

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

This research was conducted about three weeks from on November 11st 2017 to December 2<sup>nd</sup> 2017 at SMPN 2 TAKISUNG that located at Jl. Raya Tabanio, Tabanio village, Takisung District, Tanah Laut Regency. The researcher involved class VIIIA and VIIIB consisted 40 students. The data were collected through questioner. In the beginning the researcher did observation. First, the researcher the researcher prepares the materials. Second, the researcher gives questionnaire to students and explained about the questionnaire. Third, the researcher collects it back. The purpose was to identify male and female students on language learning strategies in learning English.

This chapter present the result of research through questionnaire SILL by Oxford version 7.0.

#### **B. Instrument Test**

##### **1. Validity Test**

Validity is a measure that shows the levels validity or the validity of an instrument. Validity refers to the degree in which our test or other measuring device is actually measuring what we intended it to measure. Validity test in this study used by SPSS version 22.00 and Microsoft Excel (2010). (See Appendix 10)

**Table 4.1. The Analysis of Validity Test****Case Processing Summary**

	N	%
Cases	Valid	20
Excluded <sup>a</sup>	0	,0
Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

**Table 4.2. Description of the validity SILL**

Category	Number of Items	Item
Memory strategies	9	1,2,3,4,5,6,7,8,9
Cognitive strategies	14	10,11,12,13,14,15,16,17,18,19,20,21,22,23
Compensation strategies	6	24,25,26,27,28,29
Metacognitive strategies	6	30,32,34,35,36,37
Affective strategies	5	40,41,42,43,44
Social strategies	6	45,46,47,48,49,50

Based on table 4.2 the writer choose 20 students consisting 10 male and 10 female students the grade IX A of SMPN 2 Takisung to checking the validity instrument used questionnaire SILL by Oxford version 7.0 there are 50 items with the six categorized there are memory (9 items), cognitive (14 items), compensation (6 items), metacognitive (9 items), affective (6 items) and social strategies (6 items) .

The number students to checking validity test there are 20 students then site r table is 18 (0,468). If the validity data get score more than 0,468 based on r table *Product Moment*. In checking validity of the questionnaire as in instruments of this study, the writer used the Statistical Packages for the Social Science (SPSS) version 22 and used the Microsoft Excel (2010). Based on the instrument validity for the 50

items, it showed that 46 of items were valid and 6 items were not valid the number not validity were: 31,33,38 and 39, because that items it is so difficulty to understood by the students. (See Appendix 10)

## 2. Reliability Test

Reliability is the degree to which research method produces stable and consistent results.

**Table 4.3. The Analysis of Reliability Test Reliability Statistics**

Cronbach's Alpha	N of Items
,960	46

After finding the validity and reliability, the writer used the standard of reliability questionnaire, as stated below:

Based on the calculation, the questionnaire there are 50 items and the result of validity the questionnaire there 46 items were validity, the number not validity were: 31,33,38 and 39, because that items it is so difficulty to understood by the students. The result of reliability was *9.60* and showing that the reliability of the questionnaires was *excellent*.

## C. Analysis of Data

### 1. Mean, Standard Deviation and Variance

The mean is found by adding up all of the given data and dividing by the number of data entries. Mean also known as the average. Standard deviation is a measure that is used to quantify the amount of variation or dispersion of a set of data values. A low standard deviation indicates that the data points tend to be close to the mean (also called the expected value) of the set, while a high standard deviation indicates that the data points are spread out over a wider range of values. Variance measures how far a data set is spread out. The technical definition is the average of the squared differences from the mean. The writer used SPSS version 22 program to test the mean, SD, and variance of the data.

**Table 4.4. Learning Strategy Based on Oxford Learning Strategy**

**Category Used by Male Students in Learning English**

Strategy	N	Mean	SD	Variance	Rank
Memory	20	26,30	4,426	19,589	3
Cognitive		27,40	4,370	19,095	1
Compensation		21,85	3,031	9,187	4
Metacognitive		26,90	2,864	8,200	2
Affective		20,35	3,014	9,082	5
Social		16,35	5,194	26,976	6

Based on table above, the average use of the six learning strategy categories is illustrated in table 4.4. Based on the result above, cognitive strategy ( $M=27,40$ ) were reported as the most frequently used learning strategies by male students, and followed by metacognitive strategies ( $M=26,90$ ), memory strategies ( $M=26,30$ ), compensation strategies ( $M=21,85$ ), affective strategies ( $M=20,35$ ) and the last social strategies ( $M=16,35$ ). The memory, cognitive and compensation strategy are

categorized as direct strategies. The result show direct strategies are used frequently as shown as by its mean score of 25,18. Almost equally, the use of indirect strategies, including metacognitive, affective and social strategy are used frequently as shown by its mean score of 17,68. It can be conclude that male students employ both direct and indirect strategies in learning English. (See Appendix 11)

**Table 4.5. Learning Strategy Based on Oxford Learning Strategy Category Used by Female Students in Learning English**

Strategy	N	Mean	SD	Variance	Rank
Memory	20	23,15	4,694	22,029	5
Cognitive		24,30	2,793	7,800	3
Compensation		22,70	2,849	8,116	6
Metacognitive		27,90	1,586	2,516	1
Affective		25,05	1,905	3,629	2
Social		23,35	3,048	9,292	4

Based on table above, the average use of the six learning strategy categories is illustrated in table 4.5. Based on the result above, also is metacognitive strategy ( $M=27,90$ ) were reported as the most frequently used learning strategies by male students, and followed by affective strategies ( $M=25,05$ ), cognitive strategies ( $M=24,30$ ), social strategies ( $M=23,35$ ), memory strategies ( $M=23,15$ ) and the last compensation strategies ( $M=22,70$ ). The memory, cognitive and compensation strategy are categorized as direct strategies. The result show indirect strategies are metacognitive, affective and social used frequently as shown as by its mean score of 25,43. Almost equally, the use of direct strategies, including memory, cognitive and

compensation strategy are used frequently as shown by its mean score 23,38. It can be conclude that male students employ both direct and indirect strategies in learning English. (See Appendix 11)

## 2. Normality

According to Sugiono (2006, p.77), normality test is a test that use to test whether normal or not the distribution of data. The writer used SPSS version 22 program to test the normality of the data. The normality test in this research used the *Shapiro-Wilk* formula, based on the degree of significance 0.05 the data is considered normally distributed if the significance  $>0.05$ . If the significance  $<0.05$ , the data is not normally distributed.

**Table 4.6. Normality test from male and female students**

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig.
Score	Male	,085	20	,200*	,971	20	,555
	Female	,115	20	,200*	,961	20	,773

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table above, it can be seen that the significant from normality test (male) of Shapiro-Wilk shows 0.555. Therefore, the significant score is higher than 0.05 ( $0.555 > 0.05$ ). It means that H0 (Null Hypothesis) is accepted so the data is normally distributed. And also it can be seen that the significant from normality test

(female) of Shapiro-Wilk shows 0.773. Therefore, the significant score is higher than 0.05 ( $0.773 > 0.05$ ). In other words,  $H_a$  (Alternative Hypothesis) is accepted so the data is normally distributed.

### 3. Homogeny

Based on the calculation of normality, the writer got the result that all data in male students has normally distributed and female students has been normality distributed. The next step of the calculation was finding the homogeneity of the data. The purpose of this calculation was to see whether the data/sample in class homogenous or heterogeneous.

**Table 4.7. Test of Homogeny of Variance**

Levene Statistic	df1	df2	Sig.
,044	1	38	,228

Based on the table above, it can be seen that the result of homogeneity test *Levene statistic* score shows 0, 228. Therefore, the significant score is higher than 0.05 ( $0.228 > 0.05$ ). It means that the sample was homogeneous and  $H_a$  (Alternative Hypothesis) is accepted the data has a homogeneity variation .

### 4. T-Test

Because the data male and female students there were normality distributed so can use T-Test. So this study use of T-Test.

**Table 4.8. T-Test**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1,209	,278	-3,180	38	,003	-13,300	4,182	-21,766	-4,834
	Equal variances not assumed			-3,180	36,833	,003	-13,300	4,182	-21,775	-4,825

Based on table above, get Sig is 0,003, because 0,003 is  $< 0,005$  so  $H_0$  (Null Hypothesis) is rejected. And  $H_a$  (Alternative Hypothesis) is accepted there is significance different score between male and female students on language learning strategies in learning English.



## D. Discussion

In this subchapter, it will be discussed all the findings, the writer chose *purposive sampling* of SMPN 2 Takisung in grade VIIIA and VIIIB there are 40 students, consisting there are 20 males and 20 females students. The writer chose class IXA of SMPN 2 Takisung to check validity test and reliability test the questionnaire. The result shown that there are 46 items were valid. The result of reliability test was *9.60* and shown that the reliability of the questionnaires was *excellent*.

And then to analyze the data through of mean formula to find the most frequently used by male and female students. According to the result on Table 4.4, it shown that the most frequently strategies applied by male students is cognitive strategies in learning English ( $M=27.40$ ). Cognitive strategies that involve mental processing and direct analysis in language learning. Cognitive strategy such as practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. In practicing includes; repeating and formally practicing with sounds and writing systems. In receiving and sending messages includes; getting the idea quickly. In analyzing and reasoning includes; analyzing expressions, analyzing contrastively, and translating. In creating structure for input and output includes; taking notes, and summarizing. This result also supported by the number of research conducted by O'Malley and Chamot, Kupper, and Impink Hernandez. A possible explanation about why cognitive become the most frequently

strategies because it make students strategic, flexible learners in learning English. Cognitive strategies to help the learners to understand and produce new language using various means. It is very useful to understand and produce the language.

According to the result on Table 4.5, it shown that the most frequently strategies used by female students is metacognitive strategies (27.90). Metacognitive strategy, such as overviewing, organizing, paying attention, setting goals and objective, considering the purpose, self monitoring, and so on, can help students become an effective learner in learning the language. This result also supported of research conducted by Liu's study. A possible explanation about why metacognitive become the most frequently strategies because it allows learners to overview the lesson, to pay attention in the classroom and to self-monitoring and self-evaluating in learning English.

It can be concluded that there was a significant difference in language learning strategies between male and female students. It signifies that this study definitely support by Green & Oxford 1995; Wharton 2000; Yang 1992; among others "there was a significant difference in language learning strategies between male and female students". Ehrman (1989) discovered distinct gender different is strategy use.

And then, the data shown that the data has normality distributed the significant from normality test (male) of Shapiro-Wilk shows  $0.555 > 0.05$  so the data is normally distributed. The significant from normality test (female) of Shapiro-Wilk shows  $0.077 > 0.05$  so the data is normally distributed. The result of homogeneity

test *Levene statistic* score shown  $0,228 > 0.05$  so the sample was homogeneous. Because the data is normally distributed so can use T-Test, the writer used T-Test to know whether there is any significant different score between male and female on language learning strategies. The result shown sig is 0,003, because  $0,003 < 0,005$ . So  $H_0$  (Null Hypothesis) is rejected so there is no significance different score between males and female on language learning strategies. And  $H_a$  (Alternative Hypothesis) is accepted there is significant different score between male and female students on language learning strategies in learning English. The result show that the male students the mean score is ( $M=27.40$ ) and the female with the mean score is (27.90). Based on calculation T-Test can be concluded that there is significant different score between male and female students which the female students has the mean score (27.90) > the male students the mean score ( $M=27.40$ ). In this study the writer find that there is a significant different score between male and female on language learning strategies. It signifies this study definitely supports some researchers, such as Politzer (1983) and Punithavalli (2003) (as mentioned by Zeynali: 2012, p.2), find that there is significant difference on LLS Preference between male and female participants where females apply more strategies than males.