

## AN ANALYSIS OF MALE AND FEMALE STUDENTS' STRATEGIES IN LEARNING SPEAKING SKILLS IN POST PANDEMIC CONTEXT

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: June 30, 2022) Revised: July 13, 2022) Accepted: July 30, 2022 Published: December 15, 2022</p> <p><b>Keywords:</b> Gender, Male and Female differences, Learning Strategies, Post Pandemic.</p>	<p>The aimed of this research was to find out the strategies of male and female students in learning speaking skills during the post pandemic. The method used in this research was qualitative method in the type of phenomenological research. This research used a semi-structure interview as instrument to collect the data. The subjects in this research were 4th semester students of English Education Department, at Universitas Muhammadiyah Makassar. The research subjects were 10 students which consist of 5 female students and 5 male students. This research used purposive sampling technique. The results of this research showed that male and female students used all types of strategies; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies in learning speaking during the post-pandemic. The difference only lays the number of male and female students in using the methods of each group strategies and the difference in the method used in the group strategies by male and female students. Female students used each group learning strategies more than male students. Most of female students used memory strategies, cognitive strategies, compensation strategies, metacognitive strategies and social strategies. While most of male students used memory strategies, cognitive strategies, compensation strategies and metacognitive strategies.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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### INTRODUCTION

In this era is now known as the post pandemic. In the post pandemic era, several countries have started trying face-to-face learning or implementing hybrid learning. In Indonesia, several schools and universities have conducted face-to-face learning. But on the other hand, some still use online learning. Online learning remains an option in the learning process in this post pandemic era. However, this policy also has drawbacks that are not only felt by teachers but also by students.

In this regard, the differences felt by students in learning also occur when learning EFL, especially learning speaking. According to Ahmad in Ariani & Tawali (2021) in teaching speaking during online learning, students experience several obstacles in imitate the speaking exemplified by their lecturers, on the other hand the lecture cannot train students maximal. So it can be said that students have to make their efforts in learning speaking or improve speaking skills while study at home during post pandemic. The students need strategies in learning and good self-control even though learning through daring, learn independently or self-regulated learning can affect student involvement in the learning process. Thus, each student must be able to find their own way in learning, it can help them to achieve successful in learning speaking during study at home.

Related to learning strategies Syafriyadin (2020) and Zare (2012) stated that to improve language learning, students can apply learning strategies. Using learning strategies makes students know what they should do about what they are learning so that they can be successful. Therefore the use of the appropriate strategy can contribute to developing language skills better and faster. Learning strategies based on Oxford (1990) classified into six group categories, there are:

1. Memory strategies about memorization technique where students try to store important information obtained from their learning in memory. Example, placing new words into context, reviewing structure, and representing sound in memory.
2. Cognitive strategies about to place emphasize transformation and manipulation in the target language, for example repeating, practicing with sounds, receiving using sources.
3. Compensation strategies about how to overcome when the learners are lack of about the target language. Example, switching to the mother tongue, using gesture,.
4. Metacognitive strategies, which the strategies that emphasize where students have full control in planning and managing their learning process.
5. Affective strategies refer to the influence of psychological elements in language learning. For example, lowering anxiety by relax.
6. Social strategies about involve others in learning, example cooperating with others.

The implementation of learning strategies can be different from one individual to other, one of the factors that influence is terms of gender. Sobhani (2015) stated that male and female (gender) are one of the factors that can influence the use of strategies in learning. Then Wafidin (2019) showed that, in learning a new language, male tend to be more objective. They have a tendency to learn the rules, facts, and logic for the language they are learning. Female in learning a new language are usually subjective. They prioritize the use of feelings, culture, sensitivity and empathy. Related about that Oxford (1994) stated female report greater used of overall strategies than male in many studies (though men sometimes outperform women in using certain strategies).

Based on the problem above, the researcher is interested to find the strategies of male and female students in the fourth semester of English Education Department at Universitas

Muhammadiyah Makassar in learning speaking skills during the post pandemic. The strategies used by male and female students may be different each other.

## RESEARCH METHOD

This research used a qualitative method **in the type of phenomenological**. Creswell (2014) stated that phenomenological research is a study that identifies the nature of human experience about a particular phenomenon. In this research, it was related to the experiences of students (male and female) about the learning strategies used during post pandemic. The subject in this research was the fourth semester students of English Education Department, at Universitas Muhammadiyah Makassar. The research subjects were 10 students which consist of 5 female students and 5 male students.

This research used interview as the instrument. The kind of interview was semi-structure interview. According to Raco (2018) semi-structured interview about the interviewer asks a series of structured questions, then one by one deepened in extracting further information. In procedure collecting the data, Bogdan and Taylor (1992) said that, the phenomenological consists of three stages, including: pre-field stage, stage in the field, and data analysis stage. In pre-field stage the researcher did pre-observation to collect information about the location, subject, gave overview about temporary hypothesis, and the situation at the time. In stage, the researcher did depth interview through via telephone and record the interview session. In data analysis stage the researcher did analysis regarding to the data that, there are three steps in data analysis, there are do analysis, finding themes and formulating research findings, the last working with hypothesis.

## RESULT AND DISCUSSION

### Learning Strategies Used by Male Students and Female Students

In memory strategies, male and female students used several methods. The first method is placing new words into context, in remembering and knowing the function of new English words and phrases, male and female students use these words into sentences when they practice speaking. The second is a reviewing structure, to remember naturally related to the speaking material that has been studied, male and female students review the lesson again within a certain time span. In addition, by reviewing the material, the students feel more prepared if one day they have to speak.

In cognitive strategies, male and female students used methods, the first is repeating, male and female students repeat words or sentences they hear or read in order to improve their pronunciation and make it easier to remember new words heard or read. The second was practicing with sounds, some male and female students recorded their voices to assess their pronunciation, besides that they also practiced in front of a mirror to practice their performance readiness when speaking in front of many people. The third is receiving using sources, in learning speaking male and female students use various sources such as literature in English, watching YouTube (western films or learning speaking channels), using a

dictionary (Google translate), listening to English music, and also who learned from the dualingo game.

In compensation strategies, male and female students also used methods, namely, first switching to the mother tongue, when male and female students speak and there are words that they do not know or forget in English, then they will pronounce the mother tongue of the words. The second is using gesture and mimic, male and female students when speaking use body movements with the aim of emphasizing the meaning of what will be conveyed. The third is selecting the topic, for speaking practice students feel they have to choose a particular topic that they know and like. Practicing with such topics can attract male and female students to practice speaking. The fourth uses synonyms. Female and male students use synonyms or equivalent words when there are words that are forgotten or do not know in English.

In metacognitive strategies, there are several methods used by male and female students. The first is overviewing and linking with already known material, in speaking class students are given certain material which is then asked to explain related to the material. In this case, male and female students seek first an overview or reference from the material that has been given as a form of preparation when they will make a presentation in class. The second method is self-monitoring, when speaking, male and female students monitor and realize the mistakes they have made. Realizing the mistakes they made, they then corrected themselves directly. Errors here can be in the form of pronunciation errors, vocabulary, or sentence structure.

In affective strategies, male and female students applied strategies, such as; the first lowering anxiety by deep breathing and relaxation. This method is only used by male students, in this case male students try to overcome nervousness and fear when speaking.. The second is reward yourself, male and female students use this method when they manage to speak English well, for example when they have learned to speak optimally and the presentation in class is going well. As a form of gratitude to themselves, they give rewards to themselves, the rewards each individual does are different, some are through food and drink, some take time to rest, watch, play games, some of them give words positive statement for the achievement. The third is discussing your feeling with other, this method is only used by female students. Female students share with their friends about their journey during learning speaking.

In social strategies, male and female students applied methods such as, the first is asking for correction. In learning speaking, male and female students asked for help from other people (friends or people fluent in English) to correct the mistakes they made when speaking. The second is cooperating with others, in learning speaking, male and female students practice speaking with friends or with people who are more proficient in speaking. In practicing talking to other people, male students do it online, namely through the PUBG game, while some female students do it via telephone and some practice directly. The third method is developing cultural understanding, in learning speaking male and female students also learn the culture of native speakers. Through native speaker culture, they learn several

things such as how to speak or accent from native speakers, learn different types of accents, and learn other cultures such as customs and food from the native speaker's country.

Those are the strategies used by male and female students in learning speaking. The used of learning strategies by male and female students to assist them in learning and improve their speaking skills during the post-pandemic. This based on theory of Oxford (1990) which has described several strategies that can help students in learning speaking. This is in line with the opinion of Syafryadin (2020) and Zare (2012) about the learning strategies used to help students in learning.

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-chapters.

### **The Difference in the Number of Learning Strategies Users by Male and Female Students**

Basically, based on the data that have been collected showed male and female students used all the type strategies. The difference only lays the number of male and female students in using the methods of each group strategies and the difference in the method used in the group strategies by male and female students.

In memory strategies, all male and female students used placing new words into context, while in the structure review there are 3 female students and 1 male student. In cognitive strategies, all male and female students used repeating and receiving using sources, while in practicing with sounds, 5 female students and 3 male students. In compensation strategies, all male and female students used switching to the mother tongue and using gesture, each 4 male and female students used selecting the topic, and in using synonym female students totally 4 and male students totally 1. In metacognitive strategies, in overviewing and linking with already known material used by all female students and 4 male students, in self-monitoring it is used by each 3 male and female students. is affective strategies, in lowering anxiety (deep breathing and relaxation) female students did not use it, while 2 male students used it. On the other hand, discussing your feeling with other, male students did not use it and 2 female students used it. In reward yourself there are 3 male and 3 female students used it. In social strategies, in asking for correction are used by 3 male and 3 female students, in cooperating with others there are 4 female students used it and 1 male student, in developing cultural understanding there are also 4 female students using it and 1 male student.

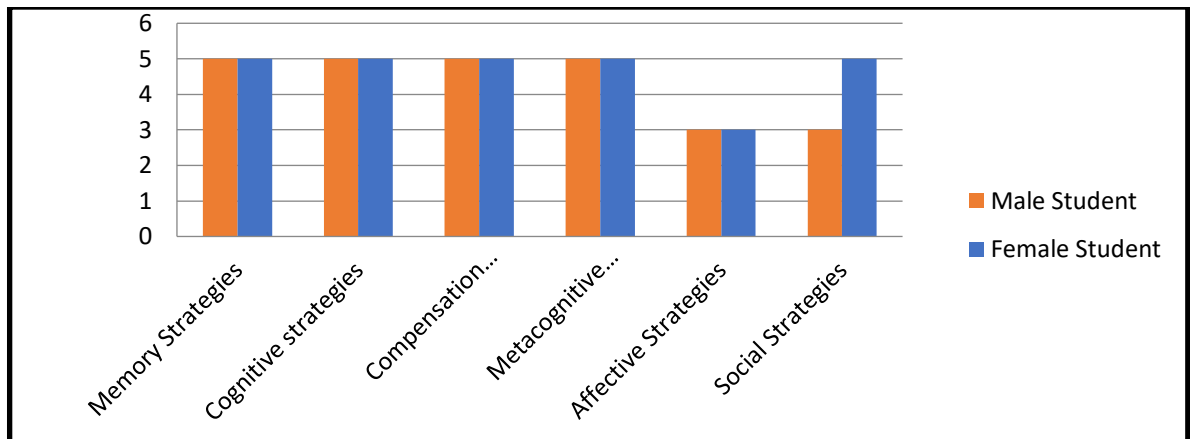


Figure 1. The number of learning strategies user by male and female students

After analyze the strategies used by male and female students, it can be seen that female students dominate the use of methods in each group strategy used, they are more varied and have many ways of learning speaking compared than male students. This is supported by Oxford (1994) about women who are more reliable in using all types of strategies. Thus, it can be concluded that female students mostly use memory strategies, cognitive strategies, compensation strategies, metacognitive strategies and social strategies. Male students mostly use memory strategies, cognitive strategies, compensation strategies and metacognitive strategies.

## CONCLUSION

From the results of the research conducted, the researchers can conclude that male and female students used all types of strategies; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies in learning speaking during the post-pandemic. The difference only lays the number of male and female students in using the methods of each group strategies and the difference in the method used in the group strategies by male and female students.

The number of female students tends to be more in using the method in each strategy group than male students. Most of female students used memory strategies, cognitive strategies, compensation strategies, metacognitive strategies and social strategies. While most of male students used memory strategies, cognitive strategies, compensation strategies and metacognitive strategies.

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