the education like learning what some places have to offer to other people like what Sabang specialty, what Calang specialty maybe they have a lot of good sea, a lot of good places to go. I like it because I can explore tourist places… (R2, personal communication, June 1, 2023).

5) Overcoming limitation of language usage

This research found that male students ask their friends in certain conditions which indicates the use of social strategy to interact with others. Male mentions asking friends for help to make them understand the unknown words or context. This condition reflects engaging with others to seek language support and clarification, collaborating with peers and utilizing social resources to enhance language learning. In line with this point, male said:

> Asking my friend, searching on google translate, and looking in the dictionary. But I will ask my friend first…I feel confused when I read the novel because there is a lot of slang, so I ask my friend to understand the paragraph… (R8, personal communication, June 10, 2023).

b. Female strategies

1) Motivation in English language learning

Female students point out the use of affective strategies through their positive attitude, motivation, engagement with different languages, interest in other cultures,

and enjoyment in learning English. Affective strategy involves managing emotions and motivation related to language learning such as feeling happy when teachers believe in them, and being excited about joining English competitions. These positive emotions and intrinsic motivation contribute to their engagement and persistence in learning English. This statement in line with:

> I learn English and speak for a week and then change to Arabic for a week. I really love English because every teacher I meet who teaches English subjects always makes the class feel fun… (R5, personal communication, June 2, 2023).

> I should learn English and I enjoy it. I have liked learning English since I was 4 years old and elementary. When we are children we do not focus on learning so we just play games with teachers on learning English. I would be really happy if the teacher believed in myself, like asking me to join an English competition. It makes me more comfortable when teachers choose me than others. I was happy when I was in senior high school when the language committee published my writing on the board… (R6, personal communication, June 3, 2023).

Besides effective strategy, female students also use social strategy by interacting with teachers and embracing cultural diversity. Interacting with teachers influences English classes to be enjoyable and fun. They also have the desire to follow other cultures, which indicates an interest in engaging with different language communities. These strategies contribute to student's motivation, engagement, and social interactions, developing a positive language learning experience. As they said:

I can explore not the language and I think I can develop my skills in English as we know that nowadays English is a world language… (R3, personal communication, June 5, 2023).

…as Indonesian we really like to follow another culture, something new for us. And then if I can follow them, I think I feel like I'm so cool… (R5, personal communication, June 2, 2023).

2) Favorite English subject

Female students told their favorite English course during becoming a student of the English language education department. Each student states the similar reason why they like that course. As stated in the interview:

My favorite subject is English presentation skill. In this class, the lecturer asked us to prepare a PPT and then we need to present it in front of our friends. Then I get a lot of new insight and then I get new information from my friends' presentation. We're just trying to be confident… (R3, personal communication, June 5, 2023).

I like English Course Design, it because the teacher give us the knowledge to know about how the better way to teach English (R4, personal communication, June 9, 2023).

My favorite subject is teaching methodology. Because that class is very fun for the discussion they have. I really like teaching methods, how to teach my students, because I do teaching, too. So I love it (R5, personal communication, June 2, 2023).

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The statements above indicate student use of effective and social strategies. The use of effective strategy by managing emotions and motivation related to language learning that show their positive experience. They mention gaining new insights and information from their friends' presentations and enjoying reading and teaching methodologies. These experiences contribute to their motivation and enthusiasm for language learning and making the learning process more enjoyable.

In addition, using social strategy involves interacting with others to enhance language learning. The students said they prepare and deliver presentations in front of friends and engage discussions with classmates. These social interactions provide opportunities for language practice, collaborative learning, and receiving feedback, which contribute to language development and the acquisition of academic and professional skills.

3) Practicing English language skills

The results show that in order to practice English language skills, female students apply effective, social, and metacognitive strategies. By using social strategy, such as speaking with friends, students actively participate in language learning and promote the development of their speaking skills. In addition, the use of affective strategies, such as managing nerves and engaging in confident self-talk allows them to manage their emotions, build confidence, and improve their speaking performance. Furthermore, by practicing in advance and seeking feedback from observing their body language and expressions, as well as practicing in front of friends indicate the use of metacognitive strategy. These activities involve

thinking about their own learning process, monitoring their speaking performance, and making adjustments to improve their public speaking skills. In line with the statement, students said:

> …actually I love speaking. Even sometimes I feel nervous when I speak, but I love to speak exactly in public. So I really like to talk in English with my friends in the classroom or sometimes I love to speak something alone confidentially in English… (R5, personal communication, June 2, 2023).

> I'm not confident but before someone asks me to speak in front of people I will practice far away from the day that I will be speaking. So sometimes I speak in front of a mirror so I will see my body language, how was my face or I ask my friends to sit in front of me and then I will speak in front of them. So it will help me when I speak in front of other people… (R4, personal communication, June 9, 2023).

4) Overcoming limitation of language usage

In order to overcome participants' limitation of language usage, they tend to use metacognitive strategy and social strategy. The learner mentions combining ideas from different sources, such as the speaker's ideas, their own experiences, and articles. This demonstrates the use of metacognitive strategy by overviewing and linking with already known material, particularly in terms of synthesizing information and connecting to prior knowledge. By actively seeking out additional sources and combining different perspectives, the student engages in critical thinking and enhances their understanding of the topic. As she said:

I think that's important. So I write in my notebook… I write it and try to find the article to read it again. So I combine between the idea that she has and based on my experience, also based on the article… (R5, personal communication, June 2, 2023).

Then, female students said that they review the material equally with their friends before the class starts. They read the book and review the materials from the previous week together with classmates because sometimes lecturers ask them about it. By reviewing the material with their friends, the learner engages in collaborative learning, exchanging ideas, discussing concepts, and reinforcing their understanding of the subject matter. As she said:

I am writing down the notes in my notebook because I can't remember everything that the lecturer said so I need to write the important points that they explained to us. Sometimes when I want to continue the class before that, I easily read the book because some of the lecturers asked me about materials in the last week. I review it equally with my friends… (R3, personal communication, June 5, 2023).

The classification of the direct and indirect language learning strategies of male and female could be seen in the table below. The direct and indirect strategies come from male and female students answer in the interview session. The table shows the language learning strategies used by male and female based on their activity in learning English language.

Table 4.1

Male language learning strategies

Male Language Learning Strategy	Activity	Direct Strategy	Activity	Indirect Strategy
	Reading English Books, Articles, Novels, Comics	Memory, Cognitive	Motivation in English Language Learning	Affective, Social
	Watching English Videos or Movies	Memory, Cognitive, Compensation	Playing Online Games	Metacognitive, Social
	Practicing English Language Skill	Cognitive, Compensation	Listening to English Song	Affective
	Taking Notes and Review	Memory, Cognitive, Compensation	Favorite English Subject	Metacognitive, Social
	Understanding the Context and Using Basic Words	Cognitive, Compensation	Overcoming Limitation of Language usage	Social
	Overcoming Limitation of Language usage	Compensation		

Table 4.2

Female language learning strategies

Female Language Learning Strategy	Activity	Direct Strategy	Activity	Indirect Strategy
	Reading English Books, Articles, Novels, Comics	Memory, Cognitive,	Motivation in English Language Learning	Affective, Social
	Watching English Videos or Movies	Memory, Cognitive, Compensation	Favorite English Subject	Affective, Social
	Listening to English Song	Cognitive, Compensation	Practicing English Language Skills	Affective, Social, Metacognitive
	Taking Notes and Review	Memory, Cognitive	Overcoming Limitation of Language usage	Social, Metacognitive
	Understanding the Context and Using Basic Words	Cognitive, Compensation		
	Overcoming Limitation of Language usage	Cognitive, Compensation		

The classification of male and female language learning strategies in the table above shows that male do more activities in terms of acquiring language than female students. Female students use both direct and indirect strategies in the same activity. For instance, regarding the overcoming limitation of language usage, female students use cognitive and compensation in terms of direct strategies together with using social and metacognitive strategies in the same statements in the interview. While, through playing online games, male students indirectly use social and metacognitive strategies. This contrasts with the female students that don't play any kind of games.

3. The difference of language learning strategy between male and female

The difference strategy used by male and female was analyzed by participant behavior during the interview process and supported by the result of the interview.

a. Reading preference

Regarding the participant's answer and behavior in the interview process. This research found that female students have a greater interest in reading academic or non-academic books than male. Female read something in order to get knowledge or as a way to acquire language. Their interest in reading comes from their own not being affected by other people and female students are more proficient in reading, read more frequently, and have more positive attitudes towards reading. In contrast with male, they read something only for certain goals such as the lecture asking them to do that or to help them finish their assignment. This point is in line with female and male student statements.

Female said:

I like to read articles such as scientific articles, I like to read it and I am so interested because it gives me new vocabulary. It just like motivate me when I read the scholar articles like in *Sinta* (R6, personal communication, June 3, 2023).

I'm not sure if it's a book, but I often read some articles in English (R3, personal communication, June 5, 2023).

Sometimes I read articles, sometimes I read novels… but I read articles or novels in English (R4, personal communication, June 9, 2023).

Actually, I love to read articles because I love to find new facts. I also have read news in English (R5, personal communication, June 2, 2023).

Male said:

I rarely read books. I am not always or not. Just sometimes when I find an English book, sometimes I read but sometimes I don't read… I just read when I need (R1, personal communication, June 1, 2023).

…For books, I have read books and the articles since I am writing my thesis right now, so I need to fill my second chapter of my thesis so I need to read a lot of books… (R2, personal communication, June 1, 2023).

I don't have read book in English not that much (R7, personal communication, June 10, 2023).

I ever read the journal, books, and others because my lecture asks me to do that… (R8, personal communication, June 10, 2023).

b. Learning process

Regarding the participants' answers and behavior in the interview process. This research found that female students have very good preparation in language learning. This showed by the way they prepare the interview before starting the interview, such as writing down some points that will be the answer of the questions on the interview guideline sheet, clarify the meaning of the question to the interviewer and asking some points related to the question in order to know the real meaning.

Those preparation activities are not shown by male before the interview process starts. Male students contrast with female in the learning process. They do not take any notes in the interview guideline or do not ask any clarification about unfamiliar words in the question sheet. Whereas during the interview process, the interviewer needs to repeat the question more than once. This same with their statement on the interview stated they do not take notes when the lecture shares some materials in the class. As male said:

When the lecture explains material in the class by their mouth I never take any notes. I don’t have any idea, I think I'm just too lazy to do that… (R1, personal communication, June 1, 2023).

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I sometimes take notes in the blank paper. I only write the clues in my book. I don't review it, I just try to comprehend at the time (R7, personal communication, June 10, 2023).

Sometimes I just write it in my book and sometimes I remember it… (R8 personal communication, June 10, 2023).

c. English performance

Regarding the participants' answers and behavior in the interview process. This research found that female students have very good performance in terms of the way they answer interview questions. Female students will elaborate the information without further questions asked by the researcher. This contrasted with male that need to ask further questions until the answer achieves the researcher's goals.

During the interview process, female students answered questions by speaking English from the first until they finished. It shows the good performance of female students in speaking English. While male participants in some parts of the interview answered questions by switching into Bahasa Indonesia. These findings are also supported by female students stating they join in some English competitions. As female said:

I won a writing competition contest, then I won the theater, then in senior high school I won the speech competition in 3rd position (R6, personal communication, June 3, 2023).

I joined a business competition, I have to explain in English because the audience comes from all around Southeast Asia. Then, I also join Hult Prize that have to present it in English (R5, personal communication, June 2, 2023).

B. Discussion

This research examine the difference of language learning strategy between male and female. The purpose of this research was to find out the language learning strategies used by male and female and to know the difference of language learning strategies used between male and female students of the English Language Education Department UIN Ar-Raniry. The data in this research collected by in-depth interview. The participants was chosen by purposive sampling in terms of determine the sample with certain considerations. The participants in this research are eight consisted of four male and four female.

These four female and male students have particular characteristic and language skills preference to learn. The participant's language skills preference will influence their language learning strategy because the preference comes from the students' motivation in the language learning process. Students' motivation is the basic desire to learn English so it affects students' language learning strategy because the more motivated the learner the more variation of the strategy used (Safranj, 2013). In addition, the language learning strategy is a deliberate cognitive process that involves setting goals and motivation (Cohen and Macaro, 2007).

In this research, there are two research questions. First questions about male and female language learning strategies. Based on the result of the interview, the researcher

categorized male and female language learning strategies regarding their activity in acquiring language. The research findings explain the results into two sub-categories of language learning strategy (LLS), consisting of the direct strategy and indirect strategy.

The direct strategy classifies the strategy into memory, cognitive, and compensation strategy. Based on the research findings, male students tend to use compensation strategy in particular conditions and also supported by using cognitive strategy. While female students tend to use cognitive strategy and also support by using compensation strategy. The use of compensation strategies help male and female to overcome limitations in English language learning by using gestures and guessing in facing difficulties (Komari, et al, 2022). By using compensation strategy, male and female students used to overcome the difficulties facing in the target language by using synonyms, rephrasing, inferring, etc (Salvadores, 2019).

When it comes to employing cognitive strategies, students often find it beneficial to imitate or emulate native speakers, practice English sounds, and watch movies in English to familiarize themselves with the language. These activities are considered part of cognitive strategy. Oxford (1989), as cited in Chen (2005), describes cognitive strategy as a type of strategy commonly employed by students during language learning. It involves creating a framework for the input and output processes. The use of cognitive strategy, male and female students tend to understand target language by taking notes, translating, etc (Salvadores, 2019).

Then, the indirect strategy classifies the strategy into meta-cognitive, affective, and social strategy. In the research findings, male and female students tend to use affective

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and social strategy male students and also supported by using meta-cognitive strategy. The use of effective strategy helps male and female to regulate the emotions of the student minimizing anxiety, cheering themselves up, expressing thoughts with others (Salvadores, 2019). In line with Oxford in Lestari (2015) and Ecaterina (2016), using effective strategies assist male and female to manage emotions, motivation and attitudes towards the learning process.

In addition, male and female use social strategy by interacting with teachers and embracing cultural diversity. Interacting with teachers influences English classes to be enjoyable and fun. They also have the desire to follow other cultures, which indicates an interest in engaging with different language communities. These strategies contribute to student's motivation, engagement, and social interactions, developing a positive language learning experience (Oxford in Lestari, 2015; Ecaterina, 2016).

Furthermore, in answering the second research question about the difference of male and female language learning strategy use when learning English, the researcher used the interview data. Based on the data, the researcher found three differences of language learning strategy between male and female. First, female students are interested in reading academic material without any demands. This impact on female competency made them more proficient in reading, read more frequently, and had more positive attitudes towards reading and school (Logan & Johnston, 2009). This is also in line with how female outperform male in all aspects of text reading and types of reading (Puteh, et al, 2016).

Second, in the language learning process, female students use more strategy than male (Oxford, 1990). According to the research findings, female considered activity

that they do to get better outcomes. Third, female students performance in English language is better than male. This in line with Nassab and Motlag (2017) stated female speak without stress or pauses. Female learners spoke non-stop with a large number of verbs, adjectives, and coordinators, while male students had a large number of breaks in their speeches, increased discourse marks, and incorrect pronunciation and grammar.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter discusses the conclusion and recommendation. The conclusion consists of the summary of the research findings based on the interview. While, the recommendation elaborate the impacts that can do by teacher and future researcher.

A. Conclusion

Language learning strategies refer to the methods or actions undertaken by students to facilitate the learning process. By employing suitable language strategies, students can improve their proficiency in learning. Therefore, based on the research findings, the study explores the strategies utilized by both male and female students, as well as the variations in language learning strategies between genders. This research aims to find out the difference of language learning strategies between male and female students of Language Education Department of UIN Ar-Raniry. The findings of this research could be concluded that male and female students frequently used the direct and indirect strategies in the English language learning process.

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The first research objectives showed that in the direct strategies, male students tend to use compensation strategies and are also supported by cognitive and memory strategies. Then female students tend to use cognitive strategies, they are also supported by using compensation and memory strategies. While in the indirect strategies both male and female students tend to use affective and social strategies and also supported by meta-cognitive strategies. The results were verified by the findings from the interview.

In addition, the difference of language learning strategies between male and female students points out some competencies and behaviors. Female students have a better reading preference. They have a greater interest in reading academic or non-academic books than male students. The second difference between male and female students is in their learning processes. Female students have better preparation for language learning than male students. The last is in the English performance, where female students have a better English performance in terms of the way they answer the interview question and often win in some English competitions.

B. Recommendation

Based on the findings, discussions, and conclusions of this study, several recommendations are provided to students, teachers, and future researchers to enhance their understanding of the research. Firstly, it is important for both male and female students to be aware of their individual preferences in the language learning process and to recognize their strengths and weaknesses when learning English as a foreign language. Additionally, students should make full use of language learning strategies to enhance their English proficiency.

For teachers, understanding the use of language learning strategies is crucial as it enables them to determine appropriate strategies during the teaching and learning process. It is also important for teachers to take into consideration the differences between male and female students as their learning characteristics.

In terms of future research, it is recommended to conduct more in-depth investigations on this topic and similar subjects. Given the observed variation in

language learning strategies between male and female students, it is advisable for future research to closely investigate the factors contributing to female students' superiority in reading preference, learning processes, and language performance in comparison to their male counterparts. This could involve a more detailed analysis of the underlying cognitive and behavioral aspects that contribute to such differences.

Incorporating a broader range of variables such as socio-cultural influences, learning environments, and individual learning styles would provide a more comprehensive understanding of the nuanced distinctions in language learning strategies between male and female students. By addressing these aspects, future researchers can contribute significantly to the existing knowledge in the field and provide valuable insights for effective language learning strategy implementation.

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APPENDICES

Appendix A: Interview Protocol

Interview Protocol

Title	: The Difference of Language Learning Strategy between Male & Female
Time of interview	:
Date and place	:
Interviewer	: Rifani Nasron
Interviewee	:
Position of interviewee	: ( ) 6th semester; ( ) 8th semester

This present study aims to investigate language learning strategies used by male and female students. The data will be collected by using an in-depth interview that will be recorded and used for the research purposes. During the interview, you will be asked several questions to get the data for this research. Your name will remain confidential and the interview will take two hours maximum. So, I would like you to feel comfortable in expressing your ideas during the interview.

Questions:

1. What is the most interesting thing about learning English?
2. Have you ever read books, articles, or novels in English?
3. Have you ever watched an English movie or video without Bahasa Indonesia subtitles?
4. Have you ever listened to music in English?
5. Do you think reading, watching, and listening to something in English will improve your English skill?
6. Which activity do you like the most among reading, watching, and listening to songs?
7. Do you take any notes when the instructor explains the English course content?
8. What English course do you like the most during the learning process?
9. What is the best way to acquire new vocabulary?
10. What would you do if you didn't know the meaning of a word in a text, the word to be spoken and word to be written?
11. Do you play online games?
12. Have you ever joined any English competition?
13. Do you feel embarrassed when you make mistakes in learning English

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Appendix B: Letter of Consent Form

Consent Form

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Agreement	✓
I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions	
I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences	
I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that results from the research	
I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research	
I understand that no other use will be made of the recording without my written permission and that no one outside the research team will be allowed access to the original recording.	
I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study	
I agree to take part in this interview:	

_____	_____	_____
Participants	Date	Signature
_____	_____	_____
Researcher	Date	Signature

If you have any further questions or concerns about this study, please contact:

Phone Number : +6285277198808
E-Mail: Rifani.nasron@gmail.com/Rifani.nasron@acehresearch.org
Address: Perumahan Griya Mahoni Blang Krueng, Aceh Besar

Appendix C: Interview Transcripts and List of Participant

No	Participant	Gender	Respondent Code	Semester	GPA (IPK)
1	MRA	Male	R1	8	3,62
2	FMA	Male	R2	8	3,62
3	RPA	Female	R3	8	3,70
4	RR	Female	R4	8	3,69
5	IM	Female	R5	6	3,61
6	GA	Female	R6	6	3,75
7	AUA	Male	R7	6	3,62
8	HA	Male	R8	6	3,70

Participant Code : R2
Interviewee (Initial) : FMA
Semester (GPA) : 8 (3,62)
Day, Date : Thursday, 1st June 2023
Place : Kantin Hana

Transcript	Main Idea
Yes, I think I use to say that I have to say that	Not sure like English
I have to say that because I am already in English department and I have been through a lot to be in 8th semester so it ridiculous to said that I don't like learning English	Choosing English department: no choice
I like learning English but I do not really interest in education environment	Unlike the education vibes
Yes	Like learning English not English Education
I think I could understanding what people say what I watch, I read without confuse and that time makes me feel like I am really grateful that I can understand what people say, what the movies, or the context without confusing at one time	Mastering English: can understand particular things in English
For books, I have read books and the articles since I am writing my thesis right now, so I need fill my second chapter on my thesis so I need to read a lot of books and articles but for novels I don't read novel	Reading for purpose
I have read comics like manga a lot because there are a picture or image in the comics but for novels no because there is no picture and only text. I read comics in English because you know in Indonesia we need a lot of time to wait the comics release and the first comic release is in English so I read that comics because I have to wait for a very long time to read comics in Bahasa	Reading English comics because no choice
Of course comic	Comics than articles
I think articles the more influence my English proficiency and comic sometimes used the basic English word so I could understand it without using translate or understand with the picture on it but not like articles I need some times to translate it what is the meaning of the context	Articles influence English than comics
Actually I have watched English movie without subtitles but I think it is not really hard one not than like I watch the child movie the one of animate maybe just need the basic English word and good listening skill so I think I can understand that	Watching child movie without subtitles is better
Harry potter movie I need subtitles, its ok in English but the problem is in the listening section not on the understanding. With English subtitles I	Watching English movie with English

can understand it rather I know what the context but I feel like I doubt what I am hearing. Like sometimes I really doubt that she/he said this	subtitles improve listening skill
I watched the cartoon Gumble and also instead of movie I said this one is a game but this is more movie one these has lot of part scene. The name is final fantasy, I play final fantasy 10 & 12. The final fantasy 10 is good for me since it uses basic English like I don't really need use a lot of google translate to understand the movie but for the 12 one is so hard I couldn't understand a little bit even though they have English subtitles on it. I really need to check it what the meaning of they spoke	Advanced English used in movie need translate to understand word
I say yes. The movie has a lot new vocabulary if it the advanced one but if it the basic one I think it's more good for you in learning English is the repetition. You know like they repeat the English word again and again it makes us feel use to it and understand what they say and if in the future we meet again those word oh ok I have heard this word before so I already know it is. Sometimes when watch movie the one point that me pressure in listening and speaking one so every time I watch movie and take the test I knew what they say seems I already heard like sometimes I confuse what is this what they say like the say "envelope" sometimes I don't know how it is written in English like in indonesia is really different	Watching movie influence English skill by translating, listening, speaking, reading and also repeat the word in movie
Ya, I have listened English song but I don't really like to do that	Don't like listening to English song
I do say they impact on my skill but it's more like this day the song pop in the social media more something like "galau" I don't really like that kind of stuff I more like hip hop or upbeat.	Favorite English song genre is very different
I know, but at first I try to figure it out by myself first like 'if she say this if she say that' like the pronunciation is very different maybe it has different meaning but if I really with the music I'll search up for the lyric and I know what they say. I don't know the example because I listen English music very long time ago.	Hip hop music have different pronunciation
I do say I like watching than the others like I do like watch a lot of sitcom like on Disney play that movie I can understand it so I don't really Indonesian subtitles, English subtitles is enough for me on those movies.	Watching is favorite activity
I do say reading	Reading main factor influence proficiency
Yes, I do have 'binder' and I do take notes on what my lecture said on the class but I don't read it at home. I just take note, if there is an exam I open it because sometimes some lectures allow us to open the book when exam so it gives advantage for me like writing the note and having open book during the exam.	Taking notes Not review
Actually I will review it in the morning like few hour of maybe few minutes before the exam start. Since I read it by myself I can understand it more clearly	Review only for crucial purpose
I could name 3 subject, the first one is English tourism, the second one is English presentation skill, the last one is listening.	English tourism, presentation skill, & English tourism
Seems the lecture is, I don't know maybe very suitable for me Ms I forgot her name. But learning outside the environment of the education like learning what some places have to offer to other people like what Sabang specialty, what Calang specialty maybe they have a lot of good sea, a lot of good place to go. I like it because the way of I can explore tourism place. I remember in my tourism class we had a job to review like we need to know we need to field trip observation to Jantho. In subject presentation skill, just I like to talk a lot. Standing in front of class and speaking you know we need to talk a lot weather it makes sense of nonsense at least I talk. So I like it	Exploring places and presenting the city is interesting to do Speaking in public is interesting Listening: comprehend and learn pronunciation

And listening is like you I don't know, it really train my comprehension and by listening I know what they say based on the context and the pronunciation like if I want to learn something new I rather choose listening but if I want to entertain myself I do prefer watch it or do it visually not in audio way	
I do say there are a lot of way to acquire vocabulary. For me for myself I think it was watching movie because in watching it has a lot of repetition, they repeat a lot of the same sentence on the movies like the same context in the episode so like I knew what they say I knew what the context	Watching is effective to get new vocab
At first I can't understand that word the example is I say it was backline when I am in elementary school student in warrior series, it has a lot of new word like the 'spirit' I don't know what the spirit it means, I thought spirit like spirit go something like that but it was a mental thing like when our torch is down they need to be high spirited so that one the word by playing game. But this day I am playing game a lot with my friends and I just know a few word in that game actually it's more like slang's word but there is also some word that they change the name of the bomb so I just know that 'oh you can replace the name of the bomb with spike name'	Playing game: learning word implementation
If it in the text I would rather to look from the context like look for the synonym and if I don't know the similar meaning I will look by the context like before word and after word the blank word and I will mix and match the meaning of the word	Word in text: synonym and guessing by word before and after
Yes, just like before I don't know what 'galau' means in English it is sad or what so if I don't know what to say it in English I would rather skip it or say another word that represent the word that I mean	Spoken: similar word, skip
In writing I will use google translate, but if I can't see the translation tools maybe I just use any other word or I think I will write it in very basic way very basic English word seems I don't really expert in grammar in writing then my grammar is very bad I think I would read my book or anything that I wrote is worse so I prefer not	Writing: using basic word
Actually I do until now even right now I still embarrassed when I don't really understand or fully comprehend my grammar skill like I still even confuse all of the grammar types and the conditional types these word make me feel like 'oh my god I am 8th semester but can't understand it' it just like learning math formula easier than this but when speaking I don't feel like such embarrassment when I forgot my grammar so like if I don't know or buffering I would rather close it.	Don't understand the grammar in applying language making guilty

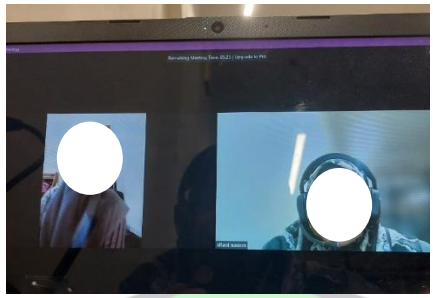
Participant Code : Respondent 5
Interviewee (Initial) : IM
Semester (GPA) : 6 (3,61)
Day, Date : Friday, 2st June 2023
Place : Kantin Hana

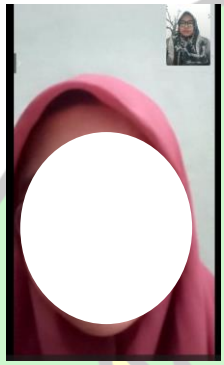
Transcript	Main Idea
Since I was in elementary school, I really like English. At that time, I kind of curious students, which at that time, I feel like that I want to read everything in English. Just like my mind thinks that, how can people read Apple? But they write this 'apple'. Yeah, at the time when I was in elementary school, but yeah, in grade five, I learned English in elementary school. So the next step to me to learn English is in 2013, become a student of boarding school. So that we have to speak in English. So I learn English and speak for a week and then change to Arabic for a week. I become	Like English since elementary

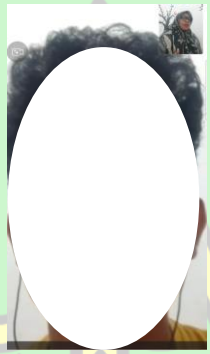
really love English because every teacher I met who teach English subjects always make the class feeling fun. Okay. That's why make me really love English.	
I think finding new expression you know? Sometimes when we say in Indonesia 'berakit-rakit ke hulu berenang-renang ke tepian' but in English we just need to say 'no pain, no gain'. And that really make my words simply than before. And then I don't know, maybe because as Indonesian we really like to follow another culture, another something new for us. And then if I can follow them, I think I feel like I'm so cool. I find new vocabularies and actually I love speaking. Even sometimes I feel nervous when I speak, but I love to speak exactly public speaking. So I really like to talk in English with my friends in their classroom. Or sometimes I love to speak something confidentially in English.	Learning the culture English language is simple Can Speak English is cool
Yes, but not that much because it's hard to find the books in English. I can only find the book script in English by online media. But I don't find that as easier as I find Indonesian's book. I'm not sure about the title, but most of the book is not the real book like novels or else but I read it a book about certain lesson. Like when my lecturer asked me to learn about something. So I did the assignment not the books. Actually, I love to read articles because I love to find new facts. I also have read news in English, if I am not mistaken that was Jakarta Publishes.	Love to read but hard to find access
That is vocabulary. Then make me more understand about how to use certain vocabularies. Because I ever write about Indonesia, I write it 'penuntut ilmu'. So. At a time. I write 'the demander of the science'. That's wrong because the demander in this context is demander in law and then 'penuntut ilmu' must says students, not the demander. I think that you like something in English that you like is about the word choice.	Reading impact on insight in translating
Yeah. Because nowadays we easily find that on TikTok, Instagram. But one thing that made me really watch but maybe it's helped for other people who can't listen the video, they can read the text, but for me, that really distract me when they speak. Actually, if only they don't write the text, I can easily listen and focus on what they say, not on what the text they write on the video. But then I also ever watch Cartoon movie in English because that's the easiest basic English cartoon. Then I also watch Harry Potter. There's no subtitle at the time because when I download the movie, half of the movie with Indonesian subtitle, another of the movie, they don't write any kind of subtitle, just the real voice with no subtitle. The whole movie, yes, it's easily but actually it helped me to understand English more than the subtitle. Because if there's subtitle, I focus on the subtitle, not on the English.	Watching without subtitles better to improve English Subtitles will distract focus
Yes, in listening, vocabularies. But sometimes after watching an English movie. If there with set ending movie, it might my day so lazy for a week. Maybe that's why I seldom to watch the movie because it effect to my mood.	Story of the movie impact the mood
Actually, I'm not songs addicted. Yeah, but sometimes that's not a problem If I listen and with a purpose to understand the language they use the idioms. Because like I mentioned before, they use certain idioms and expressions in the song.	Learning idioms from English song
Reading about some things educational. And it's really helped me to increase my English in educational purpose.	Reading education text very impact to proficiency
Dakma come to our faculty. And then I join her class and her seminars. It's really easy to find because maybe she use very basic words. And then the way I if I understand every single words or sentences that she Satan	Taking notes to keep information

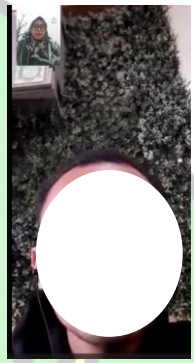
mentioned, if that I think that's important. So I write on my notebook. Because Dakma at that time focus on teaching method. So because I really interest this teaching method, I write it how she applied the media. I write it and try to find the article to read it again. So I combine between the idea that she has and based on my experience, also based on the article, so I can find something new to be my next proposal, maybe.	
Teaching methodology. Because that class much fun because of the discussion they have and then gain most of the lecture who teach that give so much article. Because I love reading. I really like to read. And then I don't know. I really like teaching method, how to teach my students, because I do teaching, too. So I love it.	Love to read article
Because I love reading. I think reading. Reading is very impact for my own self.	-
If I don't understand about the vocabulary. Actually, I understand the whole sentences but not the certain vocabulary. I write them in my last page of the book. So, I just write it so I don't read a book or two per day but I read one or two pages per day. I'm not only reading the article but I also understand and try to find the vocabulary. So, after write the book and reading the article, I check it on Oxford dictionary. If I can't link words on the Oxford dictionary, I will check on my Google dictionary. I think I'm going to use my instinct. I skip it and understand the whole meaning. Just try to understand the context.	Using dictionary Using instinct Understanding the context
If I talk to my lecturer, I'm going to use the similar or the synonym of the word. But if that mistake, I think my lecturer gonna say, if I say, like, that's a very big, that's an enormous maybe she's going to, how to say it, change the word with the proper word that she or he thinks. So, oh, yeah, enormous, I mean. So that's, I find the new vocab, that's the way I answer the question if I lost the vocabulary in my mind.	Using similar word
I always choose a basic word if I lost the vocabulary that I want. And then, yeah, I try to change the format of the text that I will write. The similar, the synonym.	Using basic words
Same as what we have been saying, yeah. In speaking. Just try to find another academic word and similar words that have the same meanings	Using similar word
When I was in, you know, in boarding school, I feel shy to speak like a native because when we speak proper English, they can say, 'wee wee' just like that. I feel embraced with that. But when I was in grade with, I don't, even I do a big mistake on English. I don't feel any kind of shy embrace because I believe I do mistake today. Next day, they're gonna forget it.	Mistake part of learning
I join business competition, I have to explain in English because the audience comes from all around Southeast Asia. Then, I also join Hult Prize that have to present it in English.	Competition Present in English
I don't like games	Don't play games

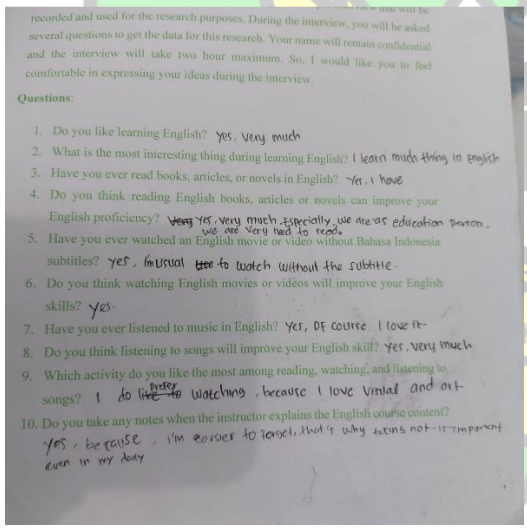
Appendix D: Research Documentation







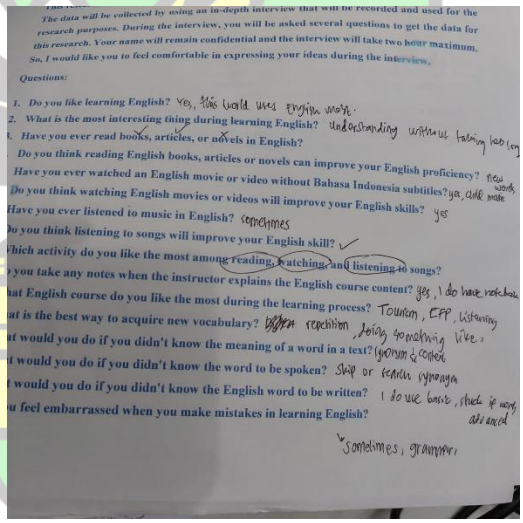




recorded and used for the research purposes. During the interview, you will be asked several questions to get the data for this research. Your name will remain confidential and the interview will take two hour maximum. So, I would like you to feel comfortable in expressing your ideas during the interview.

Questions:

1. Do you like learning English? yes, very much
2. What is the most interesting thing during learning English? I learn much thing in English
3. Have you ever read books, articles, or novels in English? Yes, I have
4. Do you think reading English books, articles or novels can improve your English proficiency? ~~Very~~ Yes, very much, especially, we are as education person, we are very hard to read.
5. Have you ever watched an English movie or video without Bahasa Indonesia subtitles? yes, Unusual ~~the~~ to watch without the subtitle.
6. Do you think watching English movies or videos will improve your English skills? yes.
7. Have you ever listened to music in English? yes, of course. I love it
8. Do you think listening to songs will improve your English skill? yes, very much
9. Which activity do you like the most among reading, watching, and listening to songs? I do ~~like to~~ prefer watching, because I love visual and art
10. Do you take any notes when the instructor explains the English course content? yes, because, I'm easier to forget, that's why taking not is important even in my day



The data will be collected by using an in-depth interview that will be recorded and used for the research purposes. During the interview, you will be asked several questions to get the data for this research. Your name will remain confidential and the interview will take two hour maximum. So, I would like you to feel comfortable in expressing your ideas during the interview.

Questions:

1. Do you like learning English? Yes, this world uses English more.
2. What is the most interesting thing during learning English? Understanding without taking too long
3. Have you ever read books, articles, or novels in English?
Do you think reading English books, articles or novels can improve your English proficiency? new words
Have you ever watched an English movie or video without Bahasa Indonesia subtitles? yes, and make
Do you think watching English movies or videos will improve your English skills? yes
Have you ever listened to music in English? sometimes
Do you think listening to songs will improve your English skill?
Which activity do you like the most among reading, watching, and listening to songs?
you take any notes when the instructor explains the English course content? yes, I do have notebook
hat English course do you like the most during the learning process? Tourism, EFP, Listening
at is the best way to acquire new vocabulary? repetition, doing something like,
at would you do if you didn't know the meaning of a word in a text? Synonym & context
t would you do if you didn't know the word to be spoken? Skip or search synonym
t would you do if you didn't know the English word to be written? I do use basic, stuck if word advanced
u feel embarrassed when you make mistakes in learning English?
sometimes, grammar