

CHAPTER IV

FINDINGS AND DISCUSSION

In this section, the researcher presents data on the listening strategies used by male and female students and the gender differences in listening strategies in the second semester at the English Education Department of UIN Antasari Banjarmasin. The researcher describes the data on the listening strategies employed by male and female students through data observation and interviews.

A. Findings

The researcher collected data by observing male and female students during the listening activities in the classroom. This research was conducted in the Listening II course. The researcher also gathered data by conducting interviews with male and female students to obtain more in-depth information about "Gender Difference Strategies in Higher Education." The researcher aims to identify and analyze the strategies used during listening instruction in the classroom. Here are the findings:

1. Male Students' Listening Strategies

Based on data obtained through observation and interviews, the researcher does observation come to the class are three sessions in the listening course II. There are several strategies used by male students at the English Education Department of UIN Antasari Banjarmasin semester two :

a. Cognitive Strategies

In the first observation, the researcher comes to the listening class. The researcher conducted several observations from February 14th 2023 to March 8th 2023. Based on the findings, male students mostly used cognitive strategies for understanding native speakers while listening to class. There are several cognitive strategies used by male students in listening classes, as follows :

1) Taking Note

During the research, the observer entered the classroom to conduct a study on the listening strategies employed by male students during the process of listening. The specific material being examined was the strategies for answering the Listening section of the TOEFL Prediction Test. The researcher paid close attention to the male students, carefully observing their actions, body language, and nonverbal cues.

Then, the researcher found that students also employed one type of note-taking strategy as part of their cognitive strategies. The researchers have found that male students attempt to concentrate while listening to the played audio. They do this by nodding their head and taking notes on the paper.

During the third observation, the researcher also found that some male students were writing down examples or taking note of keywords they heard when the audio was played. The male students consistently took clear and detailed notes of the instructions given by the teacher. It appeared that male

students preferred to write down the information they received when a native speaker read the questions and answer instructions. Based on the data interview, the students said he frequently uses note-taking almost every time during listening class. The students try to write down the information students gather while native speakers read instructions. When he write down the instruction and the main idea of question one, he felt it helps his listening skills.

2) Summarizing

Several male students were concluding what they heard. When the native speaker finished reading the listening task, the male students were seen summarizing the information based on the teacher's explanation and the information they obtained from the listening activity.

It can be seen in the student's statements; he said he usually always notes and summarizes the important points of the material presented by the lecturer because he feels it is very helpful in answering questions related to the previous explanation. Most male students can briefly describe the main ideas from the TOEFL material explained by the lecture, and they can summarize the material from the audio played.

3) Highlighting

As the observation conducted by the researcher progressed three times, male students, in this case, often showed their engagement in underlining the short text while listening. They would then highlight words or phrases that they

think are important. The male students were seen underlining or marking the text, demonstrating their high level of focus when they listened to native speakers.

Then, the male students in listening classes use symbols or special notations more frequently. For example, they use circles or exclamation marking the point's idea to their attention and question marks for things that make them confused. The data showed was clear in class that male students used highlighting techniques more with a pen or a highlighter.

4) Translating

The second observation, male students showed in the listening class, were more inclined to use the translating strategy, which involves translating word by word from what they hear. This was clear when the male students attempted to write down phrases whose meanings they understood.

The researcher found that male students also used the phones they carried to look up the meaning of sentences with unknown meanings. This can be seen when male students confirm to the lecturer whether the translation they get is correct or not. "Miss, is it true or not the meaning of **Refrigerator burst**? Is that the *kulkas meledak* ?". Then the male students ask "Miss, last time I heard 'Not locked', then it mean 'unlocked' equal to 'unlock' It can be seen that the male students in the class often confirm the results of the translations they get. The data can be seen in the male student's statement. He said he often translates words that he needs to learn the meaning of by using a cellphone, a dictionary, or asking the

lecturer directly. Male students do this to facilitate understanding in listening. Usually, students write down the word they know the meaning of and then ask the lecturer whether it is true or false.

5) Repeating

After male students were translate and recorded words whose meanings were known, male students were also seen always repeating words or sentences that they heard when audio listening was played. For example, male students showed talk to themselves about the words they hear so they feel very familiar with the meaning of sentences spoken by native speakers.

From the first to the third observation, the researcher found that male students repeatedly repeated sentences given by the lecturer to improve their pronunciation and comprehension. At the time, Mrs TN repeated what the students heard until the word 'water', then encouraged students to be able to correct their own mistakes by explaining that the word 'water' is used here not as a noun but as a verb. After that, Miss TN asks the male student to focus more on the sound, like in the second line, and play the audio again

6) Elaboration

According to the interview results obtained by the researcher, the student said that when he does not understand what a native speaker means, he makes sure to review the previous material given by Miss TN regarding the upcoming listening questions. he asked one of his friends about something he did not know the meaning of, whether it was about the definition or the main idea of the question read by a native speaker. The male students compared what they

understood to what the lecturer explained about the discussed material. Students can strengthen their arguments by providing supporting evidence or references. For example, if students discuss clues in a question. Pay attention to the word 'had'; does not the first line state that the passenger coming or arriving by taxi? They question why he has to wait for the taxi around the corner?

Based on the interview results above, the researcher found that male students use their existing knowledge to understand the given listening material better. Male students also ensure accuracy by asking Miss TN if their understanding aligns with the intended purpose of the listening task.

b. Socio Affective Strategies

Then, the researcher found there is one type of socio affective strategies used by male student in listening class :

1) Positive Emotion

Based on the observations conducted by the researcher for three weeks in the listening class, male students showed positive expressions. Throughout the listening class, male students were very enthusiastic about listening to the presented material. It was clear that male students also played an active role in the class by actively involving themselves in asking questions about the material they did not understand.

Male students responded positively to the audio material they listened to. They were seen smiling and raising their eyebrows when they understood the

conversation of the native speaker. They shared their thoughts and opinions about the listening materials they heard.

2. Female Students' Listening Strategies

Based on the information gathered from observations from February 20th, 22th and 27th 2023 and the researcher do interviews from March 1st 2023 to several male and female in the class to get deep data information. Several information a range of approaches were observed among female students in the English Education Department of UIN Antasari Banjarmasin during their second semester. Conversely, male students were observed utilizing metacognitive and socio-affective strategies in their listening classes.

a. Metacognitive Strategies

In the first interview, the researcher come to listening session. Based on the findings, female students were found to use metacognitive strategies for understanding native speakers while listening to class. There are several metacognitive strategies used by male students in listening class, as follows :

1) Planning

Based on the data, the female students said that she preferred planning before starting their listening lessons. She preferred to plan what she would do when she felt difficulty understanding the meaning of the questions read by the native speaker. She also plans to discuss those questions with the teacher to get detailed explanations and reduce misunderstandings regarding what they hear.

The female students even prepare materials for discussing topics, such as books or notes. Besides that, these strategies overcome situations when they need help understanding the purpose and objectives of the listening material they are listening to.

2) Mintoring

Based on the findings, female students use monitoring to understand listening tasks. Female students take note of important points or relevant information related to their topic so that when the questions are discussed, many of them already know the meaning and answers based on the clues they gather while the audio is playing. In the results obtained from the researcher's interview, male students said she usually prefers to focus on the listening material what she hear. The female students make sure to catch the clues in what she is listening to, and then the female students take note of points that are likely to appear in the questions and answers. She also makes sure that the answers to the listening task are mostly based on what she guessed when taking notes from the questions.

Of the strategies the female students mentioned, most liked used the monitoring strategy, paying attention to the details of keywords and the intonation of native speakers. She felt it helped and easier to answer the questions they heard. Usually, the speaker gives instructions on certain questions or certain sentence pressures so that the female students can conclude the main idea of the question being read. Female students only need to concentrate and be aware of the important points in sentences spoken by native speakers. Female students also

need to make sure that the upcoming questions relate to the structure of the language and the sentence patterns used by speakers.

Based on several interviews obtained by the researcher, it can be concluded that female students enjoy using monitoring strategies for the listening subject. They observe the language structure used by the speaker and pay attention to important points or intonation in specific sentences emphasized by the speaker, which makes it easier for female students in the listening class to understand.

3) Analyzing

The researchers also conducted observations and interviews regarding the analyzing techniques used by female students in the listening class. Based on the researcher's observations, it can be seen that female students engage in analysis while listening and create well-structured notes regarding the points they gather or record the material presented by Miss TN in their books or other forms of notes. Female students often ask relevant questions related to the topic being discussed. The female students' questions indicate that they are trying to comprehend and process the information provided by Miss TN or the native speaker.

In the classroom, female students stand out compared to male students by asking questions and analyzing the discussed problems, whether by sharing ideas or expressing their opinions based on their understanding of the listening material. Female students often provide additional evidence related to the topics discussed in class. From the results of the interviews obtained, to make it easier, the female students said to understand listening material first, identify the purpose of

listening then pay attention to the structure of the language used. For example, if the sentence uses the simple past tense, it means that someone is talking about something that happened in the past. In this case, students associate it with the appropriate answer choices.

Identifying the important information can help female students identify the important information in conversation or listening materials. Female Students can learn to recognize keywords, repetition, synonyms, or other signs that indicate the importance of information. With this ability, female students can avoid getting caught down in unimportant details and focus on the core message they want to convey.

b. Socio Affective Strategies

Then, the researcher found there are several type of socio affective strategies used by female students in listening class :

1) Positive Emotion

Based on the observations conducted by the researcher for three weeks in the listening class, female students showed a positive expression. Throughout the listening class, female students appeared enthusiastic compared to male students in listening to the listening materials. It was noticeable that female students took on a more active role in the class by actively asking questions and providing critical feedback on the topics they did not understand.

The female student responded positively to the material they listened to in the audio. The female students seemed very enthusiastic about discussing the topic related to the listening material with the teacher and classmates.

2) Enjoying

From the findings obtained by the researchers using interview techniques, The student said she usually needs to prepare a notebook; before starting the listening class, she listened to music to improve the focus and concentration of the brain and make herself more relaxed in receiving while listening in class. Listening to music before listening to class can help prepare to hear the different sounds and intonations in the language being studied. Based on the interview data obtained by the researcher, it can be concluded that female students enjoy using socio-affective strategies for listening courses. The female students seemed to enjoy listening to the class until the end.

3) Controlling Emotion

During the listening class, the female student is seen trying to relax. It is noticeable that they take long breaths after the audio is played several times. The female student also shows that when they do not understand the sentences spoken by the native speaker, they ask Miss TN to replay it multiple times until they can grasp the meaning of the listening exercise.

The female student demonstrates a calmer attitude than the male student and can build good collaboration with her classmates and the teacher. She is better at controlling her emotions than the male student, allowing her to provide more

effective responses and think logically without being influenced by negative emotions.

3. The Difference Between Male and Female Student's Listening Strategies

The table below shows the differences in listening techniques between male and female pupils :

Gender	Type of Listening Strategies	Category
Males Students	Cognitive strategies	Taking note
		Summarizing
		Highlighthing
		Translating
		Repeating
		Elaburation
	Socio-Affective Strategies	Positive emotion
Female Students	Metacognitive Strategies	Planning
		Mintoring
		Analyzing
		Positive Emotion
		Enjoying
	Socio-Affective Strategies	Controlling Emotion

Based on the findings outlined in the table above, there are two listening strategies used by male students in listening class such as cognitive strategies and socio-affective strategies. While in cognitive strategies, the students frequently took notes of the lecture's information and instructions. The researcher came through the observation to the class and found the male students make

summarised the main idea they found. Using the summarize technique, male students can repeat and conclude what native speakers have said in their conversations. The male student identified the information keywords and made special symbols such as ?, !, (), “etc. To understand what the native speaker meant, male students used a handphone to translate the phrases, sentences, or words they did not understand the meaning of. While listening in class, male students asked their friends to clarify their answers or asked the lecturer about the material they received. In socio-affective strategies, male students use one category as a positive emotion. Male students have an enthusiastic and energetic attitude towards the material or activities carried out in class so that they can increase self-motivation and influence others around them.

Based on the observation and the interview result, the researcher found two listening strategies female students use in listening classes. There are metacognitive strategies and socio-effective strategies. However, at the time, female strategies used more categories of socio-affective. In this study, it can be seen from several factors that can influence a person's listening strategy, including motivation, interest in the topic being listened to, level of concentration, and understanding of the language used.

While in metacognitive strategies, female students determine what they need to prepare the material for the next topic, the female students planned to discuss the questions they did not understand with the lecture. Female students said planning the material and what they would do when they struggle in listening

class must be important skills. Female students frequently used monitoring to handle how they are in listening class, from preparing the material to also attending to clues to detail in keywords, intention, phrases or language structure to native speakers. The students analyzed while listening section and compared it with the available answer choices. The students said she always uses metacognitive strategies to help understand the native speaker while listening in class.

Female students actively participate in the listening process by staying focused on the audio being played, nodding or using other non-verbal cues to indicate understanding, and asking clarifying questions when necessary. This strategy helps female students stay focused and show interest in the speaker's message; this allows them to share ideas, listen actively to others, and develop listening skills while building relationships and remote teamwork skills compared to male students who prefer to rely on themselves during listening classes. So that female students look more relaxed in receiving listening material while in class.

B. Discussion

After all, the data has been collected and analyzed in descriptive form. In this chapter, the researcher discusses the findings from the data collected through observations and interviews. As mentioned earlier in this chapter, the aim is to identify the strategies used by male and female students in listening and whether there are any differences in using these strategies.

1. Male students' Listening Strategies

In addition, to answer the first research question, the researcher collected data on the listening strategies employed by male students through observation and interviews. Two strategies that male students frequently use to comprehend listening tasks are cognitive strategies and socio-affective strategies.

Cognitive strategies include practising, receiving and sending messages, analyzing and reasoning, and compiling input and output. In practice, include; repeating and practising formally with sound and writing systems. In receiving and sending messages, include; getting ideas fast. Analyzing and reasoning include; analyzing expressions, analyzing contrasts, and translating. Making input and output structures include; recording and summarising. Cognitive strategies help learners to understand and produce new language using various means. It is very useful to understand and produce the listening section. Cognitive strategies showed that male students generally used their background knowledge and made elaboration. Based on the results above, using cognitive strategies was relatively high. This result was relevant to the theory by (Oxford, 1990), who stated that cognitive strategies are well-known as the most popular strategies applied by learners, especially males. The finding of a study conducted by (Chen et al., 2010) also showed that cognitive strategies were the most frequently used among the three categories of Listening strategies.

2. Female students' Listening Strategies

Then analyze, the data through observation and interviews to find out the strategies used by female students. Metacognitive strategies, such as overview,

organizing, paying attention, setting goals and objectives, considering goals, self-monitoring, and so on, can help students become effective learners in listening. Possible explanations for why metacognitive is the most frequent strategy as it allows learners to review lessons, pay attention in class, self-monitor, and self-evaluate in learning to listen. The finding conducted by studies (Ehrman & Oxford, 1989) and (Oxford & Nyikos, 1989) found if Females reported using a significantly higher proportion of metacognitive strategies than males. Women tended to plan for listening, monitor their comprehension, and evaluate their strategy use more than men.

3. The Difference Male and Female students' Listening Strategies

The researcher gathered data on the differences in listening strategies used by male and female students through observation and interviews to answer the third research question.

Regarding approach-oriented differences, male students are more inclined to take notes and pay attention to what they hear. They tend to summarize the main points and highlight important information. On the other hand, female students are more meticulous in taking notes and ensuring they do not miss any important information. They aim to facilitate connections with broader contexts and the available answer choices, which is referred to as monitoring.

Regarding listening style strategies, male students tend to use elaboration strategies, which are more likely to connect the material or topic with what they already know. On the other hand, female students are more inclined to express

their opinions or directly ask questions to the teacher or classmates. Female students also enjoy engaging in discussions and providing critical input on their ideas to understand the material better or clarify the information provided.

The difference in concentration and focus between male and female students in listening strategies can be observed in various ways. Male students often try to concentrate by actively listening to the speaker while reading and taking notes to ensure they remember the purpose of the questions. On the other hand, female students can focus more, enabling them to evaluate and analyze the discussed questions effectively in the classroom.

The differences in collaboration and student interaction are part of socio-affective strategies. Male students tend to appear more independent and prefer working individually, although occasionally, they may attempt to collaborate in finding answers to the listening questions. Conversely, female students are more open and capable of collaborating and interacting effectively in the classroom. This allows them to be more active in discussions and share their understanding of the listening material with the lecturer. It is important to note that these observations are based on general tendencies and may not apply to every individual. Each student has unique learning preferences and strategies, regardless of their gender.

Male students commonly use two strategies for understanding listening tasks: Cognitive strategies (Taking Notes, Summarizing, Highlighting, Translating, Repeating and Elaboration). Socio-affective strategies One of the categories is Positive emotion. On the other hand, female students tend to use

more metacognitive strategies (Planning, Monitoring, and Analyzing) and socio-affective strategies (Positive Emotion, Enjoying, and Controlling Emotion). This shows that this study strongly supports some researchers, such as (Politzer, 1983) and (Punithavalli, 2003) as mentioned by (Zeynali, 2012), who found that there is a significant difference in LLS preferences between male and female participants where females apply more strategies than males.