

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the result of the research, and it is divided into two sections. The first section present the finding about the high achiever students' language learning strategies and gender differences in learning English as a foreign language.

The second section consists of a discussion of the data found in the first part. This section provides a deeper and clearer explanation of the high achiever students' language learning strategies and gender differences in learning English as a foreign language.

#### **A. Findings**

Based on the data that has collected using questionnaire and interview, the researcher found that the students of Language Development Center (UPB) used various learning strategies in learning English. The researcher took two classes out of 118 classes in UPB, which were the first and second group that the researcher categories as the high achievers students. The data were gather to answer what achiever students' language learning strategies (LLS) and gender differences in learning English as a foreign language.

- 1. Students' Language Learning Strategies (LLS) frequently use by High Achiever Students in learning English as the foreign language based on the gender.**

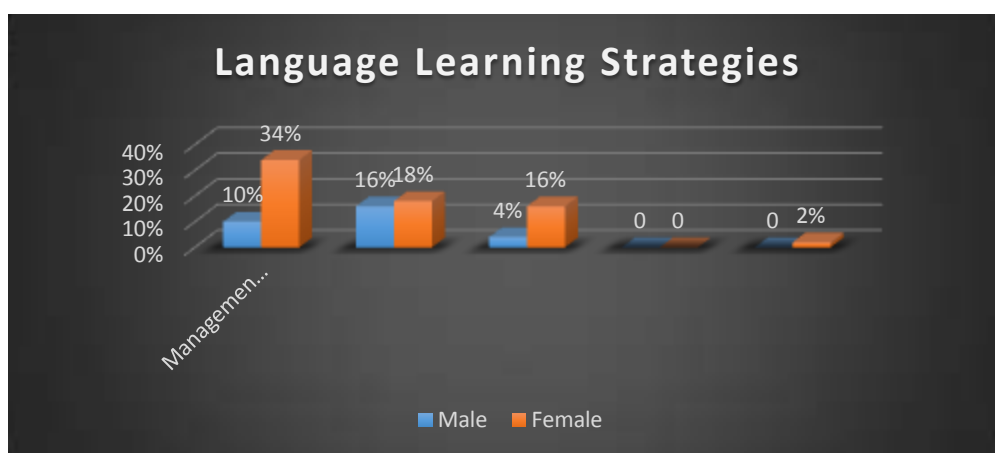
The students who became the participants this research was from group 1 and 2 of UPB (Language Development Center), the researcher considered the students as the high achiever students based on the data gotten from UPB staff which is a data about score of students' placement test that conducted before they stated the program. Based on the data, as can be seen on the appendix I. Out of 118 groups, the students in the group 1 and 2 got the highest score approximately 95-70.

**Table. 4.1** Table of Language Learning Strategies by Stren (1992)

No	Language Learning Strategies of Stren (1992)	Frequency		Percentage (%)
		Male	Female	
1	Management and Planning Strategies	5	17	44%
2	Cognitive Strategies	8	9	34%
3	Communicative – Experiential Strategies	2	8	10%
4	Interpersonal Strategies	0	0	0%
5	Affective Strategies	0	1	2%
<b>Total</b>		<b>15</b>	<b>35</b>	<b>100%</b>

The table 4.1 showed the data from questionnaire, it can be interpreted that male and female students have differences in choosing the language learning strategies. Out of 50 students in group one and two, 22 students of indicated that they used some ways that reflected management and planning strategies in learning English. Then, 17 students preferred to write note to memorize words and sentences, can recognize and break through the patterns. Students also like practicing and imitating the sound and writing system of English that they watch

from YouTube. These characteristic related to cognitive strategies. Furthermore, 10 students thought they had communicative – experimental strategies, which is about how students use gesture and were able to state their own opinion in English when they can understand about a topic. Lastly, there was only 1 students that prefers to use affective strategies that had characteristics of how student was able to handle her anxious, nervousness, and can motivate herself in speaking English.



**Diagram 4.1** The percentage of language learning strategies used by the UPB students.

The data from diagram 4.1 showed the difference of the percentage of language learning strategies used by students in group one and two.

Management and Planning strategies was at the first place as the most chosen strategies in learning English with 44% of students prefer themselves to have this strategy when they learn English, followed by Cognitive Strategies with 34% then, about 20% of students chose Communicative – Experiential Strategy, after that there was only 2% or one female student chose Affective Strategies, and the last, there was none of the students chose Interpersonal Strategies as the strategies of learning English as the foreign language.

For more detail information of the Language learning strategies that used by High achiever students of UPB, the researcher would explain the data based on each strategies based on the result of the questionnaire and interview, in following description:

**a. Management and Planning Strategies**

From 50 students of *UPB* (Language Development Center), 44% or 22 of them chose management and planning strategy that they used in learning English, more specifically, 17 students (34%) or more than a half of the participant that filled the questionnaire that chose this strategies were female students, and there were only 5 (10%) male students that used this strategies. In using this strategies, students had a strong commitment and their own goal in learning English, the students also able to choose their method, sources and the material that they need in learning English, the last students can evaluate their progress and their achievement in learning English.

Most students claimed that they had a good commitment to learn English because they had a goal, such as to take their master degree whether it in Indonesia or abroad that command them to have good English. They think it was important to master English in case to communicate with the foreigners when later they go to English country, such as London, where everyone speak English. Other student even took an English course when she was in Senior High School.

It concluded that this strategies was the most chosen by the students, more precisely by female students. It was proven by following statements from the participants. Some students stated that he/she wanted to continue his/her master degree, more specifically, a female student wanted to take International Relation Major in abroad, and with English they thought it was a perfect way to achieve that goal. Another male students said that at the first he did like English but, when he was in 12 grade of senior high school, he started to learn English because he wanted to continue to a local university that required him to be good in English.

Other point from interview reveal that students also able to choose their methods, sources and the materials that they needed in learning English. Students stated that they usually look for the sources of the material from internet, using YouTube that discuss about English or that have English speakers. One of the student mention that she like to watch TV show, such as Korean show but with English subtitle. She said she learned English by looking things that she liked, such as Korean variety show, she watched it a lot and she always watch it with English subtitle. So, she didn't feel learn seriously, it was more fun. Some students also learn through social media such as Instagram and twitter. The students also had difference in learning style and strategies in learning English. A student she liked to learn by practicing. I usually talk English with my twins. I actually like to watch YouTube that discuss about grammar.

**b. Cognitive Strategies**

There were 17 students or 34% of them chose this strategies, 8 of them were male students. By using this strategies students practice a lot of how is good pronunciation and talked like a native speaker. As said by student that they usually watch video from YouTube and try to copy the way the speaker talk. A Male Student claimed that he usually watch English videos on YouTube, then he imitate it. The students usually write and utter the words that they got, many students said that they like to write the vocabulary in a note, sometime they would reviewed it and use it when they needed it. They also practice to utter or pronounce the word, so they would got a good pronunciation.

In using the vocabulary, students also look for the coherent of the word in Indonesian and look on the dictionary for the words that may they did not understand. Some students also stated that they quite often texting, made memo and watched a lot English movie and show. It is supported by their statements; a female student state that she liked to texting her friend in English and liked to read English quotes book. Other female students claimed that she did like English back then but because she had watched English movies she started to like English and that helped her to build her vocabulary and increase her listening skill. The last student, being interviewed said that she have never been join in an English course outside

my school. She just liked to surfing on the internet and social media and look for K-Pop stuffs. Usually she read comments and articles in English about the K-Pop, thus she can remember and gain a lot of English word and she could practicing her reading skill.

**c. Communicative – Experiential Strategies**

The third strategies that students use was communicative – Experiential Strategies, about 10% or 10 students chose this strategy as their way in learning English. Which was about how students usually use gesture and body movement in delivering their idea when they can't state it in English very well. For example when a student wanted to explain a word like '*tear*' that had same meaning with '*cry*' she would point to her eye to show what she mean. A male student claimed that using gesture was his last option when he cannot said his idea well, he said "If I had difficulty to say my opinion or had question to the teacher I use Indonesian or sometimes gesturing the words"

Students did much effort in communicating with the teacher and confidently would ask more explanation and repetition if they were not understood about the topic about. The last, there were only a few of students able to make a complicate words or sentences in English and spell out their though using English, because they still feel afraid if they would made mistakes and being laugh by their friends, also it is because the limit

of vocabulary they had. There were 2 male students and 8 female students chose this strategies in learning English.

#### **d. Interpersonal Strategies**

None of the students chose this strategies in teaching English, it was true that the students can monitored and evaluated their English performance but this strategies was related to how the students communicatively talk to native speaker. Thus, Most of students claimed that they did not have a friend that from English speaking country. Only one student said that she had a Native English speaker friend, when they met in 'pondok' and became friend and sometimes have talk. Other student mentioned that he try to talk with a native speaker but it did not work well.

The last, even though they knew and learned English, yet the students were not quite familiar or did not know much about English speaking country culture.

#### **e. Affective Strategies**

For the last strategies, there was only one female student chose this strategy in learning English. In using this strategies she done her best to handle her anxious and be calm to face her fear of using English,



especially in speaking. The student also motivated herself to speak English even though she was afraid making mistakes. Meanwhile, other students that did not use this strategy felt that they still afraid to speak English because they scared that they would messed up the Grammar. A students specifically said that she was an afraid person in using English, especially in Speaking. She worried that I may say the wrong grammar, I am not confident enough to speak”

The student usually gave herself a reward or treat when she did well in English, for example she would treat herself to take a break from study if she felt she had achieved her goal. The last, the student often wrote herself how her feeling in English was, or shared it to someone else like her friends.

From the explanation above, the researcher can concluded that from 50 students in group 1 and 2 of UPB or Language Development Center, male and female students used different strategy in learning English. For the male students most of them use cognitive strategy and female students used management and planning strategy.

The difference between male and female in using language learning strategies. The majority of male students more focus on improved on skill, especially on speaking skill. Male students more active in how to produce and gained more vocabulary and practice their pronunciation of English words by imitating how speaker spoke in YouTube video they saw.

Meanwhile, for female students they were better in managing and planning. Because, most of the female students had set their own goal such as prepared themselves for enter a good university or wanted to take their mater degree in abroad. Thus, with that reasonable goals they can decided what method they should use and choose what material they need in learning English.

## **2. The most Language Learning Strategies (LLS) used by students in learning English as the foreign language**

In learning English, every students had their own learning style and way or strategy. It was because students are different from one to another. In this research, the researcher also want to know the most language learning strategies students used in learning English.

Based on the data gained from the questionnaire, the most language learning strategies used by students in learning English as the foreign language is Management and planning strategies with 44% or 22 students both male and female student picked this learning strategy they used in learning English. It was indicate most students were aware and knew well about their goal in learning English which they can put their commitment on it. Students can decided which sources and material were worthy for their needs and worthy to follow, majority of students claimed that they choose internet, YouTube and English movie as their reference of their learning sources. To them by deciding their own material and sources of English learning, it was easier to manage and it would match with their purposes of learning English.

## **B. Discussion**

This section presents a discussion of the research findings with the related theories from experts about Language Learning Strategies (LLS), High Achiever Students and Gender difference. As mentioned in the first chapter, there are two research questions that should be answered in this study. The details of the discussion present in following description:

### **1. Students' Language Learning Strategies (LLS) frequently used by High Achiever Students in learning English as the foreign language based on the gender difference**

#### **a. Management and Planning Strategies**

In this strategy, the students that use this strategy in learning English, they had a strong commitment and their clear goal in learning English, such to require of the condition in join a university, some students also want to take their master degree in abroad, thus they thought it was important to master English. The students also able to choose their method, sources and the material that they need in learning English. Example they look for the materials in YouTube and internet to learn about grammar or to say how is the native speakers speak. The last,

students can evaluate their progress and their achievement in learning English. They said to evaluate their English skill by reading a book or take a test. It is related to Stern (1992) statement that claim Management and Planning Strategies are related to learner's intention to direct his own learning. A learner can take charge of the development of his own program. He also state that the students that use this strategy usually able to decide what commitment to make language learning, set himself reasonable goals and decide on an appropriate methodology, select appropriate resources, and progress.

**b. Cognitive Strategies**

Cognitive strategies refers to students' mental process to accomplish a certain goal for performing specific tasks such as summarizing or reasoning deductively. It enables learners to understand and produce new language by many different means. The examples of cognitive strategies: repeating, formally practicing with sound and writing system, recognizing and using formulas and patterns, recombining, practicing naturally, getting the idea quickly, using resources for receiving and sending messages, reasoning deductively, analyzing expressions, translating, transferring, taking notes, summarizing (Oxford, 1990). It is related to the finding where it show how students often write the vocabulary they got in a note or write a diary in English, students also like to practice how the correct pronunciation by watching and searching video about it in YouTube,

which also match with Stern (1992) opinion that practice and memorization are part of cognitive strategy.

Most of students like to watch English show or Korean show but using English as the subtitle. The last, some students like to chat their friends in English even though it just for fun.

**c. Communicative – Experiential Strategies**

This strategy focus on how students' communication using English, not many students choose this strategy because it need students confident to talk in English when they ask something to their teacher or when they need repetition about the topic they does not clear yet. As Stern (1992) said that circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques of communicative-experiential strategy. The purpose of using these techniques is to avoid interrupting the flow of communication.

It is seem quite impossible to the participant to have complete English communicate without mix it with their mother tongue language, and also many students worried and scared if they make mistakes.

**d. Interpersonal Strategies**

In this strategy as Stern (1992) claimed, students require to be able to monitor and evaluate their English performance, and the students claim that they cannot do that by their own. Also students should contact with

native speakers and cooperate with them. Learner must become acquainted with the target culture.

Thus, why no vote for this strategy because it is difficult for students, they did not have native speaker as they from to communicate with or know well about the English speaking country culture, they only know a little.

#### **e. Affective Strategies**

In using this strategy, a student claimed According to Oxford (1990), Affective strategies are techniques to help students control their emotion, attitudes, motivations and values. It is related to the finding how a student with this strategy can handle her emotion and motivate herself like push herself to speak and face her fear. Student also can value herself by giving reward after she did a great thing in English.

Based on the explanation above, it can be concluded that female and male students, both female and male student have different language learning strategies. It is in line with Mahmud (2010) finding that mentions about characteristics of female students such as being ashamed, nervous, not certain, can influence their English proficiency and therefore they prefer writing as the skill to express their ideas whereas for men, they choose speaking as their way to express their idea because they need challenge and maintain strength as men.

However, it is quite different from that previous finding that show female students use Affective strategy, because in this study the female students more

prefer to Management and Planning strategy. Otherwise, the result on male students is same that is they use cognitive strategy.

This finding of the research was contrast with the finding from a study by Mahmud and Sahril (2018) in exploring students' learning strategies and gender difference in English Language Teaching where they also conducted a research on language learning strategy based on Oxford (1990) theories and gender different in one of senior high school in Makassar. It also showed that between male and female students had different strategy in learning English showed that male and female students choose different learning strategies, the male students prefer to use memory, metacognitive and social strategies, meanwhile female students mostly use cognitive, compensation and affective strategies.

The researcher also categories these two groups as high achiever students because they have strong desire to talk English and had great score also they had quite good English skill. According to Rubin (1975) claimed in her pioneer work that the "good language learner" has a strong desire to communicate, is not afraid of making mistakes in order to learn and communicate, is an accurate guesser, is looking for language patterns, creates opportunities for speaking, and monitors his/her own learning.

Thus, these students that have management and planning strategy in learning English also a high achiever or a good learners It related to Rubin and Thomson (1982) where he stated that the learner can be considered good if can

their own ways of learning, taking charge in their learning and organize information about the language to be learn.

## **2. The most Language Learning Strategies (LLS) used by students in learning English as the foreign language**

Based on the finding, the researcher concluded that the most language learning strategy use by student both female and male students in UPB (Language Development Center) of group 1 and 2 showed about 44% of students or 17 female students and 5 male students chose Management and planning as their strategy in learning English.

This result was proven by how the students prefer to choose the statements in management and planning items in the questionnaire such as; They have a strong commitment in learning English, they have goal and able to choose their sources and materials in learning English.

Based on interview most of students also stated that they were able to learn by themselves and have goals and commitment when they learn English. It is related to Stern (1992) statement that said that Management and Planning Strategies are related to learner's intention to direct his own learning. It showed many students can set a reasonable goal in learning English and able to search, select and decide the sources and the material they needed in learning. In this research, students claims that they learn through internet, English movies and watching YouTube video that related to English.



Meanwhile, for other language learning strategies, the percentage was only showed 34% or 17 of students choose cognitive strategy, then 10 students or 10% choose communicative – experiential strategies, the last only 2 % use affective strategies.