THE ANALYSIS OF DIFFERENT LEARNING STRATEGIES OF FEMALE AND MALE STUDENTS AT THE SECOND GRADE SMA GUNUNG SARI MAKASSAR

Anes Indriani[1], Muh Arfin Bin Salim[2], Farisha Andi Baso[3]

[1,2,3]Muhammadiyah University of Makassar
Anesindriani96@gmail.com

ABSTRACT

The research aim to know the language learning strategies are used by female students of twelfth grade in learning English and also to know the language learning strategies are used by male Students of Twelfth Grade in Learning English at SMA Gunung Sari Makassar. The researcher applied Descriptive Qualitative Method. The samples of this research was Students of Class X1I taken by a cluster random sampling. In analyzed the collected data, the researcher used Quantitative data. The research findings showed that there was not big different among the frequency of each strategies that the students use. By direct strategy for female students the most frequently used strategy was memory strategies used (Mean Score 3,19) the usualy used by the students and followed by compensation strategies (Mean Score: 2,96). Cognitive strategies (Mean Score: 2,61) and for male the most frequently used strategy was cognitive strategy (Mean Score: 2,74), memory strategies (Mean Score: 2,32) the compensation (Mean Score:2,32). While by indirect strategy for female students the most frequently use strategy was metacognitive strategies (Mean score : 3,16), affective strategies (Mean score : 3.08), social strategies (Mean score : 2.11), and for male the most frequently use strategy was affective strategies (Mean score: 3.34). Metacognitive strategies (Mean score : 3.10), and social strategies (Mean score : 2.93). Therefore, it could be concluded that memory strategies was found as the most frequently sometimes used strategy by the students female and affective strategies was found the most frequently used strategy by the student male

Keyword : *Learning Strategy, Female Student, Male Student*

ABSTRAK
Penelitian ini bertujuan untuk mengetahui strategi pembelajaran bahasa yang digunakan oleh siswa perempuan kelas dua belas dalam pembelajaran bahasa Inggris dan juga untuk mengetahui strategi pembelajaran bahasa yang digunakan oleh siswa laki-laki kelas dua belas dalam pembelajaran bahasa Inggris di SMA Gunung Sari Makassar. Peneliti menerapkan Metode Deskriptif Kualitatif. Sampel penelitian ini adalah Siswa Kelas X1I yang diambil secara cluster random sampling. Dalam menganalisis data yang terkumpul, peneliti menggunakan data Kuantitatif. Hasil penelitian menunjukkan bahwa tidak ada perbedaan yang besar antara frekuensi setiap strategi yang digunakan siswa. Dengan strategi langsung untuk siswa perempuan strategi yang paling sering digunakan adalah strategi memori yang digunakan (Skor Rata-rata 3,19) yang biasa digunakan oleh siswa dan diikuti oleh strategi kompensasi (Skor Rata-Rata: 2,96). Strategi kognitif (Skor Rata-rata: 2,61) dan untuk pria strategi yang paling sering

digunakan adalah strategi kognitif (Skor Rata-Rata: 2,74), strategi memori (Skor Rata-Rata: 2,32) kompensasi (Skor Rata-Rata:2,32) . Sedangkan strategi tidak langsung untuk siswa perempuan yang paling sering menggunakan strategi adalah strategi metakognitif (Skor rata-rata: 3,16), strategi afektif (Skor rata-rata: 3,08), strategi sosial (Skor rata-rata: 2,11), dan untuk laki-laki yang paling sering menggunakan strategi. adalah strategi afektif (Skor rata-rata: 3,34). Strategi metakognitif (Skor rata-rata: 3,10), dan strategi sosial (Skor rata-rata: 2,93). Oleh karena itu, dapat disimpulkan bahwa strategi memori ditemukan sebagai strategi yang paling sering digunakan oleh siswa perempuan dan strategi afektif ditemukan sebagai strategi yang paling sering digunakan oleh siswa laki-laki.

Kata Kunci : Strategi Pembelajaran, Siswa Perempuan, Siswa Laki-Laki

Introduction

Language is universe. People who are gifted do not need much effort to capture one language or two language. But normal human being needs effort, interest and staying power to learn and adapt to new languages. To learn two language which is a foreign language is not easy for learners and thus they have to make themselves familiar with that language. Learning English as a foreign language is having some problems and difficulties because the social and situation of where English is used do not support the learners to communicate in English in their daily life situation.

If the students want to be successful, they should be aware of language learning strategies because by language learning strategies, learning should be organized, planned, monitored and evaluated in their own learning. Therefore, the students need a particular strategy in learning to help them gain the knowledge and skill. Language learning strategies are generally defined as the tools that language learners consciously used to support their comprehension, learning and recall of the new information (O'Malley & Chammot 1990).

Language learning strategies (LLS) are defined as the methods or techniques used by language learners to improve their own learning. According Ellis (2000) when learners face learning a second or foreign language, they use some specific ways to help them understand, memorize and generate language better and more easily. Therefore, if learners can be more aware of the strategies they are using and practice how to use the strategies appropriately, they can become more successful learners.

The differences in using strategies can be influenced by many factors such as based on the age, personality, motivation, gender, etc. One of the factor here is based on the gender.

According Samiyan (2015: 83) findings of numerous researches have shown that gender has a significant effect on the extent of strategy use. It is proven that gender can influence the students of using language learning strategies. Between male and female are certain to have different characteristics who can be influenced their ability in learning English. Based on some previous research, it found that the students who have high performer in speaking will have some strategies in their learning..

Therefore the students want to successful in learning, the students should be aware of language learning strategies because by language learning strategies the learning should be organized, planned, monitored and evaluated in their own learning. According to Cohen, (1990) that "learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language"

Based on the previous statement above, it is revealed that language learning English is the real challenge for most student. While that the learning English is important for them to master. So, the language learning strategies can help the student to get easy in learning English and the student are able to speak in English.

The result of observation in SMA Islam Terpadu Gunung Sari Makassar on 20 august 2018 academic year 2018/2019. The students was categories as low in learning English so the researcher will be know whether gender makes differences in language learning strategies among learners, and to be sure regards of this problems the needs of this particular research is vital to unveil the existences of the differences strategies applay by male and female learners. By looking at the background statement, the researcher interested in conducting the research at SMA Gunung Sari Makassar academic year 2018/2019 by title: *The analysis of different learning strategies of female and male students.* The researcher will be know what kinds of the learning strategies used by the students, that high achiever students and low achiever students in learning English. Furthermore the researcher wants to conduct the research at eleventh grade student.

Based on the background above, the research will be study about the language learning strategies that the students used. The problem of this study can be formulated in the question below:

1. What are the language learning strategies used by female students of twelfth grade in learning English at SMA Islam Terpadu Gunung Sari Makassar?

2. What are the language learning strategies used by male students of twelfth grade in learning English at SMA Islam Terpadu Gunung Sari Makassar?

Literature Review

Language Learning Strategies

According to Aristotle human language is social and diverse. In Aristotle's view, the cognition of good and bad, of right and wrong, and of the other moral qualities is the special feature of human mind, but all these values are not innate, but social. Human beings have to learn these values in the society and also learn to use language to express these values. What is innate and universal for Aristotle is not human language, but "voice". Aristotle thinks that the animals within the same genus can emit the same "voice", but the articulated "speech" is not only different along with genus, even within the same genus, the articulated "speech" changes according to locality.

Definition of Learning

Akib and Ghafar (2015) learning is a process to understand and to gain knowledge. Teaching and learning process does not only talk about the process, but it also talks about the result. Teacher or lecturers should used the test as a tool in measuring the students' ability or performance, and decided, whether the students can pass or not. Consequently, learning about language is needed to make people gave a good communication each other's.

Theory Male and Female in learning English

The most obvious difference between male and female is the biological difference. However, they are also different in many other factors. The difference in learning between male and female seems to bring some differences in their learning. The difference in ability is important to be examined especially in education field. There are some difference in some specific abilities such as verbal abilities involving vocabulary, and mechanical abilities.

Methods

Research Design

The present study is Descriptive Study. The research is design to find out what the differences in language learning strategies used by female and male students of Twelve Grade at SMA Gunung Sari Makassar Academic Year 2018/2019.

Population and Sample

Population will be taken from the twelve grade students and the number of population at twelve grade students of SMA Gunung Sari Makassar academic year 2018/2019 is about 26 students. The sample of this research one class of the sample. The sample in this research class XII.

Research Instrument

There are two instruments in this study. The first instrument is questionnaire. The researcher will uses questionnaire to know the language learning strategies are used by the students. The results of the LLS consist of six parts of language learning strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies .version 5,0 has 25 questions and the learner needs to will use a five-point scale to rank from 1 (never or almost never used) to 5 (always or almost always used). The second instrument is documentation.

Results

A. Score Classification of Female Students

1. direct strategies
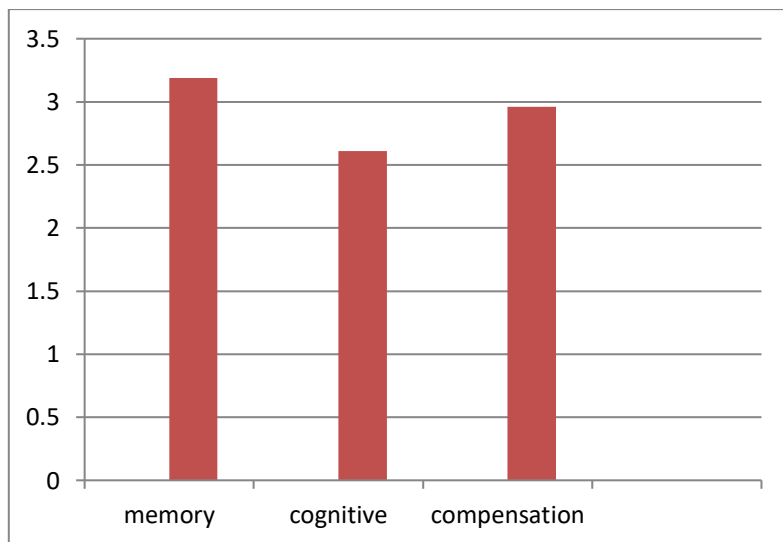
As it can be seen from the data above, the original data of the LLS is presented the chart of the strategies are illustrated in figure 1. Based on the result of the LLS, there where some distinct findings of strategy use among the participant strategies, which was supported by the previous studies, such as chang, et al (2007) a study of language learning strategies used by college EFL learning in Taiwan, which showed that compensation strategies were mostly used.

Based on direct strategy for female students the most frequently used strategy was memory strategies (Mean Score 3,19), followed by compensation strategies (Mean Score: 2,96), Cognitive strategies (Mean Score: 2.74). There was not a big different among the frequency of each strategies that the students use.
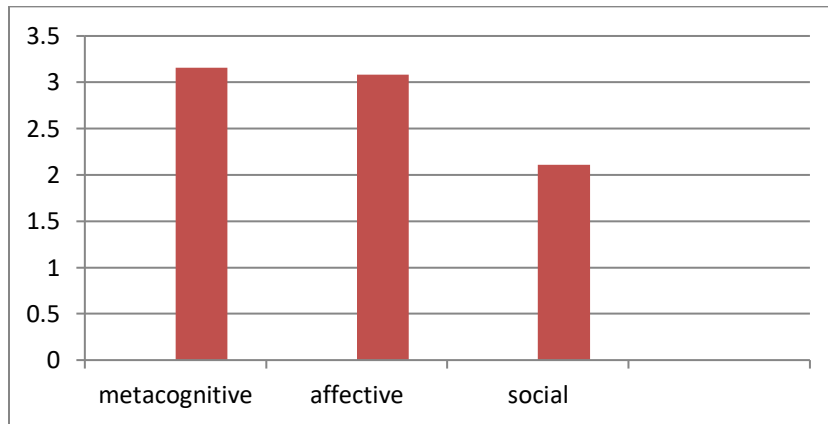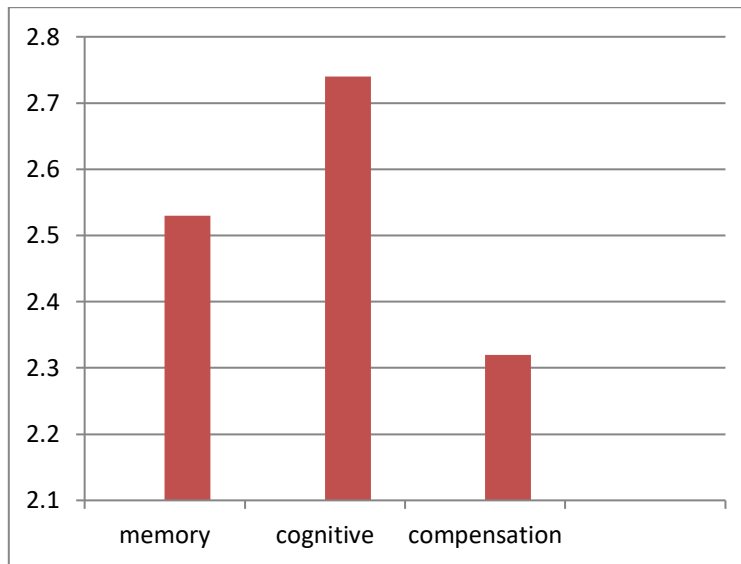
2. Indirect strategies

figure 4.4. The Score female of All Learners in Form of Chart

As it can be seen from the data above, the original data of the LLS is presented the chart of the strategies are illustrated in figure 4. Based on the result of the LLS, there where some distinct findings of strategy use among the participant strategies, which was supported by the previous studies, such as chang, et al (2007) a study of language learning strategies used by college EFL learning in Taiwan, which showed that compensation strategies were mostly used.

Bassed on indirect strategy for female students the most frequently used srtategy was metacognitive strategies (Mean Score : 3,16). Followed by Affective strategies (Mean 3.08), social strategies (Mean score: 2.11). There was not a big different among the frequency of each strategies that the students use

B. Score Classification of Male Students

1. Direct strategies

As it can be seen from the data above, the original data of the LLS is presented the chart of the strategies are illustrated in figure 1. Based on the result of the LLS, there where some distinct findings of strategy use among the participant strategies, which was supported by the previous studies, such as chang, et al (2007) a study of language learning strategies used by college EFL learning in Taiwan, which showed that compensation strategies were mostly used.

Based on direct strategy for male the most frequently used strategy was affective strategies (Mean : 3,34), followed by metacognitive (Mean: 3,10) and social strategies (Mean:2,93). There was not a big different among the frequency of each strategies that the students use.
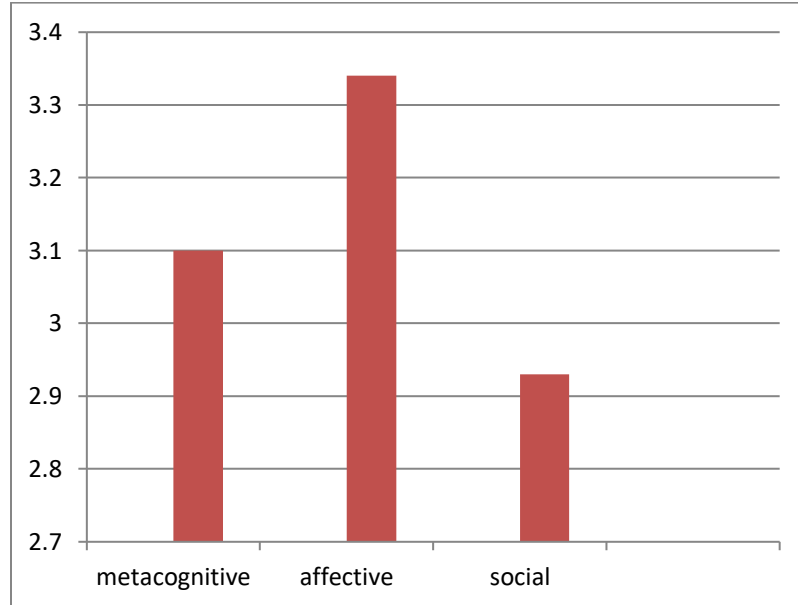
2. Indirect strategies

Figure 4.6. The Score male of All Learners in Form of Chart

As it can be seen from the data above, the original data of the LLS is presented the chart of the strategies are illustrated in figure 6. Based on the result of the LLS, there where some distinct findings of strategy use among the participant strategies, which was supported by the previous studies, such as chang, et al (2007) a study of language learning strategies used by college EFL learning in Taiwan, which showed that compensation strategies were mostly used.

Based on indirect strategy for male the most frequently used strategy was affective strategies (Mean : 3,34), followed by metacognitive (Mean: 3,10) and social strategies (Mean:2,93). There was not a big different among the frequency of each strategies that the students use.

Discussion

Based on the data found from the observation and from the questionnaire, the researcher found the students learning strategies in English of twelve grade students in SMA Islam Terpadu Gunung Sari Makassar and weaknesses, the detail as follows:

For Male the first is memory strategy. The most frequently used strategy was memory strategies (Mean score : 3.19). According Alfiyanaini (2017), Memory-related strategies help learners link one language item of concept with another but do not necessarily involve deep understanding memory related strategies enable learners to learn and retrieve information, create learning and retrieval via sounds, images a combination of sounds and images, body movement, mechanical means, or location

The second followed by Metacognitive strategies (Mean score 3.16) sometimes used the students. According Alfiyanaini (2017), Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. It means that metacognitive strategy is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluation learning after activity is completed.

The third followed by strategy affective (Mean score : 3.08) sometimes used the students. According Alfiyanaini (2017), strategies affective is question for clarification. According to results of interview and observation, student in active to ask about the pronunciation in learning English whether it is correct or not. Based on the result above, the writer concluded that question for clarification learning strategy is appropriate to help students in clarifying the learning English materials that they do not understand. In last Social strategies (Mean score : 2.11) . There are some strategies that used by them: The first strategy is cooperation. In here, the main point is the students' activities, especially their English conversation practices in daily activities to improve their speaking ability

For female the first is strategy affective. The most frequently used strategy was memory strategies (Mean score 3.34). According Alfiyanaini (2017), strategies is question for clarification. According to results of interview and observation, student in active to ask about the pronunciation in learning English whether it is correct or not. Based on the result above, the writer concluded that question for clarification learning strategy is appropriate to help students in clarifying the learning English materials that they do not understand.

The second followed by Metacognitive strategies (Mean score 3.10) sometime used by students According Alfiyanaini (2017), Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. It means that metacognitive strategy is a term to express executive function, strategies which require planning for learning,

thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluation learning after activity is completed.

The third followed by Social strategies (Mean score 2.93) sometimes used by the students. According Alfiyanaini (2017), Social strategies used cooperation and questioning for clarification. There are some strategies that used by them: The first strategy is cooperation. In here, the main point is the students' activities, especially their English conversation practices in daily activities to improve their speaking ability. According to the results, the students try to asking their friend to help them in memorizing sentences or vocabulary in learning English SMA Gunung Sari Makassar.

In the last Compensation strategies (Mean score: 2.32) generally not used by the students. Compensation strategies is Guessing intelligently and Overcoming limitation in speaking and writing. According to Murcia (2001), ''compensation strategies (e.g, guessing from the context in listening and reading, using synonyms and ''talking around'' the missing word to aid speaking and writing, And strictly for speaking-using gestures of pause words) help the learners make up for missing knowledge ".From that explanation, it implies that compensation strategy is a strategy which is needed to overcome any gaps in knowledge of the language. Therefore, the student who are using compensation strategies could guess the language by using linguistic clues and other clues.

Conclusion

The language learning strategies use by female students are Memory strategies was found as the most frequently used strategy. Followed by metacognitive strategies, effective strategies, compensation strategies, cognitive strategies and social strategies were the least frequently used in language learning strategies.

The language learning strategies use by male students are Affective strategies was found as the most frequently used strategy. Followed by metacognitive strategies, social strategies, cognitive strategies, memory strategies and compensation strategies were the least frequently used in language learning strategies.

References

Akib, E., &Ghafar , M. N. A. (2015). *Assessmenr for Learning Instrument station in Higher Education.* International Education Studies,8 (4), 166.

Alfiyanaini, (2017) a study on students' learning strategies in speaking skill. Surakarta

Alhaysony, M. (2017) Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender. *Theory and Pravtice in Language Studies.* 7 (1), 18.

Allwright, D.,1990: *Autonomy in Language Pedagogy*. CRILE Working Paper 6. Centre for Research in Education, University of Lancaster, U.K.

Aristotle, translated by A.L. PecK (1965). *Historia Animalium (volumeII)*, William Heinemann Ltd, London; Harvard University Press, Cambridge, Massachusetts.

Benson, Phil (2001). *Teaching and Researching Autonomy in Language Learning. London:* British Library.

Bjorklund F. David. (2000). Children's Thingking: *Developmental Function and Individual Different.* Florida: Florida Atlantic University.

Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.).White plains , NY: Pearson Education.

Brown, H. D.2006. *Principles of Language Learning and Teaching* . 5th ED. White Plains, New York:Addison Wesley Longman, inc.

Brown, H. D. (2007). *Principles of Language Learning and Teaching* .White Plains, NY: Pearson Education.

Chamot, A., &O'malley, J. M. (1987).*The Cognitive Academic Language Learning Approach*: A Bridge to the Mainstream. TESOL Quaetely,21(2),227-249.

Chamot, A. U. (2005). *Language Learning Strategy Instruction*: Current Issues.

Chang, C. (2011). *Language Learning Strategies Profile of University Foreign Language Majors in Taiwan*. Electronic Journal of Foreign Language Teaching, 8(2). 201-215.

Chang, C. Y., Liu, S. C., & Lee, Y. N. (2007) .*A Study of Language Learning Strategies Used by College EFL Learning in Taiwan.* Mingdao Journal of General Education, 3, 235-261.

Cohen, A. (1990). *Language learning: Insights for learners, teachers, and researchers.* New York. Newbury House.

Cohen, A.D., 1998: *Strategies in Learning and Using a Second Language*. Essex, U.K.: Longman.

Ellis, R. (1997). *The study of second language acquisition*. Oxford: Oxford University Press.

Ellis, Rod. (2000). *Second Language Acquisition*. Oxford: Oxford University press.

Gay, L.R (2006) Educational Research; *Competence for analysis and Application Third Edition*. Ohio: Merhil Publishing Company.

Griffiths, Carol. (2004) *Language Learning Strategies: Theory and Research. Occasional Paper* No. 1 in New Zealand.

Gurian, Michael & Particia Hanley. 2000. *Boys and Girls Learn differently!*. San Francisco: A Wiley company.

Hartuti, Selly. 2007. *A Comparative Study on Male and Female Students' Speaking Performance at the Third Year of State Islamic Senior High School Bengkalis*. Riau: UIN SUSKA. Unpublished under graduated thesis.

Hasmidah, 2016. *The Relationship between parents' Education Background and The Role of Parents to the Students' English Language Achievement* Thesis. Makassar :Muhammadiyah University of Makassar.

Itania, Astrit. (2014). *Learning Strategies Used by the Student of Acceleration Class In Speaking English*.Tulungagung: Islamic Education State Islamic College.