

**LEARNING STRATEGIES USED BY MALE AND FEMALE IN  
LEARNING SPEAKING OF ENGLISH DEPARTMENT  
STUDENTS AT UNIVERSITY OF NUSANTARA PGRI KEDIRI  
ACADEMIC YEAR 2015/2016**

**SKRIPSI**

Presented as a Partial Fulfilment of the Requirements to Obtain  
The Sarjana Degree of Education of English Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



By:  
**DIAN MARISA**  
NPM: 12.1.01.08.0190

ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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**APPROVAL PAGE**

**SKRIPSI**

**By:**

**DIAN MARISA**

**NPM 12.1.01.08.0190**

**ENTITLED:**

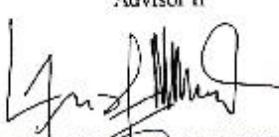
**LEARNING STRATEGIES USED BY MALE AND FEMALE IN LEARNING  
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Approved by the advisors to be proposed to  
The English Department Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, 3 August 2016

The Advisors,

Advisor I  
  
**YUNIKUSANTI, M.Pd**  
NIDN. 0714026901

Advisor II  
  
**LINA MARIANA, S.S. M.Pd**  
NIDN. 0710097401

APPROVAL SHEET

SKRIPSI

By:  
Dian Marisa  
NPM 12.1.01.08.0190

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Approved and Accepted by all its qualification  
by the Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, 3 August 2016

Board of Examiners,

Chairman : YUNIK SUSANTI M.Pd  
First Examiner : HJ. RIKA RIWAYATININGSIH, M.Pd  
Second Examiner : LINA MARIANA, S.S. M.Pd



The Dean of the Faculty of Teacher Training  
and Education of  
University of Nusantara PGRI Kediri



Dr. Hj. Sri Panca Setrawati M.Pd

0716046202

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**DIAN MARISA**

12.1.01.08.0190

FKIP/BAHASA INGGRIS

dianmarisa7@gmail.com

YUNIK SUSANTI, M.Pd<sup>1)</sup>, LINA MARIANA, S.S, M.Pd<sup>2)</sup>

UNIVERSITAS NUSANTARA PGRI KEDIRI

**ABSTRACT**

Learning strategies are steps taken by the students to learn something. In the process of learning second language acquisition the students need some learning strategies. The aim of this research is to find out the learning strategies used by male and female students in learning speaking and also to know the differences between male and female students in using learning strategies when they are learning speaking. This research used quantitative ex-post facto research. The participants of the study were second, third and fourth grade of English Department students at University of Nusantara PGRI Kediri. It consists of 32 students (16 male and 16 female). The SPSS data in this research showed the means of male students was 58,1 with compensation, cognitive and metacognitive strategies that they frequently used. While the means of female students was 63,80 with cognitive, metacognitive, compensation and affective strategies that they frequently used. Female students tend to use the strategies more than male students. In addition, the result reports that the significance level of 0.041 is lower than 0.05, in other words it can be concluded that there was a significance difference between male and female students of using learning strategies in learning speaking. In conclusion, female students tend to use the strategies more often than male students because they more diligent and have many ways to learn speaking. While male students used the strategies in simple way in order to make their learning more easy and enjoyable.

**Keyword :** Learning Strategies, Male and Female, Speaking

## **I. INTRODUCTION**

Second Language Acquisition is the study of how students learn a second language additionally to their first language. It is the process of learning any language that may can be the second, third or fifth language even it is referred as Second Language Acquisition. As well as Seville (2006: 2) states, “The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired”. The purpose of learning second language is to learn a language in education, employment and other basic purposes. There are informal and formal learning in second language acquisition.

In learning second language acquisition, the students need some strategies in order to follow learning process and build good communication in English. According to Oxford (1990: 1), “Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence”. Learning strategies are important for the students in order to learn a second language. Using learning strategies can give the opportunity

for the students to involve more in learning process.

One of four language skill is speaking, speaking is the most important skill in learning English because speaking is the main part to communicate. As Patel and Jain (2008: 29) states, “The primary functions of language are communication, self-expression, and thinking”. Because the primary function of language is communication so that the students have to master speaking well to communicate with others in foreign language. The writer chose speaking because speaking is the most important tools to communicate in English and speaking is the one of skill who difficult to master it.

In learning speaking, students use some strategies to make their speaking become fluent and better. According to Oxford, (1990: 8) learning strategies is, "Specifications taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more efficient, and more transferable to new situations". The use of learning strategies in speaking is helpful for the students to avoid their difficulties in learning process. There are many kinds of learning strategies that may students use in learning speaking.

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. Based on Lee (2010, see 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.

Related to the reasons above, the researcher needs to conduct a research entitled “Learning Strategies Used By Male and Female in Learning Speaking of the English Departement Students at University of Nusantara PGRI Kediri Academic Year 2015/2016.” In this research, the writer decided to take the research in university students at because the competence of university students here is more capable. They have mastered speaking well includes the fluency and proficiency. In brief, the writer is interested in conducting a research to know the differences between male and female students in using learning strategies. It will be given to the second, third and fourth grade students especially for some good students in speaking. Their speaking score can be looked up from first up to fifth

semester whether stable or not to put in good category. Good category means the students who got minimum three scores “A” in speaking in speaking.

## **II. METHOD**

The research design applied in this research is quantitative research. Then, the researcher used ex-post facto research to analyze how male and female students used the strategies in speaking and to compare the differences between male and female in using learning strategies in speaking.

The instrument used to collect the data in this research is closed questionnaire. The questionnaire is consists of 20 statements about learning strategies that adapted from Oxford 1990. The writer hopes that questionnaire can answer the differences strategies that male and female students used in learning speaking and also to know what are the strategies that they used.

The research conducted at University of Nusantara PGRI Kediri. It is located at Jl. KH. Achmad Dahlan No. 76, Kediri. It was held on May 31<sup>st</sup> until June 8<sup>st</sup>, 2016 because the writer needs a long time to give the questionnaire in every grades with the spescific students. The sources of the research were the second, third, and fourth grade students of English Department in University of Nusantara

PGRI Kediri. In this research the writer used purposive sampling because the writer would like to take the sample based on the writer needs. The writer only need the students who have score A in their speaking subject. The writer looked at the score of the students from their first until the last semester. Then, the writer gave the questionnaire to the students about learning strategies in speaking.

There were some steps to analyze the data from the questionnaire instrument, the writer pay attention to check list of every column which has different score. To answer formulation of the problem for number one and two the writer calculated the score of the questionnaire that consist of 20 statements of male and female students to know how was the strategies in their learning speaking. Next, to answer the question number three of formulation of the problem the questionnaire analyzed using independent sample t-test in SPSS version 21 to see the differences about learning strategies used between male and female students in learning speaking with a significant level:  $\alpha = 5\% = 0.05$ .

### **III. FINDINGS AND CONCLUSION**

The finding of the questions study were asking about how learning strategies used by male students, how learning strategies used by female students and wheater there is significant differences or

not between male and female students of using learning strategies in learning speaking of English Department students.

First, it found the result from the score of male students in using strategies. The highest score that male students got was 67 and the lower score was 48. Based on the criteria of the score, the score of male students were in “average” level. The strategies that male students frequently used were compensation strategies (M=25), cognitive strategies (M=23 ) and metacognitive strategies (M=21).

Second, the finding of the learning strategies used by female students based on the data analysis. The highest score that male students got was 75 and the lower score was 57. Based on the criteria of the score, the score of female students were in “good” level. The strategies that female students used most frequently were cognitive strategies (M=31), metacognitive strategies (M=27), cognitive strategies (M=25 ) and affective strategies (M=24). From the result above, it can be seen that the use strategies of female students in learning speaking was more frequently than male students. As well as Oxford (1989, see Kaur & Embi 2011: 1435), “Females generally have greater social orientation, stronger verbal skills and greater conformity to linguistics and academic norms compared to males”.



At last, to answer the third formulation of the problem the result can be seen from the table as follow by using SPSS :

**Table 4.1**  
**The mean score of male and female students**

Group Statistics				
Gender	N	Mean	Std. Deviation	Std. Error Mean
Nilai Laki-laki	16	58,81	7,204	1,801
Perempuan	16	63,50	5,046	1,262

It can be seen from the data where the overall mean score for male students was 58,81 while the overall mean score for female students was 63,80. There was also a significance difference between male and female students of using strategies in learning speaking. It can be seen from the independent sample t-test as follow :

**Table 4.2**  
**Independent sample t-test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
				F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
		Lower	Upper							
Nilai	Equal variances assumed	3,339	,078	-2,132	30	,041	-4,688	2,199	-9,178	-1,97
	Equal variances not assumed			-2,132	28,985	,042	-4,688	2,199	-9,200	-1,175

The result can be seen from the significance level of 0.041 is lower than 0.05, in other words it was concluded that there was a significance difference. It was supported from the previous research by Zeynali (2012), It was found that there was

a significant gender differences in the use of language learning strategies as a whole.

It can be concluded that learning strategies used by male students were in average and learning strategies used by female students were in good level. The most frequently used the strategies was female students because they used strategies more than male students. Female students often used for cognitive, metacognitive, compensation and affective strategies with the most frequently used was cognitive strategies. While for male students they only used compensation, cognitive and metacognitive strategies in learning speaking with the most frequently used was compensation strategies. It can be concluded that female students have many ways in using learning strategies, they more creative and enjoying the learning process to get better in English than male students.

Hence, the suggestions are given to the English students and the other researchers. In learning English, male students should improve their learning strategies to get better in English. For the next researchers can analyze with other measurement such as giving a test and interview for other skill in English about using learning strategies.



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