The Differences of Male and Female Students' Language Learning Strategies in Classroom Interaction

(A Descriptive Research at the Second Grade of SMA Negeri 22 Makassar)

A Thesis

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Education in English Department

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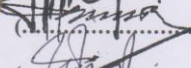**UNIVERSITY MUHAMMADIYAH OF MAKASSAR**
2018

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **IRMAYANI SANDI**, NIM **10535 5725 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, tanggal 22 Rabiul Akhir 1439 H/09 Januari 2018 M, sebagai salah satu syarat guna memperol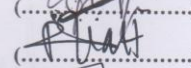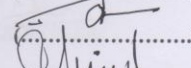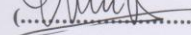eh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal 31 Januari 2018.

Makassar, 14 Jumadil Awal 1439 H
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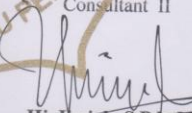
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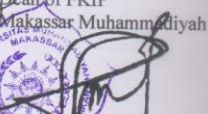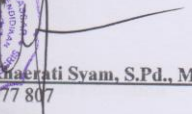
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Irmayani Sandi

ABSTRACT

Irmayani Sandi, 2017 The *Differences of Male and Female Students' Language Learning Strategies in Classroon Interaction at the Second Grade Students of SMA Negeri 22 Makassar*. Thesis**.** English Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Guided by H.M. Arif Paturusi and Hj. Ilmiah.

The objectives of this research are to find out the most strategy used and to ascertain the difference between male and female students in the use of language learning strategies in SMA Negeri 22 Makassar.

The method of this research was descriptive Quantitative. The subject of this research was the Second Grade Students of SMA Negeri 22 Makassar, consisted of 49 male students and 50 female students. The instrument of this research was SILL Questionnaire consisted of 50 items. This research used random sampling technique.

The findings of this research showed that the most strategy used by male is compensation strategies followed by metacognitive, social, affective, cognitive and memory strategies. While the most strategy used by female is metacognitive strategies followed by compensation, affective, social, memory and cognitive strategies. And there is no significant difference on memory, cognitive strategies, compensation, metacognitive, and social strategies preference in the use of language learning strategies. Meanwhile, there is a significant difference on affective strategies preference in the use of language learning strategies between male and female students. Finally, it is concluded that the most strategy used by male students is Compensation Strategy while the most strategy used by female students is Metacognitive Strategy. And there is a significant difference on affective strategies preference in the use of language learning strategies between male and female students.

Key Words: Male and Female Students, Language Learning Strategies, Classroom Interaction.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful

Alhamdullilah Robbil 'Alamin, the researcher is grateful for all the bounties that Allah SWT. has showered on one which enabled me to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

The researcher realizes that many hands have given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the researcher would like to express his appreciation and sincere thanks to all of them particularly:

1. My beloved parents, Suhardi (my father) and Idah (my mother), my beloved brothers Irsan Sandi and Muh. Irham Sandi for their prayers, unfailing love, sacrifice and continual understanding. *Love them with all my heart.*

2. Dr. H. Abd Rahman Rahim, S.E., M.M. the Rector of the Muhammadiyah University of Makassar

3. Erwin Akib, S.Pd., M.Pd., Ph.D. the Dean of Teacher Training and Education Faculty.

4. Ummi Khaerati Syam, S.Pd., M.Pd. the head of English Education Department of FKIP UNISMUH Makassar.

5. My high appreciation and great thankful are due to consultant Dr. H. M. Arif Paturusi, M.Pd. and Hj.Ilmiah, S.Pd., M.Pd. as the second consultant who have given their valuable time and guidance to finish this thesis.

6. My heartful thank to all lectures of the FKIP UNISMUH especially to the lectures of English Department and all staff of Muhammadiyah university of Makassar for their guidance during the years of the researcher's study.

7. The researcher deep appreciation for the headmaster and English teacher of SMA Negeri 22 Makassar and all the students of SMA Negeri 22 Makassar especially for the second grade in academic year 2016/2017 who have spared their time and activities for being subject of this research.

8. Special thanks to the examiners who have taken an important role in finishing my study.

9. Thanks to all of my friends in J class of English Department. You have taught me the meaning of togetherness.

Makassar,   October 2017

The Researcher

"Do your best at any moment that you have"

I dedicated this thesis

for my beloved family my friends and

all people who love and pray for me . . .

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CHAPTER I

INTRODUCTION

This chapter consisted of background, problem statement, the objective of the research, the significance of the research and the scope of the research.

A. Background

Many factors, both internal and external, influence the success of the students in learning foreign language, particularly learning English. The external factors can be mentioned by some elements such as teachers, materials and facilities in the classroom context. Meanwhile, the internal factors are mentioned by the students' internal factors, namely age, cognition, affection and personality. The students' factor plays a dominant role in determining and predicting the success of language learning. Therefore, all of these factors are intertwined each other in gaining students to learn English.

Recently, many researchers try to find what makes students success at learning language, particularly learning English, and why some people are more effective at learning than others. The success in learning language is also influenced by strategies which are possessed by the students. Therefore, it assumes that to overcome the language barriers, the students need to utilize learning strategies.

Language learning strategy plays a significant role in L2/FL learning, due to the fact that language learning strategies can help students to facilitate the

acquisition, storage, retrieval or use of information and increase self-confidence. Therefore, the use of learning strategies suggests that students, whether consciously or unconsciously, utilize a variety of learning strategies. A good student tries to find ways to use these strategies to succeed in language learning.

Considering the better understanding of learning strategies, someone can find the effective way in learning English and also help the students to increase their English ability. Furthermore, the use of appropriate language learning strategies can make the students easier in mastering English and increase their ability in learning English. Oxford (1995) state that active use of strategies helps students attain higher proficiency. Besides, language learning strategies help students become more autonomous. Therefore, it is very important for teacher to introduce and give training of language learning strategies for the students.

Based on the explanations above, it can be concluded that the appropriate and frequent use of learning strategies will lead to better achievement in learning the target language and assist the students to gain more independence and autonomy in the process of language learning.

Furthermore, results of several studies indicate that different factors influence the type and frequency of language learning strategy use. According to recent research studies Tam (2013), there several factors that influences strategy choice. They are age, socioeconomic, culture and gender differences.

Gender is an important factor affecting the choice of language learning

strategies in foreign language learning and is said to have a profound effect on strategy choice of learners. Several studies in the literature support the notion that gender, significant or not, make a difference in learning a foreign language. The majority of studies examined gender as a variable affecting the use of language learning strategies. They had documented that people learn in different ways and there are a variety of surveys and analytical schema to categories these different learning preferences. The researchers found that males and females employ different strategies in relation to their gender differences.

However, looking from a broader perspective, studies which have examined the relationship between gender and strategy use have come to mixed conclusions. Discovered distinct gender differences in strategy use favoring female learners in terms of the number of strategies used in learning a foreign language. That is way, in order to effectively use learners on language learning strategies, teachers must be aware of gender differences among males and females.

Based on statement above, the researcher is inspired to find out about" The Differences of Male and Female Students' Language Learning Strategies in Classroom Interaction".

B. Problem statements

Based on the background above, the problem statement of this research are:

1. What are the most language learning strategies used by male and female at Second Grade students of SMA Negeri 22 Makassar?

2. Are there significant differences between male and female students by using language learning strategies at Second Grade students of SMA Negeri 22 Makassar?

C. Objective of research

Related to the problem statement above, the objective of the research are to find out:

1. The most language learning strategies used by male and female at Second Grade students of SMA Negeri 22 Makassar**.**

2. To ascertain significant differences between male and female students by using language learning strategies at Second Grade students of SMA Negeri 22 Makassar.

D. Significance of the Research

The researcher hopes that the result is of the study is provide:

1. The students: it can help to learn more successfully and develop their learning autonomy.

2. The teachers: this research is expected to be able to become information about language learning strategies.

3. The researcher: this research will be able to get more information about the language learning strategies based on gender.

E. Scope of Research

This research is to the Second Grade male and female students' language learning strategies of SMA Negeri 22 Makassar based on gender differences. This research focus on language learning strategy based on gender differences in learning English. Language learning strategies deal with six categories that classified into direct and indirect. Direct strategies refer to the memory, cognitive and compensation strategies and indirect strategies deal with metacognitive, affective and social strategies.

CHAPTER II

RELATED LITERATURE REVIEW

A. Previous Related Studies

1. Tam (2013) on his research about "*A study on Language Learning Strategies (LLSs) of University Students in Hong Kong*". The major purpose of this study was to investigate the relationship between gender, second language proficiency, socioeconomic status and language learning strategies (LLSs). The major finding was that males and females had a significant difference in using memory, compensation, metacognitive, and social strategies to learn English, with female using all of these strategies more frequently than males. A positive correlation was found between compensation, cognitive and social strategies and the users' second language proficiency. It was also found that socioeconomic status would greatly influence local university students' use of social strategies.

2. Zeynali (2012) on her title "*Exploring the Gender Effect on EFL Learners' Learning Strategies*" the aim of present study was to investigate whether or not differences exist between female and male Iranian learners in the use of language learning strategies. A total of 149 learners at Institute in Tabriz, Iran participated in the study. Data were collected using a questionnaire adapted and modified from SILL (Oxford, 1990). The findings show that there is a significant gender difference in the use of

language learning strategies as a whole. Female learners also have tendency to use overall language learning strategies more often than males. There are important differences between genders in the use of social/ affective strategies with females using them more often.

3. Aslan (2009) on his research about *"The Role of Gender and Language Learning Strategies in Learning English"* In this study, the focus is about to investigate learning strategies used by EFL, to find the amount of strategies and the domain differences that strategy used, to reveal the link between strategy use and success levels, to find out the difference in strategy use between gender, and its influence on their achievement. The participants were 257 (153 males and 104 females) students of Atilim University English Preparatory School. The findings revealed that use of language learning strategies are positively effective and females are more successful than males in terms of achievement test. It shows that there is significant connection between gender, achievement, and language learning strategies.

4. *Anshari (2016) on his research about "A Comparison between Male and Female Students' Language Learning Strategies Preference".* The aim of this research is to find out the language learning strategies of male students of the tenth grade at State Senior High School 12 Pekanbaru, to find out the language learning strategies of female students, and to find out whether there is or no a significant difference on language learning strategies preference between male and female students. The findings show that both

male and female students language learning strategies preference were Metacognitive Strategies, and there is no significant difference on the language learning strategies preference between male and female students in learning English at State Senior High School 12 Pekanbaru. Based on the data analysis, the researchers concluded that there is no significant difference on the language learning strategies preference between male and female of the tenth grade students at State Senior High School 12 Pekanbaru in learning English.

From the previous study above, it can be seen that language learning strategy has a big impact for students to learning the language better. Moreover, there are so many facts that interesting that need to be investigate, like gender and achievement. In the first and second previous studies show that achievement has an important role in the use of learning strategy. Additionally, all of them also mention that they wanted to examine were there any difference between males and females with learning strategy. It can be seen that achievement and gender have a special issues in language education.

B. Pertinent Ideas

1. Learning Strategy

a. Definition of Learning Strategy

To understand the meaning of language learning strategy is important in learning and teaching English. It can help to have more understanding in language learning strategies better. Based on Hidayat

(2012), strategy is a plan that is intended to achieve a particular purpose, the process of planning something or putting a plan into operation in a skilful way and the skill of planning the movements of armies in a battle or war; an example of doing this.

Based on Liu and Chary (2013), learning strategy is all about perspective, thought, patterns and direction that taken for gaining effective learning.

Based on the explanation above, it can be seen that learning strategy is what learners taken in order to complete a learning task and enables effective learning.

b. Kinds of Learning Strategy

Many experts have different opinions about learning strategy. Based on Reigeluth and Degeng in Lestari (2015), there are three kinds of learning strategy:

1) Organizational strategy: a way to organize the contents of field of a study. It refers on how learning and teaching materials were presented.

2) Delivery strategy: referring to teaching media and how the learners can understand the media that being used.

3) Management strategy: it is how to organize the interaction between learners and learning strategy variable, which are organizational strategy and delivery strategy. it refers in scheduling and allocation of teaching that organized.

2. Language Learning Strategies

a. Definition of Language Learning Strategies

Before going to the language learning strategies, the writer would like to introduce the definition of it. According to Kulikova (2015) state that language learning strategies is specific actions or techniques L2 learners employ to manage and direct their efforts that among the main factors that determine how well students learn a second language. Meanwhile, Zeynali (2012), state that language learning strategies constituted the steps or actions consciously that selected by the learner special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information. According to Oxford in Dahlberg (2016), a comprehensive about language learning strategies is specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. These strategies can facilitate the student retrieving or using new language.

Based on some explanation by the experts above, it can be summarized that the definition of language learning strategies are all the actions involving behavior, steps, techniques and thoughts of the learners during the language learning in order to achieve better learning language.

b. Characteristic of Language Learning Strategies

Lee (2010) lists the basic features of learning strategies emphasizing that strategies are oriented towards the development of communication competence in a foreign language and include interaction between learners. Oxford (1990) lists 12 basic features of a foreign language learning strategy:

1) strategies contribute to the main goal – communicative competence;

2) strategies allow learners to become more self-directed and to develop autonomous learning and take responsibility for their own learning; they affect the process of learning, the learner's success or failure in learning;

3) strategies expand the role of foreign language teachers in a way that the traditional role of the teacher in the educational process changes and the teacher assumes the role of person facilitating the learning, helping, advising, diagnosing, coordinating learning, and participating in communication;

4) strategies are problem-oriented;

5) strategies are specific actions taken by the learner;

6) in addition to the cognitive, strategies involve many other aspects of learning, such as metacognitive, affective and social aspects;

7) support learning, both directly and indirectly;

8) strategies are not always observable, they can be concealed;

9) strategies are often conscious;

10) strategies can be taught;

11) strategies are flexible;

12) strategies can be influenced by a variety of factors.

Strategies influence students' habit in learning because it allows students to be independent students and learn responsibly. To make students learn independently and responsibly, teachers have the new roles to make it happens. Teacher is expecting to be someone who can identify students' learning strategy and train hem in learning strategies. In learning activities, many problems will occur where strategies, as a tool, contribute to solve them. Based on the problems that occur, students will also take specific actions or behavior in solving their problem to improve their learning. Language learning strategies are not only talking about cognitive aspect but also many aspects of learners, such as metacognitive, affective, and social. Those other aspects influence indirectly to students learning while a language itself affect directly and both have an equal position to support each other. Not all language learning strategies are visible. There are several strategies that cannot be seeing even teachers observe them intensively, such as memorizing or some strategies are used outside the class. When strategies are use, it is usually use

consciously. To use appropriate strategies consciously, training of strategies are need to learn and apply the suitable strategies in any situation. Many strategies are use as much as situations happen. In applying strategies, there is no guaranteed to follow the steps for every situation. It depends on students' flexibility in the way their learning activities. In addition, language learning strategies are affected by many factors, inside and outside the learners like motivation.

c. The Kinds of Language Learning Strategies

There are many linguists differentiate on the categorization of learning strategies. They have different opinion on classifying it. The following discussion discusses about different beliefs of learning strategies classification.

In the journal by Zare (2012), language learning strategies have been classified into five groups by Stern's, which are:

1) Management and planning strategies which allow learners to connect with learner's purpose to control his own learning

2) Cognitive strategies which refer to procedures and activities which learners apply to learn or remember the materials and solve the problems.

3) Communicative strategies which involve the use of verbal or nonverbal instrument for the useful transfer of knowledge.

4) Interpretational strategies which monitor the learners" development and evaluates their performance.

5) Affective strategies which make learners aware of emotions such us unfamiliarity or confusion, and try to build positive feelings towards the target language in the learning activities.

On the other hand, Rubin in Lestari (2015) as the pioneer of learning strategy categorized learning strategies into three major. The first is learning strategies, learning strategies have two main types; cognitive learning strategies and metacognitive learning strategies. In cognitive learning strategies, it refers to problem-solving that required deeper analysis about learning materials. While metacognitive learning strategies, it refers to self-direct language learning. The second is communication strategies which used by the learners when faced difficulty in understanding the meaning of the speakers. The last is social strategies which the objective is to expose target language and practice it.

Another opinion is based on O'Malley (1995) defines the kind of learning strategies is divided into three types, metacognitive, cognitive, and socio-affective strategies.

1) Metacognitive Strategies

This strategy involves process such as planning for learning; thinking about their learning process, self-correctness, and evaluating learning after an activity is completed. The example of this strategy is planning and self monitoring.

2) Cognitive Strategies

This strategy involves direct learning process about the learning material itself and have limited specific learning task. The example of this strategy is repetition and making inference.

3) Socio-Affective Strategies

This kind of strategy has close relationship with social activity and interacting with the other. The example of socio-affective strategies is cooperation and question for clarification.

Another kind of language learning strategies came from Oxford (1990). Based on her, language learning strategies are divided into two types; direct strategies and indirect strategies. In direct strategies, it divided into three which are memory strategies, cognitive strategies and compensation strategies. While in indirect strategies also divided into three, which are metacognitive strategies, affective strategies and social strategies.

d. The Function of Language Learning Strategies

Oxford's kinds of language learning strategies are more comprehensive, detail and systematic rather than the others. Moreover, these kinds of strategy become the main source which the research grounded that call Strategy Inventory for Language Learning (SILL) made by Oxford.

1) Memory Strategies

Memory strategy involves the mental process for storing new information in the memory and for retrieving them when need. This strategy has three categories; creating mental linkages, applying images and sounds and employing action.

Creating mental linkages it can be applied by:

a) grouping or classifying language materials into meaningful units based on the topic,

b) associating or elaborating new language information to the concept that already in memory,

c) placing new words into a meaningful context.

Applying images and sounds it can be applied by:

a) using visual imagery to remember something,

b) making a semantic mapping, such as drawing a diagram of key concept at the center or the top, and then linked the key concept by lines or arrows,

c) remembering new words using keywords,

d) remembering new language information according to its sounds.

Employing action, it can be applied by:

a) using physical response or action,

b) using mechanical techniques in moving or changing something in order to remember the language.

2) Cognitive Strategies

This strategy is a conscious way in processing the target language. It involves four categories as well; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

Practicing consists by:

a) repeating, rehearsing, and imitating the language,

b) formally practicing sounds and writing system,

c) aware in recognizing and using formula or patterns,

d) recombining known elements in a new ways, and

e) practicing the new language in natural ways.

Receiving and sending messages consists by:

a) getting the idea quickly by skimming and scanning, and

b) using print or non-print resource to understand incoming and producing messages.

Analyzing and reasoning consists by:

a) using general rules and applying them to the target language in order to reasoning deductively,

b) analyzing expression in order to understand the meaning of the whole expression,

c) analyzing contrastively, such as comparing elements like sounds, vocabulary, or grammar to determine the similarities and differences,

d) translating as the basic for understanding and producing the language, and

e) transferring the knowledge, concepts, or structure from one language to another.

Creating structure for input and output consists by:

a) taking notes specific ideas or topics,

b) making a summarize,

c) highlighting important information in the passage.

3) Compensation Strategies

Compensation strategies enable learners to use the language either in speaking and writing even lack of the knowledge. In this strategy consists of guessing intelligently, and overcoming limitations in speaking and writing.

Guessing intelligently can be achieved by:

a) using linguistic clues such as seeking and using language-based clues for guess the meaning what is heard or read in the language,

b) using other clues such as seeking and using clues that not language-based in order to guess the meaning of the language.

Overcoming limitations in speaking and writing can be achieved by:

a) switching to the mother tongue,

b) asking someone for help,

c) using mime or gesture,

d) avoiding communication partially or totally,

e) selecting the topic in order to direct communication,

f) adjusting or approximating the message,

g) coining the words to communicate the desire idea, and

h) using synonym.

4) Metacognitive Strategies

It allows learners to control their cognitive in order to coordinate the learning process. This strategy consists of centering your learning, arranging and planning your learning, and evaluating your learning.

Centering your learning includes by:

a) over viewing materials and link it with what already known,

b) paying attention,

c) delaying speech to focus on listening.

Arranging and planning your learning, includes by:

a) find out how language works,

b) organizing the condition of learning to becoming optimal learning,

c) setting aims for language learning,

d) identifying the purpose of language task,

e) planning for language task,

f) seeking practice for opportunities.

Evaluating your learning includes by:

a) self-monitoring and

b) self-evaluating.

5) Affective Strategies

Affective strategy assists learners to manage their emotions, motivation, and attitudes toward learning process. It consists of lowering anxiety, encouraging yourself, and taking your emotional temperature.

Lowering anxiety can be describe as:

a) using technique to alternate the tense by deep breathing or meditation,

b) using music,

c) using laughter.

Encouraging yourself can be described as:

a) making positive statements,

b) taking risk wisely,

c) give reward for yourself.

Taking emotional temperature can be described as:

a) understand the condition of yourself,

b) use checklist to discover feelings, attitudes and motivation,

c) writing a language learning diary,

d) discuss your feeling with other.

6) Social Strategies

This strategy facilitates language learning through interaction with others. It consists of asking questions, cooperating with others, and empathizing with others.

Asking questions can be described as:

a) asking clarification or verification,

b) asking for correction.

Cooperating with others can be described as:

a) cooperating with peers,

b) cooperating with proficient user or native speaker of the language.

Empathizing with others can be described as:

a) developing cultural understanding,

b) becoming aware of others" thoughts and feelings.

e. The Importance of Language Learning Strategies

Knowing the importance of language learning strategies is a significant thing for the learners. Many people are not aware that learning strategies are important aspects in learning foreign language. The learners just follow the teacher's instruction. Only a few learners are aware the importance of language learning strategies that can

make an effective way in learning the language. As many researchers like Oxford and O'Malley in Shmais's journal have emphasized that effective learners used many different strategies in order to solve the problem that they face or producing the language. Moreover, many earlier researchers also confirm that good learners employ language learning strategies in learning the language.

Using language learning strategies appropriately can make improvement in learners' language skills. Language learning strategies help language teachers about how their student assess their situation in learning process, plan, select skills so as to understand, learn, or remember information in the language classroom. It can be viewed that language learning strategies is important aspect in learning foreign language because it is the basic aspect in learning language which can make learners improve the knowledge of the language

3. **Concept of Gender**

a. Theory of Gender

In the general sense, the notions "sex" and "gender" are perceived to be synonymous and in some studies they are used interchangeably. The definition of sex and gender in Collins Cobuild English Dictionary in Jamiah (2016) is as follows:

1) Sex: (excluding other meanings)

    a) The two sexes are the two groups, male and female, into which people and animals are divided according to the function of they have in producing young.

    b) The sex of a person or animal is their characteristics of being either a male or female.

2) Gender:

    a) A person's gender is the fact that they are male or female.

    b) You can refer to all male and female people as a particular gender.

The dictionary definitions mentioned above do not give a clear distinction between the two terms. However, (especially postmodernist) scholars believe that gender is a completely different notion and it is not a biological fact at all.

Gender refers to the socially construct roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. Gender emphasizes that masculinity and femininity are products of social, cultural and psychological factors and are acquired by an individual in the process of becoming a man or woman. Gender is the term widely used to refer to those ways in which a culture reformulates what begins as a fact of nature. The biological sexes are redefined, represented, valued, and channeled into different roles in various culturally dependent ways.

According to Puspitawati (2013) Gender refers to the economic, social, political, and cultural attributes and opportunities associated with

being female and male. The social definitions of what it means to be female or male vary among cultures and changes over time.

According to Monsefi (2015), gender shaped by socials factors and culture that afterwards produced number of opinions about the social and cultural roles of man and women. In this study, the term gender is used following concept this conceptualization of gender which is composed of culturally constructed male identity not the biological differences between males and females.

b. Gender in Communication

According to Mahmud in Jamiah (2016), recent research on language and gender also stated the differences between men and women in using language for communication. The differences on men and women communication may affect expectation for men and women in various fields of life. The different ways of man and women in communication can become a critical point of gender inequality. Because of those differences, man and women are treated differently. In terms of leadership, for example, women may be ignored for high position due to their emotional language. A study in the field of organization have show that the capability of men and women to be a leader may be affect by the notions of emotional women's language, which is not suitable for a leader.

c. Gender in Learning English

The way to improve male and female students' English, they have different strategies in productive English skills namely writing and speaking, each female and male respondent had different preferences in expressing their opinions. There were more male students (60%) than female students (10%) who preferred expressing opinions in English. However, there were more female students (90%) than male students (25%) who preferred expressing opinions by writing than by speaking. The rest of them could choose either speaking or writing (cited by Mahmud in Jamiah, 2016:177-179).

d. The General Differences on Male and Female:

1) **Brain size**: The male brain is typically about ten percent larger than the female brain. Although the extra mass does give males more processing power, this doesn't make men more intelligent. Rather, science believes the reason for the increased brain mass is to accommodate the bigger body mass and muscle groups of the male (human).

2) **Relationships:** Women are purported to have better communication skills and emotional intelligence than men. Women tend to be group-oriented, and apt to seek solutions by talking through issues. Men can have trouble picking up on emotional cues unless they're clearly verbalized – making for tricky communications between the sexes.

3) **Stress**: When faced with stressful situations, men usually employ 'fight or flight' tactics, while women use a 'tend or befriend' response that is rooted in their natural instincts for caring for their children and establishing strong group bonds.

4) **Language**: Women often excel at language-based tasks for two reasons: two brain areas that deal with language are larger in females, and females process language in both hemispheres while males favor a single brain half.

5) **Emotions**: Since women tend to have a larger deep limbic system then men, they're more in touch with their feelings and are better at expressing their emotions.

C. Frame Work

The theoretical framework underlying the researcher would like to identify kinds of language learning strategies by students. Thus the researcher formulates the diagram underlying theoretical framework follow:

Figure 2.1 LANGUANGE LEARNING STRATEGIES

```
                    LEARNING STRATEGIES

           MALE                        FEMALE

                  STUDENT PREFERRED
                      LANGUANGE
                  LEARNING STRATEGIES

               THE LANGUANGE LEARNING
              STRATEGIES BASED ON GENDER
                      DIFFERENCE
```
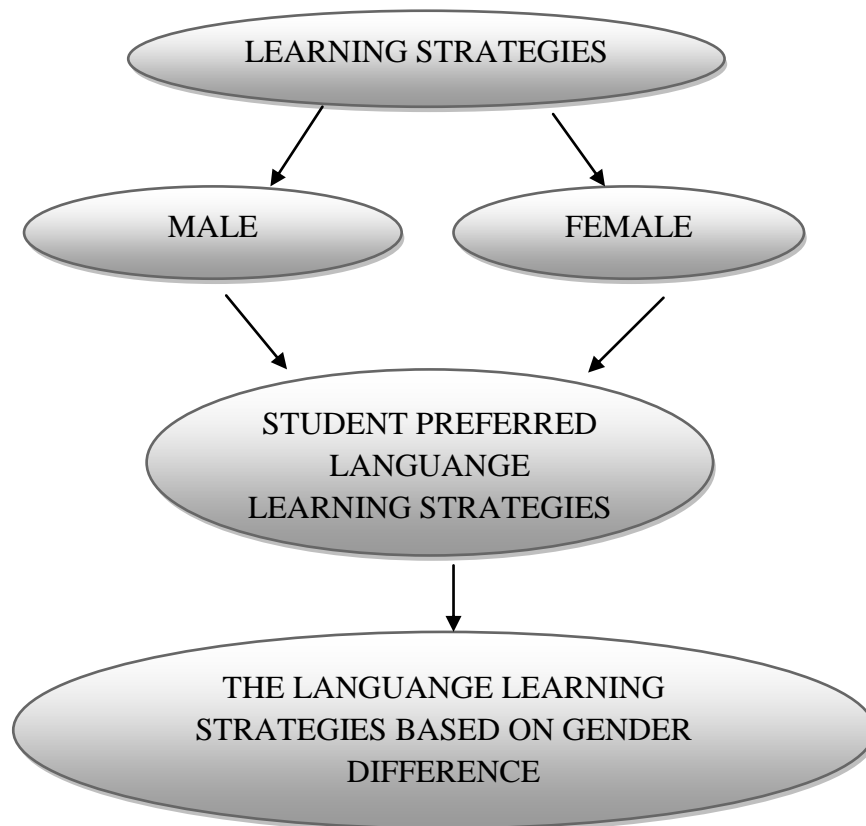
In this study, there are two kinds of the students will be test. They are male and female students. Here students would be given test about their basic kinds of learning strategies, have as well as the dominant kinds of preferred by different gender.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was descriptive quantitative method at giving a descriptive of the most strategy used by male and female and the differences between male and female students in the use of language learning strategies at the second grade of SMA Negeri 22 Makassar.

B. Population and Sample.

1. Population

   The researcher took the population was the second grade students of SMA Negeri 22 Makassar. It consist of 385 students, they were from 11 Classes.

2. Sample

   In this study, the researcher used random sampling technique. There were 99 students as a sample. The researcher took 9 students in every class from 11 classes with formula:

   $$n = 25\% \text{ X } N$$

   n = Sample

   N = population

   (Arikunto in Villa,2014)

C. Research Instrument

This study, the researcher used Strategy Inventory for Language Learning (SILL) questionnaire by Oxford. The SILL questionnaires itself consists of 50 items of statements and are subcategorized into six parts that represent the subcategories of language learning strategies. Each part of the questionnaire contains various numbers of items, where the Part A (memory strategy) contains 9 items, Part B (cognitive strategy) contains 14 items, Part C (compensation strategy) contains 6 items, Part D (metacognitive strategy) contains 9 items, Part E (affective strategy) contains 6 items, and Part F (social strategy) also contains 6 items. The SILL questionnaire is originally made in English, yet considering the effectiveness of the questionnaire to reflect the students' strategy, it was translated into Bahasa Indonesia in order that they could easily understand and give respond to the questionnaire.

D. Procedure of Collecting Data

The procedure stages in collecting data for instrument in this research were as follow:

1. First, the researcher explained about the questionnaires that have to answer by the students.

2. Next, the researcher explained about the purposes of the questionnaire.

3. Then, the researcher distributed the questionnaires to the respondents.

4. After that, the researcher explained how to answer the question of the questionnaire.

5. The researcher asked the students to answer it.

6. The researcher gave time to the students to answer the questionnaires.

7. After answering the questionnaires, the researcher collected the data from the students.

E. Technique of Data Analysis

The data was analyzed by using SPSS program package. The steps in processing the data were as follows:

a. Editing

This stage was checking the results of questionnaires that had been collected to determine the suitability of respondents' answers. Where in editing there was no replacement answers with the intention that the data is consistent and in accordance with the purpose of research.

b. Coding

This stage was a sign or code to facilitate analysis when processing data.

c. Entry

At this stage the selected data was entered into the computer for further processing used the SPSS program.

d. Cleaning

At this stage the data that had been obtained and collected then cleaned by checking the data, and then only retrieve the correct data so there was no dubious or false data.

To answer the first question, the researcher used standard score by Oxford.

Table 3.1 Standard score for students' level of LLS use

Level	Responses	Score	Score of Responses
High	Always or almost used	4.5 to 5.0	5
	Usually used	3.5 to 4.4	4
Medium	Sometimes used	2.5 to 3.4	3
Low	Generally not used	1.5 to 2.4	2
	Never or almost never used	1.0 to 1.4	1

(Oxford, 1990)

To answer the second questions, the collected data were then analyzed in two steps by using independent sample T-Test formula of SPSS version 16.0.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the research findings and the discussion of the findings. The findings of the research are the language learning strategies are frequently used by male and female students and the differences between male and female students in the use of language learning strategies. The discussion talks about the detail findings containing arguments and interpretation

A. Findings

The findings of the research are the language learning strategies are the most strategy used by male and female students and the differences between male and female students in the use of language learning strategies.

1. The Most Strategy Used by Male and Female in SMA Negeri 22 Makassar

The result of strategy analysis on items the responses of the students to each category of strategies are separately classified into three groups, namely high, medium, and low usage. The six types of strategies are identified as follows:

Table 4.1 The Result of Memory Strategy

Level	Score	Frequency		Percentage (%)	
		Male	Female	Male	Female
High	3.5-5.0	1	2	2.0	4.0
Medium	2.5-3.4	34	35	69.4	70.0
Low	1.0-2.4	14	13	28.6	26.0
	Total	49	50	100.0	100.0

The table 4.1, presents that the frequency of memory strategies that used by the students. It shows that there are 1 male students (2.0%) and 2 female students (4.0%) classified in high category, 34 male students (69.4%) and 35 female students (70.0%) classified in medium category, while 14 male students (28.6%) and 13 female students (26.0%) classified in low category.

Table 4.2 The Result of Cognitive Strategy

Level	Score	Frequency		Percentage (%)	
		Male	Female	Male	Female
High	3.5-5.0	2	3	4.1	6.0
Medium	2.5-3.4	33	39	67.3	78.0
Low	1.0-2.4	14	8	28.6	16.0
	Total	49	50	100.0	100.0

As shown in the table 4.2, there are 2 male students (4.1%) and 3 female students (6.0%) which are classified in high category, 33 male students (67.3%) and 39 female students (78.0%) classified in medium category, while 14 male students (28.6%) and 8 female students (16.0%) classified in low category.

Table 4.3 The Result of Compensation Strategy

Level	Score	Frequency		Percentage (%)	
		Male	Female	Male	Female
High	3.5-5.0	17	14	34.7	28.0
Medium	2.5-3.4	29	32	59.2	64.0
Low	1.0-2.4	3	4	6.1	8.0
	Total	49	50	100.0	100.0

Based on the description of the frequency of compensation strategies in the table 4.3, it reveals that 17 male students (34.7%) and 14 female students (28.0%) are classified high category, 29 male students (59.2%) and 32 female students (64.0%) are classified medium category, while 3 male students (6.1%) and 4 female students (8.0%) are classified low category.

Table 4.4 The Result of Metacognitve Strategy

Level	Score	Frequency		Percentage (%)	
		Male	Female	Male	Female
High	3.5-5.0	7	6	12.2	12.0
Medium	2.5-3.4	42	44	87.8	88.0
Low	1.0-2.4	-	-	-	-
	Total	49	50	100.0	100.0

The data in the table 4.4 shows the result of the frequency usage of metacognitive strategies that are used by 7 male students (12.2%) and 6 female students (12.0%), 42 male students (87.8%) and female students

(88.0%). Meanwhile there is no students got low category in these strategies.

Table 4.5 The Result of Affective Strategy

Level	Score	Frequency		Percentage (%)	
		Male	Female	Male	Female
High	3.5-5.0	5	11	10.2	22.0
Medium	2.5-3.4	37	35	75.5	70.0
Low	1.0-2.4	7	4	14.3	8.0
	Total	49	50	100.0	100.0

The table 4.5, reveals that the result of the frequency usage of affective strategies which are used by the students. It shows that there are 5 male students (10.2%) and 11 female students (22.0%) classified as high category, 37 male students (75.5%) and 35 female students (70.0%) classified as medium category, while 7 male students (14.3%) and 4 female students (8.0%) classified as low category.

Table 4.6 The Result of Social Strategy

Level	Score	Frequency		Percentage (%)	
		Male	Female	Male	Female
High	3.5-5.0	12	16	24.5	32.0
Medium	2.5-3.4	37	27	75.5	54.0
Low	1.0-2.4	-	7	-	14.0
	Total	49	50	100.0	100.0

From the result in the table 4.6, it reveals that 12 male students (24.5%) and 16 female students (32.0%) are classified high category, 37 male students (75.5%) and 27 female students (54.0%) are classified medium category, while 7 female students (14.0%) are classified low category.

The general demographic data of the respondents. The results are shown based on the questionnaires as follows:

Table 4.7 Descriptive Statistics for Male Students in the Use of LLS

Strategies	Mean	SD	Rank
Memory	2.71	0.40	6
Cognitive	2.81	0.41	5
Compensation	3.13	0.57	1
Metacognitive	3.10	0.34	2
Affective	2.85	0.42	4
Social	3.08	0.48	3

Based on the table 4.7, the most frequently used of six strategy categories by male students is compensation strategy (M=3.13, SD=0.57), followed by metacognitive strategy as the second preferred strategy with an average mean score of (M=3.10, SD=0.34), social strategy ranked third in position (M = 3.08, SD=0.48), while affective strategy in fourth place (M = 2.85, SD=0.42), cognitive strategy as the fifth preferred (M = 2.81, SD=0.41) and memory strategy ranked in last position (M=2.71, SD=0.40).

Table 4.8 Descriptive Statistics for Female Students in the Use of LLS

Strategies	Mean	SD	Rank
Memory	2.79	0.45	5
Cognitive	2.77	0.40	6
Compensation	3.14	0.52	2
Metacognitive	3.17	0.36	1
Affective	3.12	0.48	3
Social	3.09	0.63	4

Based on the table 4.8, the most frequently used of six strategy categories by male students is metacognitive strategy (M=3.17, SD=0.36), followed by compensation strategy as the second preferred strategy with an average mean score of (M =3.14, SD=0.52), affective strategy ranked third in position (M = 3.12, SD=0.48), social strategy in fourth place (M = 3.09, SD=0.48), memory strategy ranked fifth in position (M = 2.79, SD=0.45) and cognitive strategy ranked in last position (M=2.77, SD=0.40) .

2. **The Difference Between Male and Female Students in the Use of Language Learning Strategies in SMA Negeri 22 Makassar.**

The statistic results of T-Test on differences between male and female students in the use of language learning strategies are showed. The mean score of male and female differences in language learning strategies use are presented too

Table 4.9 illustrates the statistical data analysis for male and female students in the use of language learning strategies. In this research the

researcher uses the level statically 0.05 Levenes' test as the basic consideration

(see appendix 6).

Table 4.9 Independent Sample Test on LLS Modified for Male and Female
Differences

Strategies	Male	Female	T	Significant
	Mean	Mean		
Memory	2.71	2.79	0.99	0.32
Cognitive	2.81	2.77	0.44	0.65
Compensation	3.13	3.14	0.12	0.90
Metacogitive	3.10	3.17	0.95	0.34
Affective	2.85	3.12	2.96	0.04
Social	3.08	3.09	0.06	0.94

The detail analysis of hypothesis for each strategy is presented as follows:

a. Memory Strategies

From the table 4.9, the value of T for memory strategies is 0.99
with probability (sig2 tailed) 0.32, because 0.32> 0.05, it could be
concluded that the use of memory strategy is not significant different
between male and female students.

b. Cognitive Strategy

From the table 4.9, the value of T for cognitive strategy is 0.44 with probability (sig2 tailed) 0.65, because $0.65 > 0.05$ it could be concluded that the use of memory strategy is not significant different between male and female students.

c. Compensation Strategy

From the table 4.9, the value of T for compensation strategy is 0.12 with probability (sig2 tailed) 0.90, because $0.90 > 0.05$ it could be concluded that the use of memory strategy is not significant different between male and female students.

d. Metacognitive Strategy

From the table 4.9, the value of T for metacognitive strategy is 0.95 with probability (sig2 tailed) 0.34, because $0.34 > 0.05$ it could be concluded that the use of memory strategy is not significant different between male and female students.

e. Affective Strategy

From the table 4.9, the value of T for affective strategy is 2.96 with probability (sig2 tailed) 0.04, because $0.04 < 0.05$ it could be concluded that the use of memory strategy is a significant different between male and female students.

f. Social Strategy

From the table 4.9, the value of T for social strategy is 0.06 with probability (sig2 tailed) 0.94, because $0.94 > 0.05$ it could be concluded

that the use of memory strategy is not significant different between male and female students.

B. Discussions

1. The Most Strategy Used by Male and Female in SMA Negeri 22 Makassar

Based on the findings, on the Table 4.1 - 4.6, it was shown the most frequently used of strategies by male and female students is medium category. The result in table 4.7, it indicates that compensation strategy become the most frequently used by male students, followed by metacognitive strategy, social strategy, affective strategy, cognitive strategy, memory strategy. And according to the result on Table 4.8, it was shown that the metacognitive strategy become the most frequently used by female students, followed by compensation strategy, affective strategy, social strategy, memory strategy and cognitive strategy. Tam (2013) also found metacognitive strategies are the most frequently used by students.

In addition, in an EFL learning context, the lack of opportunity to learn language in real life situation is another explanation for why metacognitive strategies were the most frequently used strategies by female students. The fact that the students of SMA Negeri 22 Makassar is a non speaking English and learners have limited opportunity to learn English outside the classroom might trigger students to depend heavily on metacognitive strategies that offer them enough opportunities to be

active, initiative and responsible for their own learning. In the present study, findings from individual metacognitive strategies revealed strong preferences among learners to find ways to be better in English, find as many ways as possible to use English, pay attention when someone is speaking English, look for people to speak English and notice mistakes they made in English to improve. And the reason why compensation strategy the most frequently used strategies by male students because compensation strategy could help learners comprehend or produce language despite their insufficient knowledge.

Memory and affective strategies are rated as the least frequently used strategies by male and female students. Although they ranked as the least frequently favored strategies, memory and affective strategies were both used in a medium frequency use, the data were supported by Tam (2013) and that memory strategies the least frequently used strategies by students. In this research, it is possible that students were not familiar with some of the memory-related items such as using flashcards to remember new words, physically act out new English words and using rhymes to remember new words; therefore, they reported employing fewer memory strategies compared with other strategies. Another possible reason for the infrequent use of memory strategies might be related to the teaching approaches in the EFL classrooms that have shifted from memorization, creative thinking and independent learning. The reason that affective strategies were ranked as the least frequently

used by students may consider learning a language as an academic or an intellectual process only. They may not be aware of the power of affective strategies such as increasing motivation, lowering anxiety and having positive attitudes in learning a foreign language, and, therefore, ranked them as the least favored strategies.

2. **The Difference Between Male and Female Students in the Use of Language Learning Strategies in SMA Negeri 22 Makassar.**

In this research, a Sample T-Test indicated that there is no significant difference on memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, and social strategies preference in the use of language learning strategies between male and female students. Meanwhile, there is a significant difference on affective strategies preference in the use of language learning strategies between male and female.

Unlike Aslan (2009), found that there is a significant difference of the overall use of strategies between male and female students. However, this study reveals a significant difference between male and female students' language learning strategies preference use of affective strategies. In the same way, Zeynali (2012) and Anshari (2016) also found that there is a significant difference between male and female students in affective strategy preference. Female learners tend to pay more attention to their feelings. Another explanation for this finding is relate to the theories of psychology which mention that sensitivity,

empathy, nurturance and emotion are strong female traits, whereas aggression, dominance, assertiveness and emotional in expressiveness are male traits.

Finally, although this finding does not show a significant difference in the preference of strategies subgroups across gender, along with the findings of previous studies, a careful examination of the individual items showed that male students used less affective strategy than female students. This indicates their reluctance in sharing feelings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion the previous chapter, the researcher would take conclusions as follows:

1. The most strategy used by male is compensation strategy (M=3.13), followed by metacognitive strategy (M=3.10), and social strategy (M = 3.08), affective strategy (M = 2.85), cognitive strategy (M = 2.81) and memory strategy (M=2.71). While frequently used by female is metacognitive strategy (M=3.17), followed by compensation strategy (M =3.14), and affective strategy (M = 3.12), social strategy (M = 3.09), memory strategy (M = 2.79) and cognitive strategy (M=2.77). Both male and female students indicated that they are medium strategy users.

2. A sample T-Test indicated that there is no significant difference on memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, and social strategies preference in the use of language learning strategies. Meanwhile, there is a significant difference on affective strategies preference in the use of language learning strategies between male and female of the second grade at SMA Negeri 22 Makassar.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions go to:

1. Since the researcher mentioned answer the difference gender and language learning strategies. However the further research is needed to provide the better understand of their interconnection and conduct the test which will find their accuracy.

2. Since the finding of this research reveals that compensation strategy and metacognitive strategy were most frequently strategies used by students, it is suggested to the students to use the wide variety of learning strategies in order to achieve the learning outcome.

3. It may be interesting for the further researcher to conduct more comprehensive investigation on a wide range of the factors or variables affecting language learning strategies (LLS) used by English for Language especially the independent students.

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Appendix 1

Background Questionnaire

1. Name   :

....

2. Class   :

....

3. Gender   : ....

4. Age   :

....

Checklist (√) the response that tells how true of you use it.

Statement	Never	Usually Not	Sometimes	Usually	Al
Part A (Memory Strategy)					
1. I think of relationships between what I already know and new things I learn in English.					
2. I use new English words in a sentence so I can remember them.					
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.					
4. I remember a new English word by making a mental picture of a situation in which the word might be used.					
5. I use rhymes to remember new English words.					
6. I use flashcards to remember new English words.					

7. I physically act out new English words.					
8. I review English lessons often.					
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.					
Part B (Cognitive Strategy)					
10. I say or write new English words several times.					
11. I try to talk like native English speakers.					
12. I practice the sounds of English.					
13. I use the English words I know in different ways.					
14. I start conversations in English. Saya biasa memulai percakapan dalam bahasa Inggris.					
15. I watch English language TV shows spoken in English or go to movies spoken in English.					
16. I read for pleasure in English.					
17. I write notes, messages, letters, or reports in English.					
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.					
19. I look for words in my own language that are similar to new words in English.					
20. I try to find patterns in English.					
21. I find the meaning of an English word by dividing it into parts that I understand.					
22. I try not to translate word-for-word.					

23. I make summaries of information that I hear or read in English.				
Part C (Compensation Strategy)				
24. To understand unfamiliar English words, I make guesses.				
25. When I can't think of a word during a conversation in English, I use gestures.				
26. I make up new words if I do not know the right ones in English.				
27. I read English without looking up every new word.				
28. I try to guess what the other person will say next in English.				
29. If I can't think of an English word, I use a word or phrase that means the same thing.				
Part D (Metacognitive Strategy)				
30. I try to find as many ways as I can to use my English.				
31. I notice my English mistakes and use that information to help me do better.				
32. I pay attention when someone is speaking English.				
33. I try to find out how to be a better learner of English.				
34. I plan my schedule so I will have enough time to study English.				
35. I look for people I can talk to in English.				
36. I look for opportunities to read as much as possible in English.				

37. I have clear goals for improving my English skills.					
38. I think about my progress in learning English.					
Part E (Affective Strategy)					
39. I try to relax whenever I feel afraid of using English.					
40. I encourage myself to speak English even when I am afraid of making a mistake.					
41. I give myself a reward or treat when I do well in English.					
42. I notice if I am tense or nervous when I am studying or using English.					
43. I write down my feelings in a language learning diary.					
44. I talk to someone else about how I feel when I am learning English.					
Part F (Social Strategy)					
45. If I do not understand something in English, I ask the other person to slow down or say it again.					
46. I ask English speakers to correct me when I talk.					
47. I practice English with other students.					
48. I ask for help from English speakers.					
49. I ask questions in English.					
50. I try to learn about the culture of English speakers.					

Appendix 2

Background Questionnaire

1. Nama   :

....

2. Kelas   :

....

3. Jenis kelamin   :

....

4. Umur   :

....

Berilah tanda(√) pada pada salah satu kolom (selalu, sering, kadang-kadang, jarang, dan tidak pernah) sesuai dengan pengalaman anda.

Pernyataan	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 sebelumnya					
2. Saya menggunakan kosakata Bahasa Iggris dalam kalimat agar saya dapat mengingatnya.					
3. Untuk mengingat kosakata baru dalam bahasa inggris saya menghubungkan bunyi dengan gambaran atau ilustrasi tersebut.					
4. Saya mengingat kosakata baru daam bahasa Inggris denagn cara membayangkan situasi dimana kata tersebut dapat digunakan.					
5. Saya menggunakan sajak untuk mengingat kosakata baru dalam bahasa Inggris.					
6. Saya menggunakan kartu peraga untuk mengingat kosakata baru dalam Bahasa Inggris.					
7. Saya memperagakan secara fisik kosakata bahasa Inggris yang baru saya pelajari					
8. Saya sering mengulang kembali pelajaran basa Inggris.					

9. Saya mengingat kosakata atau frase baru dalam bahasa Inggris dengan mengingat dimana saya melihat kosakata tersebut (halaman buku, papan tulis, dll)					
10. Saya mengucapkan atau menulis kosakata baru bahasa Inggris berulang-ulang					
11. Saya berusaha berbicara seperti seorang penutur asli.					
12. Saya berlatih pengucapan bahasa Inggris.					
13. Saya menggunakan kata-kata bahasa Inggris yang saya ketahui dengan cara yang berbeda.					
14. Saya menonton acara Tv atau fim di bioskop yang berbahasa Inggris.					
15. Saya menonton acara Tv atau fim di bioskop yang berbahasa Inggris.					
16. Saya membaca bacaan ringan yang berbahasa Inggris.					
17. Saya menulis catatan, surat, atau laporan dalam bahasa Inggris.					
18. Saya mmembaca tulisan berbahasa Inggris dengan skimming setelah itu membaca kembali dengan teliti.					
19. Saya mencari kata-kata dalam bahasa Indonesia yang mirip dengan kata-kata bahasa Inggris.					
20. Saat mempelajari kosakata baru, saya mencoba untuk memahamipola bahasa dalam bahasa Inggris(grammar).					
21. Saya mengartikan sebuah kata bahasa Inggris dengan cara membaginya menjadi bagian yang saya mengerti (*ex: disobedient, solvable – prefix and suffix*)					
22. Saya mencoba untuk tidak mengartikan kata per-kata dalam sebuah kalimat.					
23. Saya membuat ringkasan dari informasi berbahasa Inggris dari apa yang saya baca atau dengar					
24. Untuk memahami kosakata yang tidak familiar saya suka menebak-nebak.					
25. Di dalam percakapan, ketika saya tidak dapat menemukan kata-kata yang pas, maka saya menggunakan *gesture.*					
26. Saya mengarang kata-kata baru ketika saya tidak tahu kata yang seharusnya digunakan dalam bahasa Inggris.					

27. Saya membaca bacaan berbahasa Inggris tanpa perlu mengecek makna setiap kosakata yang baru.					
28. Saya suka menebak apa yang akan orang lain katakan selanjutya dalam percakapan bahasa Inggris.					
29. Saat saya mengalami kesulitan dalam memikirkan kata-kata bahsa Inggris yag pas saya suka menggunakan kata- kata atau frase yang maknanya hampir sama.					
30. Saya mencari-cari kesempatan untuk dapat menggunakan bahasa Inggris					
31. Saya mencari tahu kesalahan bahasa Inggris saya untuk memperbaiki bahasa saya.					
32. Saya memperhatikan ketika seseorang sedang berbicara dalam bahasa Inggris.					
33. Saya mselalu mencari tahu agar dapat menjadi pembelajar bahasa Inggris yang baik.					
34. Saya merencanakan jadwal saya agar dapat mengoptimalkan waktu belajar bahasa Inggris.					
35. Saya mencari teman atau partner yang dapat saya ajak untuk berbicara bahasa Inggris.					
36. Saya mencari kesempatan untuk membaca sebanyak mungkin bacaan berbahasa Inggris.					
37. Saya mempunyai tujuan yang jelas untuk bisa meningkatkan kemampuan bahasa Inggris					
38. Saya memikirkan tentang kemajuan saya dalam belajar bahasa Inggris					
39. Saya berusaha untuk tetap rileks saat saya takut menggunkan bahasa Inggris.					
40. Saya mendorong diri saya untuk berbicara bahasa Inggris bahkan ketika saya takut membuat kesalahan					
41. Saya memberikan penghargaan pada diri saya pada saat saya berbahasa Inggris dengan baik dan benar.					
42. Saya sadar saat merasa tegang atau gugup saat sedang belajar atau menggunkan bahasa Inggris.					
43. Saya menuliskan tentang perasaan saya di dalam buku harian belajar bahasa Inggris					
44. Saya berbicara dengan orang lain tentang perasaan saya saat sedang belajar bahasa					

Inggris..					
45. Ketika saya tidak mengerti suatu ucapan atau perkataan dalam bahasa Inggris, saya meminta untuk memperlambat atau mengulangi perkataannya.					
46. Saya meminta penutur bahasa Inggris untuk mengoreksi saya saat sedang berbicara.					
47. Saya berlatih menggunakan bahasa inggris dengan teman/murid lain.					
48. Saya sering mengulang kembali pelajaran Bahasa Inggris					
49. Saya mengajukan pertanyaan dengan menggunakan bahasa Inggris.					
50. Saya mencoba untuk belajar tentang hudaya penutur asli.					

Appendix 3: Male and Female Students' Modified Result

Male Students' SILL (memory strategy) Modified Result

No	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
1	3	3	3	4	4	1	4	3	
2	5	4	3	2	4	3	2	4	
3	5	3	4	2	4	3	2	3	
4	3	3	4	2	3	2	2	3	
5	1	2	3	3	2	3	5	4	
6	5	4	4	2	2	2	2	4	
7	3	2	2	2	3	2	2	3	
8	2	2	2	1	2	2	1	3	
9	3	3	4	3	5	2	3	4	
10	3	2	2	1	5	2	2	4	
11	4	3	4	3	2	2	2	2	
12	1	4	2	4	4	3	3	2	
13	3	3	3	4	4	2	4	2	
14	3	5	5	4	3	4	3	3	
15	3	5	2	3	2	3	2	3	
16	2	2	3	3	3	1	2	3	
17	2	3	2	5	3	3	1	2	
18	3	3	1	2	2	3	3	3	
19	3	2	2	3	2	1	3	2	
20	2	3	3	4	2	1	1	4	
21	2	1	2	3	4	2	2	2	
22	3	2	2	4	2	3	2	3	
23	2	1	2	4	3	1	4	2	
24	3	2	4	2	3	2	3	4	
25	5	2	2	1	2	3	3	2	
26	5	2	4	2	2	3	5	2	

27	5	4	4	2	4	4	2	4	
28	3	3	3	4	4	1	3	3	
29	2	3	1	2	2	3	2	3	
30	2	1	1	2	3	1	2	2	
31	3	3	3	4	4	1	2	3	
32	3	3	1	2	2	3	2	3	
33	5	2	4	3	3	2	3	2	
34	3	2	2	3	2	1	3	2	
35	2	3	3	4	3	1	3	4	
36	2	1	2	3	4	2	3	2	
37	3	2	2	4	2	3	2	3	
38	2	1	2	4	3	1	4	2	
39	3	2	4	2	3	2	3	4	
40	5	2	2	1	2	3	3	4	
41	5	2	4	2	2	3	3	4	
42	5	4	2	2	2	2	2	4	
43	3	3	3	4	4	1	3	3	
44	2	3	3	2	2	3	2	3	
45	2	1	2	2	3	1	2	2	
46	3	3	3	4	4	1	4	3	
47	3	3	1	2	4	3	4	3	
48	5	2	4	3	3	2	3	2	
49	5	2	2	1	2	3	3	4	

Male Students' SILL (cognitive strategy) Modified Result

No	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
1	2	3	2	2	5	3	3	5	3	3	2	3	3	2
2	3	5	3	4	2	3	3	4	3	3	2	5	4	4
3	3	5	3	4	1	3	3	4	3	3	2	5	4	2
4	2	3	2	2	3	3	2	4	2	2	2	3	2	3
5	3	4	1	5	1	3	3	5	4	2	2	5	3	2
6	3	5	3	4	1	3	3	4	3	3	2	5	4	4
7	2	2	2	2	3	3	2	2	2	2	2	3	2	3
8	2	2	2	3	2	2	2	1	1	2	2	2	3	3
9	2	2	3	2	3	3	3	5	3	3	2	4	3	3
10	2	2	3	3	1	4	3	3	2	1	2	5	3	2
11	2	3	3	2	3	4	2	2	2	3	3	3	4	2
12	3	3	2	3	3	3	2	3	1	3	3	2	3	3
13	2	3	2	2	5	3	3	2	3	3	2	3	3	2
14	3	1	3	1	3	3	3	2	2	2	3	5	2	3
15	1	3	1	3	1	3	3	3	1	5	3	2	5	3
16	1	2	3	3	2	1	3	2	2	3	4	2	2	3
17	3	3	2	4	1	2	2	2	1	2	3	1	5	3
18	2	2	4	2	2	3	3	2	3	3	2	4	3	4
19	2	4	3	4	4	2	2	2	3	4	2	3	2	2
20	3	3	3	4	3	2	4	3	3	3	4	3	3	3
21	2	3	2	3	2	2	1	4	3	3	2	4	2	3
22	2	3	2	2	4	2	2	3	3	2	2	3	2	2
23	1	1	4	2	1	1	2	4	5	2	2	3	2	1
24	1	3	2	2	1	2	2	3	1	2	2	4	2	3
25	4	4	3	3	5	4	4	3	2	3	4	3	3	3
26	4	4	3	3	4	4	4	3	2	3	4	3	3	3
27	3	2	3	4	1	3	3	4	3	3	5	5	4	4
28	2	3	2	2	5	3	3	5	3	3	2	3	3	2
29	2	2	3	4	2	3	3	2	3	3	2	3	3	4
30	3	2	3	3	5	3	4	4	4	2	5	2	5	4
31	2	3	2	2	2	3	3	5	3	3	2	3	3	2
32	2	2	2	2	4	3	3	2	3	3	2	4	3	4

No														
33	4	4	3	4	3	4	4	3	2	3	2	3	3	3
34	3	3	2	4	3	2	4	3	3	3	3	3	3	
35	2	3	2	3	2	2	2	4	3	3	2	4	2	3
36	2	3	2	2	4	2	2	3	3	2	2	3	2	2
37	3	2	4	2	3	2	2	4	5	2	2	3	2	4
38	1	3	2	2	4	2	2	3	1	2	2	4	2	3
39	4	4	3	3	3	4	4	3	2	5	4	3	3	3
40	4	4	3	3	4	4	4	3	2	5	4	3	3	3
41	3	2	3	4	1	3	3	4	3	3	5	5	4	4
42	2	3	2	2	5	3	3	3	3	3	2	3	3	
43	2	2	1	3	2	3	3	2	3	3	2	3	3	4
44	1	3	2	3	5	3	4	4	4	2	3	2	5	4
45	2	3	2	2	1	3	3	5	3	3	2	3	3	2
46	2	2	2	1	4	3	3	2	3	3	2	4	3	4
47	4	4	3	4	3	4	4	3	2	5	2	3	3	3
48	2	2	2	2	3	3	2	2	2	2	2	3	2	
49	2	2	2	3	2	2	2	1	1	2	2	2	3	

Male students' SILL (compensation strategy) Modified Result

No	Q1	Q2	Q3	Q4	Q5	Q6
1	5	4	4	4	3	4
2	3	4	4	3	2	3
3	3	4	4	3	2	3
4	3	3	4	2	4	2
5	3	5	5	3	1	4
6	3	4	4	3	2	3
7	2	2	4	4	2	4
8	3	3	3	2	1	3
9	4	3	3	4	3	4
10	4	5	5	4	5	3
11	5	3	5	5	1	3
12	4	3	2	2	2	1
13	2	4	2	2	2	4

14	1	2	3	5	2	3
15	3	5	1	5	4	3
16	3	4	2	3	3	2
17	3	5	3	4	5	5
18	2	3	2	2	3	3
19	3	3	3	2	2	3
20	4	3	4	3	2	1
21	1	1	2	3	2	2
22	3	3	3	3	2	3
23	2	5	4	2	2	5
24	2	2	2	3	2	5
25	5	5	5	3	3	2
26	5	5	5	3	3	2
27	3	4	4	3	2	3
28	2	4	2	2	4	4
29	2	3	1	2	3	3
30	4	5	2	2	3	5
31	2	4	2	2	2	4
32	2	3	3	2	3	3
33	5	5	5	3	3	2
34	3	5	5	3	1	4
35	3	4	4	3	2	3
36	2	2	4	4	2	4
37	3	3	3	2	3	3
38	4	3	3	4	3	4
39	4	5	5	4	5	3
40	5	3	5	5	2	3
41	4	3	2	2	2	3
42	2	4	2	2	2	4
43	1	2	3	5	2	3
44	3	5	2	5	4	3
45	3	4	2	3	3	2

46	3	5	3	4	5	5
47	2	3	2	2	3	3
48	3	3	3	2	2	3
49	4	3	4	3	2	1

Male Students' SILL (metacognitive strategy) Modified Result

NO	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
1	4	3	2	2	4	2	4	3	5
2	2	3	3	3	3	4	5	2	3
3	2	3	3	3	3	4	5	2	3
4	3	2	2	3	2	2	5	2	2
5	2	5	5	3	3	2	4	3	4
6	2	3	3	3	3	2	3	2	3
7	3	2	2	3	2	2	4	5	2
8	3	3	3	3	4	3	3	3	2
9	4	3	2	3	3	4	2	2	2
10	2	5	4	5	2	4	3	2	4
11	1	1	3	5	4	4	2	3	1
12	2	2	3	4	3	4	3	3	3
13	4	3	2	2	2	2	3	3	2
14	4	5	5	3	4	3	2	2	3
15	1	3	3	3	2	4	3	3	3
16	3	3	3	2	2	4	3	5	3
17	3	5	3	4	4	3	4	3	2
18	1	4	2	5	2	3	3	3	3
19	3	2	2	5	2	5	3	3	2
20	2	3	3	3	3	5	4	2	2
21	3	4	2	4	2	3	4	2	3
22	2	3	2	3	5	3	5	3	3
23	3	1	3	3	3	2	3	3	2
24	2	2	2	4	4	5	3	2	4
25	3	5	2	3	2	4	2	4	5

26	3	3	4	3	4	2	4	4	5
27	2	1	3	3	3	4	5	5	4
28	4	3	2	3	4	2	4	3	2
29	1	4	4	5	4	3	4	4	3
30	1	5	3	3	4	4	3	3	2
31	4	3	2	5	4	2	4	3	2
32	1	4	2	4	4	2	2	4	3
33	3	5	4	3	4	4	4	4	5
34	2	3	3	3	3	4	5	5	3
35	2	3	3	4	3	4	5	5	3
36	3	2	2	4	2	2	2	5	2
37	2	5	5	4	3	2	4	5	4
38	2	3	3	4	3	2	3	2	3
39	3	2	2	4	4	2	4	2	5
40	3	3	3	4	4	3	3	3	4
41	4	3	2	4	4	3	3	3	4
42	2	5	4	5	2	4	3	2	4
43	1	1	3	5	4	4	2	3	1
44	2	2	3	4	3	3	3	3	3
45	4	3	2	2	2	4	3	2	2
46	4	5	5	3	4	3	4	2	3
47	1	3	3	3	2	4	3	3	3
48	3	3	3	2	2	4	3	4	3
49	4	3	2	2	5	5	4	3	2

Male Students' SILL (affective strategy) Modified Result

NO	Q1	Q2	Q3	Q4	Q5	Q6
1	4	5	3	4	4	1
2	4	4	5	4	3	3
3	4	4	5	4	3	3
4	2	2	2	2	3	3

5	3	2	3	5	3	3
6	4	4	5	2	3	3
7	2	3	2	2	3	3
8	3	3	3	2	1	1
9	3	4	2	2	3	2
10	3	4	3	5	2	2
11	4	3	4	3	3	2
12	3	2	3	3	2	3
13	4	2	3	4	4	4
14	4	3	2	3	3	3
15	3	3	3	3	3	3
16	3	3	2	2	2	2
17	2	2	3	5	2	1
18	3	3	2	2	3	3
19	3	1	3	3	3	2
20	3	3	3	3	2	3
21	4	2	3	2	1	3
22	3	3	2	2	3	2
23	5	4	5	2	2	2
24	2	2	2	3	2	2
25	4	3	2	3	4	2
26	4	3	2	2	4	3
27	2	4	5	2	3	3
28	4	5	3	4	2	1
29	2	3	2	4	1	3
30	2	3	2	3	2	3
31	3	5	3	2	4	3
32	2	3	2	2	5	3
33	1	3	2	2	2	5
34	3	3	2	2	2	2
35	2	2	3	3	2	3
36	2	3	2	2	3	3

37	3	4	3	3	3	2
38	3	3	3	3	3	3
39	2	3	3	2	3	3
40	3	3	2	2	3	2
41	5	4	3	2	2	2
42	2	2	2	3	2	3
43	4	3	2	3	4	3
44	4	3	2	2	4	3
45	2	4	5	2	3	3
46	4	5	3	4	2	2
47	2	3	2	4	4	3
48	2	3	3	3	2	3
49	2	2	2	3	2	2

Male Students' SILL (social strategy) Modified Result

NO	Q1	Q2	Q3	Q4	Q5	Q6
1	1	2	4	3	3	3
2	3	3	4	4	5	4
3	3	3	4	4	5	4
4	2	3	3	3	3	2
5	2	3	2	5	2	4
6	3	3	4	4	5	4
7	2	3	3	3	3	2
8	3	2	2	3	2	3
9	1	2	4	3	3	3
10	2	5	3	5	3	5
11	3	1	4	2	2	3
12	2	3	2	3	3	3
13	3	2	4	3	3	3
14	4	3	5	4	3	1
15	3	3	3	3	3	1
16	2	2	2	3	3	3

17	2	3	5	3	3	3
18	4	2	2	3	3	1
19	2	3	3	5	3	1
20	4	3	4	4	3	2
21	2	4	1	4	3	2
22	2	3	3	2	2	4
23	2	5	5	1	1	1
24	2	2	3	3	4	4
25	5	4	3	2	5	3
26	5	4	3	5	5	3
27	3	3	4	4	5	4
28	4	2	4	3	3	3
29	3	4	2	3	3	4
30	3	3	2	3	3	2
31	2	2	4	3	3	3
32	4	3	2	3	3	2
33	2	4	3	5	5	3
34	3	4	4	2	2	3
35	2	3	2	3	3	3
36	3	2	4	3	3	3
37	4	3	3	4	3	2
38	3	3	3	3	3	3
39	4	2	2	3	3	3
40	2	3	5	3	3	3
41	4	2	2	2	3	2
42	2	3	3	3	3	2
43	4	3	4	4	3	4
44	2	4	2	4	3	4
45	2	3	3	2	2	4
46	2	5	5	3	3	4
47	3	2	3	3	4	5
48	4	5	2	3	3	4

| 49 | 2 | 4 | 3 | 5 | 5 | 5 |

Male Students' SILL (social strategy) Modified Result

NO	Q1	Q2	Q3	Q4	Q5	Q6
1	1	2	4	3	3	3
2	3	3	4	4	5	4
3	3	3	4	4	5	4
4	2	3	3	3	3	2
5	2	3	2	5	2	4
6	3	3	4	4	5	4
7	2	3	3	3	3	2
8	3	2	2	3	2	3
9	1	2	4	3	3	3
10	2	5	3	5	3	5
11	3	1	4	2	2	3
12	2	3	2	3	3	3
13	3	2	4	3	3	3
14	4	3	5	4	3	1
15	3	3	3	3	3	1
16	2	2	2	3	3	3
17	2	3	5	3	3	3
18	4	2	2	3	3	1
19	2	3	3	5	3	1
20	4	3	4	4	3	2
21	2	4	1	4	3	2
22	2	3	3	2	2	4
23	2	5	5	1	1	1
24	2	2	3	3	4	4
25	5	4	3	2	5	3
26	5	4	3	5	5	3
27	3	3	4	4	5	4
28	4	2	4	3	3	3
29	3	4	2	3	3	4

30	3	3	2	3	3	2
31	2	2	4	3	3	3
32	4	3	2	3	3	2
33	2	4	3	5	5	3
34	3	4	4	2	2	3
35	2	3	2	3	3	3
36	3	2	4	3	3	3
37	4	3	3	4	3	2
38	3	3	3	3	3	3
39	4	2	2	3	3	3
40	2	3	5	3	3	3
41	4	2	2	2	3	2
42	2	3	3	3	3	2
43	4	3	4	4	3	4
44	2	4	2	4	3	4
45	2	3	3	2	2	4
46	2	5	5	3	3	4
47	3	2	3	3	4	5
48	4	5	2	3	3	4
49	2	4	3	5	5	5

Female Students' SILL (cognitive strategy) Modified Result

NO	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
1	3	5	2	5	2	4	2	4	1	2	4	5	4	
2	2	1	1	4	4	2	3	4	5	1	4	5	5	
3	3	4	1	4	3	3	3	4	5	4	3	4	5	
4	3	3	3	2	1	4	4	5	3	5	1	5	5	
5	1	3	5	3	1	3	3	5	4	5	3	3	5	
6	2	2	3	2	3	3	3	3	3	3	2	4	3	
7	3	4	2	4	3	3	3	2	2	2	4	5	5	
8	1	1	4	1	4	4	2	3	5	4	2	3	1	
9	1	3	2	1	1	1	2	2	1	3	3	4	3	

10	2	4	3	4	1	4	1	3	2	3	1	5	4
11	2	3	3	2	1	2	2	4	2	2	3	4	3
12	2	4	3	2	3	3	3	2	2	3	3	4	2
13	1	2	1	2	1	2	1	2	1	2	2	1	4
14	1	1	3	2	1	1	2	3	3	1	3	4	4
15	2	2	2	3	2	2	3	2	1	3	2	3	5
16	2	2	2	1	3	2	3	3	2	2	4	4	5
17	1	2	2	3	3	3	3	3	4	3	2	2	4
18	4	2	3	2	2	2	2	4	2	5	3	4	3
19	1	3	1	2	3	2	2	2	4	3	3	3	4
20	1	3	1	4	1	3	3	4	4	2	3	3	4
21	1	4	1	4	1	3	3	3	3	4	4	3	3
22	2	3	2	1	2	2	2	4	3	3	2	2	3
23	4	4	3	3	2	2	2	3	2	5	4	3	3
24	4	4	2	3	3	2	2	3	4	5	2	2	5
25	4	5	3	4	2	3	3	2	4	4	3	2	4
26	3	3	3	3	1	2	4	4	3	3	3	4	4
27	1	3	2	2	1	2	2	2	3	3	2	3	2
28	3	3	2	3	3	3	4	3	4	3	3	3	4
29	3	4	3	4	3	2	2	4	3	3	5	4	5
30	3	3	3	4	2	3	3	4	2	4	4	4	2
31	3	4	4	3	3	3	4	3	2	1	4	5	2
32	3	3	3	3	3	1	2	3	1	2	3	2	4
33	1	3	3	2	1	4	4	4	2	3	1	3	3
34	1	1	4	1	2	1	1	5	4	4	3	4	2
35	1	3	2	1	4	1	2	2	3	3	3	4	3
36	1	3	4	1	4	4	2	2	3	4	3	2	2
37	1	3	5	2	1	3	3	2	4	5	3	3	5
38	2	2	3	2	3	3	3	3	3	3	2	4	3
39	3	4	2	1	3	3	3	2	2	2	4	2	2
40	1	2	4	2	4	2	1	3	5	4	2	3	1
41	1	3	2	2	1	1	3	4	1	3	3	4	3

No													
42	2	4	3	2	1	4	2	4	2	3	1	3	4
43	2	3	3	1	1	2	2	4	2	2	3	4	3
44	2	4	3	2	3	3	3	2	2	3	3	4	2
45	1	2	1	1	1	2	1	2	1	2	2	1	4
46	1	1	3	2	1	1	2	3	3	1	3	4	4
47	2	2	2	1	4	2	3	3	1	3	5	3	2
48	2	4	2	2	3	2	3	4	2	2	4	4	2
49	1	4	2	1	3	3	3	4	4	3	2	4	4
50	4	4	3	1	2	2	2	4	2	2	3	4	3

Female Students' SILL (compensation strategy) Modified Result

No	Q1	Q2	Q3	Q4	Q5	Q6
1	2	2	3	4	3	4
2	3	2	4	4	4	4
3	3	2	2	4	3	4
4	3	4	4	3	3	3
5	2	4	5	5	4	3
6	4	3	2	2	4	4
7	4	4	5	4	4	4
8	2	2	2	3	3	4
9	2	3	1	2	3	4
10	3	4	3	2	2	4
11	2	2	2	3	2	4
12	4	5	4	4	3	4
13	2	3	2	4	5	5
14	2	3	2	2	4	2
15	2	5	2	2	3	2
16	3	4	4	4	3	2
17	3	3	3	3	2	4
18	4	4	3	3	2	3
19	3	2	1	2	3	3
20	3	4	3	3	3	3

NO						
21	3	5	4	3	2	3
22	3	3	2	3	2	
23	2	5	5	3	3	2
24	4	5	5	4	3	5
25	2	5	2	4	4	2
26	3	4	3	3	4	4
27	2	2	2	3	2	3
28	2	5	5	3	3	5
29	3	2	5	4	5	5
30	3	4	2	3	2	3
31	5	3	5	3	5	2
32	5	3	3	4	4	2
33	5	4	5	2	2	2
34	2	3	3	3	3	2
35	2	3	4	3	2	3
36	2	3	4	3	3	3
37	4	3	3	3	3	4
38	4	4	3	4	2	4
39	2	2	2	3	3	2
40	2	3	2	2	3	1
41	3	4	3	2	2	4
42	2	2	5	3	5	4
43	4	5	4	4	3	4
44	2	3	2	4	3	2
45	2	3	3	3	4	2
46	2	5	3	2	2	2
47	3	4	4	4	3	2
48	3	3	2	2	2	4
49	4	4	3	3	2	3
50	3	4	3	4	3	3

Female Students' SILL (memory strategy) Modified Result

NO	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9

1	3	3	4	3	4	1	3	2	2
2	3	4	4	2	2	3	1	2	1
3	3	2	3	4	2	1	2	3	1
4	5	1	3	4	5	3	2	3	2
5	4	3	3	3	4	2	2	2	1
6	3	3	2	3	5	1	3	4	3
7	3	4	2	3	5	3	2	3	4
8	3	3	1	4	1	2	2	2	1
9	2	3	1	3	2	2	3	2	1
10	3	2	4	4	3	2	3	4	2
11	2	4	2	2	3	2	3	4	3
12	4	3	4	3	4	3	3	4	3
13	2	1	2	3	2	1	2	4	1
14	2	5	4	5	4	1	3	1	1
15	4	3	2	2	2	1	3	3	3
16	3	4	4	1	3	4	2	2	2
17	2	3	3	2	3	4	2	3	1
18	2	3	2	2	3	3	2	2	4
19	2	1	3	3	4	4	1	1	1
20	2	4	3	2	4	2	4	4	2
21	4	2	5	4	3	2	3	3	2
22	2	1	2	3	3	2	3	2	1
23	3	2	4	1	4	3	3	4	3
24	5	4	3	2	3	3	3	4	3
25	4	3	4	3	3	3	2	2	3
26	3	2	3	2	4	1	3	3	3
27	3	2	3	1	3	1	3	3	1
28	3	5	3	3	2	3	3	2	4
29	4	5	3	3	3	4	3	4	3
30	4	4	3	5	3	2	4	1	4
31	3	4	5	4	3	1	3	3	3
32	5	5	4	2	4	3	3	3	1

33	2	3	3	2	5	2	3	3	1
34	5	3	1	2	1	1	1	2	1
35	2	3	1	3	4	2	3	2	1
36	2	3	1	3	3	2	3	2	1
37	3	4	3	2	3	3	3	4	3
38	4	3	4	3	3	3	2	3	3
39	3	2	3	2	4	1	3	3	3
40	3	2	3	1	3	1	3	3	1
41	3	3	3	3	2	3	3	2	4
42	4	5	5	5	3	3	3	4	3
43	4	4	3	5	3	2	2	1	4
44	3	4	3	4	3	3	3	3	3
45	5	5	4	2	4	3	3	2	2
46	2	3	3	4	5	2	3	3	2
47	5	3	1	4	1	2	2	2	2
48	5	3	1	3	4	2	3	2	1
49	5	3	1	3	3	2	3	2	1
50	3	3	4	5	4	1	3	2	2

Female Students' SILL (affective strategy) Modified Result

NO	Q1	Q2	Q3	Q4	Q5	Q6
1	3	1	5	1	4	5
2	2	2	4	2	3	2
3	3	3	4	2	3	3
4	4	3	3	4	4	4
5	2	4	3	3	2	2
6	3	4	3	3	3	2
7	4	3	4	3	3	3
8	2	4	2	3	3	4
9	2	2	3	2	3	3
10	4	3	3	5	2	2
11	4	4	3	3	3	2

12	4	4	3	2	3	3
13	2	3	2	2	3	3
14	3	2	3	3	3	3
15	3	5	5	4	3	2
16	4	4	4	5	3	2
17	3	3	2	3	4	3
18	3	5	4	5	3	3
19	1	3	3	3	4	3
20	2	2	2	2	4	2
21	4	2	4	3	3	4
22	3	2	3	2	4	3
23	4	3	2	5	4	5
24	4	4	5	5	5	4
25	4	4	3	3	3	2
26	2	3	4	5	2	3
27	3	2	2	3	3	4
28	3	4	3	5	2	2
29	3	4	3	4	3	3
30	4	3	3	3	2	2
31	5	3	3	3	2	4
32	2	3	3	4	3	2
33	4	2	2	2	2	1
34	4	4	3	3	3	2
35	3	2	3	2	3	1
36	3	2	4	4	3	3
37	3	2	3	4	3	3
38	3	5	5	4	3	2
39	4	4	4	5	3	2
40	3	3	2	3	4	3
41	3	5	4	5	3	3
42	1	3	3	3	4	3
43	2	2	2	2	4	2

44	4	2	4	3	3	4
45	3	2	3	2	4	3
46	4	3	2	5	4	5
47	4	4	5	5	2	4
48	4	2	3	3	3	2
49	2	3	4	5	2	3
50	3	2	2	3	3	4

Female Students' SILL (social strategy) Modified Result

NO	Q1	Q2	Q3	Q4	Q5	Q6
1	1	3	1	5	3	1
2	1	1	3	1	3	4
3	1	3	2	4	4	4
4	1	2	2	2	3	2
5	2	2	3	4	3	2
6	1	2	4	3	3	3
7	4	5	5	4	3	4
8	3	3	5	2	3	1
9	3	2	4	2	2	1
10	2	3	3	3	2	2
11	1	4	2	2	4	3
12	3	4	4	4	4	3
13	4	4	4	3	5	3
14	5	2	2	1	2	1
15	1	5	5	3	5	3
16	3	4	4	3	4	3
17	5	3	5	2	2	1
18	5	3	5	2	4	3
19	1	1	1	2	1	3
20	2	3	3	3	3	3
21	2	5	5	3	2	2
22	2	4	3	3	3	2

23	5	4	3	5	5	3
24	2	4	5	4	3	2
25	4	3	5	4	4	3
26	2	3	5	4	4	2
27	1	2	2	2	2	2
28	3	3	5	3	4	4
29	3	5	5	3	5	3
30	2	2	4	2	5	3
31	3	5	4	3	4	4
32	2	5	2	2	3	5
33	5	2	2	2	3	2
34	4	3	3	1	5	1
35	2	2	3	3	5	3
36	4	2	5	3	2	2
37	3	4	4	5	4	3
38	4	4	4	3	2	3
39	2	3	3	2	2	4
40	2	3	3	3	3	3
41	3	4	4	3	4	3
42	2	3	5	2	2	4
43	5	3	5	2	2	3
44	4	2	2	2	3	3
45	2	3	4	3	3	3
46	2	3	5	3	2	3
47	2	2	3	3	3	2
48	5	2	3	5	5	3
49	2	4	5	4	5	5
50	4	3	5	4	4	3

Appendix 4: Profile of Female Students' SILL Modified

NO	Part A	Part B	Part C	Part D	Part E	Part F	Overall
1	3.11	2.93	4.00	3.22	3.50	2.67	3.24
2	3.33	3.43	3.17	3.11	3.83	3.83	3.45
3	3.00	3.21	3.17	3.11	3.83	3.83	3.36
4	2.67	2.50	3.00	2.56	2.33	2.67	2.62
5	2.67	3.07	3.50	3.44	3.17	3.00	3.14
6	2.89	3.36	3.17	2.67	3.50	3.83	3.24
7	2.33	2.29	3.00	2.78	2.50	2.67	2.60
8	1.89	2.07	2.50	3.00	2.17	2.50	2.36
9	3.33	2.93	3.50	2.78	2.67	2.67	2.98
10	2.67	2.57	4.33	3.44	3.17	3.83	3.34
11	2.89	2.71	3.67	2.67	3.17	2.50	2.94
12	3.00	2.64	2.33	3.00	2.67	2.67	2.72
13	3.11	2.71	2.67	2.56	3.50	3.00	2.93
14	3.56	2.57	2.67	3.44	3.00	3.33	3.10
15	2.67	2.64	3.50	2.78	3.00	2.67	2.88
16	2.33	2.36	2.83	3.11	2.33	2.50	2.58
17	2.67	2.43	4.17	3.44	2.50	3.17	3.06
18	2.33	2.79	2.50	2.89	2.67	2.50	2.61
19	2.22	2.79	2.67	3.00	2.50	2.83	2.67
20	2.56	3.14	2.83	3.00	2.83	3.33	2.95
21	2.33	2.57	1.83	3.00	2.50	2.67	2.48
22	2.67	2.43	2.83	3.22	2.50	2.67	2.72
23	2.44	2.21	3.33	2.56	3.33	2.50	2.73
24	2.67	2.14	2.67	3.11	2.17	3.00	2.63
25	2.56	3.43	3.83	3.33	3.00	3.67	3.30
26	3.11	3.36	3.83	3.56	3.00	4.17	3.51
27	3.44	3.36	3.17	3.33	3.17	3.83	3.38
28	3.00	2.93	3.00	3.00	3.17	3.17	3.05
29	2.11	2.79	2.33	3.56	2.50	3.17	2.74

30	1.78	3.50	3.50	3.11	2.50	2.67	2.84
31	2.89	2.71	2.67	3.22	3.33	2.83	2.94
32	2.56	2.79	2.67	2.89	2.83	2.83	2.76
33	2.89	3.21	3.83	4.00	2.50	3.67	3.35
34	2.22	3.00	3.50	3.44	2.33	3.00	2.92
35	2.89	2.64	3.17	3.56	2.50	2.67	2.91
36	2.22	2.43	3.00	2.67	2.50	3.00	2.64
37	2.67	2.86	2.83	3.78	3.00	3.17	3.05
38	2.44	2.36	3.50	2.78	3.00	3.00	2.85
39	2.67	3.43	4.33	3.11	2.67	2.83	3.17
40	2.78	3.50	3.83	3.33	2.50	3.17	3.19
41	3.11	3.36	2.67	3.33	3.00	2.50	3.00
42	2.78	2.79	2.67	3.44	2.33	2.67	2.78
43	3.00	2.57	2.67	2.67	3.17	3.67	2.96
44	2.33	3.21	3.67	2.89	3.00	3.17	3.05
45	2.00	2.64	2.83	2.67	3.17	2.67	2.66
46	3.11	2.71	4.17	3.67	3.33	3.67	3.44
47	3.00	3.36	2.50	2.78	3.00	3.33	3.00
48	3.22	2.29	2.67	3.00	2.67	3.50	2.89
49	2.78	2.07	2.83	3.33	2.17	4.00	2.86

Profile of Female Students' SILL Modified Result

NO	Part A	Part B	Part C	Part D	Part E	Part F	Overall
1	2.78	3.21	3.00	2.56	3.17	3.07	2.97
2	2.44	3.00	3.50	3.44	2.50	3.13	3.00
3	2.33	3.64	3.00	3.44	3.00	3.80	3.20
4	3.11	3.5	3.33	2.67	3.67	2.43	3.12
5	2.67	3.36	3.83	3.33	2.67	3.10	3.16
6	3.00	2.79	3.17	2.56	3.00	3.17	2.95

7	3.22	3.36	4.17	3.22	3.33	3.16	3.41
8	2.11	2.64	2.67	3.33	3.00	2.28	2.67
9	2.11	2.14	2.50	2.56	2.50	2.19	2.33
10	3.00	2.86	3.00	2.89	3.17	2.91	2.97
11	2.78	2.57	2.50	3.22	3.17	2.89	2.86
12	3.44	2.79	4.00	3.11	3.17	3.22	3.29
13	2.00	1.79	3.50	3.11	2.50	3.34	2.71
14	2.89	2.29	2.50	2.56	2.83	2.30	2.56
15	2.56	2.57	2.67	3.44	3.67	3.24	3.03
16	2.78	2.64	3.33	3.22	3.67	2.99	3.11
17	2.56	2.79	3.00	3.00	3.00	2.35	2.78
18	2.56	2.86	3.17	2.56	3.83	2.84	2.97
19	2.22	2.50	2.33	3.22	2.83	2.39	2.58
20	3.00	2.79	3.17	3.11	2.33	3.03	2.91
21	3.11	2.93	3.33	3.56	3.33	2.53	3.13
22	2.11	2.43	2.67	2.89	2.83	2.73	2.61
23	3.00	3.07	3.33	4.22	3.83	3.57	3.50
24	3.33	3.14	4.33	3.11	4.50	2.88	3.55
25	3.00	3.21	3.17	3.22	3.17	3.50	3.21
26	2.67	3.21	3.50	3.44	3.17	3.46	3.24
27	2.22	2.29	2.33	3.22	2.83	2.72	2.60
28	3.11	3.07	3.83	3.11	3.17	3.39	3.28
29	3.56	3.50	4.00	3.33	3.33	3.37	3.52
30	3.33	3.14	2.83	3.11	2.83	3.05	3.05
31	3.22	3.21	3.83	3.11	3.33	3.40	3.35
32	3.33	2.64	3.50	3.11	2.83	3.09	3.08
33	2.67	2.57	3.33	2.56	2.17	2.86	2.69
34	1.89	2.64	2.67	3.67	3.17	2.63	2.78
35	2.33	2.50	2.83	3.22	2.33	3.29	2.75
36	2.22	2.71	3.00	3.33	3.17	2.53	2.83
37	3.11	3.07	3.33	3.11	3.00	3.66	3.21

38	3.11	2.79	3.50	3.33	3.67	2.80	3.20
39	2.67	2.50	2.33	3.11	3.67	2.77	2.84
40	2.22	2.57	2.17	3.33	3.00	3.00	2.72
41	2.89	2.43	3.00	3.11	3.83	3.14	3.07
42	3.89	2.71	3.50	3.11	2.83	2.74	3.13
43	3.11	2.50	4.00	3.56	2.33	2.75	3.04
44	3.22	2.79	2.67	3.00	3.33	2.84	2.98
45	3.33	1.71	2.83	3.67	2.83	2.92	2.88
46	3.00	2.29	2.67	2.78	3.83	2.95	2.92
47	2.44	2.64	3.33	4.22	4.00	2.85	3.25
48	2.67	2.71	2.67	3.11	2.83	4.00	3.00
49	2.56	3.00	3.17	3.22	3.17	3.92	3.17
50	3.00	2.71	3.33	3.44	2.83	3.83	3.19

Appendix 6 : Group statistic of Male and Female Students in the use of LLS Modified

	Jenis Kelamin	N	Mean	Std. Deviation	Std. Error Me
Memory Strategy	Male	49	2.7122	.40189	.05
	Female	50	2.7976	.45084	.06
Cognitive Strategy	Male	49	2.8120	.41138	.05
	Female	50	2.7754	.40253	.05
Compensation Strategy	Male	49	3.1329	.57909	.08
	Female	50	3.1464	.52066	.07
Matacognitive Strategy	Male	49	3.1090	.34592	.04
	Female	50	3.1772	.36255	.05
Affective Strategy	Male	49	2.8506	.42764	.06
	Female	50	3.1230	.48468	.06
Social Strategy	Male	49	3.0890	.48923	.06
	Female	50	3.0966	.63639	.09

Appendix 5: The Result of Frequency and Percent by Male and Female Students

in the Use LLS

A. Male students

1. Memory strategy

Statistics

interval total

N	Valid	49
	Missing	0

interval total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.0	2.0	2.0
	2	34	69.4	69.4	71.4
	3	14	28.6	28.6	100.0
	Total	49	100.0	100.0	

2. Cognitive strategy

Statistics

interval total

N	Valid	49
	Missing	0

interval total

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	4.1	4.1	4.1
	2	33	67.3	67.3	71.4
	3	14	28.6	28.6	100.0
	Total	49	100.0	100.0	

3. Compensation strategy

Statistics

interval total

N	Valid	49
	Missing	0

inteval total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.5-5.0	17	34.7	34.7	34.7
	2.5-3.4	29	59.2	59.2	93.9
	1.0-2.4	3	6.1	6.1	100.0
	Total	49	100.0	100.0	

4. Metacognitive strategy

Statistics

interval total

N	Valid	49
	Missing	0

interval total

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	12.2	12.2	12.2
2	43	87.8	87.8	100.0
Total	49	100.0	100.0	

5. Affective strategy

Statistics

interval total

N	Valid	49
	Missing	0

interval total

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	10.2	10.2	10.2
2	37	75.5	75.5	85.7
3	7	14.3	14.3	100.0
Total	49	100.0	100.0	

6. Social strategy

Statistics

interval total

N	Valid	49

Statistics

interval total

N	Valid	49
	Missing	0

interval total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	24.5	24.5	24.5
	2	37	75.5	75.5	100.0
	Total	49	100.0	100.0	

B. Male students
   1. Memory strategy
   Statistics

interval total

N	Valid	50
	Missing	0

interval total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	4.0	4.0	4.0
	2	35	70.0	70.0	74.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	3	13	26.0	26.0	100.0
	Total	50	100.0	100.0	

2. Cognitive strategy

Statistics

interval total

N	Valid	50
	Missing	0

interval total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	6.0	6.0	6.0
	2	39	78.0	78.0	84.0
	3	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

3. Compensation strategy

Statistics

interval total

N	Valid	50
	Missing	0

interval total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	28.0	28.0	28.0
	2	32	64.0	64.0	92.0
	3	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

4. Metacognitve strategy

Statistics

interval total

N	Valid	50
	Missing	0

interval total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	12.0	12.0	12.0
	2	44	88.0	88.0	100.0
	Total	50	100.0	100.0	

5. Affective strategy

Statistics

interval total

N	Valid	50

Statistics

interval total

N	Valid	50
	Missing	0

interval total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	22.0	22.0	22.0
	2	35	70.0	70.0	92.0
	3	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

6. Social strategy
Statistics

interval total

N	Valid	50
	Missing	0

interval total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	32.0	32.0	32.0
	2	27	54.0	54.0	86.0

Appendix 8.: Independent Sample Test on LLS Modified for Male and Female Differences

3		7	14.0	14.0	100.0
Total		50	100.0	100.0	

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Conf Interval o Differe
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
nory tegy	Equal variances assumed	1.274	.262	-.994	97	.323	-.08536	.08590	-.25584
	Equal variances not assumed			-.995	96.148	.322	-.08536	.08580	-.25566
nitive tegy	Equal variances assumed	.451	.503	.448	97	.655	.03664	.08180	-.12571
	Equal variances not assumed			.448	96.828	.655	.03664	.08182	-.12575
mpensation tegy	Equal variances assumed	.939	.335	-.122	97	.903	-.01354	.11063	-.23311
	Equal variances not assumed			-.122	95.478	.903	-.01354	.11075	-.23339
acognitive tegy	Equal variances assumed	.312	.578	-.958	97	.341	-.06822	.07124	-.20962
	Equal variances not assumed			-.958	96.932	.340	-.06822	.07121	-.20955
ective tegy	Equal variances assumed	.026	.873	-2.963	97	.004	-.27239	.09193	-.45485
	Equal variances not assumed			-2.967	95.956	.004	-.27239	.09182	-.45464

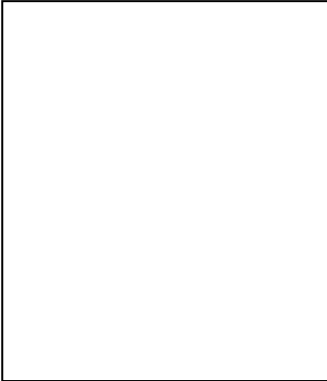| ...ial Strategy	Equal variances assumed	2.530	.115	-.066	97	.947	-.00755	.11425	-.23431
	Equal variances not assumed			-.066	91.827	.947	-.00755	.11395	-.23387

Documentation picture

CURRICULUM VITAE

IRMAYANI SANDI was born on November 26th, 1994 in Sinjai. She is the Second child from the marriage of her parents Suhardi and Idah. She has two brothers.

In 2001 she registered as student elementary school SD 40 Erasa in Sinjai regency and she graduated in 2007. The next, in the same year she registered as a student in SMP NEG 5 Sinjai Selatan graduated in 2010. Then she registered in senior high school, SMA NEG 1 Tellulimpoe and graduated in 2013. In the same year, she registered to study of English department in Muhammadiyah University of Makassar.