STUDENT'S STRATEGIES ACROSS GENDER DIFFERENCES IN LEARNING ENGLISH AT ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

A THESIS

by

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English Education Study Program

FACULTY OF TEACHER TRAINING AND EDUCATION

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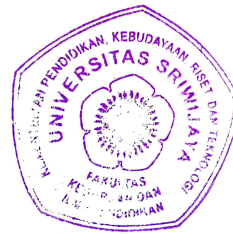**MONNIZA NOOR LUTFIANDRA**

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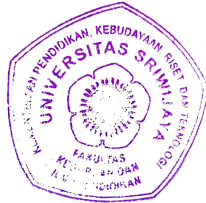**NIP 197911152006042028**

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DECLARATION

I, the undersigned,

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Certify that thesis entitled "Student's Strateges in Learning English Across Gender Differences at English Education Study Program Sriwijaya University" is my own work and I did not do plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to the court if I am found to have plagiarized this work.

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The Undersigned,

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DEDICATIONS

I am sincerely dedicated this thesis to:

- The Almighty God, Allah SWT. who gives me health, strength, and motivation to finish this thesis;

- My beloved parents, Agus Subroto, SH. and Zaleha Aryani, A.Md. Farm. and to my beloved brother Annas Hanityo Subroto who always supported and encouraged me in the worst and the best of my journey.

MOTTO

"For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease."

Q.S. Al-Inshirah (94 : 5-6)

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ABSTRACT

This study was conducted to identify what language learning strategies were used by the students and to investigate whether or not there was a significant difference in the use of language learning strategies by for both male and female students. This study employed a mixed-method research design with the 66 respondents from 193 students from 2nd, 4th, and 6th semester students of the English Education Study Program within the Faculty of Teacher Training and Education of Sriwijaya University. The quantitative data were collected from the Strategy Inventory of Language Learning (SILL) whereas qualitative data were taken by using interview. The collected data were analyzed statistically by employing descriptive analysis and one-way analysis (ANOVA) while the qualitative data were analyzed by using thematic analysis. Findings from the questionnaire showed metacognitive strategies were the most used strategies for both genders (18%). Male students obtained lower mean score than female students which proved that female use language learning strategies more frequently than male. There was also significant difference found between male and female students in the use of language learning strategies with statistical significance found in ANOVA $0.00 < 0.05$. Findings from the interview show that male and female students share similarities and differences in their way to employ language learning strategies. Both findings significantly give beneficial inputs to the process of English language learning in order to create effective language learning.

Keywords: *language, strategy, language learning strategies, gender, gender difference, male, female.*

CHAPTER 1

INTRODUCTION

This chapter discusses (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background

Learning is an inseparable part of human's life, in fact, the process of learning begins even when a fetus is still in the mother's womb. From the moment of birth until death, it is in human's nature to learn in order to adapt to the environment around them. In the process, however, there can be challenges and problems, that is when strategy is needed. Chandler defined strategy as 'the determination of the long-term goals and objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary for carrying out those goals' (Crainer and Dearlove 2003: 32). It is also applied in learning language, in fact, it requires strategy. In language learning, it is believed that learning strategies are one of the main factors which define how students learn a second and/or foreign language.

English is an international language which widely spoken all around the globe, there are approximately more than 300 million speakers with variety of dialects and accents. English is spoken as second language many countries. In Indonesia, English is often taught as a foreign language, but nowadays, there are institutions that teach English as second language, proving the importance of learning English in modern era. The objectives of teaching English to Indonesian students is that the students are able to express and communicate with the language. Not only being utilized as *lingua franca* (bridge language) which connects people around the world, English also used in many important aspects such as education, technology, business, politics, society, etc.

The language learning strategies refers to the stages that are taken by students to enhance their own learning (Danko & Dečman, 2019). According to Ansari et al. (2021), a learning strategy can be any set of instructions, steps, plans, or routines utilized by the student to aid in the acquisition, storage, retrieval, and utilization of information.

Strategies are considered as instrument for proactive, self-directed engagement which enhances communicative competence. Using appropriate strategies in learning a language will help students to boost their confidence (Mulder & Hulstijn, 2011) and help them become more proficient in the language (Kacetl & Klímová, 2019). Meanwhile, Haelermans (2022) states that while students are engaged in learning process, they have a variety of resources which they can use in different ways to complete or accomplish the assignment. This process is known as the learning strategy process.

Oxford (1990), classifies into 2 types; direct and indirect. The direct strategies entail the use of target language being studied directly to aid in the learning process, this technique includes memory strategies, cognitive strategies and compensatory strategies. Meanwhile, the indirect strategies deal with the management of learning, this strategy assist language learning by focusing attention, reducing anxiety, seeking opportunities, enhancing cooperation and empathy. Indirect strategies include meta-cognitive strategies, affective strategies, and social strategies. Learning strategy is one of the factors which are need to be taken into account in English language teaching. In teaching and learning process, students can face challenges, or unmotivated when learning new language, that is why appropriate learning strategies are required in the practice (Ames & Archer, 1998). Learning strategy can be very diverse but it can be very unique since one learning strategy cannot be used by all students although those learning strategies are considered effective or efficient (Mahmud & Nur, 2018).

Previous studies conducted by experts have emphasized that learning strategies are important factors in teaching and learning process. For example, a study conducted by Tam (2013), and Hassan et al. (2017) highlighted that language learners must understand, develop, and apply generally appropriate language learning strategies in order to succeed. On that note, English teachers ought to exert every effort to promote the application of learning techniques that can convert English classrooms into communicative   environments.

Gender difference refers to an individual difference which generally existing and prevalent in the teaching of foreign language. According to Giles (2008), gender is an important aspect which influence communication strategies besides other factors such as ethnicity, occupational status, and age. It is recognized that gender play a role in education. Gender differences holds important part of communication, relations between different genders may influence their communicative styles. Gender

differences also assumed to influence the choices of learning strategies after several previous studies highlighted the difference between male and female student in the scope of English teaching and learning process, for example, study by Puteh, Zin and Ismail (2016), which reveals the fact that there is difference between male and female students that has been attributed to student's reading engagement. This fact shows that both male and female have different approach and strategies on how to accomplish desirable result in learning English as foreign language.

After all, aside from the importance of learning strategy, it is necessary to explore learning strategies employed by language learners. It has already shown by many previous studies that learners do not employ as many strategies as they could to support their learning and how gender affected the learning process. It is also still doubtful that the learners are aware and understand about learning strategy. Besides, it is also important for the future teacher to make students aware of the strategies involved in language learning and to help them environments that suit the learners need best. For that reasons, the researcher is interested in investigating student's strategies in learning English as well as its relation to gender differences to find out is there any difference in terms of language learning strategies based on gender especially in English Education Study Program Sriwijaya University

1.2 . Problems of the Study

Based on the background study above, the problems of this study is:

1. What types of language learning strategies do the learners use at English Education Study Program Sriwijaya University?
2. Are there any differences in language learning strategies used in learning English between male and female students?
3. What are the differences found between male and female students in the use of language learning strategies?

1.3. Objective of the Study

The main goal and objective of this study is to find out:

1. English Language Learning strategies which most used by students in English Education Study Program Sriwijaya University
2. Differences in terms of the use of language learning strategies between male and female students.
3. The differences between male and female students in the use of language learning strategies.

1.4. Significance of The Study

The significance of the study is to provide reference that gender influences learning strategies in English language learning process. Researcher expects this study will serve as a reference for teachers/lecturers and other researchers who are interested in investigating learning strategies and gender differences as well as to provide information especially to the students of English Language Education Study Program and the prospective researchers. For the students of English Education Study Program, the writer expects that this study could help them to get better understanding about learning strategy and gender differences in English teaching and learning activity.

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