

**THE ANALYSIS OF DIFFERENT LEARNING STRATEGIES
OF FEMALE AND MALE STUDENTS AT THE SECOND
GRADE SMA GUNUNG SARI MAKASSAR
(A Descriptive Research)**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2019**



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MOTTO

Never stop trying
Efforts never go in vain
We can certainly do it

ABSTRACT

ANES INDRIANI, 2019. *The Analysis of Different Learning Startegies of Female and Male Students at The Second Grade SMA Gunung Sari Makassar.*A Thesis, Faculty of Education and Teachers Training, Muhammadiyah University of Makassar, Consultant by Muh Arfin Bin Salim, & Farisha Andi Baso

The research aim to know the language learning strategies are used by female students of twelfth grade in learning English and also to know the language learning strategies are used by male Students of Twelfth Grade in Learning English at SMA Gunung Sari Makassar. The researcher applied Descriptive Qualitative Method. The samples of this research was Students of Class XII taken by a cluster random sampling. In analyzed the collected data, the researcher used Quantitative data.

The research findings showed that there was not big different among the frequency of each strategies that the students use. By direct strategy for female students the most frequently used strategy was memory strategies used (Mean Score 3,19) the usually used by the students and followed by compensation strategies (Mean Score: 2,96). Cognitive strategies (Mean Score: 2,61) and for male the most frequently used strategy was cognitive strategy (Mean Score: 2,74), memory strategies (Mean Score: 2,32) the compensation (Mean Score:2,32). While by indirect strategy for female students the most frequently use strategy was metacognitive strategies (Mean score : 3,16), affective strategies (Mean score : 3.08), social strategies (Mean score : 2.11), and for male the most frequently use strategy was affective strategies (Mean score: 3.34). Metacognitive strategies (Mean score : 3.10), and social strategies (Mean score : 2.93). Therefore, it could be concluded that memory strategies was found as the most frequently sometimes used strategy by the students female and affective strategies was found the most frequently used strategy by the student male

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

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ANES INDRIANI

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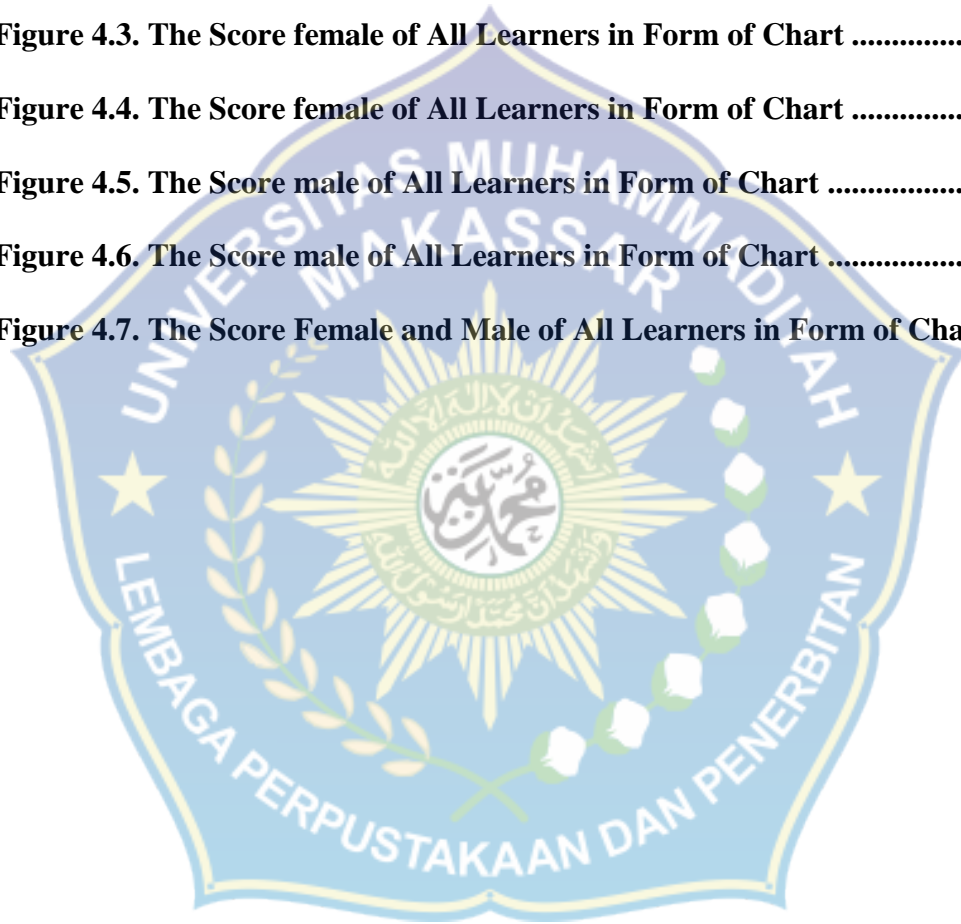
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CHAPTER I

INTRODUCTION

This study is aimed To know the language learning strategies are used by female and male students of Twelve Grade in learning English at SMA Gunung Sari Makassar. This chapter discusses about background, Problem Statement, Objective of the Research, Significance of the Research, and Scope of the Research:

A. **Background**

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

. If the students want to be successful, they should be aware of language learning strategies because by language learning strategies, learning should be organized, planned, monitored and evaluated in their own learning. Therefore, the students need a particular strategy in learning to help them gain the knowledge and skill. Language learning strategies

are generally defined as the tools that language learners consciously used to support their comprehension, learning and recall of the new information (O'Malley & Chammot 1990).

Bjorklund (2000) state that strategy is goal-directed and deliberately Implemented mental operation used to facilitate text performance. From that statement it is clear that strategy is specific method used by students to solve a problem or task when they are learning. The student use different strategies to learn second language. It depend on the students themselves and their characteristic. They can choose the appropriate learning strategy that is suitable for them to help them understand what they have learning.

Research into LLS has attracted the attention of many researchers and educators, who are gradually shifting their focus from teacher and teaching to learners and learning. Since the 1970s, according to Chang (2011), learning strategies have received increasing attention from researches and educators in the fields of English as a second language are learned differently by individual learners. The word strategy comes from the ancient greek word strategies, which means steps or action taken for the purpose of winning a war. Chang, et.al 2007) In nonmilitary settings, the concept of the strategy in another situation, it mean a plan, step or an action is taken for achieving a specific objective. Learning strategies are specific behavior or thought processes that students use to enhance their own language learning.

Language learning strategies (LLS) are defined as the methods or techniques used by language learners to improve their own learning. According Ellis (1997) when learners face learning a second or foreign language, they use some specific ways to help them understand, memorize and generate language better and more easily. Therefore, if learners can be more aware of the strategies they are using and practice how to use the strategies appropriately, they can become more successful learners.

Brown (2000) has stated that the strategy is divided into direct strategies and indirect strategies. The direct strategies consist of memory strategies, cognitive strategies, and compensation strategies. While indirect strategies consist of meta-cognitive strategies, affective strategies and social strategies.

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

Therefore the students want to successful in learning, the students should be aware of language learning strategies because by language learning strategies the learning should be organized, planned, monitored and evaluated in their own learning. According to Cohen, (1990) that “learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language” Based on the previous statement above, it is revealed that language learning English is the real challenge for most student. While that the learning English is important for them to master. So, the language learning strategies can help the student to get easy in learning English and the student are able to speak in English.

The result of observation in SMA Gunung Sari Makassar on 20 August, academic year 2018/2019, the students was categories as low in learning English so the researcher whether gender makes differences in language learning strategies among learners, and to be sure regards of this problems the needs of this particular research is vital to unveil the existences of the differences strategies apply by male and female learners. By looking at the background statement, the researcher interested in conducting the research at SMA Gunung Sari Makassar Academic Year 2018/2019 by title: *The Analysis of Different Learning Strategies of Female and Male Students at The Second Grade SMA Gunung Sari*

Makassar. The researcher will be know what kinds of the learning strategies used by the students, that high achiever students and low achiever students in learning English. Furthermore the researcher wants to conduct the research at Twelve Grade Students.

B. Problem Statement

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

1. What are the language learning strategies used by female students of Twelve Grade in learning English at SMA Gunung Sari Makassar?
2. What are the language learning strategies used by male students of Twelve Grade in learning English at SMA Gunung Sari Makassar?

C. Objective of the Research

Concerning with the statement of problem above, the purpose of this study are:

1. To know the language learning strategies are used by female students of Twelve Grade in learning English at SMA Gunung Sari Makassar.
2. To know the language learning strategies are used by male students of Twelve Grade in learning English at SMA Gunung Sari Makassar.

D. Significance of the Research

The researcher expects, the that result of this research can give advantageous. The significance of this research are:

1. For Teacher, this research is expected by knowing the learning strategies are used by the students, the teacher can use the approaches, materials, and method to apply in teaching learning process so teaching learning process can run effectively.
2. For the other researchers, this study is expected to be one of references for relevant researches.

E. Scope of the Research

The research focus on the language learning strategies, direct strategies consist of three strategies which are (Memory Strategy, Cognitive Strategy and Compensation Strategies) and Then, indirect strategies also consist three strategies which are (Metacognitive Strategy, Affective Strategy and Social Strategy) that used by the learners in learning English of female and male students.

CHAPTER II

LITERATURE REVIEW

In this chapter, terms and concepts that are used in the discussion are presented. There are three parts of which the writer presents in this chapter. They are Previous Related Research Findings, Some Pertinent Ideas and conceptual framework.

A. Previous Related Research Findings

Language Learning strategies have become one of the most popular seek after researched topics in the field of both English as second language (ESL) or English as foreign language (EFL) education many studies have contributed to our understanding of the significant aspects that LLS shown in the learning and acquisition of a second or foreign language. In the previous study, the researcher focuses on English learning strategy for learning English. Moreover, the previous study has significant attention on one or two learning strategy. They also have different theory of analysis compared to this research. This current study's finding is different from the research finding of Wu, Weng and Alhaysony.

1. A study by Wu (2011) about Learning Strategies Use by International Students from Taiwan in University Context, the finding of the study showed that the greatest challenges for the international student were

written assignments and receptive and expressive language in the classroom context. The participants used certain strategies frequently to support their academic learning at the university, such as cooperation, cognitive and metacognitive strategies.

2. Weng, et.al (2016) about Successful Language Learning Strategies Used by Successful Year 5 English as a Second Language (ESL) Learners, found that the grammar strategy was the most frequently used strategy. Study was to unveil the secrets of learning strategies among successful language learners and this developed their autonomous learning. This study also allowed the teacher to understand the LLS used by capable learners and how it could be used to make English learning easier in their teaching.
3. Alhaysony (2017) about Language Learning Strategies Used by Saud EFL Students: the effect of duration of English language study and gender found that the aim of the study was to better understand the relationship between the use of LLS, gender and duration of English language study. The result showed that cognitive, metecognitive and compensation strategies were used most frequently, while memory and effective strategies were reported to be least frequently used. The result also showed that female students more LLS than male students, although the difference was not significant.

Based on the explanation above, the research can conclude that the students need language learning strategies to overcome their limitation in English especially without the help of the teacher, student can learn faster and fun. Students often think that the ability to speak a language is the product of language learning process. The difference between Wu (2011), Weng, et.al (2016), Alhaysony (2017) research and the research I did was Wu (2011) conducted research on international students from Taiwan in university, The participants used certain strategies frequently to support their academic learning at the university, such as comperation, cognitive and metacognitive strategies.. The research conducted by weng et al (2016) was This study also allowed the teacher to understand the LLS used by capable learners and how it could be used to make English learning easily in their teaching. The research conducted by Alhaysony (2017) conducted research Used by saude EFL students, the research was to better understand the relationship between the use of LLS, gender and duration of English language study. The result showed that cognitive, metecognitive and compensation strategies were used most frequently, while memory and effective strategies were reported to be least frequently used. Whereas in the research I did in at SMA Gunung Sari Makassar on students class XII, order to find out the analysis of different learning strategies of female and male students.

B. Some Pertinent Ideas

1. Language Learning Strategies

a. Language

Language plays an important role in human life. Language function is very important in life. Language allows people to communicate with others. Just imagine how difficult life would be if people could not express the ideas to the others. So, by using language people can interact with others. Itania (2014) language facilitates the learning process. By using language, the learners are able to understand and get their aim in learning process. Allow the people to recall information beyond the limits of human's memory store. Because of the importance of language in human life, it is badly needed to study about language.

According to Aristotle (1965) human language is social and diverse. In Aristotle's view, the cognition of good and bad, of right and wrong, and of the other moral qualities is the special feature of human mind, but all these values are not innate, but social. Human beings have to learn these values in the society and also learn to use language to express these values. What is innate and universal for Aristotle is not human language, but "voice". Aristotle thinks that the animals within the same genus can emit the same "voice", but the articulated "speech" is

not only different along with genus, even within the same genus, the articulated “speech” changes according to locality.

That is to say, “voice” is a kind of innate abilities, the animals within the same genus can only emit the same “voice” because of the innate conditions. However, the formation of “speech” is not only related to innate conditions, what more important, different environments will often facilitate different “speech”. So Aristotle points out that “Men have the same voice the world over, but different varieties of speech” (Aristotle, 1965).

b. Definition of Learning

Learning is the activity or process of gaining knowledge or skill by studying, practicing, being tough, or experiencing something. Learning itself cannot be measured, but its results can be. Akib and Ghafar (2015), learning is a process to understand and to gain knowledge. Teaching and learning process does not only talk about the process, but it also talks about the result. Teacher or lecturers should used the test as a tool in measuring the students’ ability or performance, and decided, whether the students can pass or not. Consequently, learning about language is needed to make people gave a good communication each other’s.

Learning is a process, of both humans and animals can be seen. In a simple learning a process of living things is won their behavior based on the experiences change. It is also expressed by Gage (in Purwanto 2011), stating that learning is a process in which an organism changes its behavior as a result of experience in the life of a person to do something, or take an action premised is, is a result of the learning process.

While Garrett (in Purwanto 2011) believes that learning is a process that lasts for a long time thought practice and experience that leads to change and the way in responding to a certain stimulus change. Then Lester D. Crow (in Purwanto 2011) suggest learning is an attempt to acquire the habits, knowledge and attitude. Learning is successful when a person is able to repeat the material they have learned, then “memorization” learning called. Then, when they have learned, it is able to come and to be expressed in their own language. it is called “over learning”

Results of the study shows to learn something, the ability of the learner. This consistent with the opinion of Purwanto (2011), stating that the learning process is a unique and complex process. This uniqueness for learning outcomes occur only in people who learn not to others. The people have the potential psychiatric behavior that can be formed and changed behavior, the area includes cognitive, effective and psychomotor. Cause learning

behavior changes in the three areas of the test result is a change in behavior in the field of cognitive, effective and psychomotor.

Brown (2006:8) breaks down the definition of learning into some items, they are:

- a. Learning is acquisition or getting.
- b. Learning is retention or information or skill
- c. Retention implies storage system, memory cognitive organization
- d. Learning involves active, conscious focus and acting upon event outside and inside the organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some form practice
- g. Learning is change behavior.

Based on the definition above, it can be concluded that learning is the process of acquisition the information or skill which changes behavior as the result of experiences and it cannot be accounted. This definition refers to the changing of human being from experiences or planning.

c. Definition of Language Learning Strategies

Oxford, Rebecca (1990) defines LLS as specific action taken by learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new

situation. Many studies have contributed to our understanding of the significant aspect that LLS shown in the learning and acquisition of a second foreign language. Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990)

Yet students are not always aware of the power consciously using L2 learning strategies for making learning quicker and more effective (Nyikos & Oxford, 1993). Skilled teachers help their students develop an awareness of learning strategies and enable them to use a wider range of appropriate strategies; Apart from like age, intelligence, aptitude, motivation, attitude, personality and learning style, learning strategies play a significant role to improve learners' learning ability. Learning strategies are the preferable methods used by learners for learning.

There are various definitions of language learning strategies. According to Alhaysony (2017) LLS can be defined as conscious, selected behaviors, used to overcome certain educational challenges, which vary depending on the nature of the problem. They are used to memorize information, to synthesize it, or to use that information in English language. Brown (2007), learning strategies are specific approaches that learners make to solve the problem by second language input and output. Chamot (2005) also states that language learning strategies are procedures that facilitate

language learning task and those strategies are most conscious and goal given. According to Oxford (2008), a capable English learner not only coordinating different kinds of strategy to solve complicated task but also making sure that the chosen strategy is appropriate for task-solving; but, a less capable learner always tends to use learning strategies hastily without knowing how to identify the most suitable strategies for learning. Moreover, Cohen (1998) defines the language learning strategies as being language learning process which are consciously selected by the learner. He also highlights that the element of choice is important. This is because these choose give a strategy its special character. At the same time, Oxford (1999) specifies learning strategies as specific action, behavior, steps or techniques that learners use to improve their own progress in developing skill a second or foreign language.

d. Classification Of Learning Strategies

Benson (2001:81) classifies the general learning strategies into direct and indirect strategies. The explanation of the classification will be explained in the following explanation.

1) Direct strategies

Oxford, Rebecca (1990) states that direct strategies are language learning strategies that directly involved mental

processing of the target language. These strategies consist of memory, and compensation strategies.

a. Memory Related Strategies

Based on the working of the memory, memory plays an important role in learning. According to Murcia (2001), there is strategy that is related to the memory, it is called memory-related strategy.

Memory-related strategies help learners link one language item of concept with another but do not necessarily involve deep understanding memory related strategies enable learners to learn and retrieve information, create learning and retrieval via sounds, images a combination of sounds and images, body movement, mechanical means, or location

Based on the explanation, it is clear that memory strategies are the way to memorize the lesson which help students to store and retrieve information.

b. Cognitive Strategies

Chamot and O'malley (1987) state that cognitive strategies enable the learner to manipulate the language materials in direct ways, furthermore, wenden (1987) said that '*cognitive strategies are mental steps or operations*

that learners used to process both linguistic and sociolinguistic content’. In a practical way, this strategy covers some activities, such as practicing, receiving and sending messages, analysing and reasoning, and creating structure for input and output. For example, replaying a word or phrase mentally to ‘listen’ to it again, outlining and summarizing what has been learned from reading listening.

c. Compensation Strategies

According to Murcia (2001), ‘compensation strategies (e.g, guessing from the context in listening and reading, using synonyms and ‘talking around’ the missing word to aid speaking and writing, And strictly for speaking-using gestures of pause words) help the learners make up for missing knowledge ‘.From that explanation, it implies that compensation strategy is a strategy which is needed to overcome any gaps in knowledge of the language. Therefore, the student who are using compensation strategies could guess the language by using linguistic clues and other clues.

2) Indirect Strategies

Indirect strategies are strategies which support learning through, focusing, planning, evaluating, seeking opportunities, controlling anxiety, Increasing cooperation and empathy. These strategies consist of *metacognitive, affective and social strategies*.

a. Metacognitive Strategies.

Chamot in Benson (2001) state that “metacognitive strategies could be described as taxonomy of the operations involved in the self-management of learning”. It means that metacognitive are strategies are strategies which allow learners to control their own learning trough organizing, planning and evaluating. It is related to how students manage their own learning. Moreover, This strategy covers some activities, such as: centering learning, arranging and planning, learning and evaluating learning.

b. Affective Strategies

Murcia (2001) state that Affective strategies ,such as identifying. One’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk, have been shown to be significantly related to language proficiency.

Moreover, according to Benson, affective strategies represent actions taken in relation to self. From the statement above, it is clear that affective strategies which enable the learners to control their feelings and attitudes related to language learning. There are three points in this strategy, they are lowering your emotional temperature.

c. Social Strategies

Murcia (2011) state that social strategies help the learner work with others and understand the target culture as well as the language. Social strategies were significantly associated with L2 proficiency. For example, asking questions to get verification, asking for clarification of a confusing point, asking questions to get verification, asking clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms. In addition, according to Griffiths (2004) social strategies are strategies which involve learning by interaction with others.

In Oxford Rebecca (1990) study, the result and came up with a language learning strategy system (see Table 1.1). Six categories, including memory strategies, cognitive strategies, compensation strategies, metacognitive

strategies, effective strategies, and social strategies, were divided into two major types, direct and indirect.

Tabel 2.1 Language Learning Strategy System (Oxford Rebecca, 1990,p.17)

Language Learning Strategies	
Direct Strategies	Indirect Strategies
1. Memory strategies: <ol style="list-style-type: none"> a. Creating mental linkages b. Applying images and sounds c. Reviewing well d. Employing action 	1. Metacognitive strategies: <ol style="list-style-type: none"> a. Centering your learning b. Arranging, planning and monitoring your learning c. Evaluating your learning
2. Cognitive Strategies: <ol style="list-style-type: none"> a. Practicing b. Receiving and sending massages c. Analyzing and reasoning d. Creating structure for input and output 	2. Affective strategies: <ol style="list-style-type: none"> a. Lowering your anxiety b. Encouraging yourself c. Taking your emotion temperature
3. Compensation strategies: <ol style="list-style-type: none"> a. Guessing intelligently b. Overcoming limitation in speaking and writing 	3. Social strategies: <ol style="list-style-type: none"> a. Asking question b. Cooperating with others c. Empathizing with

	others
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e. Features of Language Learning Strategies

There are variety of different feature associated with language learning strategies. Some were previously mentioned, like enabling learners to be more self-directed. Language learning strategies involve learners' conscious and intent. Therefore, if learners can be more aware of the strategies they are using and practice how to use the strategies appropriately, they can become more successful learners.

Another feature is that learning strategies are teachable. While learning style or personality can be difficult to change, learning strategies are teachable and easier to modify (Oxford Rebecca,1990). Strategies are also long-range, compared with learning tactics, which are often used interchangeably with learning strategies. Learning tactics are short-term use of particular behaviors or device while learning strategies are long-term process and learners use different strategies in their different stage of learning process (Ellis, 1997; Oxford, 1989; Oxford & Cohen, 1992); Learning employ different learning strategies when they are face with different problems, so learning strategies are also problem oriented which also can be found in Oxford's studies.

Rebecca (1990) identify twelve key features of language learning strategies as follows :

Table 2.2. The Features of Language Learning Strategies
(Oxford Rebecca, 1990:9)

Language Learning Strategies:
<ol style="list-style-type: none"> 1. Contribute to the main goal, communicative competence. 2. Allow learners to become more self-directed. 3. Expand the role of foreign language teachers. 4. Are problem-oriented. 5. Are specific actions taken by the learner. 6. Involve many other aspects of learner, not just the cognitive. 7. Support learning both directly and indirectly. 8. Are not always observable. 9. Are often conscious. 10. Can be taught. 11. Are flexible. 12. Are influenced by a variety of factors.

F Theory Male and Female in Learning English

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

abilities such as verbal abilities involving vocabulary, and mechanical abilities. A various research might be to assist the current basis for and validity of teacher's claim that female students are better language learners and to attempt to ascertain whether this superior proficiency (if it exists) is linked particularly to the skill of reading, writing, speaking and listening.

Male and female have their uniqueness and their kept it in their body, their minds, and their brain, their soul and they reflect it with their attitudes, their behavior and their motivation in learning. We realize that the differences are there, but sometimes we ignore their existence. There are a number of categories of male-female difference to consider and there are many differences could be presented, but the writer selected those seem most essential in learning. One of the aspects that influence the male and female performance in learning is their brain. The aspect of differences between male and female brain can clearly be seen as follows:

1. The Developmental and Structural Differences

In most cases, girls' brain matures earlier than boys (Gurian & Henley, 2000: 19). In accordance with brain-based research, it is found that girls take in more sensory data than boys. In average, girls hear better, smell better and take in

more information through fingertips and skin. Female end often to be better than males at controlling impulsive behavior. In other words, girls are by nature less likely to take moral risk than boys. Boys are more likely shown natural aggression.

Girls tend to have better verbal abilities and rely on verbal communication; boys tend to rely on nonverbal communication, being innately less able on average to verbalize feelings and responses as quickly as girls. Males tend to have more development in certain areas of the right hemisphere, which provides them with better spatial abilities such as in mechanical, design, and geography and map reading. Measuring, It can be concluded that male and female structure has been designed for different function and abilities. This difference also affects their performance in life.

2. The Hormonal Differences

Gurian, et. Al. (2001:27) Human behavior is far more driven by hormones than we have wanted to admit. Male and female mood are very dependent on the interplay of hormones and the brain. Although males and females both possess all the human hormones, degree of dominance differs. Females are dominated by estrogen and progesterone, males by testosterone. Whereas a girl may be likely to bond first and ask

questions later, a boy might be aggressive first and asks questions later. This is why most of the teacher finds out that male students are hard to manage than female students in many ways.

3. The Functional Difference

Boys use the right hemisphere more than girls. On the other hand, girls tend to use the left hemisphere (Gurian, et. Al. 2001: 29). That is why girls respond to a situation more complex than boys. Male brain gives boys the edge in dealing with spatial relationships (such as object and theorems); female brain responds more quickly to greater quantities of sensory information, connecting it with the primacy of personal relationships and communication. Girls and women are able to hear things better than boys and men; sometimes a loud voice is needed for boys. This fact makes an interesting basis for keeping boys near the front of the classroom.

Another difference also occurs in music or choir. Males and female see things differently, with female generally far better at seeing in the dark room. On the other hand, males see well than woman in bright light. This suggests a biological rationale for how teachers should

arrange their students in terms of distance or closeness to visual learning aids. Gender difference has been noted in the memory ability of males and females. Girls can store, for short periods, a greater quantity of random information; boys can do this more often if they can practice it.

In teaching and learning process, the instruction given must be balance between male and female memory ability in order to make the lesson last and memorize well by the students for their future needs. A reason why teacher or parent get trouble ask their children (boys) quiet and seated at their desk, because male students learn better when they have frequent opportunities to move around .In ability, boy's excess is superior in performance items involving spatial relationship, mechanical abilities, and numerical manipulation because they tend to like symbolic texts, diagrams, and graphs. It brings them to be success in designing and engineering. Male students also tend to learn the rules, fact, and logic. It causes male better in math and science lesson than female students (Guarian 2001: 49).

Male students are an introverted and they like competition (Sunderland in Hartuti 2007: 19). Also, boys tend to be more 3. Deductive and are better at quickly making decisions and this superior give boys an advantages on multiple

choice test. Female students are an extrovert who like work together in doing something (co-operative). In ability, female students excel in verbal skill like reading and writing. Papalia and olds in Hartuti (2007: 17) state that female students generally are superior in the verbal items involving vocabulary, memory, language manipulation. They also speak more clearly, read earlier, and consistently better than male students in test spelling and grammar. Points out, female students tend to be more inductive and learn involving their sense and it make them an advantages on essay tests.

a). Studies on Male and Female Students' Learning English

Several studies have been conducted on the differences between male and female students' learning English. In general, Marcus (1999) found that males are more kinesthetic, tactual, and visual, require extra movements in informal environments, and are more rebellious and peer motivated than females. Whilst, females are more auditory, self and authority-motivated, require peaceful ambience while learning, and are more obedient than males (Marcus, 1999). Furthermore, in a smaller scale study by Sadeghi (2013) on EFL l earners in Iran, his findings revealed that the male learners

preferred the visual, global, closure-oriented, extroverted, and intuitive learning style. Meanwhile, the female learners desired the global, intuitive, closure-oriented, a visual, and finally an extroverted learning style. For the most part, the studies show that male students tend to be more visual and kinesthetic learning English, while female students prefer auditory and kinesthetic learning English.

Henceforth, there are also studies that found no differences in the language learning English from the standpoint of gender. The research by Zokae, et.al (2012) studied the learning English and gender on Iranian EFL learners' choice of vocabulary learning strategies. The study found that there was no statistically significant difference between the vocabulary strategy preferences of the two genders. The study by Shuib & Azizan, (2015) on the Malaysian ESL learners' language English also found no significant difference between the preferred learning style of the male and female learners. Despite there is a strong representation of visual learners from both males and females, the study revealed that gender does not help differentiate students' learning English. The researchers

claim that in this technological era, gender alone is not enough to enhance and develop effective learning environments because there are also other aspects that need to be taken into account, such as technological proficiency, prior learning exposure, as well as social and cultural influences (Shuib & Azizan 2015: 129).

C. Conceptual Framework

The conceptual framework in this research is shown in the diagram below:

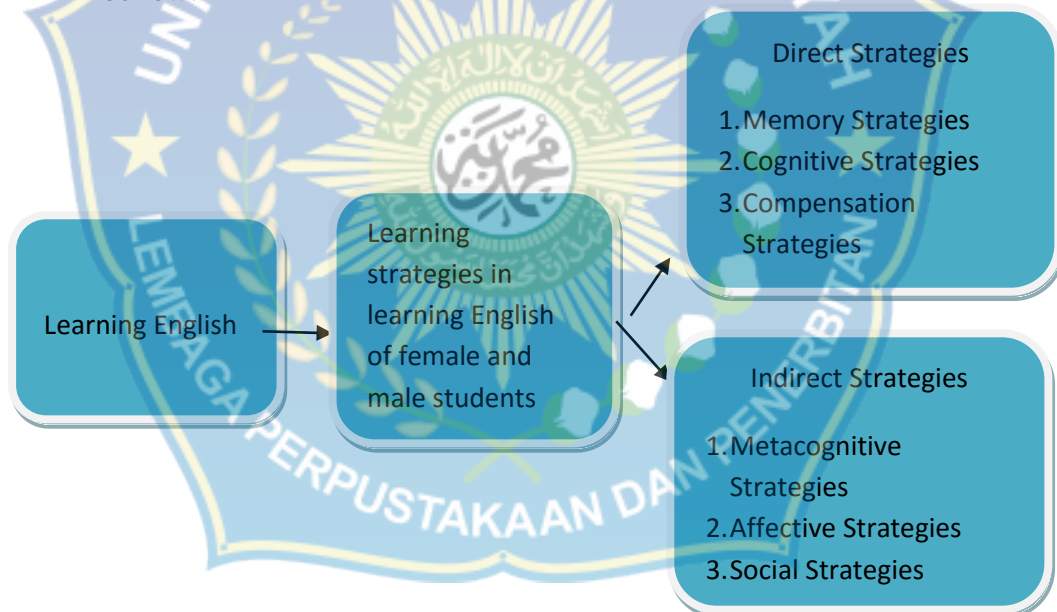


Figure 2.1 Conceptual Framework

The process of the research is illustrated as the exiting diagram above. The first, the research will be start by observing the teaching and learning process of English in one class of twelve Grade Students in SMA

Gunung Sari Makassar. This research apply a cluster random sampling. After observing the teaching and learning process of English, the research continued by distribute the questionnaire to all learners which is the learners responded to the item by marking the answer.

And than, the research will be collect information about the categorization of the high achievers and low achievers by the English teacher. After that, the categorization of the high achievers and low achievers were compared to find about the used of language learning strategies.

The research will be identify the strategies by using questionnaire and documentation about the students score in learning English from the English teacher toward the process in this research. So the research know what strategies are used by the learners in learning English. The research analyzed the students strategies in learning English by questionnaire and observation.

CHAPTER III

RESEARCH METHOD

In this chapter, there are discussions about the method steps which underlie this study. It covers the research design, Population and Sample, research instrument, Prosedure of Collecting Data and Technique of Data Analysis

A. Research Design

The present study is Descriptive Study. The research is design to find out what the differences in language learning strategies used by female and male students of Twelve Grade at SMA Gunung Sari Makassar Academic Year 2018/2019. Qulitative design also applied in the present study. Qualitative method is applied because the instrument a questionnaire. Quantitative data (quantivable data) and qualitative data (words). The data will collect and analyse to find answer to the current research problems.

B. Population and Sample

1. Population

This research conducted at SMA Gunung Sari Makassar the study population will be taken from the students and the number of population at twelve grade students of SMA Gunung Sari Makassar academic year 2018/2019. Population is 26 students.

2. Sample

In this research, the researcher a cluster random sampling technique because all classes of twelve grade have the same opportunity to be the sample in this study. The sample of this research one class of the sample. The sample in this research class XII.

C. Research Instrument

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

1. The purpose of a Questionnaire

- A Questionnaire must be able to translate the required information into the specific questions that the respondent will answer

- A Questionnaire must be able to capture the involvement of respondents in the interview to work together to complete the question and answer session.
- A Questionnaire should minimize response errors

2. The purpose a Observation

- The result of observation made can be confirmed by the results of the study
- The description provides a picture of the real world
- Allows readers to have their own interpretation of findings and how they will be interpreted
- Can explain the process of event taking place and can test quality estimate why something happened in the actual settings
- Can record symptoms that are sometimes not clear
- Record situation that cannot be replicated in experiments
- The chronology of events can be recorded sequentially
- Equipment and technology can record permanently
- Observation can be with other methods

D. Prosedure of Collecting Data.

In this study, the researcher will use two phases procedure of collecting data. The first phase is to find out language learning

strategies are used by learners. The questionnaire will be distribute to all learners in which all learners respond to the items of the questionnaire by marking the answers. The second phase is observation.

E. Technique of Data Analysis

The Design of data collection of this study is quantitative data.

1. Analysing Quantitative Data

- a. Calculating the mean score, to calculate the mean score of each test, the researcher uses the following formula.

$$\bar{x} = \frac{\sum X}{N}$$

Where:

\bar{x} : the mean score

$\sum X$: the number age all scores

N : the number of sample

(Gay, 2006:320)

1. After collecting the data, in classifying the students' language learning strategies there are five classifications which is used as the following.

Table 3.1 Colleting the data

Level of Strategy Use	Description Of frequency	Mean score of strategy use
High	Always or almost always	4.5 to 5.0

	used	
	Usually used	3.5 to 4.4
Medium	Sometimes Used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or Almost never used	1.0 to 1.4

(Nurhidayah, 2017)



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with two parts they are findings of the research and the discussion of findings. The findings were ordered in line with the problem statement in previous part. In the discussion, argument and further interpretation of findings were given

A. Findings

The findings of the research presented the learning strategies concerned with describing and explaining of the finding. To find the language learning strategies applied by the students at SMA Gunung Sari Makassar. The researcher analyzed the data based on the language learning strategies related on the theories of language learning strategies in the chapter two.

The subject of this research is student at SMA Gunung Sari Makassar, especially in class XII IPA 1, there 28 student, and all of the student in the class was observe as subject, but research 26 students in the class to get the information of the data.

1. Language Learning Strategies Used by the Students

Based on analyzed data, the present study found that all six language learning strategies had been used by the learners at different rate. The table bellow illustrate this finding.

a. Direct Strategies

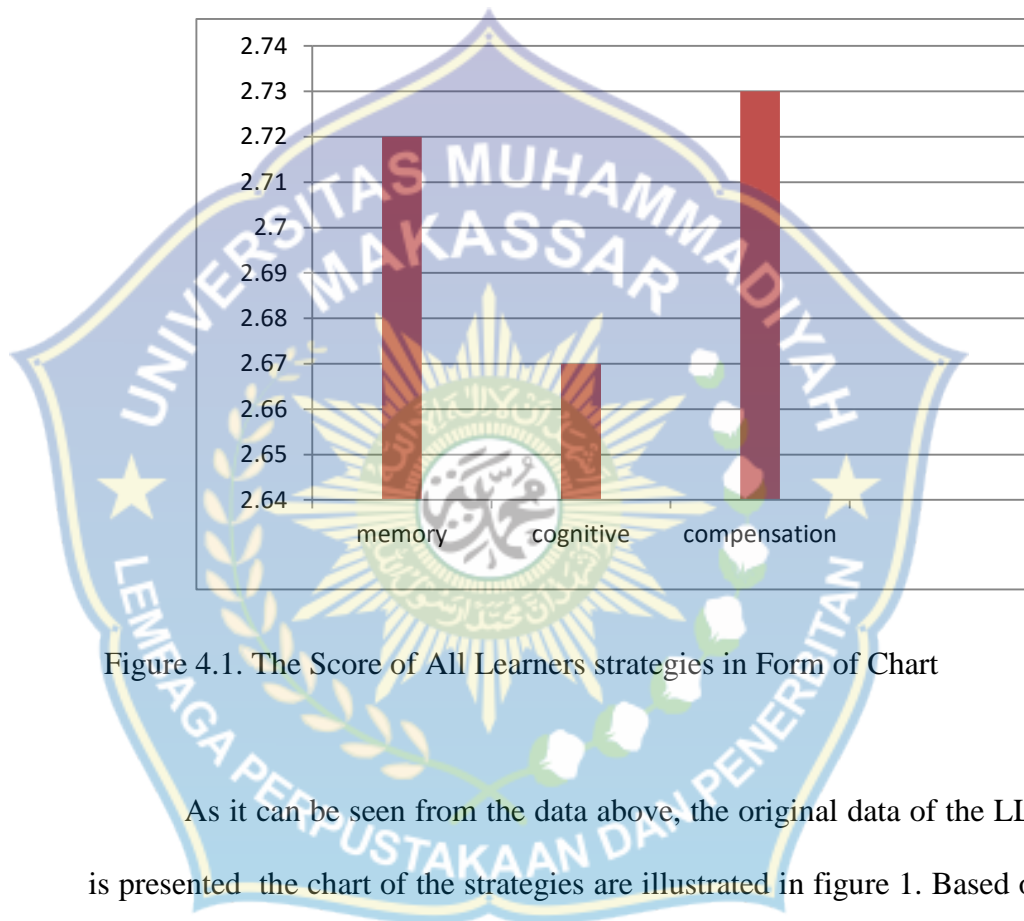


Figure 4.1. The Score of All Learners strategies in Form of Chart

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

The most frequently used strategy was compensation strategies (Mean score : 2.73) the sometimes used by the students and followed by memory strategies (Mean score 2.72) and cognitive (Mean score: 2.67) sometimes used by students. There was not a big different among the frequency of each strategies that the students use.

b. Indirect Strategies

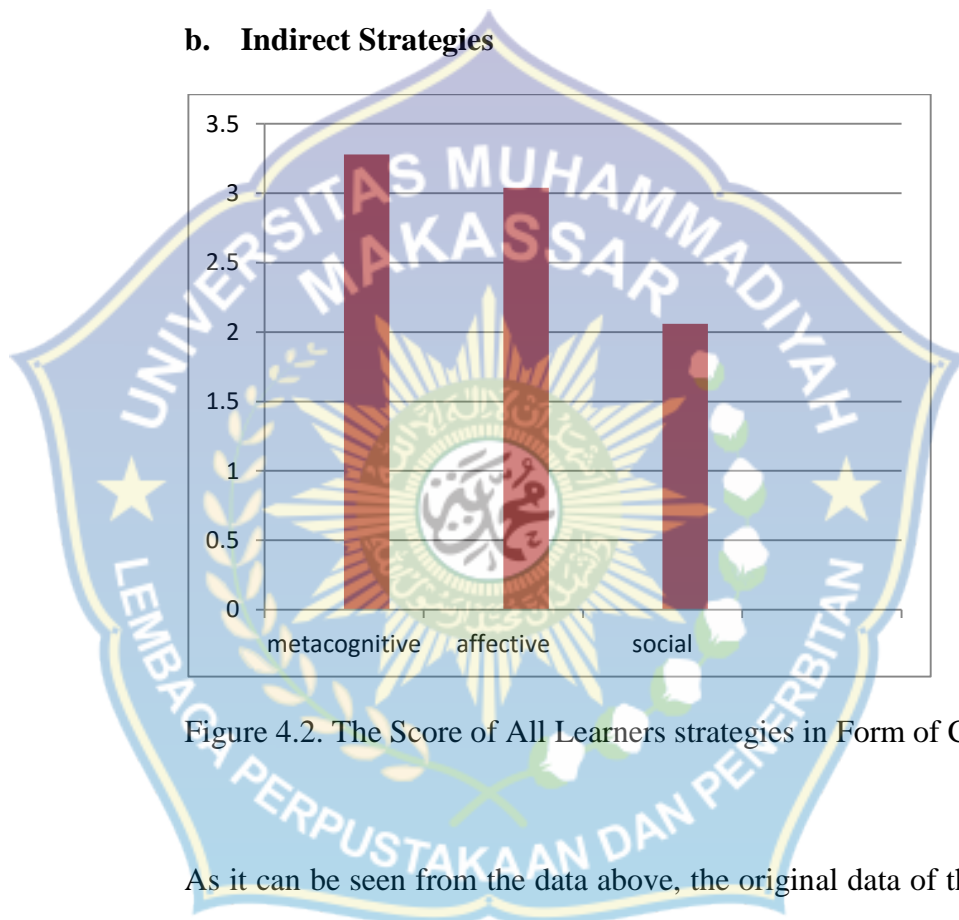


Figure 4.2. The Score of All Learners strategies in Form of Chart

As it can be seen from the data above, the original data of the LLS is presented the chart of the strategies are illustrated in figure 2. Based on the result of the LLS, there where some distinct findings of strategy use among the participant strategies, which was supported by the previous studies, such as chang, et al (2007) a study of language learning strategies used by college EFL learning in Taiwan, which showed that compensation strategies were mostly used.

The most frequently used strategy was metacognitive strategies (Mean score 3.28) the usually used by the students and followed by affective strategies (Mean score: 3.04). social strategies (Mean score: 2.06) sometimes used by students. There was not a big different among the frequency of each strategies that the students use.

2. Mean Score Classification of Female Students

a. Direct Strategies

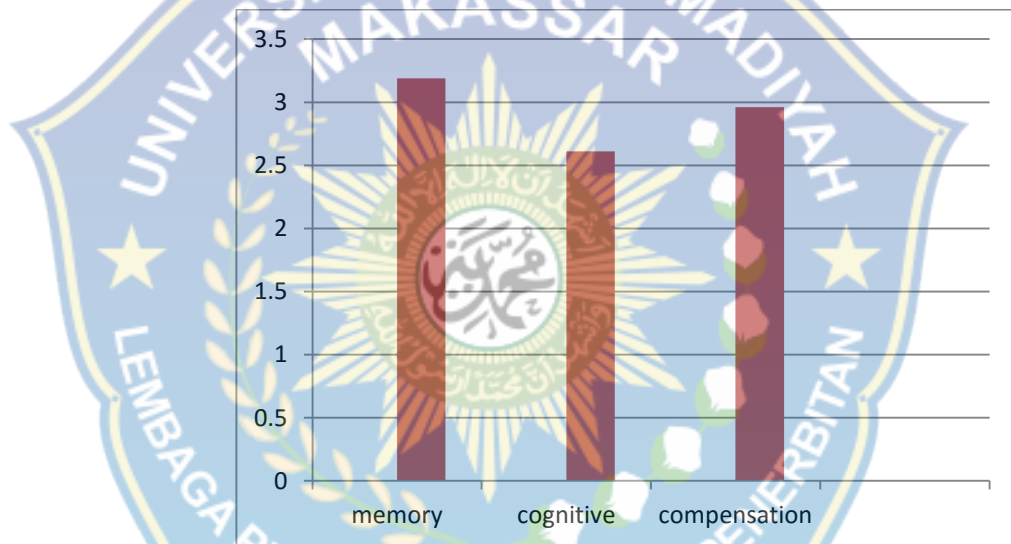


figure 4.3. The Score female of All Learners in Form of Chart

As it can be seen from the data above, the original data of the LLS is presented the chart of the strategies are illustrated in figure 3. Based on the result of the LLS, there where some distinct findings of strategy use among the participant strategies, which was supported by the previous studies, such as chang, et al (2007) a study of language learning strategies

used by college EFL learning in Taiwan, which showed that compensation strategies were mostly used.

The most frequently used strategy was memory strategies (M 3.19) the usually used by the students and followed by compensation strategies (M: 2.96) . cognitive strategies (M: 2.61) sometimes used by students. There was not a big different among the frequency of each strategies that the students use.

b. Indirect Strategies

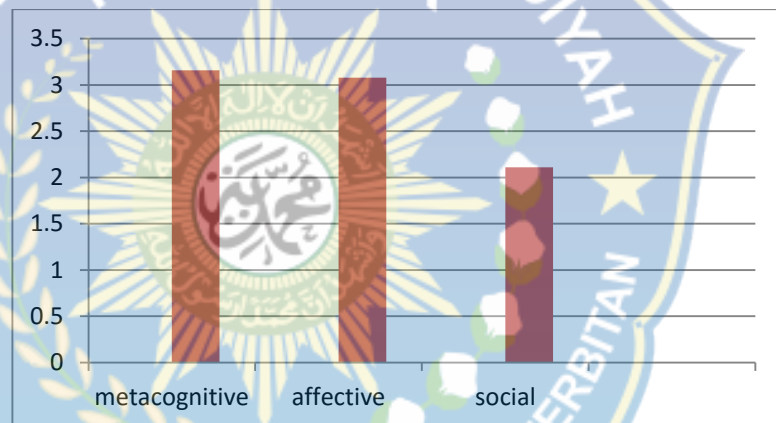


figure 4.4. The Score female of All Learners in Form of Chart

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

The most frequently used strategy was metacognitive strategies (Mean score 3.16) the usually used by the students and followed by affective strategies (Mean score: 3.08). social strategies (Mean score: 2.11) sometimes used by students. There was not a big different among the frequency of each strategies that the students use.

3. Score Classification of Male Students

a. Direct Strategies

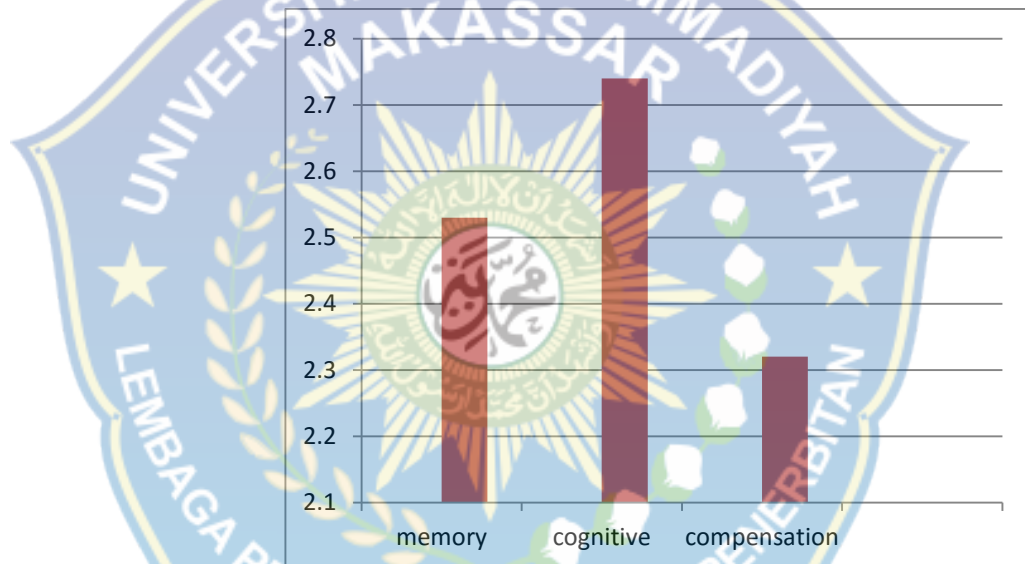


Figure 4.5. The Score male of All Learners in Form of Chart

As it can be seen from the data above, the original data of the LLS is presented the chart of the strategies are illustrated in figure 5. Based on the result of the LLS, there where some distinct findings of strategy use among the participant strategies, which was supported by the previous studies, such as chang, et al (2007) a study of language learning strategies

used by college EFL learning in Taiwan, which showed that compensation strategies were mostly used.

The most frequently used strategy was cognitive strategies (Mean score: 2.74) the usually used by the students and followed by memory strategies (M: 2.53). the compensiom strategies (Mean score: 2.32) sometimes used by students. There was not a big different among the frequency of each strategies that the students use.

b. Indirect Strategies

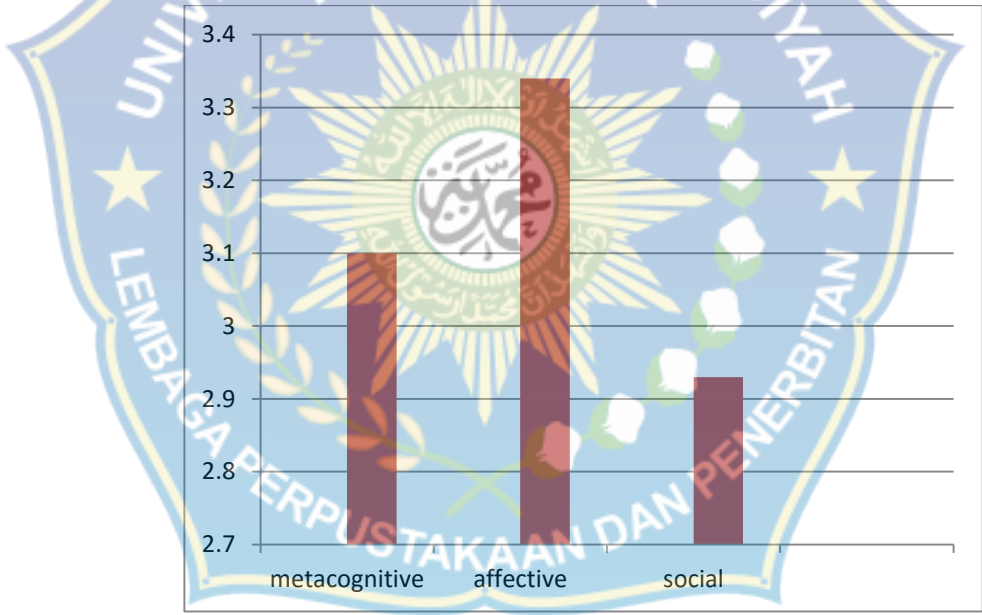


Figure 4.6. The Score male of All Learners in Form of Chart

As it can be seen from the data above, the original data of the LLS is presented the chart of the strategies are illustrated in figure 6. Based on the result of the LLS, there where some distinct findings of strategy use among the participant strategies, which was supported by the previous

studies, such as Chang, et al (2007) a study of language learning strategies used by college EFL learning in Taiwan, which showed that compensation strategies were mostly used.

The most frequently used strategy was affective strategies (Mean score 3.34) the usually used by the students and followed by metacognitive strategies (Mean score: 3.10) and social strategies (Mean score: 2.93) sometimes used by students. There was not a big different among the frequency of each strategies that the students use.

4. Mean score of Male and Female Students

To know whether or not there is significant difference between female and male students, it is shown in the Form of Chart

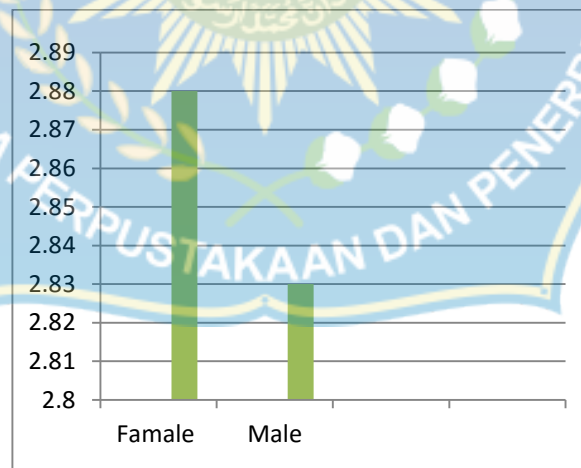


Figure 4.7. The Score female and male of All Learners in Form of Chart

Shown that the mean score of the female students is 2.88 and the mean score of the male students is 2.83. The mean

score of the female students is usually used in high level and the mean score of the male students is sometimes used in medium level.

B. Discussion

After describing the data, the researcher needed to analyze the data because the data were still raw draw. It deals with the answered of the problem statements. The explanation will be presented below

1. Female Learning Strategy

Based on the data found from the observation and from the questionnaire, the researcher found the students learning strategies in English of twelve grade students in SMA Gunung Sari Makassar and the discussion contains of learning strategies used by student in boarding school SMA Gunung Sari Makassar To know the strategies are used by female.

The first is memory strategy. The most frequently used strategy was memory strategies (Mean score : 3.19). According Alfianaini (2017), Memory-related strategies help learners link one language item of concept with another but do not necessarily involve deep understanding memory related strategies enable learners to learn and retrieve information, create learning and

retrieval via sounds, images a combination of sounds and images, body movement, mechanical means, or location

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

The third followed by strategy affective (Mean score : 3.08) sometimes used the students. According Alfiyanaini (2017), strategies affective is question for clarification. According to results of interview and observation, student in active to ask about the pronunciation in learning English whether it is correct or not. Based on the result above, the writer concluded that question for clarification learning strategy is appropriate to help students in clarifying the learning English materials that they do not understand.

The four followed by Compensation strategies (Mean score : 2.96) sometimes used by students. Compensation strategies is Guessing intelligently and Overcoming limitation in speaking and writing. According to Murcia (2001), ‘‘compensation strategies (e.g, guessing from the context in listening and reading, using synonyms and ‘‘talking around’’ the missing word to aid speaking and writing, And strictly for speaking-using gestures of pause words) help the learners make up for missing knowledge ‘‘.From that explanation, it implies that compensation strategy is a strategy which is needed to overcome any gaps in knowledge of the language. Therefore, the student who are using compensation strategies could guess the language by using linguistic clues and other clues.

The five followed by strategy in cognitive (Mean score : 2.61) sometimes used by students. According Alfiyanaini (2017), cognitive strategies is in farenjing. In here, the main point was guessing the meanings of words whose meaning did not know. From the results, the writer concluded that the students applied the in ferencing learning strategy in mastering their speaking skill by guessing the meaning from the context of the sentences and through summarizing the word that students understand.

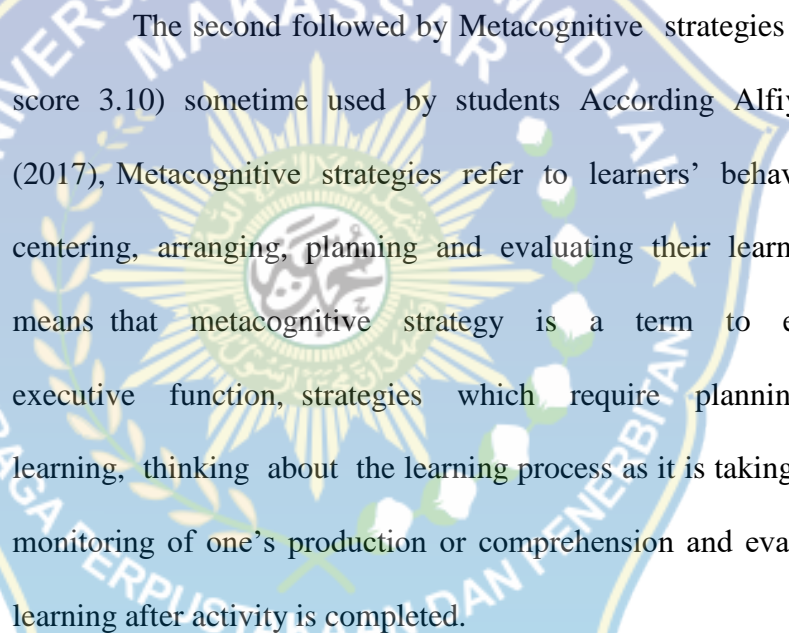
In last Social strategies (Mean score : 2.11) generally not used by the students. According Alfiyanaini (2017), Social strategies used cooperation and questioning for clarification. There are some strategies that used by them: The first strategy is cooperation. In here, the main point is the students' activities, especially their English conversation practices in daily activities to improve their speaking ability. According to the results, the students try to asking their friend to help them in memorizing sentences or vocabulary in learning English SMA Islam Terpadu Gunung Sari Makassar

2. Male learning strategies

Based on the data found from the observation and from the questionnaire, the researcher found the students learning strategies in English of twelve grade students in SMA Islam Terpadu Gunung Sari Makassar and the discussion contains of learning strategies used by student in boarding school SMA Islam Terpadu Gunung Sari Makassar To know the strategies are used by male.

The first is strategy affective. The most frequently used strategy was memory strategies (Mean score 3.34). According

Alfiyanaini (2017), strategies is question for clarification. According to results of interview and observation, student in active to ask about the pronunciation in learning English whether it is correct or not. Based on the result above, the writer concluded that question for clarification learning strategy is appropriate to help students in clarifying the learning English materials that they do not understand.



The second followed by Metacognitive strategies (Mean score 3.10) sometime used by students According Alfiyanaini (2017), Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. It means that metacognitive strategy is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluation learning after activity is completed.

The third followed by Social strategies (Mean score 2.93) sometimes used by the students. According Alfiyanaini (2017), Social strategies used cooperation and questioning for clarification. There are some strategies that used by them: The first strategy is cooperation. In here, the main point is the

students' activities, especially their English conversation practices in daily activities to improve their speaking ability. According to the results, the students try to asking their friend to help them in memorizing sentences or vocabulary in learning English SMA Islam Terpadu Gunung Sari Makassar.

The four followed by strategy cognitive (Mean score : .2.74) sometimes used by the students. According Alfiyanaini (2017), cognitive strategies is in farencing., In here, the main point was guessing the meanings of words whose meaning did not know. From the results, the writer concluded that the students applied the in ferencing learning strategy in mastering their speaking skill by guessing the meaning from the context of the sentences and through summarizing the word that students understand.

The five is followed by memory strategy (Mean score 2.53) sometimes used by the students. According Alfiyanaini (2017), Memory-related strategies help learners link one language item of concept with another but do not necessarily involve deep understanding memory related strategies enable learners to learn and retrieve information, create learning and retrieval via sounds,

images a combination of sounds and images, body movement, mechanical means, or location

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

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter of two parts. The first deals with the conclusion of the research findings, and the second part deals with suggestion

C. CONCLUSION

Based on the findings and discussion in the previous chapter, this research tries to help the learners to overcome the limitation and the difficulties in learning English by finding What are the language learning strategies used by female students of twelfth grade in learning English and What are the language learning strategies used by male students of twelfth grade in learning English.

1. Female learning strategy

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

2. male learning strategy

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

strategies, memory strategies and compensation strategies were the least frequently used in language learning strategies.

D. SUGGESTION

Based on the conclusion above, the research give some suggestion as follows:

1. It is important to make learners at SMA Gunung Sari Makassar used Metacognitive Strategies, Affective strategies, Compensation Strategies, Memory Strategies, Cognitive Strategies and Sosial Strategies to overcome limitation and problem in learning. By being familiar with lots of strategies. And to note the strategies that used by the high and low achievers.
2. The teacher at SMA Gunung Sari Makassar are suggested to be more aware of the presence of these strategies. Moreover the teacher should facilitate, guide and help students in use of these strategies.
3. For the next research who are interested in doing a research related to this case, they can use this thesis as literature or an additional reference. Although this research is completely done, but is still has many weakness.

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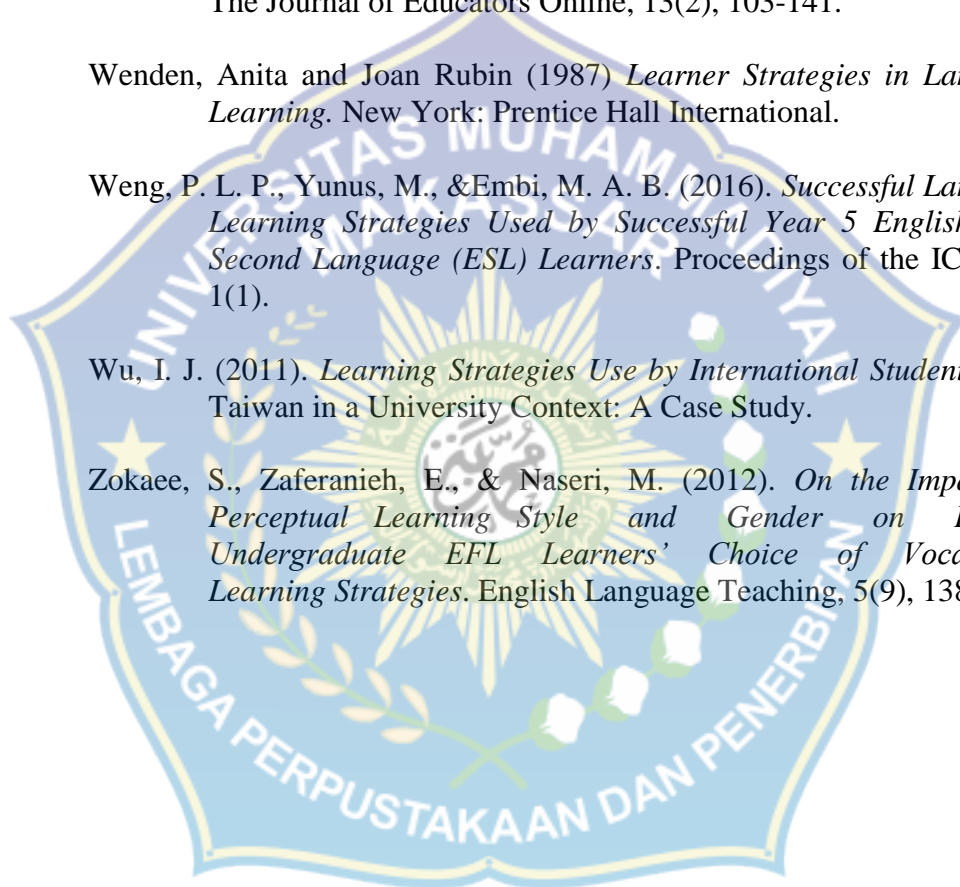
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APPENDIX 1

QUESTIONNAIRE FEMALE AND MALE

1. Name :
2. Kelas :
3. Jenis kelamin : Laki-laki/perempuan
4. Umur :

*coret yang

tidak perlu

Strategy for language learning (SLL)

Cara pengisian: Berilah tanda () pada salah satu kolom selalu, kadang-kadang, jarang atau tidak pernah pada butir pertanyaan.

Pertanyaan	Tidak pernah	jarang	Kadang-kadang	sering	Selalu
1. Dalam belajar bahasa inggris, saya menghubungkan apa yang baru saya pelajari dengan apa yang sudah saya ketahui					
2. Saya menggunakan kosakata bahasa inggris yang baru saya ketahui dalam bentuk kalimat supaya saya bisa mengingatnya					
3. Untuk mengingat kosa kata baru dalam bahasa inggris, saya menghubungkan bunyi dengan gambaran atau ilustrasi tersebut					

4. Saya sering mengulangi kembali pelajaran bahasa inggris					
5. Saya memperagakan secara fisik kosa kata bahasa inggris yang baru saya pelajari					
6. Saya mengucapkan atau menulis kosakata baru untuk beberapa kali					
7. Saya berusaha berbicara seperti seorang penutur asli (<i>native speaker</i>)					
8. Saya mencoba untuk tidak mengartikan kata per-kata dalam sebuah kalimat					
9. Saya membuat ringkasan dari informasi berbahasa Inggris dari apa yang saya baca atau dengar					
10. Untuk memahami kosakota yang tidak familiar, saya suka menebak-nebak					
11. Saya mengarang kata-kata baru ketika saya tidak tahu kata yang seharusnya digunakan dalam bahasa inggris					
12. Ketika saya kesulitan dalam memikirkan kata-kata bahasa inggris yang pas, saya suka					

menggunakan kata-kata atau phrase yang maknanya hampir sama					
13. Saya membaca bahasa inggris tanpa perlu mengecek makna setiap kosakata baru					
14. Saya mencari tahu kesalahan bahasa inggris untuk memperbaiki bahasa saya					
15. Saya merencanakan jadwal saya supaya bisa mengoptimalkan waktu belajar bahasa inggris					
16. Saya mempunyai tujuan yang jelas untuk bisa meningkatkan kemampuan bahasa inggris.					
17. Saya mencari teman atau partner yang bisa saya ajak untuk berbicara bahasa inggris					
18. Saya mencoba untuk rileks ketika saya takut dalam menggunakan bahasa inggris					
19. Saya mendorong diri saya untuk berbicara bahasa inggris bahkan ketikasaya takut membuat kesalahan					
20. Saya berbicara dengan orang lain mengenai perasaan saya ketika belajar bahasa inggris					
21. Saya sadar ketika gugup atau					

tegang sewaktu belajar atau menggunakan bahasa inggris					
22. Saya meminta penutur asli bahasa inggris untuk mengkoreksi saya ketika saya berbicara					
23. Saya berlatih bahasa inggris dengan teman atau murid yang lain					
24. Saya mengajukan pertanyaan dalam bahasa inggris					
25. Saya mencoba untuk belajar tentang budaya penutur asli bahasa inggris					

(Lestari,

2015: 39)

Ket:

soal no 1 sampai soal no 5 adalah strategi memori.

Soal no 6 sampai soal no 9 adalah strategi cognitive

Soal no 10 sampai soal no 13 adalah strategi compensation

Soal no 14 sampai soal no 17 adalah strategi metacognitive

Soal no 18 sampai soal no 21 adalah strategi affective

Soal no 22 sampai soal no 25 adalah social strategi



APPENDIX 2

THE SIX CATEGORY USED BY ALL LEARNERS'

NO	N A M A	M E M O R y	C O G N I T I V E	C O M P E N S A T I O N	M E T A C O G N I T I V E	E F F E C T I V E	S O C I A L	A V E R A G E
1	YTT	3,2	2.55	3,27	3.3	3.12	3	3,07
2	AY	2,8	3.27	2	2.3	2,57	1.77	2.45
3	HI	2,44	2.75	2.65	2.75	3.45	2.55	2.76
4	MIK	2.58	2,75	2.55	3	1,75	2.27	2.48
5	FR	3.52	3.17	3.27	3,85	3.85	3.62	3.54
6	SJ	3.56	3.67	3.1	4.47	3,62	2,47	3.48
7	JD	2.6	3.1	2.55	3.22	3.85	3.85	3.19
8	CW	3.75	3.9	2.47	2.7	2.72	4.3	3.31
9	NM	3.52	2.57	2.75	3.15	3.62	2.97	3.10
10	FSN	3,02	2.47	2.3	4.02	3.1	2.92	2.97
11	MAH	2.24	2.75	2.3	2.4	3.15	2.83	2.61
12	ARF	2.44	2.82	2.3	4.45	2.72	2.55	2.88
13	IB	3.84	3.67	3.62	2.82	3.22	2.27	2.63
14	NI	2.36	2.47	2.2	3.8	4.47	1.0	2.71
15	NNS	2.88	2.0	2.27	2.55	2.82	2.02	2.42

16	FJT	3.16	2.7	3.17	3.9	3.67	2.57	3.19
17	RS	3.56	2.05	1.5	1.95	2.17	1.0	2.04
18	JLN	2.44	2.0	3.62	4.23	4.7	4.25	4,04
19	MMJ	2.02	2.45	2.05	2.2	2.72	1.77	2.20
20	MLN	2.66	2.27	3.35	2.45	3	2.27	2.7
21	HDY	3.02	2.3	2.3	4.02	3.1	2.92	2.94
22	NA	2.6	2.3	4.3	2.55	3.62	3.37	3.13
23	AM	1.0	1.7	2.95	2.47	2.3	2.47	2.15
24	CA	2.24	2.65	4.3	4.02	3.37	1.5	3.01
25	APS	3.77	2.47	2.3	4.02	3.1	2.92	3.10
26	DN	2.24	2.57	1.5	2.72	1.77	3	2.3
	Mean Score	2.72	2.67	2.73	3,28	3.04	2.06	2. 86



APPENDIX 3

SCORE OF FEMALE STUDENTS

No	name	mem	cog	comp	meta	aff	soc	Average
1	YTT	3,2	2.55	3,27	3.3	3.12	3	3,07
2	SJ	3.56	3.67	3.1	4.47	3,62	2,47	3.48
3	NM	3.52	2.57	2.75	3.15	3.62	2.97	3.10
4	FSN	3,02	2.47	2.3	4.02	3.1	2.92	2.97
5	IB	3.84	3.67	3.62	2.82	3.22	2.27	2.63
6	NI	2.36	2.47	2.2	3.8	4.47	1.0	2.71
7	NNS	2.88	2.0	2.27	2.55	2.82	2.02	2.42
8	FJT	3.16	2.7	3.17	3.9	3.67	2.57	3.19
9	RS	3.56	2.05	1.5	1.95	2.17	1.0	2.04
10	MLN	2.66	2.27	3.35	2.45	3	2.27	2.7
11	NA	2.6	2.3	4.3	2.55	3.62	3.37	3.13
12	CA	2.24	2.65	4.3	4.02	3.37	1.5	3.01
13	APS	3.77	2.47	2.3	4.02	3.1	2.92	3.10
	Mean Score	3.19	2.61	2.96	3.16	3,08	2.11	2.88



APPENDIX 4

SCORE OF MALE STUDENTS

No	name	mem	cog	comp	meta	aff	soc	Average
1	DN	2.24	2.57	1.5	2.72	1.77	3	2.3
2	AY	2,8	3.27	2	2.3	2,57	1.77	2.45
3	HI	2,44	2.75	2.65	2.75	3.45	2.55	2.76
4	MIK	2.58	2,75	2.55	3	1,75	2.27	2.48
5	FR	3.52	3.17	3.27	3,85	3.85	3.62	3.54
6	JD	2.6	3.1	2.55	3.22	3.85	3.85	3.19
7	CW	3.75	3.9	2.47	2.7	2.72	4.3	3.31
8	MAH	2.24	2.75	2.3	2.4	3.15	2.83	2.61
9	ARF	2.44	2.82	2.3	4.45	2.72	2.55	2.88
10	JLN	2.44	2.0	3.62	4.23	4.7	4.25	4,04
11	MMJ	2.02	2.45	2.05	2.2	2.72	1.77	2.20
12	HDY	3.02	2.3	2.3	4.02	3.1	2.92	2.94
13	AM	1.0	1.7	2.95	2.47	2.3	2.47	2.15
	Mean Score	2.53	2.74	2.32	3.10	3.34	2.93	2.83



APPENDIX 4

RAW DATA OF THE FEMALE AND MALE STUDENTS' TEST SCORE

No	Respondents	Female	Male
		Score (X)	Score (X)
1	S01	3,07	2.3
2	S02	3.48	2.45
3	S03	3.10	2.76
4	S04	2.97	2.48
5	S05	2.63	3.54
6	S06	2.71	3.19
7	S07	2.42	3.31
8	S08	3.19	2.61
9	S09	2.04	2.88
10	S10	2.7	4,04
11	S11	3.13	2.20
12	S12	3.01	2.94
13	S13	3.10	2.15
Total		37,55	36,85
Average		2.88	2.83

MEAN SCORE OF MALE AND FEMALE STUDENTS

Student	Mean Score
Famale	2.88
Male	2.83

1. Female Students

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{37,55}{13}$$

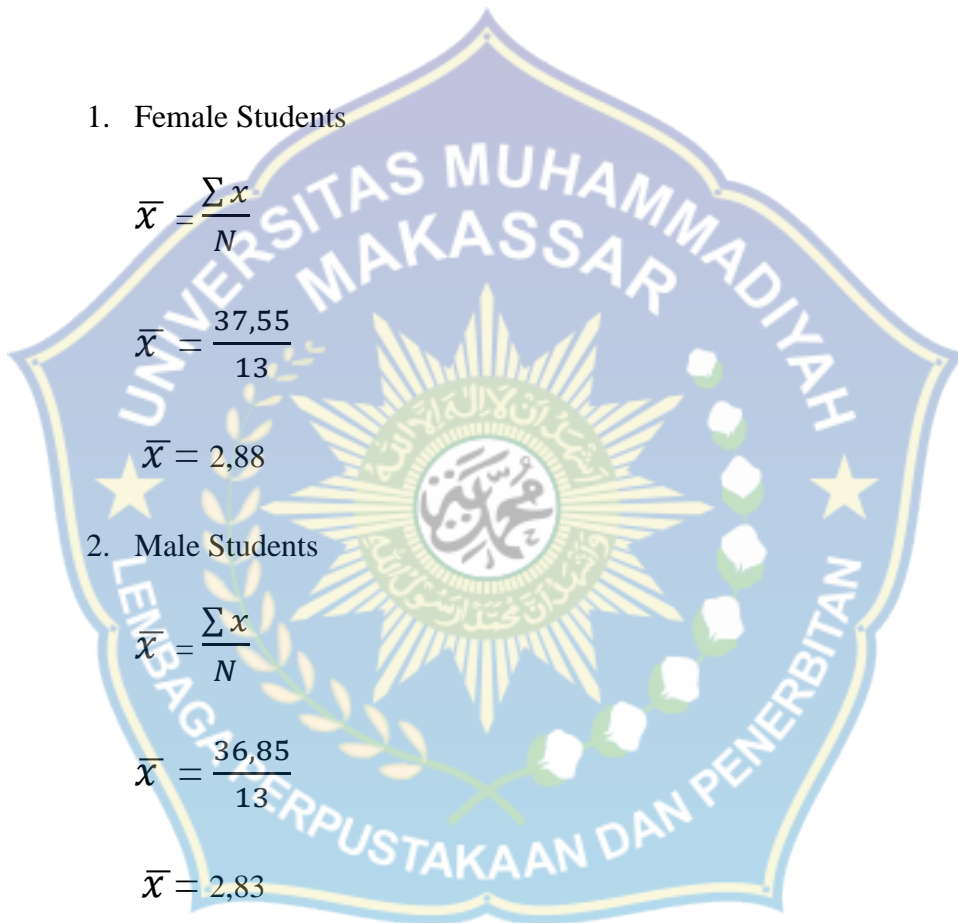
$$\bar{x} = 2,88$$

2. Male Students

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{36,85}{13}$$

$$\bar{x} = 2,83$$



CURRICULUM VITAE



The researcher, **Anes Indriani** was born on Oktober 11th, 1996 in Daru, West Nusa Tenggara. She is the first and only two daughter and two brother from the marriage of kaharuddin and Aisyah. She began her study at SDN Inpres Pali and graduated in 2008. Then she continued her education at SMP Negeri 2 Bolo and graduated in 2011. Afterwards, she continued her study at SMA Negeri 2 Bolo and graduated In 2014. In year 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the Title *The Analysis of Different Learning Startegies of Female and Male Students at The Second Grade SMA Islam Terpadu Gunung Sari Makassar.*

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