

AN ANALYSIS OF MALE AND FEMALE STUDENTS' STRATEGIES IN
LEARNING SPEAKING SKILLS IN POST PANDEMIC CONTEXT (AT
THE FOURTH SEMESTER OF ENGLISH EDUCATION)



*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Part Fulfillment of the Requirement for the
Degree of Education in English Education Department*

FITRIANI

105351107518

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Fitriani NIM 105351107518**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor, 403 Tahun 1443 H/ 2022 M, tanggal 19 Dzulq^a'idah 1443 H/ 19 Juni 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 23 Juli 2022**.

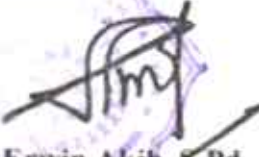
Makassar, 24 Dzulhijjah 1443 H
23 Juli 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharallah, M.Pd.
4. Dosen Penguji:
 1. Ismail Sangkala, S.Pd., M.Pd.
 2. Firman, S.Pd., M.Pd.
 3. Hidayah, S.Pd., M.Pd.
 4. Dr. Muhammad Arief Ransusi, M.Pd.

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.

NBM. 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : An Analysis of Male and Female Students' Strategies in
Learning Speaking Skills in Post Pandemic Context (At the
Fourth Semester of English Education)

Name : Fitriani

Reg. Number : 105351107518

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 23 Juli 2022

Approved By:

Consultant I

Consultant II

Ismail Sangkalan, S.Pd., M.Pd.
NIDN. 0921018703

Ika Sasrawati, S. Pd., M. Hum.
NIDN. 0903058701

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS COUNSULTATION

Name : Fitriani
NIM : 105351107518
Department : English Education Department
Title : An Analysis of Male and Female Students' Strategies in Learning Speaking Skills in Post Pandemic Context (At the Fourth Semester of English Education)
Consultant : Ismail Sanghala, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Tuesday 26 Feb		Prepare your article for Journal. Ready for Khatamati	

Makassar, July 2022

Approved by:
Head of English Education Department

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807



Terkreditasi Institut



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PRODI PENDIDIKAN BAHASA INGGRIS

Laman Website: www.um-makassar.ac.id
Telp: 0854 2702001 (Pusat)
Email: pendidikan@um-makassar.ac.id
Fax: 0854 2702001

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS COUNSULTATION

Name : Fitriani
NIM : 105351107518
Department : English Education Department
Title : An Analysis of Male and Female Students' Strategies in Learning Speaking Skills in Post Pandemic Context (At the Fourth Semester of English Education)
Consultant II : Ika Sastrawati, S.Pd., M.Hum.

Date / Date	Chapter	Note	Sign
Saturday / 24 July 2022	2.3, III	- Using past tense - Pay to the punctuation	
Monday 26 July 2022	IV, V	- Watch the discussion - Show the correlation between theory & the findings - Write the abstract - Make a clear conclusion	
Wednesday / 27 July 2022			

Makassar, July 2022

Approved by:
Head of English Education Department

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM: 977.807



الحمد لله رب العالمين

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Fitriani
Stambuk : 105351107518
Jurusan : Pendidikan Bahasa Inggris

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Yang Membuat Pernyataan


Fitriani

MOTTO

“Do the best to get the best”

“Do and Dua (Bismillah, ikhtiar, tawakkal)”



I dedicate this thesis to:

My beloved parents, my father Mennang and my mother Harina who love me without limits, endless prayers, daily support, and supporting me to achieve my dreams.

ABSTRACT

FITRIANI 2022, *An Analysis of Male and Female Students' Learning Strategies in Learning Speaking Skills in Post Pandemic Context (At the Fourth Semester of English Education)* under the thesis of English Education Department, the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, supervised by Ismail Sangkala dan Ika Sastrawati.

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. The research subjects consisted of 5 male students and 5 female 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. 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.

The students use these strategies because the strategies are easy, effective, convenient, practical, and flexible to be applied in learning speaking during the post-pandemic. The strategies that applied have a big impact to their speaking skills.

Keywords: *Gender, Male and Female differences, Learning Strategies, Speaking, Post Pandemic.*

ABSTRAK

FITRIANI 2022, *Analisis Strategi Belajar Mahasiswa Laki-laki dan Perempuan dalam Pembelajaran Keterampilan Berbicara dalam Konteks Pasca Pandemi (Pada Semester IV Pendidikan Bahasa Inggris)* sebuah skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Ismail Sangkala dan Ika Sastrawati.

Tujuan dari penelitian ini adalah untuk mengetahui strategi mahasiswa laki-laki dan perempuan dalam belajar keterampilan berbicara selama pasca pandemi. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan tipe fenomenologis. Penelitian ini menggunakan wawancara semi-struktur sebagai instrumen dalam mengumpulkan data. Subjek dalam penelitian ini adalah mahasiswa semester 4 Jurusan Pendidikan Bahasa Inggris. Subjek penelitian terdiri atas 5 mahasiswa laki-laki dan 5 mahasiswa perempuan. Penelitian ini menggunakan teknik sampel purposive.

Hasil penelitian ini menunjukkan bahwa mahasiswa laki-laki dan perempuan menggunakan semua jenis strategi: strategi memori, strategi kognitif, strategi kompensasi, strategi metakognitif, strategi afektif, dan strategi sosial dalam pembelajaran berbicara pada masa pasca pandemi. Mahasiswa perempuan lebih banyak menggunakan setiap strategi pembelajaran dibandingkan mahasiswa laki-laki. Sebagian besar mahasiswa perempuan menggunakan strategi memori, strategi kognitif, strategi kompensasi, strategi metakognitif, dan strategi sosial. Sedangkan sebagian besar mahasiswa laki-laki menggunakan strategi memori, strategi kognitif, strategi kompensasi dan strategi metakognitif.

Para siswa menggunakan strategi tersebut karena strategi tersebut mudah, efektif, nyaman, praktis, dan fleksibel untuk diterapkan dalam pembelajaran berbicara pada masa pasca pandemi. Strategi yang diterapkan sangat berpengaruh terhadap keterampilan berbicara mereka.

Kata kunci: *Gender, Perbedaan Laki-laki dan Perempuan, Strategi Belajar, Berbicara, Pasca Pandemi.*

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In the process of compiling this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciation to:

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Makassar, July 2022

The Researcher

Fitriani

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CHAPTER I

INTRODUCTION

A. Background

At the beginning of 2020 several countries around the world including Indonesia were faced with a pandemic called Corona Virus Disease 2019 (Covid-19) which had an impact on various aspects of life, involved educational aspect. After the spread of the Covid-19 the government has made rules which require no more interaction in the classroom between teachers and students (face-to-face) but is moved to online learning or study at home. Usmany & Cecilia (2020) said that in terms of education, the government continues to strive for the implementation of the process in learning which is carried out remotely or online learning. Teachers and students continue to carry out their duties from home.

After the spread of pandemic Covid-19 era, currently 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. Fitriani et al. (2020) explained that for the teacher, it is difficult to make students understand about online learning material, while online learning only effective for assignment. Online learning provides a

different view for students where previously the teaching material directly explained by the teacher and the teacher could apply several ways to help students better understand about that. Furthermore Mastura & Santaria (2020) stated online learning gives an inverse experience for students where they have to do everything from home alone. Although learning from home is still under the guidance of the teacher, each student has different abilities in understanding learning.

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.

Speaking is one of the skills in English that must be learned, because for some people the most important aspect in learning language is being able to communicate using that language. Gani et al. (2015) speaking skill shows that a learner masters a language well. Therefore speaking skill should be learned because one of the language purpose is a means of communication and speaking skill can indicates that the learner already knows about the language or not, so being able to speak can make it easier to enjoy the conversation and build relationships with other people.

Mastering speaking is not an easy thing, especially in our country because English as a foreign language and very rarely used by people in a daily activities. Lingga et al. (2020) and Gani et al. (2015) said that for students speaking is also a difficult thing because learning to speak requires courage and careful preparation to do such as what topic they want to say, how to speak in a good way, the correct pronunciation, be able to speak correctly and fluently, and they have to know some vocabularies then be able to arrange into correct sentence and easy to understand. Related about that, students' interest in learning speaking can be influenced by the strategies used in learning. Syafriyadin (2020) 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. Similar with Zare (2012) learning strategies are special tactics for processing and storing information or can increase understanding about the information. Therefore the use of the appropriate strategy can contribute to developing language skills better and faster.

The drawbacks that arise in learning speaking that carried out online during post pandemic make students have to organize themselves. As stated by Lidiawati & Helsa (2021) 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.

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. In line Gavriilido and Psaltou-Joycey in Hamsinah (2017) there are several factors that can influence the use of language learning strategies, including age, gender, motivation, learning style, level of proficiency, field of study, beliefs, culture, task requirements, language being studied and language teaching methods. In other words, there are so many things that can affect the learning strategies used by a person, and one of them is caused by gender.

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, hopefully it can be a reference for others in helping them find the right strategy in learning and improving their speaking skill.

B. Problem Statement

Based on the problems that have been explained in the background, the research question is what are strategies of male and female students in learning speaking skills during the post pandemic?

C. Objective of the Research

The purpose of this research is to find out the strategies of male and female students in learning speaking skills during post pandemic.

D. Significance of the Research

This research expected to provide benefit in providing information to other people in learning English, as follows:

- a. For the researchers, this research is expected to be a theoretical reference for other researchers in the next research related to the analysis of strategies used by students in learning speaking skills during a post pandemic.
- b. For the students, this research expected to become practical information for students regarding speaking learning strategies that can be used at home, so that students make it a new reference and can apply these strategies to help them in improving their speaking skills.
- c. For the educators, this research is expected to become practical information for educators in teaching English and motivate them to apply a good and creative learning strategies, especially in teaching speaking.

E. Scope of the Research

The scope of this research is to find the strategies of male and female students in learning speaking during the post pandemic and the reason they choose the strategies. It focused on describing the learning strategies in speaking based on gender. This research conducted for fourth semester

students of English Education Department at Universitas Muhammadiyah
Makassar.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Finding

In this research, the researcher will present some previous related findings by other researchers regarding learning strategies in speaking, they are as follow:

The first research was conducted by Marisa (2016) found that female students use cognitive strategies, metacognitive strategies, compensation strategies and affective strategies. Male students only used compensation strategies, cognitive strategies, and metacognitive strategies. Female students used strategies more often than male students. This research used a quantitative design. In collecting the data used closed questionnaire.

The second research was conducted by Anum & Apriyanto (2019) found that female students are more likely to use affective strategies than male, while male students are more likely to use metacognitive strategies than female. This research used qualitative design, for the data collection used questionnaire.

The third research was conducted by Monica and Kusrin (2021) found that female students prefer to use metacognitive, cognitive, compensation, memory and social strategies, while male students prefer to use compensation, cognitive, social and affective strategies. Also this research used a qualitative design, in collecting the data used questionnaire and interview.

The conclusion of several relevant studies above is there are some similarities and differences with the research that will be conducted. The general similarity between this research and previous research is to find out the male and female students' learning strategies in learning speaking. However, in this study, the researchers will also focus on male and female students' learning strategies in learning speaking during post pandemic and the reasons students choose to use the strategies.

B. Concept of Gender

The differences in the strategies used by humans in learning can be caused by many factors like a motivation, personality, age, gender, and so on. One of the factors that will be focused here based on gender. Gender is often interpreted as sex, but in fact it is not.

Helgeson (2012) said that sex is biological thing have by male and female, relatively stable that does not change easily. While, gender refers to the social categories of male and female because of differences in psychological features and their roles in society. Similar with Hamsinah (2017) stated gender is the result formed by society through social and cultural processes. Sex is a biological characteristic of male and female. This is also support by Wardaugh (2006) explained gender is something important, it is part of the way in which society is organized around us.

From some of these opinions it can be concluded that gender is the difference between male and female due to social construction. These

differences may include differences in attitudes, roles, responsibilities, functions, rights, and behaviors inherent in male and female.

Rahmi (2015) explained the stereotypes about how the difference by male and women. Female talk more and put their feelings first. Meanwhile, male are more rational and logical than female. Female are characterized by sympathy, connection, listening, personal, supportive, and intimate. While male are considered as problem solvers, reports, lectures, public, status, opposition and independence.

Maccoby and Jacklin in Zeynali (2012) stated that in social activities, female are more interested than male, then male are more competitive and female are more cooperative. In line to Chasm et al. (2015) concluded several differences between male and female in various contexts, for example female are more cooperative in learning, self-aware, introspective, and skilled in social matters than male. Male tend to be more competitive and efficient. 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.

Then based on Greb and Pizzo in Tatarintseva (2002) in learning male are more tactile, visual, and kinesthetic, tend to learn less by listening, in informal environment require more mobility than female. Female tend to need more calm while studying, auditory, more motivated and adaptable when

studying than male. While Oxford in Sigerfoos (1907) argued that if there is no urgent situation, students will use learning strategies according to their preferred learning style, for example analytical learning and strategies that involve logic (often male) such as deductive reasoning. Meanwhile, in the global field, non-analytic strategies involve searching for the main idea and intuitively guessing from some contextual clues (often female). Auditory learners (often female) engage in many social interactions and use auditory memory devices, tactile/kinesthetic learners (usually male) favor total physical response techniques and object manipulation. Oxford (1994) mentions several factors that influence students in choosing learning strategies, one of which is gender, from the gender factor itself. Female report greater used of overall strategies than male in many studies (though men sometimes outperform women in using certain strategies).

C. Concept of Speaking

1. Definition of Speaking

Among the four skills in English, one of the essential parts that must be learned by students is speaking. According to Sirisrimangkorn (2021) stated that students can give messages and communicate for different goals by using speaking as an instrument. In line with that Parmawati & Inayah (2019) speaking is a verbal interaction process, which can produce, give or gain information accurately. This is also supported by the statement of Aladini (2021) said that speaking is part of humans in uttered their life, view, and emotions through an interactive process. From the statements, it

can be said that speaking is used by people in an effort to express a meaning orally. By speaking, it will be easier for people to share their perspectives, so can be easy to understand. Therefore, in our life speaking is very helpful especially when communicating both in ordinary conversations and in other intense situations.

In addition Nunan et al. (2003) argued that speaking is an oral skill and the process of creating verbal utterances to convey meaning. So the point is that in speaking there is a communicative purpose in the form of information to be conveyed to the interlocutor, each information has a certain meaning to be shared therefore students will try to organize ideas and sentence in speaking so that they can transfer the right meaning to the interlocutor. Here it can be seen how important speaking in building meaning when do communication.

From several expert opinions about speaking, the researcher can conclude that speaking is essential part to know because speaking is a tool that used to communicate and facilitates interactions. Speaking is used as a media to express the intent or purpose of an individual through oral means so the other people will more easily understand what the speaker want to say. Then, speaking can also make it easier to obtain and process the information received from the speaker.

2. Component of Speaking

The ability to speak can be said to go well or not if it has fulfilled the basic components in speaking. If you want to be good at speaking in

English, of course, these components must be studied. According to Brown (2004) and Harris (1969) there are several components in speaking, here is a description of these components:

a. Pronunciation

Pronunciation is how a word or sound is made and then pronounced correctly and properly. Pronunciation can help in distinguishing how one word sounds from another words. Good pronunciation can also make it easier to know the meaning of a word so that the conversation of the speaker will be easier to understand.

b. Fluency

This section is about how someone can speak fluently and easily. This fluency concerns where a person when speaking is more efficient in expressing ideas and has no difficulty, especially in thinking about the words to be expressed. In terms of fluency, you do not really care about grammatical problems so that there may be errors in this matter, but your language is still conveyed in an easy-to-understand way so that other people can easily understand your purpose.

c. Comprehension

Comprehension is the ability to understand the meaning and formulate a representation of the meaning at the sentence or language expressed by the speaker.

d. Grammar

Grammar deals with how to arrange or form words into sentences with the correct structure. The sentences that are formed have a meaning, if there is a slight difference in grammar will cause a different meaning. Thus learning grammar help to arrange words into perfect sentences and have certain meanings.

e. Vocabulary

Vocabulary is something that is very basic of a language. Vocabulary is the words collections which have a specific meaning which will then be used and arranged to form sentences. Vocabulary is the obligatory thing to know when you want to speak, because vocabulary helps you convey your intentions and goals but when you lack vocabulary then you can not say anything. In addition, in this problem, you must use the right vocabulary based on the context of the conversation.

Based on the explanation from the expert above, the researcher can conclude that each student must pay attention to each component of speaking and learn it comprehensively which includes vocabulary, grammar, pronunciation, fluency, and comprehension. Because to be a good speaker requires these components to be known and thus can make it easier for them to communicate using English.

c. Speaking as Performance

The last function is speaking as performance. This section refers to speak in front of a lot of people or commonly called public speaking. In the performance only one person will usually stand out to speak and conveying information in front of the audiences.

D. Concept of Learning Strategies

1. Definition of Learning Strategies

Learning strategies are a way that is applied to help facilitate the learning process. Stated by Basalama et al. (2020) Learning strategies are several ways or technique that can be used by students in gaining knowledge related about what they are learning. Strategies are the most important thing because as means used to involve oneself so that it is effective and enjoyable in learning.

Additionally Novita (2018) learning strategies is an action or approach used by students in learning. Learning strategies make students more independent, more fun and easy to transfer new information. Similarity with O'Malley & Chamot (1991) explained that learning strategy refers to individuals in helping to understand, learn, and store information using their thoughts or behavior.

The conclusion is learning strategies can be a way or some steps used by students in processing knowledge to improve their learning, understanding, and retention of new information. The use of these learning strategies can help students comprehend information better and help to

solve the problems in language learning. Students must identify the right strategies to use to make the learning more efficient and meaningful.

2. Category of Language Learning Strategies

Some experts have classified language learning strategies, for example, Oxford (1990) divides into two general overviews of learning strategies, there are direct and indirect strategies.

a. Direct Strategies

These strategies consist of several strategies, including:

1) Memory Strategies

Memory strategies are memorization technique where students try to store important information obtained from their learning in their memory, if the information is needed it can be recalled by students because it has been stored in memory. This memorization technique will encourage students to retain the new information they learn. For instance, a placing new word into a context.

2) Cognitive Strategies

Cognitive strategies refer to place emphasize transformation and manipulation in the target language. For example, practicing (manipulation and transformation). This strategy directs students to use all their mechanism to learn the language.

2) Representing Sound in Memory

Remembering a word or phrase by associating it with a familiar sound from another word or phrase. Example like use rhyme, rice-ice-know-now.

3) Structured Reviewing

Reviewing the material that has been learned. Reviewing can help to remember naturally so that, it is not easily lost when you get new information.

b. Cognitive Strategies

1) Repeating

Saying or doing something repeatedly or over and over, like say something repeatedly, listen to something repeatedly, imitate a native speaker.

2) Practicing with Sounds

In this method the focus is practice sounds (pronunciation and intonation), for example by recording voices or practicing in front of a mirror. So this method does not place too much emphasis on comprehension of meaning.

3) Receiving Using Resources

In learning other languages, especially in learning speaking, the learners can take advantage of various sources, both printed out (books, magazines, encyclopedias, dictionaries, etc.) or your non-print sources (TV, video, radio, etc.).

c. Compensation Strategies

1) Switching to the Mother Tongue

Switch to using the mother tongue when there is forgotten or unknown vocabulary about the target language. In other words, the learners can combine their mother tongue and target language when they have difficulty in learning speaking.

2) Using Gesture and Mimic

Using physic motion such as gestures and facial expressions to emphasize and indicate the meaning to be conveyed when do speaking.

3) Selecting the Topic

Learners can choose certain topics when learning speaking. Choose a particular topic that is liked and known with the aim of directing communication more interestingly and ensuring that with certain topics, the learners have sufficient vocabulary and grammar to converse.

4) Using Synonym

Using synonym or equivalent words if there are words that are forgotten or not known in the target language. Therefore, to replace the forgotten word, use a word that has the same meaning.

d. Metacognitive Strategies

1) Overviewing and Linking with Already Known Material

Looking for a comprehensive overview related to the upcoming material. Having an initial overview of the material will make it easier for learners when learning takes place.

2) Organizing Learning Strategies

In this case, students arrange certain schedules and materials in order to learn speaking. Activities in learning speaking are carried out based on the schedule and material they have determined previously.

3) Self Monitoring

Identify errors and mistakes made when doing speaking. The errors made can be in the form of pronunciation errors, vocabulary, and sentences, then the errors are corrected directly.

e. Affective Strategies

1) Lowering Anxiety (using laughter, using music, using mediation, deep breathing, or relaxation.

Reducing worry, fear, anxiety, and insecurity in speaking can be done in various ways, namely; laugh by seeing the funny things, listen to the music you like, take deep breaths, relax, meditate.

2) Rewarding to Yourself

Reward yourself for doing a good job when learning speaking. Rewards can be given in various forms.

3) Writing Language Learning Diary

Writing in a diary or journal related to events and feelings in the process of learning speaking.

4) Discussing Your Feeling with Others

Talking to other people (family, friends, teachers) to express the feelings and experiences while learning speaking.

1. Social Strategies

1) Asking for Correction

Asking someone for help to correct mistakes made when speaking.

2) Cooperating with Others (Peers or Proficient Users of the New Language)

Working with others to improve speaking skills. This method requires learners to interact socially with others to learn speaking. The interaction can be done directly or indirectly (telephone call).

3) Developing Cultural Understanding

Developing of knowledge about a new culture can help students understand better about what they heard or read in a new

language. Cultural knowledge can also help students know what is culturally appropriate to say aloud.

Table 2. 1: : Language Learning Strategies in Speaking

Strategies Group	Sub Strategy/Method
Memory Strategies	1. placing new words into context 2. representing sounds in memory 3. reviewing structure
Cognitive strategies	1. repeating 2. practicing with sounds 3. receiving using resources
Compensation strategies	1. switching to mother tongue (combine) 2. using gesture and mimic 3. selecting the topic 4. using synonym
Metacognitive Strategies	1. overviewing and linking with already known material 2. organizing learning process 3. self monitoring
Affective Strategies	1. lowering anxiety (using laughter, using music, using mediation, deep breathing, or relaxation) 2. rewarding to yourself 3. writing language learning diary 4. discussing your feeling with others
Social Strategies	1. asking for correction 2. cooperating with others (proficient user of the now language/peers) 3. develop cultural understanding

E. Concept of Post pandemic

In the post pandemic era, society is forced to face crucial changes in all fields, especially in the social and educational. As stated by Laksana (2021) in the post pandemic era, the (regional) development planning consequentially adapts to the new habits of people's life patterns in the era known as the new normal. Among the new habits are working from home,

schooling from home through online distance learning, and online purchasing for household daily needs.

Then according to Masalimova et al. (2021) post pandemic perspective as a prototype of the campus's innovative educational environment, it identified its predictive function, reformatting itself from a knowledge source to become a full participant in the creation of new information that meets the needs of a hybrid distance learning format supported by collaborative technologies. As a result of reformatting with the help of high-speed internet, local Wi-Fi networks, interactive panels in classrooms, local network servers, laptops, tablets, and teacher and student gadgets, the nature of the interaction between teachers and students is changing distance learning students are replenished with new generation software, accessible open educational platforms, information systems that provide access to modern educational resources; the transition to online learning (e-learning) is being made, which will allow the organization of educational activities based on the hybrid format model of distance learning platforms for students (Moodle, Zoom, Guru, Spring).

F. Conceptual Framework

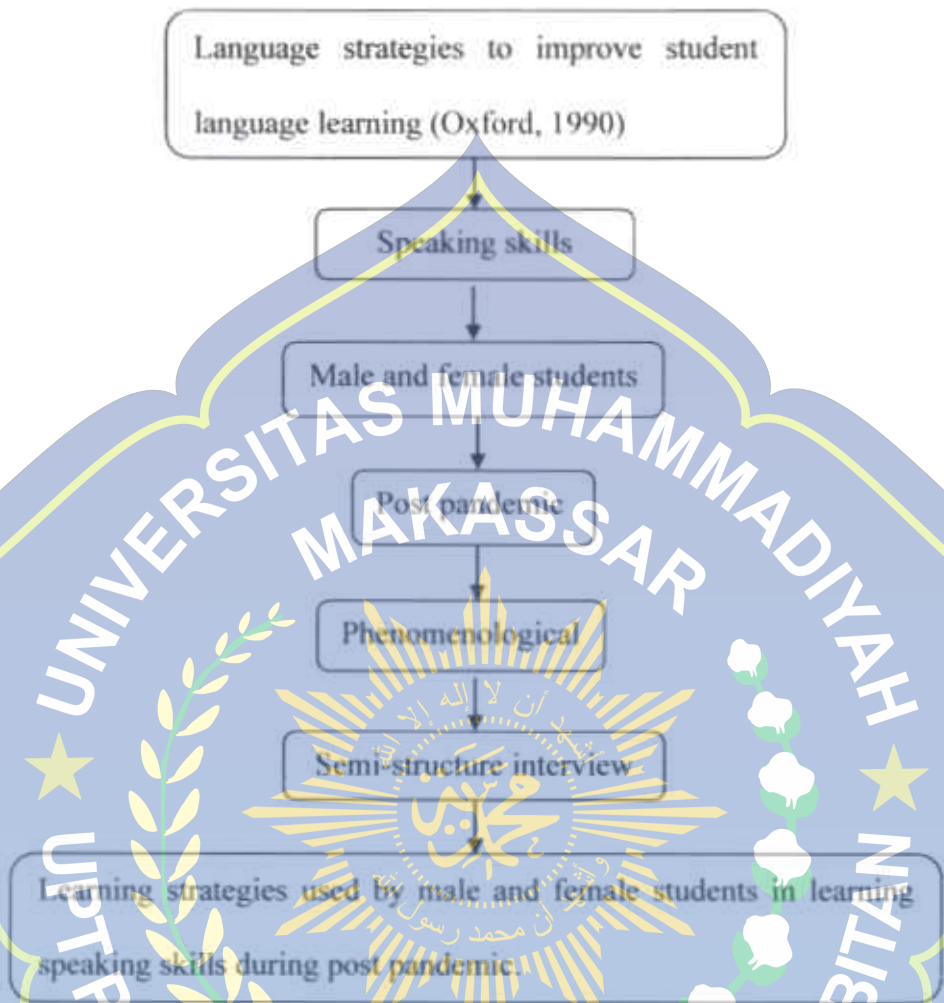


Figure 2. 1: Conceptual Framework

The researcher want to know the learning strategies used by students in learning speaking in post pandemic context, namely for male and female students who might have different strategies used and the reasons they chose the strategies. This research used qualitative method with the type of phenomenological. In collecting data the researcher obtained information through interview. Then, from the data that have been collected the researcher analyzed the learning strategies used by male and female students.

CHAPTER III

RESEARCH METHOD

This part describes the research method, research subject, research instrument, procedure of collecting data, and data analysis.

A. Research Design

This research used 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. This study seeks to understand the experience of human life which is the basis of phenomenology research and its research procedures require researchers to examine a number of subjects directly to develop meaningful relationships.

In this research, the researcher tried to find out the phenomena faced by students about the learning strategies in learning speaking during a post pandemic. It was related to the experiences of students (male and female) about the learning strategies used. Therefore, to find out the phenomena experienced by students, researchers tried to collect information by exploring directly the research subject to obtain in-depth data.

B. Research Subject

The subject in this research was the fourth semester students of English Education Department. The total subjects were 10 students which consist of 5 female students and 5 male students. The sample used in this research was

purposive sampling because the subjects selected based on certain characteristic. It was based on gender and for students who have good speaking skills according to the information of the lecturer. As Kusumastuti & Khoiron (2019) said that purposive sampling is a sampling by determine a certain criteria. From the subjects, it is hoped that they can provide accurate data regarding the learning strategies used during the post pandemic.

C. Research Instrument

Instruments are the most important tools for collecting information or data to be processed. In this research, the instrument used was interview.

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. The researcher has prepared several questions, by using semi-structured interview, researcher can develop questions from the answers given by respondents so that the questions are not limited and follow the flow or conditions when conducting interview, besides that the information obtained will be more complete and specific.

D. Procedure of Collecting 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.



Figure 3. 1. Procedure of Collecting Data based on Bogdan and Taylor (1992).

In carried out this research, the researcher first did pre-observations about the phenomenon to be studied. Pre-observation helps the researcher in collecting some information related to the research to be carried out, like the

subject and location for the study. In addition, through pre-observation, the researcher made a temporary hypothesis regarding the research that was: there were differences in the strategies used by male and female students in using learning strategies during the post-pandemic. After knowing this, the researcher designed the research to be carried out and one of them was by designing instrument guidelines in the form of interview to be asked to obtain information from the research subject. In the process of collecting data in the field: first, the researcher asked some questions to the students who have been selected as respondents. This interview session conducted via telephone, the researcher called the respondents one by one. Each respondent asked several questions that have been prepared and these questions developed according the situation at that time in interview session in order to obtain more information. Besides that, the researcher record the interview session so that there is no missing information and makes it easier to analyze the data properly.

E. Technique of Data Analysis

According to Bogdan and Taylor (1992) data processing after post-field, there are:

1. Do Analysis

In this process, the researchers can concentrate most of the attention to data interpretation, and collect all the evidence at hand for support the hypothesis. For the first thing did by the researcher in this step was analyzing the data from the interview by listening to the interview

recording. The data obtained from the interview selected specifically by the researcher to choose the data that is really needed. The specific data by the researcher transcribed in written.

2. Finding Themes and Formulating Research Findings

When the data has been collected, the researcher has an overview of the research results and hypotheses about the meaning of the data collected, so the researchers may find new hypotheses and changing the old, or consistent with the previous hypothesis. At this stage the researcher reads and observes interview transcripts repeatedly to mark topics that are important and needed related to the research carried out, thus researchers can find out the strategies used by male and female students in learning speaking during the post-pandemic and review back to the hypotheses made previously to see if there are similarities from the data that has been collected.

3. Working with Hypotheses

At the final stage after reviewing the previous hypothesis and formulating a new hypothesis in accordance with the description of the data obtained from the research results, the researcher conducted an analysis of the rearranged hypotheses. At this stage after the researcher reformulates the basic hypothesis, the researcher begins to compile the data, the researcher sorted the data in a table, and provided an overview of the resulting data in a brief description. The next step the researcher classified in more detail by writing down the results and discussion.

CHAPTER IV

FINDINGS AND DISCUSSION

This part presents the findings and discussion of the research that has been obtained from the interview process as the research instrument. In this chapter, it answered the research problem, which will present a description of the data from the strategies in learning speaking used by male and female students during the post-pandemic. Data collection through interview was carried out online due to situations and conditions that did not allow researchers to interview students directly, so researchers adjusted the situation and students' willingness to obtain the data.

A. Findings

The learning strategies used by students in learning speaking during the post-pandemic are guided by the theory of Oxford (1990) which divides learning strategies into 6 group categories, namely; memory strategies, compensation strategies, cognitive strategies, metacognitive strategies, affective strategies, and social. From this theory, it is used as a guide in determine the learning strategies used by students in learning speaking based on data obtained from interviews. The data obtained shows that male and female students use all types of strategies in learning speaking during the post-pandemic, the difference only lies in the number of male and female students in using each method in group strategies, as well as differences in the use of method in group strategies by male and female students. The following

are the strategies used by female and male students in learning speaking during the post-pandemic:

1. Learning Strategies Used by Male Students and Female Students

Table 4. 1: Learning Strategies Used by Male Students and Female Students

No.	Strategies Group	Sub Strategy/Method	Students	
			Female Student (FS)	Male Student (MS)
1.	Memory	placing new words into context	FS1, FS2, FS3, FS4, FS5	MS1, MS2, MS3, MS4, MS5
		representing sounds in memory	-	-
		structure reviewing structured repeating	FS2, FS3, FS4	MS5
2.	Cognitive	repeating	FS1, FS2, FS3, FS4, FS5	MS1, MS2, MS3, MS4, MS5
		practicing with sounds	FS1, FS2, FS3, FS4, FS5	MS2, MS3, MS4
		receiving resources using	FS1, FS2, FS3, FS4, FS5	MS1, MS2, MS3, MS4, MS5
3.	Compensation	switching to mother tongue (combining)	FS1, FS2, FS3, FS4, FS5	MS1, MS2, MS3, MS4, MS5
		using gesture and mimic	FS1, FS2, FS3, FS4, FS5	MS1, MS2, MS3, MS4, MS5
		selecting the topic	FS1, FS2, FS3, FS5	MS1, MS3, MS4, MS5
		using synonym	FS1, FS2, FS4, FS5	MS1
4.	Metacognitive	overviewing and linking with already known material	FS1, FS2, FS3, FS4, FS5	MS1, MS2, MS4, MS5
		organizing learning process	-	-
		self monitoring	FS2, FS4, FS5	MS1, MS4, MS5
		Lowering anxiety (laughter, meditation, music, deep	-	MS1, MS5

5.	Affective	breathing, relaxation)		
		reward yourself	FS1, FS2, FS4	MS1, MS3, MS5
		writing language learning diary	-	-
		discussing your feeling with others	FS2, FS4	-
6.	Social	asking for correction	FS2, FS4, FS5	MS1, MS2, MS5
		cooperating with others (proficient user of the now language or with peers)	FS2, FS3, FS4, FS5	MS5
		develop cultural understanding	FS1, FS2, FS4, FS5	MS2

The interview results of female and male students will be presented and some of the results of the interviews will be extracted to show the strategies used.

a. Memory Strategies

1). Placing new words into context

In remembering and understanding the function of new words and phrases. Female and male students admit these words when practice speaking

Extract 1: *"untuk saya, eee itu e saya gunakan itu vocab baru dalam kalimat, jadi saya lebih mudah mempelajarinya"* (interview of female student, June 11th 2022)

Extract 2: *"...nah selain itu supaya lebih paham betul e dan cepat ingat digunakan kalau latihanma speaking"* (interview of male student, June 16th 2022)

atau aktris dari film tersebut... "(interview of male student, June 12th 2022).

2) Practicing with sounds

Practicing with sounds do by recording voices then to be judged on how to pronounce the English words. For practice in front of the mirror, the students use it to train themself so that he is more prepared when making presentations.

Extract 1: ".....hmmmm zere kalau kurecord suaraku kudengarkan ulangmi ehmm bagaimana penyebutanku, anehkan tau tidak begitu.

Lee latihan di depan cermin juga kupakai kak supaya lebih terbiasaka kalau misalnya speaking maka nanti di depan orang-orang" (interview of female student, June 11th 2022)

Extract 2: "recording pernah kak, mmm setelah record saya dengarmi suaraku baru kudengar terus menilaيمي bilang ohh pengucapannya kayaknya salah yang ini" (interview of male student, June 13th 2022)

3) Receiving using resources

The sources used by female and male students in learning are English-language literature, dictionaries (google translate), watching YouTube (movies or certain channels to learn speaking), games and listening to English songs.

Extract 1: "Untuk saya sendiri kak saya suka membaca dan nonton. Kalau misalnya membacaka kak ada yang tidak kutau artinya jadi

saya suka cari di google translate dulu. Untuk nonton sendiri saya pakai subtitle bahasa Inggris, dari situ juga saya peroleh vocab baru dan belajar sedikit tentang grammar kak." (interview, June 11th 2022)

Extract 2: *".....biasa dari dengar music dan nonton film yang subtitle bahasa Inggris, eee saya belajar disitu kosa kata baru sama beberapa pronunciation begitu kak."* (interview of male students, June 13th 2022)

c. Compensation Strategies

1) Switching to the mother tongue (Combining)

Switching to their mother tongue or combining English-Indonesian students to overcome when there are words they forget in English or they don't know English words.

Extract 1: *"kalau saya lupa kak biasanya gunakan bahasa Indonesia atau combine English- Indonesia begitu..."* (interview of female student, June 11th 2022)

Extract 2: *"eee kalau ada kata yang saya lupa kak, saya combine"* (interview of male student, June 19th 2022)

2) Using gesture and mimic

Physical motion helps in emphasizing the meaning of what is being conveyed and make students more flexible when speaking.

Extract 1: *"iyya kak saya gunakanka, hmmm supya lebih mengerti apa kubilang eeee dan lebih sampai maksudnya".* (interview of female student, June 13th 2022)

Extract 2: *"kalau gesture tubuh kak kadang tanganku goyang-goyang sendiri, mmm biasa kalau begitu kak eee munculmi apa itu kupikir dan apa mau kubilang kak"* (interview of male student, June 16th 2022)

3) Selecting the topic

For speaking practice, some students choose a certain topic. The topics here are related to topics that are liked, known, and interested.

Extract 1: *"ehmmmm saya pilih sih kak topiknya kalau mau practice speaking, ee yang menurut saya menarik dan tentunya saya ketahui"* (interview of female student, June 13th 2022)

Extract 2: *"untuk practice speaking kak eeeee yang pertama topiknya harus yang saya tertarik dulu supaya ada dorongan untuk belajar tentang topic apa yang akan saya bahas begitu kak"* (interview of male student, June 12th 2022)

4) Using synonym

In addition to switching to their mother tongue, students also use the synonym of a word that is not known in English.

Extract 1: *"mungkin saya lebih gunakan sinonim kak, hmmm meskipun agak ribet atau memberi penjelasan yang cukup panjang setidaknya maksudnya sama"* (interview of female student, June 11th 2022)

Extract 2: *"iyye hmmm jadi saya kak kalau ada begitu saya paraphrase itu yang tidak saya tahu eee atau kayak sinonimnya itu kak e vocab kupakai kak"* (interview of male student, June 12th 2022)

d. Metacognitive Strategies

1) Overviewing and linking with already known material

To be able to speak well in class, firstly the students looking for the upcoming material.

Extract 1: "...materi yang dikasih kemudian saya cari referensinya kak kemudian saya pelajari untuk persiapan kalau mau speech"

(interview of female, June 11th 2022)

Extract 2: "eee saya searching dulu kak baca-baca pelajari, eee jadi pas pembelajaran tidak terlalu kaku e dan bisa speaking mi dengan baik tentang itu materi" (interview of male, June 19th 2022)

2) Self monitoring

Some students notice and monitor when they make mistakes when speaking, so that they automatically correct the mistakes.

Extract 1: "kadang saya bicara dan eeee ingat ohh saya salah bagian ini, saya ulangi repeat lagi kak...." (interview of female student, June 11th 2022)

Extract 2: "eee jadi kalau saya kadang perbaiki kadang tidak kak, tapi kebanyakan saya perbaiki kak" (interview of male student, June 11th 2022)

e. Affective Strategies

1) Lowering anxiety (laughter, music, meditation, deep breathing, relaxation)

Taking deep breaths and relaxing yourself before starting to speak can calm yourself and focus your mind and help reduce the frightened

that often interferes with speaking. This method only used by male students.

Extract 1: *"kalau speaking eee pasti ada rasa gugup, takut, karena memang kita bukan ahlinya bahasa Inggris kan. Eee untuk mengurangi itu ee saya tarik nafas yang dalam-dalam coba merilekskan diri"* (interview of male, June 19th 2022)

2) Reward yourself

Giving rewards to yourself becomes an appreciation for students after making an effort to speak English, so as to recover themselves to learn speaking.

Extract 1: *"emmm paling kalau sukses presentasiku atau lancar practice speakingku, eee saya treat diriku dengan beli minuman yotta. Hmmm itu kadang yang bikin healing"* (interview of female student, June 12th 2022)

Extract 2: *"eee istirahat biasanya kak kalau sebagai bentuk rewardnya."* (interview of male student, June 15th 2022)

3) Discussing your feeling with others

The journey taken during learning speaking can be shared with friends or others. This ne only apply by female students.

Extract 2: *"kalau saya kak, eee karena ada teman sharing untuk belajarku eee jadi saya lebih ke curhat ke teman tentang itu"* (interview of female student, June 12th 2022)

f. Social Strategies

1) Asking for correction

The students asking for help from others to revise and correct their mistakes.

Extract 1: *"kalau saya kak kuminta, ehkk kutanya bilang eh cocokmi kah. Hmmm karena perluki memang bantuannya orang untuk koreksi apakah sudah betul atau tidak"* (interview of female, June 13th 2022)

Extract 2: *"iyye kak, saya minta bantuan kepada orang yang lebih jago speakingnya misalnya bertanya benarmikah ini pronunciation ku, benarmikah ini bahasanya, kayak gitu kak."* (interview of male, June 12th 2022)

2) Cooperating with others

Learn or practice speaking with other people like peers or people who are more fluent in English.

Extract 3: *"eeeeee karena banyak temanku yang ada basicnya dalam bahasa Inggris biasanya saya practice sama mereka meskipun bukanki anak bahasa Inggris. Hmmm ada juga temanku yang fluent kak tapi karena jaraknya jauh biasanya saya practice lewat telpon sama dia"* (interview of female, June 11th 2022)

Extract 3: *".....eeee yang juga main game pubg kak disitukan main harus sama orang lain nah kebetulan eee ada yang sering saya ajak main orang luar kak dan orang jago bahasa Inggris. eee kalau mainkan harus on mic jadi bicara pakai bahasa Inggris, dari situ*

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. It can be said that students combine English-Indonesian when they have difficulty speaking in the target language. 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 and also by using body movements they feel more relaxed when speaking so that it is easier to remember what they will say. 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, besides that it is also an encouragement for them not to be passive in 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, so in addition to switching to the target language, some students also choose to use synonyms of these words.

In metacognitive strategies, there are several methods used. 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. From the references obtained earlier, male and female students then relate it to the

material to be explained again, so that they can speak well 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. So male and female students can recognize these mistakes and then fix it.

In affective strategies, male and female students applied strategies, such as: the first lowering anxiety (laughter, music, meditation, deep breathing, relaxation). This method is only used by male students, in this case male students try to overcome nervousness and fear when speaking.

★ To deal with this problem, male students try to relax and take a deep breath. 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 others, 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 mistakes corrected by others become lessons for male and female students to be better in 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.

Based on the data obtained also shows that, female student explained the strategies used in learning speaking during the post-pandemic were easy, effective, and convenient ways to apply. Applying these methods has a positive impact on their speaking skills, especially in vocabulary, pronunciation, fluency, and level of confidence when speaking. Also for the male students applied these strategies on the grounds that they are more flexible, easy, practical, and effective. Their

speaking skills also improved as well as female students. The students' opinions are the same as those expressed by Novita (2018) about learning strategies that make the learning process easier and more fun.

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.

2. The Difference in the Number of Learning Strategies Users by Male and Female Students

Basically, 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.

The first is 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.

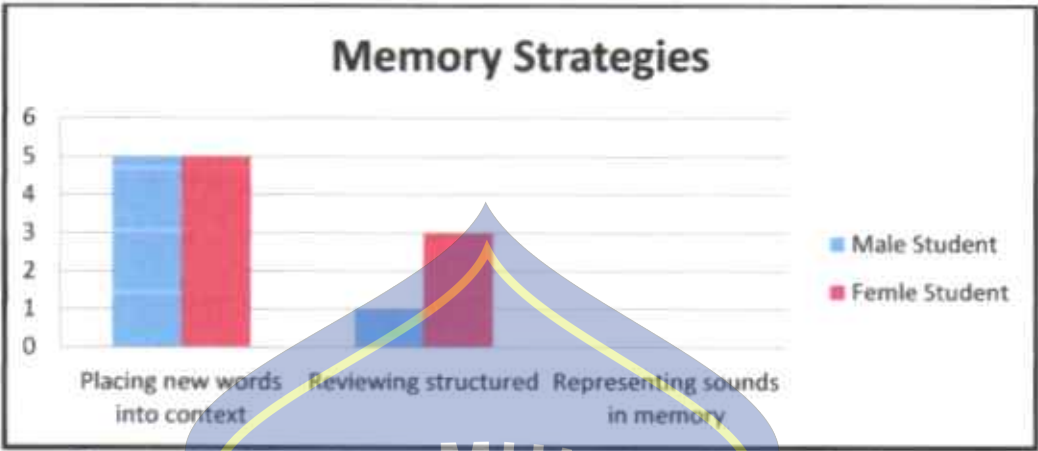


Figure 4. 2 Memory Strategies Used by Male and Female Students

The second is 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.



Figure 4. 3 Cognitive Strategies Used by Male and Female Students

The third is 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.

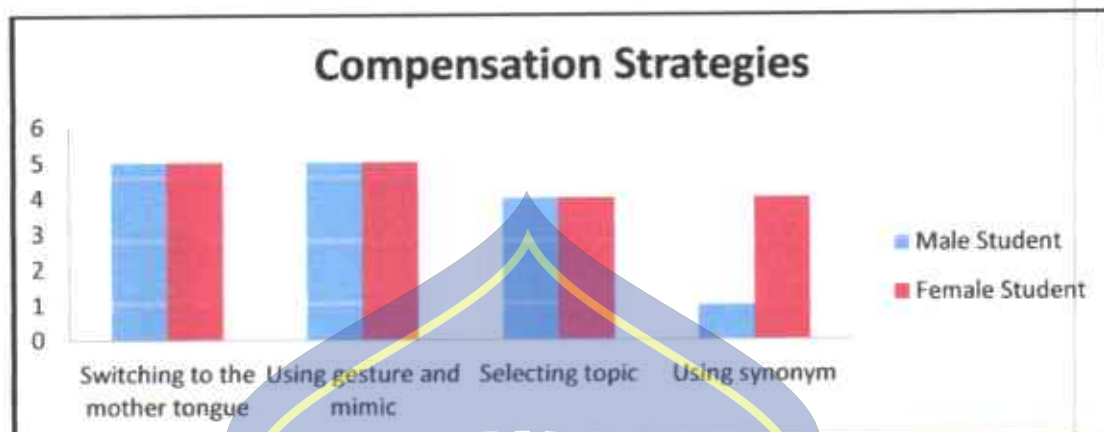


Figure 4. 4 Compensation Strategies Used by Male and Female Students

The fourth is 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,



Figure 4. 5. Metacognitive Strategies Used by Male and Female Students

The fifth 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.

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Researcher : Bagaimana carata supaya mudahki mengingat dan menghafal vocab atau ungkapan baru bahasa Inggris yang pernah didengar ataupun dibaca?

Respondent : hmhhh eeee kalau ada vocab baru yang saya dapat, eee saya buat kan kalimat dan praktek kan dan ulang-ulangi.

Researcher : Jadi kamu gunakan vocab baru itu ketika speaking ?

Respondent : Iyye kak bisanya begitu.

Researcher : Apakah kamu pernah latihan menggunakan rima dalam mengingat ataupun menghafal vocab?misalnya rice hampir sama dengan ice jadi mudh diingat

Respondent : Tidak saya kak

Researcher : Apakah kamu mereview kembali pelajaran speaking yang pernah dipelajari?

Respondent : Satu hari atau beberaa jam sebelum kelas speaking dimulai, eeee saya review materinya kak hmm.

Researcher : Apakah kamu pernah belajar speaking dengan merecord suara dan latihan speaking di depan cermin??

Respondent : Saya sering terapkan dua-duanya kak, eeeee terutama kalau ada lagi mood untuk practice saya gunakan. Hmhhh eeee kalau kurecord suaraku kudengarkan ulangmi ehmm bagaimana penyebutanku, anehkah tau tidak begitu. Eee latihan didepan cermin juga kupakai kak supaya lebih terbiasaka kalau misalnya speaking maka nanti didepan orang-orang.

Researcher : Adakah klub atau komunitas bahasa Inggris yang kita join dek?

Respondent : Hmhhh kalau sekarang ka tidak ada. Duluji ada lamami. Dulu disitu belajarki debat dan public speaking.

Researcher : Apakah kamu menggunakan gesture tubuh dan mimik muka ketika speaking?

Respondent : Iyye kak biasa, eee kayak terbawa suasananya saja kalau speaking langsung gerakin tangan dan gunakan mimic

Researcher : Apakah kamu memilih topik tertentu ketika practice speaking atau tidak??

Respondent : Saya kak topik yang kusuka atau kutau saja kalau mauka practice.

Researcher : Apakah kamu menyusun jadwal dan materi tertentu untuk belajar speaking?

Respondent : Setiap ada kesempatan saja saya belajar speaking kak, tidak adaji bilang jadwal begini dan materi-mteri begini.

Researcher : Apakah kamu merasa tidak percaya diri, gugup, takut ketika speaking? Kalau misalnya iya, apa yang kamu lakukan untuk mengurangi hal tersebut??

Respondent : Saya seringkali merasakan itu kak, untuk mengurangi hal itu saya perbanyak practice saja jadi nda terlalu gugupma pas speaking.

Researcher : Apakah kamu memberikan semacam reward atau penghargaan kepada diri sendiri ketika berhasil speaking English? Entah itu berhasilki speech di kelasta atau selain dari itu yang penting saat kamu merasa berhasil speaking English.

Respondent : Setelah berhasil speaking atau presentasi eeeee di kelas kak eeee biasa bangga sendiri. Kalau reward ngasih kak, nda ada.

Researcher : Perjalanan dan perasaan yang kamu lalui selama belajar speaking, apakah kamu tulis dalam buku diary atau pernah curhat ke teman tentang hal itu?

Respondent : Saya pendam sendiri kak.

Researcher : Apakah kamu sering practice speaking dengan temanmu ataupun practice dengan orang lain yang menurut kamu bisa membantu dalam meningkatkan kemampuan speakingmu??

Respondent : Kadang-kadang saja kak tidak terlalu sering, karena berhubung teman kost juga sesama jurusan bahasa Inggris eeee jadi sekali-kali ngomong dan latihan pake bahasa Inggris.

Researcher : Kalau practiceki speaking, apakah kamu minta bantuan teman ataupun orang lain untuk mengoreksi speakingmu?

Respondent : Tidak kak, eeee saya speaking saja begitu

Researcher : Dalam belajar speaking, apakah kamu juga mempelajari budaya native speakernya? Penutur aslinya yang bahasa Inggris dek

Respondent : Eeee tidak kayaknya kak.

Researcher : Hmmm. Jadi diantara semua strategi tadi, yang mana lebih prefer dan lebih sering digunakan ?

Respondent : Saya lebih prefer yang nonton youtube yang memang kontennya belajar bahasa Inggris, karena disitu adami tulisannya adami juga cara penyebutannya. Ini juga tidak nabuatki bosan, jadi lebih nyamanka.

Researcher : Bagaimana perkembangan speakingta setelah apply tadi itu strategi dek ?

Respondent : Ada kak perkembangannya, misalnya lebih percaya diri sama lancer speakingku sedikit-diikit.

Researcher : Adakah tujuan atau goals yang ingin kamu capai dalam belajar speaking?

Respondent : Untuk saat ini belum ada goals tertentu kak, tapi lebih ke supaya bisa berkomunikasi dengan baik menggunakan bahasa Inggris. Mungkin nanti kedepannya ada lagi yang lainnya.

Researcher : Ok dek. Baik dek itu tadi interviewnya. Terima kasih banyak atas waktunya.

Respondent : Iyye kak.

Researcher : Assalamualaikum warahmatullahi wabarakatuh

Respondent : Walaikum salam.

4. Respondent : FS4

Gender : Female

Semester : 4th

Time : 10:15 am

Date : 12 June 2022

Researcher : Halo assalamualaikum warhmtullahi wabarakatuh.

Respondent : Iyye walaikumsalam iyye

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : oh iyye kak, iyye iyye

Researcher : Saya akan interview tentang strategi yang kita gunakan dalam belajar speaking selama post pandemic. Nah berdasarkan informasi yang saya ketahui, selama post pandemic system pembelajaran dominan dilaksanakan secara online, begitu juga dalam kelas speaking. Jadi bagaimana dek situasi dan sistem pembelajaran speaking di kelasta yang dilaksanakan secara online selama post pandemic?

Respondent : Selama ini kalau speaking eeee dilakukan online kak, hnnmmmm biasanya dosen gunakan google meet disitu diberikan satu topic. Ehhmm dari topik yang tersebut diberikan waktu sekitar 5 sampai 10 menit kemudian eeee di explain dengan kata-kata sendiri. Namun untuk speaking sekarang hnnmm dosen membagi beberapa kelompok dan tiap kelompok diberikan materi untuk dipresentasikan nantinya kak.

Researcher : Kemudian apa yang kamu lakukan setelah adami materi dikasiki oleh dosen dek?

Respondent : Kalau saya eeee biasanya kuserching-searching mi materinya diinternet kak eee dan pelajari, untuk persiapan presentasi sama teman kelompokku.

Researcher : Sebelum kita explain tentang topic yang diberikan dosen atau presentasi dikelas tentang materi yang diberikan, apakah kamu menerjemahkan dalam bahasa Indonesia tentang apa-apa saja yang akan kamu katakan ketika speaking?

Respondent : Untuk saya pribadi kak, langsung speaking. Eeee kecuali kalau ada note-note penting eee dan takutnya saya lupa saya catat point pentingnya tapi in English mi memang kak. Pas nanti mau menjelaskan tidak kulupami. Eeeee jadi tidak saya tulisji bahasa indonesianya kak.

Researcher : Misalnya sementara speaking atau presentasi, ada kesalahan yang kamu perbuat apakah kamu langsung memperbaiki kesalahan tersebut?

Respondent : Kadang saya bicara dan eeeee ingat ohh saya salah bagian ini, saya ulangi repeat lagi kak. Kalau ehmmm misalnya saya lupa nanti pas selesai presentasi baru diingatkan sama dosen bilang ini tadi grammarnya salah, ehmmm bagusnya seperti ini.

Researcher : Bagaimana cara kamu mengatasi ketika terdapat vocab yang dilupa ataupun tidak diketahui bahasa inggrisnya saat speaking?

Respondent : Saya eeee lebih banyak menggunakan sinonimnya itu vocab kak, ehmmmm tapi kalau tidak saya tahu mentongmi sama sekali eee langsung bilang in bahasa ini, ehmmmm kusebutmi langsung bahasa Indonesiannya.

Researcher : Selama post pandemic ini adakah cara-cara atau strategi-strategi tertentu yang kita terapkan untuk meningkatkan kemampuan speakingta ?

Respondent : Diluar dari kelas atau perkuliahan di h kak, eeee kalau saya kak ini juga berdasarkan saran dari dosen saya kak nonton dari youtube channel native speaker eeeee jadi disini kita listening native speaker kemudian diulang-ulang itu yang didengar, jadi terlatih pronunciation ta. Sementara nonton eee dan tiba-tiba ada vocab

baru saya dapat kak langsungka pause dan beralih ke dictionary untuk cari artinya apa.

Researcher : Bagaimana carata supaya mudahki mengingat dan menghafal vocab atau ungkapan baru bahasa Inggris yang pernah didengar ataupun dibaca?

Respondent : Saya ulang-ulang itu kak apa yang sudah kudengar, hmmm misalnya saya repeat tiga kali jadi selain memperlancar pronunciation juga supaya mudah kuingat itu vocab barunya. Ehhlh biasa juga saya gunakan vocab baru itu ketika latihan speaking sama temanku.

Researcher : Jadi kamu gunakan vocab baru itu ketika practice speaking?

Respondent : Iyee kak

Researcher : Apakah kamu pernah latihan menggunakan rima dalam mengingat ataupun menghafal vocab? Misalnya rice hampir sama dengan ice jadi mudah untuk diingat.

Respondent : Nda kak, saya pribadi tidak pernah kak karena agak susah kurasa.

Researcher : Apakah kamu mereview kembali pelajaran speaking yang pernah dipelajari?

Respondent : Iyee kak, eeee kalau selesai mata kuliahnya kadang reviewnya juga saat itu selesai kuliah, kalau ada tugas kureview lagi, ehhlhmm sama satu hari sebelum masuk kelas speaking biasanya kak.

Researcher : Apakah kamu pernah belajar speaking dengan merecord suara dan latihan speaking di depan cermin?

Respondent : Kalau yang recording sering kak, eee itu salah satu cara yang saya gunakan sejak SMA, eee tapi kalau latihan didepan cermin tidak kak bisa dibilang jarang sekali.

Researcher : Adakah klub atau komunitas bahasa Inggris yang kita join dek?

Respondent : eee, kalau dulu waktu semester awal sekitar semester dua sering datang ke weekly meeting begitu. Disana kita diskusi tentang

suatu topic jadi banyak belajar juga. Tapi untuk saat ini terutama post pandemic tidakmi kak, karena sering pulag kampung.

Researcher : Apakah kamu combine mix English-Indonesia ketika speaking English ?

Respondent : Iyye kak, kalau sama teman-teman sering.

Researcher : Apakah kamu menggunakan gesture tubuh dan mimik muka ketika speaking??

Respondent : Saya suka pakai gersture sama mimic, hmmm supaya lebih sampai kurasa eee apa yang kubilang.

Researcher : Apakah kamu memilih topik tertentu ketika practice speaking atau tidak??

Respondent : Sembarangji topiknya, yang penting speaking English.

Researcher : Apakah kamu menyusun jadwal dan materi tertentu untuk belajar speaking?

Respondent : eee kalau untuk jadwal dan materi tidak terplan sebgas itu kak, kalau ada kemauanku untuk belajar hmmm baru lagi belajar kak.

Researcher : Apakah kamu merasa tidak percaya diri, gugup, takut ketika speaking? Kalau misalnya iya, apa yang kamu lakukan untuk mengurangi hal tersebut?

Respondent : Eeeee biasanya saya merasa gugup itu kak kalau topic untuk latihan speaking tidak terlalu saya tau. Ehmmm jadi caraku saya kak kumainkan mimic muka kalau speaking ma, supaya nda terlalu gugupma eee dan tidak nampak kalau gugupka.

Researcher : Apakah kamu memberikan semacam reward atau penghargaan kepada diri sendiri ketika berhasil speaking English?entah itu berhasilki speech di kelasta atau selain dari itu yang penting saat kamu merasa berhasil speaking English.

Respondent : Emmm paling kalau sukses presentasiku atau lancarji practice speakingku, eeeesaya treat diriku dengan beli minuman yotta. Hmmm itu kadang yang bikin healing.

Researcher : Perjalanan dan perasaan yang kamu lalui selama belajar speaking, apakah kamu tulis dalam buku diary atau pernah curhat ke teman tentang hal itu??

Respondent : Kalau saya kak, eee karena ada teman sharing untuk belajarku eee jadi saya lebih ke curhat ke teman tentang itu.

Researcher : Apakah kamu sering practice speaking dengan temanmu ataupun practice dengan orang lain yang menurut kamu bisa membantu dalam meningkatkan kemampuan speakingmu?

Respondent : Sering kak. Eee kalau dalam lingkup kampus eeee ada memang temanku yang selaluka berdua practice kalau bahas tugas jadi sering sekali ini kak. Ehmnn kebetulan saya juga punya kenalan native speaker kak ehnn saya biasa juga latihan dengan dia lewat telephone, karena dari awal memang kak saya tanya bilang ajarika agar eeehhh fluent berbahasa Inggris.

Researcher : Jadi dalam practice speaking, apakah kamu minta bantuannya ini temanmu sama native speaker untuk koreksi speakingmu?

Respondent : Iyye kak, biasanya begitu eee karena masih banyak salahku eee jadi kusuruh perhatikan dan koreksi eehhh kalau salahka.

Researcher : Dalam belajar speaking, apakah kamu juga mempelajari budaya native speakernya? Penutur asliya yang bahasa Inggris dek

Respondent : eeee kalau saya tertarik ama native speakernya kak barulah biasanya saya coba cari-cari tentang budayanya, jadi eee kadang-kadang saya pelajariji.

Researcher : Ohh iya. Jadi diantara semua strategi tadi, yang mana lebih prefer dan lebih sering digunakan ?

Respondent : Yang lebih prefer dan langsung terasa impactnya ke saya, eeee yang itu kak practice sama teman.

Researcher : Apa alasan pilih beberapa cara atau strategi yang tadi kita sebutkan untuk meningkatkan speakingta?

Respondent : Diantara semua cara-cara yang pernah dicoba, yang tadi yang paling nyaman disaya dan efektif dalam meningkatkan speakingku.

Researcher : Bagaimana perkembangan speakingta setelah apply tadi itu strategi dek ?

Respondent : Selain lebih percaya dirika, yng awalnya tersendak banyak agak jarangmi terjadi. Itu yang kurasa kak.

Researcher : Adakah tujuan atau goals yang ingin kamu capai dalam belajar speaking ?

Respondent : Itu yang pertama bisaka fluent dalam berbicara bahasa Inggris kak, jadi tidak perlu lagi pikir vocab apa mau kupakai, jadi bisama langsung saja bicara dengan lancar tanpa pikir-pikir lagi.

Researcher : baik dek, itu tadi pertanyaan-pertanyaannya tentang strategi belajar speaking. Terima kasih banyak di atas waktu dan kesempatannya.

Respondent : sama-sama kak.

Researcher : Assalamualaikum warahmatullahi wabarakatuh

Respondent : Walaikumsalam warahmatullahi wabarakatuh.

5. Respondent : FS5

Gender : Female

Semester : 4th

Time : 10:35 am

Date : 13 June 2022

Researcher : Halo assalamualaikum warahmtullahi wabarakatuh.

Respondent : Halo kak, walaikumsalam warahmatullahi wabarakatuh

Researcher : Maaf mengganggu di dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Oh iyye kak, tidak apa-apa

speaking untuk mengurangi nervousku saya lebih ke practice kak apa-apa itu mau kubilang.

Researcher : Apakah kamu memberikan semacam reward atau penghargaan kepada diri sendiri ketika berhasil speaking English? Entah itu berhasilki speech di kelasta atau selain dari itu yang penting saat kamu merasa berhasil speaking English.

Respondent : Nda adasih kak, kalau selesai yah selesaimi

Researcher : Perjalanan dan perasaan yang kamu lalui selama belajar speaking, apakah kamu tulis dalam buku diary atau pernah curhat ke teman tentang hal itu??

Respondent : Saya pendam sendiri ji kak.

Researcher : Apakah kamu sering practice speaking dengan temanmu ataupun practice dengan orng lain yang menurut kamu bisa membantu dalam meningkatkan kemampuan speakingmu?

Respondent : Sama teman eeee saya suka practice speaking, hmmm cuma tidak terlalu sering karena jarang ketemu. Kalau misalnya dalam satu minggu tiga kali ketemu yahhh segitu saja practicenya kak, eeehm karena tidak tiap hari ketemu.

Researcher : Jadi dalam practice speaking, apakah kita minta bantuannya ini temanta ataupun orang lain untuk koreksi speakingta?

Respondent : Kalau saya kak kuminta, ehbb kutanya bilang eh cocokmi kah. Hmmm karena perlu ki memang bantuannya orng untuk koreksi apakah sudah betul atau tidak.

Researcher : Dalam belajar speaking, apakah kamu juga mempelajari budaya native speakernya? Penutur asliya yang bahasa Inggris dek

Respondent : Eeee iyya kak tapi kalau yang menarik misalnya slangnya, apa kek kata-kata gaulnya apa, eee kan biasa di media social ada kadang informasi-informasi bilang negara ini bahasanya begini, ee makanannya begini, nah dari situsih saya bisa tahu culturenya orang asing.

Researcher : Ohh iya. Jadi diantara semua strategi tadi, yang mana lebih prefer dan lebih sering digunakan ?

Respondent : Yang nonton film tadi kak. Ehmmm biasa juga saya story tellingmi itu eee cerita secara singkat nah disitumi lagi practiceka speaking kak.

Researcher : Apa alasan pilih beberapa cara atau strategi yang tadi kita sebutkan untuk meningkatkan speakingta?

Respondent : Lebih menarik dan enak kurasa kak, hmmm mudahki juga kak.

Researcher : Bagaimana perkembangan speakingta setelah apply tadi itu strategi dek ?

Respondent : Saya rasa adasih kak, misal agak lumayanmi pronunciationku sama agak lancarma speaking. Tapi menurutku itu masih kurang eee jadi masih perlu belajar banyak kak.

Researcher : Adakah tujuan atau goals yang ingin kamu capai dalam belajar speaking ?

Respondent : Goalsnya saya bisa keluar negeri sih kak, eeee dan bisa berkomunikasi dengan menggunakan bahasa Inggris dengan baik, hmmm jika itu tercapai nantinya..

Researcher : Baiklah, itu tadi pertanyaan-pertanyaannya dek, terima kasih banyak atas waktu dan kesempatannya.

Respondent : Bah iyye kak.

Researcher : Assalamualaikum warahmatullahi wabarakatuh

Respondent : Walaikumsalam warahmatullahi wabarakatuh.

Appendix 3: Transcript Interview of Male Students

1. Respondent : MS1

Gender : Male

Semester : 4th

Time : 1:02 pm

Date : 12 June 2022

Researcher : Halo assalamualaikum.

Respondent : Halo iyye . Walaikumsalam kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye iyye nda apa-apaji kak.

Researcher : Saya akan interview tentang strategi yang kita gunakan dalam belajar speaking selama post pandemic atau pasca pandemi. Berdasarkan informasi yang kakak ketahui, selama post pandemic system pembelajarannya dominan dilaksanakan secara online, begitu juga dalam kelas speaking. Jadi bagaimana dek situasi dan sistem pembelajaran speaking di kelas yang dilaksanakan secara online selama post pandemic ?

Respondent : Khusus mata kuliah speaking, hmmm jadi kelas dilaksanakan melalui google meet. Ee sebelumnya dosen telah membagi beberapa kelompok dan tiap kelompok diberikan materi yang akan dipresentasikan kak. Urutan presentasinya eeee juga dipersiapkan. Jadi eee jauh-jauh hari sebelumnya kami sudah tahu materi apa yang akan kami presentasikan kak.

Researcher : Kemudian apa yang kita lakukan setelah materi dikasiki oleh dosen dek?

Respondent : Kalau saya pribadi emmmm saya cari materinya di e-book kak dan searching di google eeeee sebagai amunisi dan ee referensi tambahan.

Researcher : Dari referensi yang didapat dari internet atau e-book, apakah kamu menerjemahkan dalam bahasa Indonesia tentang apa-apa saja yang akan kamu katakan ketika speaking?

Respondent : Karena dari sumbernya terlalu panjang eeee dan berbelit-belit kata-katanya kak eee jadi saya singkat dan gunakan kata-kataku sendiri untuk power pointnya dan dari point-point yang di ppt kak saya jelaskanmi saja langsung dengan kata-kataku sendiri eee dan kembangkan penjelasannya disitu. Emmm biasanya tidak saya translateji dalam bahasa Indonesia ee apa mau kubilang kak tapi lebih kurangkai di otakku memangmi emm baru langsung speaking nantinya.

Researcher : Misalnya sementara speaking atau presentasi, ada kesalahan yang kamu perbuat apakah kamu langsung memperbaiki kesalahan tersebut?

Respondent : eeee jadi kalau saya kadang perbaiki kadang tidak kak, tapi kebanyakan saya perbaikiji kak.

Researcher : Bagaimana cara kamu mengatasi ketika terdapat vocab yang dilupa ataupun tidak diketahui bahasa inggrisnya saat speaking

Respondent : Iyye hmmm jadi saya kak kalau ada begitu saya paraphrase itu yang tidak saya tahu eee atau kayak sinonimnya itu kak e vocab kupakai kak.

Researcher : Selama post pandemic ini adakah cara-cara atau strategi-strategi tertentu yang kita terapkan untuk meningkatkan kemampuan speakingta ?

Respondent : Eeee ya jadi untuk meningkatkan kemampuan speaking sih, saya pribadi itukan lebih suka nonton film marvel atau video youtube juga yang tentunya berbahasa Inggris kak, mmmhh meskipun tidak terlalu sering saya lakukan kak. Jadi dari nonton itu eee saya gunakan subtitle bahasa Inggris, eeee kemudin saya dengarkan cara pengucapannya, kadang-kadang saya imitasi dan ulang-ulang apa yang diucapkan oleh actor atau aktris dari film tersebut.

Hmmmm kalau di youtube ada memang channelnya khusus eee membaca sambil kita latihan pronunciation gitu kak.

Researcher : Apa yang kamu lakukan kalau ada kata-kata atau vocab baru dari film tersebut yang tidak kamu ketahui artinya?

Respondent : Langsung saya pauseki kak kemudian saya cari tau artinya di kamus.

Researcher : Bagaimana carata supaya mudahki mengingat dan menghafal vocab atau ungkapan baru bahasa Inggris yang pernah didengar ataupun dibaca?

Respondent : Kalau saya pribadi kucari itu dulu vocab di kamus oxford, emmm kemudin saya lihatmi artinya sekaligus kapan konteksnya digunakan itu vocab kak, eeee dan juga kadang saya buka youtube untuk mengetahui kapan dan dimana digunakan kata tersebut.

Researcher : Apakah kamu menggunakan vocab baru itu ketika latihan speaking?

Respondent : mmmm kadang-kadang saya gunakan, karena kalau praktis biasanya pakai kosa kata yang dasar saja.

Researcher : Apakah kamu pernah latihan menggunakan rima dalam mengingat ataupun menghfal vocab?misalnya rice hampir sama dengan ice jadi mudah diingat

Respondent : Tidak kalau ini kak

Researcher : Apakah kamu mereview kembali pelajaran speaking yang pernah dipelajari?

Respondent : Sejujurnya tidak kak.

Researcher : Apakah kamu pernah belajar speaking dengan merecord suara dan latihan speaking di depan cermin?

Respondent : Yang recording eemmm tidak kak karena pernah saya coba dengarkan suaraku sendiri kayak aneh-aneh suaraku kak, jadi tidak kupakai cara itu. Untuk yang latihan didepan cermin tidak

pernahmi, ee waktu sekolahji dulu itupun karena ada tugas pengenalan diri jadi saya coba.

Researcher : Adakah klub atau komunitas bahasa Inggris yang kita join?

Respondent : Eeee kalau sekarang kak hmmm saya tidak join English community begitu kak.

Researcher : Apakah ketika speaking English kamu combine English-Indonesia?

Respondent : Eee kadang saya mix kak kalau ada kosa kata yang sulit.

Researcher : Apakah kamu menggunakan gesture tubuh dan mimik muka ketika speaking??

Respondent : Iyya kak saya pakai gerakan tangan saat berbicara, eh ini membantu saya lebih rileks kak.

Researcher : Apakah kamu memilih topik tertentu ketika practice speaking atau tidak?

Respondent : Untuk practice speaking kak eeeee yang pertama topiknya harus yang saya tertarik dulu supaya ada dorongan untuk belajar tentang topic apa yang akan saya bahas begitu kak.

Researcher : Apakah kamu menyusun jadwal dan materi tertentu untuk belajar speaking??

Respondent : Kalau saya pribadi tidak atur jadwal dan materi kak sesuai mood saja, eee kapanpun ada waktu luang atau lagi mood saya sempatkan diri untuk latihan speaking ataupun buka-buka youtube.

Researcher : Apakah kamu merasa tidak percaya diri, gugup, takut ketika speaking? Kalau misalnya iya, apa yang kamu lakukan untuk mengurangi hal tersebut?

Respondent : Iyye biasa kak manusiawi, eee saya biasanya tarik nafas dalam-dalam dan coba rileks kak supaya nda terlalu gugupka.

Researcher : Apakah kamu memberikan semacam reward atau penghargaan kepaa diri sendiri ketika berhasil speaking English? Entah itu

berhasilki speech di kelasta atau selain dari itu yang penting saat kamu merasa berhasil speaking English

Respondent : Setelah berhasil presentasi kemarin kak, saya reward diri saya pergi makan bakso kak.

Researcher : Perjalanan dan perasaan yang kamu lalui selama belajar speaking, apakah kamu tulis dalam buku diary atau pernah curhat ke teman tentang hal itu?

Respondent : Hmmm kalau saya pendam sendiri ji kak, saya tidak terlalu suka menulis dan saya tipe orang yang lebih suka mendengarkan daripada bercerita kak.

Researcher : Apakah kamu sering practice speaking dengan temanmu ataupun practice dengan orang lain yang menurut kamu bisa membantu dalam meningkatkan kemampuan speakingmu ?

Respondent : Tidak kak, eeee karena biasanya teman-teman banyak yang tidak supportive misal bilang jammako sok-sok bahasa Inggris disitu. Hmmm jadi kalau ada saya lebih pilih practice dengan orang yang tidak terlalu saya kenal dan fluent speakingnya, tapi ini jarang saya lakukan kak.

Researcher : Jadi dalam practice speaking, apakah kamu meminta bantuan orang lain ini untuk koreksi speakingmu ?

Respondent : Iyye kak, saya minta bantuan kepada orang yang lebih jago speakingnya misalnya bertanya benarmikah ini pronunciation ku, benarmikah ini bahasanya, kayak gitu kak.

Researcher : Dalam belajar speaking, apakah kamu juga mempelajari budaya native speakernya? Penutur asliya yang bahasa Inggris dek

Respondent : Budanya, emmm cuman bukansih belajar kak tapi pernah dulu ditanya bilang kalau budaya native speaker itu jangan tanyakan agamanya, pekerjaan, seperti ituja cuman mempelajari lebih lanjut dan mendalam belum kak.

Researcher : Jadi diantara semua strategi tadi, yang mana lebih prefer dan lebih sering digunakan?

Respondent : Saya lebih prefer yang ke nonton film sama youtube kak eeee karena kalau mau practice sama orang yang lebih fluent mmmh bisanya terhalang sama kesempatannya orang kak.

Researcher : Apa alasanta pilih beberapa cara atau strategi yang tadi kita sebutkan untuk meningkatkan speakingta?

Respondent : Alasannya kak karena lebih fleksibel saya bisa lakukan kapanpun dan dimana saja.

Researcher : Bagaimana perkembangan speakingta setelah apply tadi itu strategi dek ?

Respondent : Tentu saja ada perkembangan kak yang pertama dari segi spelling sama dari segi pengucapan yang dulunya saya masih banyak salah-salah sekarang agak membaikmi kak dan juga saya mempelajari tentang silent letter dan tentunya ta improve vocabku kak.

Researcher : Adakah tujuan atau goals yang ingin kamu capai dalam belajar speaking ?

Respondent : Yah untuk goalsnya sendiri, nda adasih kak intinya cuma saya bisa berkomunikasi menggunakan bahasa Inggris karena mungkin suatu saat akan dibutuhkan dalam dunia pekerjaan atau suatu saat saya bisa keluar negeri, begitu ji deh saya kak.

Researcher: Baik dek, terima kasih banyak atas kesempatannya. Assalamualaikum warahmatullahi wabarakatuh

Respondent : Walaikumsalam warahmatullahi wabarakatuh

2. Respondent : MS2

Gender : Male

Semester : 4th

Time : 7:00 pm

Date : 13 June 2022

Researcher : Assalamualaikum warahmatullahi wabarakatuh

Respondent : Iyye, walaikumsalam warahmatullahi wabarakatuh.

Researcher : Maaf mengganggu di dek

Respondent : Iyye kak nda apa-apa ji. Iyye nda apa-apaji kak.

Researcher : Jadi saya akan interview tentang strategi yang kita gunakan dalam belajar speaking selama post pandemic atau pasca pandemi. Berdasarkan informasi yang kakak ketahui, selama post pandemic system pembelajarannya dominan dilaksanakan secara online, begitu juga dalam kelas speaking. Jadi bagaimana dek situasi dan sistem pembelajaran speaking di kelas yang dilaksanakan secara online selama post pandemic?

Respondent : Kalau situasi dan sistemnya sih dipertemuan pertama itu masih pengenalan eeee dan di awal-awal itu dibagikan kelompok untuk presentasi sama materinya, misalnya kelompok 1 materi present tense kelompok dua past tense dan seterusnya kak, mmmmh jadi tiap-tiap minggu kalau masukin mata kuliah speaking ada kelompok yang presentasi, itu semua melalui google meet kak.

Researcher : Kemudian apa yang kita lakukan setelah materi dikasik oleh dosen di dek?

Respondent : Kalau saya eeee sama kelompokku kak di google ji iyyya dicari terkait itu materi. Kalau didapat point-pointnya eee dibuatlah dalam bentuk ppt, kalau nanti di kelas di share screenmi. Emmm itumi juga yang dipelajari untuk presentasi nanti.

Researcher : Dari referensi yang didapat dari internet, apakah kamu menerjemahkan dalam bahasa Indonesia tentang apa-apa saja yang akan kamu katakan ketika speaking?

Respondent : Tidakji iyya saya kak, hmmm karena bisaji dilihat itu ppt point-pointnya jadi eee tinggal saya kembangkan nantinya kalau presentasi. Paling ee kalau ada tidak kutau bahasa Inggrisnya baru kucari terjemahannya saat itu juga ee dan langsungji saya bicara.

Researcher : Misalnya sementara speaking atau presentasi, ada kesalahan yang kamu perbuat apakah kamu langsung memperbaiki kesalahan tersebut?

Respondent : Eee kalau saya bicara terusji saja karena kalau mau diperbaiki kan disitu belumpa juga terlalu tau betulmika itu caraku.

Researcher : Bagaimana cara kamu mengatasi ketika terdapat vocab yang dilupa ataupun tidak diketahui bahasa inggrisnya saat speaking?

Respondent : Saya sendiri hmmm langsung bahasa Indonesiakan, karena dari dosennya juga bilang combineji begitu e.

Researcher : Selama post pandemic ini adakah cara-cara atau strategi-strategi tertentu yang kita terapkan untuk meningkatkan kemampuan speakingta?

Respondent : Eeee kalau untuk meningkatkan kemampuan speaking yah mungkin kayak biasa dari dengar music dan nonton film yang subtitle bahasa Inggris, eee saya belajar disitu kosa kata baru sama beberapa pronunciation begitu kak.

Researcher : Apa yang kita lakukan kalau ada vocab baru yang tidak kita ketahui artinya?

Respondent : Kalau saya cari di aplikasi yang u-dictionary itu kak, eee terutama kalau ada tugasku yang tidak kutau artinya ee sama ada tidak kutau cara pegucapannya saya carimi disitu.

Researcher : Bagaimana carata supaya mudahki mengingat dan menghafal vocab atau ungkapan baru bahasa Inggris yang pernah didengar ataupun dibaca?

Respondent : Kalau ada kesempatan sama mood kak baru belajar sih, materinya pun sembaranggi kak.

Researcher : Apakah kamu merasa tidak percaya diri, gugup, takut ketika speaking? Kalau misalnya iya, apa yang kamu lakukan untuk mengurangi hal tersebut?

Respondent : Biasa kebanyakan filler juga kalau gugup sekalima, jadi sebelum memang speaking atau presentasi harus mentongmi kupersiapkan diriku dan latihan kak apa-apa nanti ini mau kubilang, nah biasanya kalau ada mau diimprovisasi saya gugupmi lagi karena diluar rencana itu kak.

Researcher : Apakah kamu memberikan semacam reward atau penghargaan kepaa diri sendiri ketika berhasil speaking English? Entah itu berhasilki speech di kelasta atau selain dari itu yang penting saat kamu merasa berhasil speaking English

Respondent : Tidak kak, berlalu sajaja

Researcher : Perjalanan dan perasaan yang kamu lalui selama belajar speaking, apakah kamu tulis dalam buku diary atau pernah curhat ke teman tentang hal itu?

Respondent : Hmmmm pendam sendiri kalau saya kak, siapa tong peduli kak kalau misalnya bilangka susahny deh ini bahasa Inggris nantika nabilang nda peduli ja, jadi lebih baik pendam

Researcher : Apakah kamu sering practice speaking dengan temanmu ataupun practice dengan org lain yang menurut kamu bisa membantu dalam meningkatkan kemampuan speakingmu ?

Respondent : Eee kalau saya sendiri kurang suka kak kalau misalnya bicara sama temanku karena kadang bercandaji.

Researcher : Jadi dalam practice speaking, apakah kamu meminta bantuan orang lain ini untuk mengoreksi speakingmu ?

Respondent : Yya kalau saya kak lanjut saja bicara, nda terlalu mintaja pendapatnya orang bicaraja saja yang penting latihanka.

Researcher : Dalam belajar speaking, apakah kamu juga mempelajari budaya native speakernya? Penutur aslinya yang bahasa Inggris dek

Respondent : nda kayanya kak, nda deh

Researcher : Jadi diantara semua strategi tadi, yang mana lebih prefer dan lebih sering kita gunakan?

Respondent : Yang paling sering itu kak yang voice note baru didengar sendiri suraku eee sama latihan yang didepan cermin kak. Kalau tidak ada saya kerja kurekam lagi suaraku

Researcher : Apa alasan pilih beberapa cara atau strategi yang tadi kita sebutkan untuk meningkatkan speakingta?

Respondent : Karena lebih gampang cara-cara seperti itu kak, practicenya santai dan bisa dilakukan kapan saja.

Researcher : Bagaimana perkembangan speakingta setelah apply tadi itu strategi dek?

Respondent : eeee lebih percaya dirima kurasa kak meskipun masih banyak kurangnya kalau speaking, tapi biarkanmi yang penting latihan dan ada peningkatan sedikit.

Researcher : Adakah tujuan atau goals yang ingin kamu capai dalam belajar speaking?

Respondent : Mauka juga jago public speakingka, supaya bisa speech didepan banyak orang begitu.

Researcher : Baiklah begitu saja terkait interviewnya, terima kasih banyak atas waktu dan bantuannya dek.

Respondent : lyye kak

Researcher : Assalamualaikum warahmatullahi wabarakatuh

Respondent : Walaikumsalam warahmatullahi wabarakatuh.

Researcher : Apakah kamu memilih topik tertentu ketika practice speaking atau tidak??

Respondent : Mungkin kalau dari saya kak topiknya tertentu, harus saya ketahui memang topiknya apa.

Researcher : Apakah kamu menyusun jadwal dan materi tertentu untuk belajar speaking?

Respondent : Nggak ada kak, disituma kalau main game practicema juga. Jadi fleksibel lah

Researcher : Apakah kamu merasa tidak percaya diri, gugup, takut ketika speaking? Kalau misalnya iya, apa yang kamu lakukan untuk mengurangi hal tersebut?

Respondent : Kalau speaking eee pasti ada rasa gugup, takut, karena memang kita bukan ahlinya bahasa Inggris kan. Eee untuk mengurangi itu ee saya tarik nafas yang dalam-dalam coba merilekskan diri.

Researcher : Apakah kamu memberikan semacam reward atau penghargaan kepaa diri sendiri ketika berhasil speaking English? Entah itu berhasilki speech di kelasta atau selain dari itu yang penting saat kamu merasa berhasil speaking English

Respondent : Kalau saya balas dendam kak, eeee misalnya hari ini mati-matianka belajar, e besoknya saya keluyuranka atau main game saja seharian. Intinya saya nikmati betul waktuku.

Researcher : Perjalanan dan perasaan yang kamu lalui selama belajar speaking, apakah kamu tulis dalam buku diary atau pernah curhat ke teman tentang hal itu??

Respondent : Biasa sih pendam sendiri, karena itu keburukan.

Researcher : Apakah kamu sering practice speaking dengan temanmu ataupun practice dengan orng lain yang menurut kamu bisa membantu dalam meningkatkan kemampuan speakingmu ?

Respondent : Eee sering, itu yang tadi kak, kalau main game on mic dan bicara menggunakan bahasa Inggris sama orang yang dari luar itu.

Researcher : Jadi dalam practice speaking, apakah kamu meminta bantuan orang lain untuk mengoreksi speakingmu?

Respondent : Kebetulan kak saya punya sepupu yang jago bahasa Inggrisnya dan sering join kalau main game sama orang luar tadi, nah dia yang selalu koreksi kalau misalnya kalau saya buat kesalahan saat bicara.

Researcher : Dalam belajar speaking, apakah kamu juga mempelajari budaya native speakernya? Penutur asli yang bahasa Inggris dek

Respondent : Budayanya yah, wajib sih sebenarnya kak dipelajari tapi untuk saat ini kalau saya sendiri belum terlalu mempelajari tentang budayanya mereka kak.

Researcher : Jadi diantara semua strategi tadi, yang mana lebih prefer dan lebih sering digunakan?

Respondent : Saya kak yang sering kulakukan itu yang main game, karena hampir tiap hari.

Researcher : Apa alasan pilih beberapa cara atau strategi yang tadi kita sebutkan untuk meningkatkan speakingta?

Respondent : Yang paling efektif menurut saya yang pas main game sama orang luar.

Researcher : Bagaimana perkembangan speakingta setelah apply tadi itu strategi dek?

Respondent : Kalau saya pribadi kak yah lebih percaya diri, jadi aja kalau speaking.

Researcher : Adakah tujuan atau goals yang ingin kamu capai dalam belajar speaking?

Respondent : Harapannya bisa bicara dengan benar menggunakan bahasa Inggris, tidak salah lagi cara penyebutannya.

Researcher : Baik begitu saja terkait interviewnya, terima kasih banyak atas kesempatannya dek.

Respondent : Sama-sama kak.

Researcher : Assalamualaikum warahmatullahi wabarakatuh

Appendix 4: Suppoting Documents



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor : Jl. Sultan Alauddin No. 75/9 Makassar 90222 Telp. (0411) 866972, 866973 Fax. (0411) 866974

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Fitriani
NIM : 105351107517
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	100 %	10 %
2	Bab 2	75 %	25 %
3	Bab 3	100 %	35 %
4	Bab 4	100 %	10 %
5	Bab 5	100 %	5 %

Diriwayatkan telah lulus cek plagiat yang diadakan oleh UPT Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperangkatnya.

Makassar, 26 Juli 2019

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan

Amah S. Han, M.P.
NIM. 064 501



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
R. Sultan Alauddin No. 299 Telp. 866072 Fax (0411) 865508 Makassar 90221 E-mail: lp3m@umh.ac.id



Nomor : 2007/05/C.4-VIII/VI/40/2022
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian
Kepada Yth.
Dekan FKIP
Universitas Muhammadiyah Makassar
di -

05 Dzulqa'dah 1443 H
04 June 2022 M

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 1005/07/KIP.4-4/VI/1443/2022 tanggal 4 Juni 2022, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : FITRIANI
No. Stambuk : 10535 1107518
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"An Analysis of Male and Female Students' Strategies in learning Speaking Skill in Post Pandemic Context (At the Fourth Semester of English Education)"

Yang akan dilaksanakan dari tanggal 7 Juni 2022 s.d 7 Agustus 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullah khaeran katzirraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. H. Abubakar Idhan, MP,
NBM 401 7716



MAJELIS DIKTI ITBANG, PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Fitriani

NIM : 105351107518

Judul Penelitian : *AN ANALYSIS OF MALE AND FEMALE STUDENTS' STRATEGIES IN LEARNING SPEAKING SKILLS IN POST-PANDEMIC CONTEXT (AT THE FOURTH SEMESTER OF ENGLISH EDUCATION)*

Tanggal Ujian Proposal : 23 Mei 2022

Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar, Jl. Sultan Alaudin, Gunung Sari, Kec. Rappocini, Kota Makassar, Sulawesi Selatan

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	Sabtu/ 11 Juni 2022	Wawancara	Maharida, S.Pd., M.Pd.	
2	Sabtu/11 Juni 2022	Wawancara	Heri Hermawan, S.Pd., M.Pd.	
3	Minggu/12 Juni 2022	Wawancara	Heri Hermawan, S.Pd., M.Pd.	
4	Senin/13 Juni 2022	Wawancara	Heri Hermawan, S.Pd., M.Pd.	
5	Rabu/ 15 Juni 2022	Wawancara	Maharida, S.Pd., M.Pd.	
6	Kamis/ 16 Juni 2022	Wawancara	Heri Hermawan, S.Pd., M.Pd.	
7	Minggu/ 19 Juni 2022	Wawancara	Maharida, S.Pd., M.Pd.	

Mengetahui,

Makassar, 27 Juni 2022

Ketua Program Studi
FKIP Unismuh Makassar

Ketua
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Erwin Akim, M.Pd., Ph.D
NBM. 860 934



Universitas Muhammadiyah Makassar



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Ukuran: 100x150 mm
Tipe: 100x150 mm
Warna: Hitam Putih
Bahan: Kertas

SURAT KETERANGAN PENELITIAN
Nomor: 1261/KIP/05/A.5-VI/VII/1443/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di
bawah ini :

Nama	Fitriani
NIM	10535 11075 18
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan
Ilmu Pendidikan tahun Akademik 2021/2022, sehingga sejak 07 Juni 2022 s.d 27
Juli 2022, dalam rangka penyusunan Skripsi dengan judul :

*"An Analysis of Male and Female Students' Strategies in Learning
Speaking Skills in Post Pandemic Context (At The Fourth Semester of English
Education)"*

Demikian surat keterangan ini dibuat dengan sebenarnya, dan untuk
dipergunakan sebagaimana mestinya.

29 Dzulhijjah 1443 H
Makassar, 28 Juli 2022 M

Erwin Akh, S.Pd, Ph.D
NBM. 860 934



UPT Perpustakaan dan Penerbitan



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : (0411) 2762301 (Secretary)
Email : pmbdg@umamuh.ac.id
Web : http://www.umamuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0565/BG-FKIP/LOA/B/VII/1444/2022

Dear FITRIANI

It is our pleasure to inform you that, after reviewing your paper:
**AN ANALYSIS OF MALE AND FEMALE STUDENTS' STRATEGIES IN
LEARNING SPEAKING SKILLS IN POST PANDEMIC CONTEXT**

The manuscript ID: 260

Detail checklist:

Checkpoint	Yes	No
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Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umar Khairul Syam, S.Pd., M.Pd.
NPM. 977 807



Tarbiyah Institute

CURRICULUM VITAE



Fitriani was born in Tosora, Wajo regency, South Sulawesi, December 8th 1999. She is the last child of Mennang and Harina.

She started her education in Elementry School at SD Negeri 230 Tosora in 2007 and graduated in 2012. Then she continued her study in Junior High School at SMP Negeri 2 Majauleng in 2012 and graduated in 2015. After that, she continued her study in Senior High School at SMA Negeri 2 Wajo and graduated in 2018. Further, she continued her study at Universitas Muhammadiyah Makassar, major English Education Department in 2018.

At the end of her study, she was able to finish her thesis entitled "An Analysis of Male and Female Students' Strategies in Learning Speaking Skills in Post-Pandemic Context".