Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Unive FINDING AND DISCUSSION & Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br This chapter covers main point namely; findings. Findings will answer the Universitas Brawijaya University problem of the study. ersitas Brawijaya Universitas Brawijaya In this research, the finding are explained in two parts; students's itas Brawijaya Universitas Brading 4.1 Finding rawijaya niversitas Brawijaya achievement and the learning strategies used by students seen from different rawijaya Universi genders. The data were obtained from the English final examination score at 1st State Brawijaya rawijaya rawijaya Universit semester on academic year 2015/2016, student interview with the high achievers it as Brawijaya Universitate and informal interview with English teachers. The results of the analysis were rawijaya Universitused as the data for answering the problem of the study which is dealing withsitas Brawijaya rawijaya students' achievement and learning strategies used by high achiever in English Universitiearning process. The English final examination score data from both male and sitas Brawijaya Universities Brawijaya Universities achievement and sitas Brawijaya found out the high achiever from each school (See appendix 1). The interview University guide dealing with learning strategies which is adapted from Oxford (1990) Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithelped the writer to find out the learning strategies that are used by the high strategies that are used by the high strategies are used by the high rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya achiever from both boys and girls schools (see appendix 2).
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi The informal interview with the English teachers was conducted in order toolias Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Bramilaya This research was conducted on March 17th 2016 and March 31st 2016. Universi The participants of this research were tenth graders from MA At-Taraggie Putrasitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas and MA At-Taraqqie Putra and English teachers from MA At-Taraqqie Putra and ersitas Brawijaya rawijaya Universi MA At-Taraggie Putri Malang. The writer only used one grade to conduct this it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya research because the tenth grade is the grade which already applied the newest Universit curriculum namely Kurikulum 2013. Universitas Brawijaw Students' achievement can be defined as the result of student's academics tas Brawijaya performance that was measured by standardized achievement test. Students' achievement can be measured through a process called testing. In determining the Sitas Brawijaya University students' achievement the writer used the English final examination at 1st sites Brawijaya semester on academic year 2015/2016. It contained the name and the score from Universittenth graders at MA At-Taraqqie Putra and MA At-Taraqqie Putri Malang. Thesitas Brawijaya writer used the data to claim the highest score achiever from both boys and girls Universitachool. Universitas BraHaving completed the analysis, the writer might know the students's as Brawijay univer achievement seen from different genders. The number of tenth grader at MA At-Universit Taraqqie Putra is fourteen. The highest score from boys school was obtained by Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students with initial name M.Y.R. He got ninety in English final examination. The number of tenth grader at M.A. At-Taraqqie Putri is forty one. The highest Universi score were obtained by two students namely; A.N.R and M.L. Both of themsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya obtained score eighty three in English final examination. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brauing completed the research and analysis, the triangulation process Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi showed results as follows: the results from document analysis told the stereotype sit as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas on language learning process which stated that female learners tend to be ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University outperformed male learners was not applicable. It was showed by the score it as Brawijay Universitas Brawijaya University points. Male learner obtained ninety points while female learners obtained eighty Universithree points. Learning Strategies Use seen from Different Genders After the writer collected and identified the students' score in English final Universi examination (see Appendix 1), the writer analyzed the data gathered from itas students' interview dealing with learning strategies and data from teachers' Universitinterview. The instrument used in students' interview were adapted questions las Brawi from Strategy Inventory for Language Learning (SILL) version 7.0 proposed by Universit Oxford (1989). The questions were translated into Bahasa Indonesia in order to Sitas Brawijaya Universitated avoid the misunderstanding due to the language differences. There were several learning strategies according to Oxford (1990) which Universitivere categorized into direct strategies namely; memory strategies, cognitivesitas Brawijaya strategies and compensation strategies. Oxford (1990) also categorized some strategies as indirect strategies, those strategies are metacognitive strategies, Universitaffective strategies and social strategies. Both strategies were divided into some itas Brawijaya Universitas Brawijaya sets of actions. From the interview analysis found that all of participants used those strategies when they learned English as listed on the table below: Universitas Brawijaya Universitas Brawijaya

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rawijaya Brawijaya	University From the interview results above can be Universitian Brawijaya Universitian Brawijaya	e gained a general recapito jaya Universitas Bray	ulation on whole sitas Brawijay vijaya Universitas Brawijay
	Universi SILL use as stated on table below:		
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rawijaya 	Univers M.L (Female)	$\sqrt{(7 \text{ of } 9)}$ $\sqrt{(12 \text{ of } 14)}$	viaya Universitas Brawijay √(6 of 6)
rawijaya 	Universitas Brawijay Universitas Bra <b>Table 4.1.2.4</b> The Interview R	rav	<u>vijaya Univers</u> itas Brawijay
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rawijaya 	Univers M.Y.R (Male)	$\sqrt{(5 \text{ of } 9)}$ $\sqrt{(3 \text{ of } 6)}$	$\sqrt{(3 \text{ of } 6)}$
rawijaya 	Univers A.N.R (Female)	$\sqrt{(8 \text{ of } 9)}$ $\sqrt{(4 \text{ of } 6)}$	$\sqrt{(6 \text{ of } 6)}$
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rawijaya	Universita  Based on Oxford SILL guidelin	ne (1989) as reference, the	results from the Brawijay
rawijaya		- 112	
rawijaya	Universit boys school representative namely M.Y	R showed that he employ	
rawijaya	Universitas L		Universitas Brawijay
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rawijaya	Universities Branch with the detailed number as follows:	for the memory strateg	ya. Universitas Brawijay ijes which were
rawijaya	Universitas Braw	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	rjaya Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya cognitive strategies were represented by fourteen questions. In this strategy, rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi M.Y.R employed some actions such as wrote the new English word several times, sites M.Y.R also used English words in different ways, M.Y.R also looked word in his Universition language that are similar to new English words. M.Y.R watched TV shows it as B Universitas Brawijaya done by M.Y.R was dividing the English words' meaning into part based on his Universitunderstanding. The compensation strategies were represented by six questions. Insitas this strategy, M.Y.R did some actions such as guessing the unfamiliar words, guessing what the other person would say next in English and read English without looking up every new word. To sum up, from those twenty nine questions M.Y.R answered thirteen questions by confirming that he applied the strategies Universitand the rests were answered by never applied, thus he applied some actions that indicate to use of direct strategies when he learned English. Meanwhile for Universit indirect strategies were represented by twenty one questions with the details stated stated Br Universitas follows: nine numbers of questions as the representative for metacognitive strategies. In this strategy, M.Y.R employed some actions like noticing his Universitmistake and using these information to help him do better when learned English, sitas Braw M.Y.R also paid attention when someone spoke English and M.Y.R tried to find way how to be s better English learner. Those strategies were employed in order sitas Brawijaya Universitas Brawijaya Universitas Brawijaya University center his learning. M.Y.R also arranged and planned his learning by carried it as some actions like looking for people that he can talk to in English and looking for opportunity to read in English as much as possible. ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universities BroThe affective strategies were represented by six questions. M.Y.R carried Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universitsome actions regarding to this strategy such as trying to relax when he wassitas learning English because he was fully aware when he felt nervous while he was Universi learning English. In order to manage his emotion he also told other people about it as B Universitas Brawijaya questions. For this strategy, M.Y.R employed some actions such as asking the Universit other person to slow down and repeated again his/her speaking if M.Y.R did not sit understand. M.Y.R also asked correction from other when he talked in English. In s wrap, from those twenty one questions, M.Y.R answered eleven questions that Universi he applied the strategies and the rest are answered by never applied, thus he applied some actions that indicate to the use of indirect strategies. The results from the girls school representative named A.N.R from Social Sciences class showed that she employed some actions that indicated to direct strategies which were represented by twenty nine questions with the detailed strategies which were represented by twenty nine questions with the detailed Universi number as follows: The memory strategies were represented by nine questions. The cognitive strategies were represented by fourteen questions. Universit compensation strategies were represented by six questions. For the memorysitas Bra strategies she employed all actions that indicated to creating mental linkages process, applying image and sound, employing actions and reviewing well, A.N.R also carried all of the actions which was indicate the use of Cognitive Strategies such as practicing, receiving and sending message, creating structure for input and output and analyzing and reasoning. A.N.R also applied all actions that indicate Universithe Compensation Strategies such as guessing intelligently and overcoming **Universitas Brawijaya** 

Universitas Brawijaya limitation in speaking and writing. In short, from those twenty nine questions ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universi Universit A.N.R answered all questions that she applied the strategies thus, she applied it as itas Brawijaya Universitas Brawijaya Univers Universi Meanwhile for indirect strategies are represented by twenty one questions with the sites Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br details stated as follows: nine numbers of questions as the representative for metacognitive strategies, six questions for affective strategies, and six strategies Universit for social strategies. For the metacognitive strategies, A.N.R employed somesitas actions that indicate the use of metacognitive strategies except these two actions namely; giving self-reward. For the affective strategies A.N.R also applied some Universi actions except told the feeling when A.N.R learned English. Meanwhile for Social A.N.R carried all actions that indicate the social strategies. Therefore, from those Universitwenty one questions, A.N.R answered eighteen questions that she applied thesitas strategies and the rest are answered by never applied, thus she applied some actions that indicated to the use of indirect strategies. The results from the girls school representative named M.L from Language and Literature class showed that she employed some actions that Universitindicates to direct strategies which are represented by twenty nine questions withsitas Bra the detailed number as follows: The memory strategies are represented by nine questions. The cognitive strategies are represented by fourteen questions. The University compensation strategies are represented by six questions. For the memory it as strategies, M.L applied all actions except used flashcard to remember new English word and did physical action to remember the new English word. For the Universi cognitive strategies, M.L applied all actions except said or wrote new English **Universitas Brawijaya** 

Universitas Brawijaya words repetitively and Skimmed and read carefully the English passage. For the Universi Compensation strategies, she employed all actions. Therefore, from those twenty it as rsitas Brawijaya Universitas Brawijaya Unive University and the rest number are answered by never applied. Thus, she applied some it as Braw Universitas Brawijaya Meanwhile for indirect strategies were represented by twenty one questions with Universithe details stated as follows: nine numbers of questions as the representative forsital metacognitive strategies, six questions for affective strategies, and six strategies for social strategies. For the metacognitive strategies, M.L applied all actions except planning her schedule in learning English. For affective strategies, M.L. applied all actions except giving self-reward and telling someone about her Universi feeling when M.L learned English. For the social strategies, M.L carried all actions with no exceptions. In short, from those twenty one questions, M.L answered eighteen questions that she applied the strategies and the rest are answered by never applied, thus she applied some actions that indicate to the use of indirect strategies. Universitas BraTherefore, it can be inferred from the interview results above that although all participants already applied the learning strategies, there is a stark difference between them. The difference is the intensity or the degree of learning strategies Universitas Brawijaya Universitas Brawijaya Universituse. Male learner prefers use cognitive strategies but did not prefer to apply some it as Universitas Brawijaya structure for input and output, evaluating learning, encouraging self, and asking Universitas Brawijaya

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rawijaya	question. It can be known that female learners use more strategies ra	Universitas Brawijay
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rawijaya	Universitmale learner ya Universitas Brawijaya Universitas Brawijaya	<b>Universitas Brawijay</b>
rawijaya	Lastly, the result of informal interview with English teachers from both	Universitas Brawijay boys and
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rawijaya	University girls school were conducted in order to confirm the validity of score. The University Brawijaya University Brawijaya University Brawijaya	
rawijaya Irawijaya	interviews were also done in order to reveal more about the high	est score
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rawijaya	universitas Brawijaya habit when they attended English lesson. English Universitas Brawijaya	teachers' Sitas Brawijay Universitas Brawijay
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rawijaya	Universitation of the students	Universitas Brawijay
rawijaya	Universi already applied learning strategies ideas proposed by Oxford (1990). L	
rawijaya	Universit.	niversitas Brawijay
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rawijaya	Universities when learning English. The teachers already confirmed its trustworth	liness and Priversitas Brawijay
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rawijaya	Universities B. Hence, from the triangulation process it could be concluded that the	Universitas Brawijay
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Universitas Brawijaya Universit 4.2.1 raWoman Supremacy in Language Learning versitas Brawijava Brawijaya Universitas University had been explained on the previous sub-chapter, they showed that from the itas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br English examination score data the stereotype of woman superiority in language learning According to Isnaini et al. (2011, p. 84) stated: "There is a widespread Universit belief in many western cultures that females tend to be better L2 learners than sites males" is not applicable in this research. Having completed the analysis, the writer got fourteen main scores from the total number of students at MA At-Taraqqie Putra (the boys' school). The results showed that the highest score was ninety and the lowest score was seventy Universi five. The writer also got forty one main scores from the total number of students at MA At-Taraqqie Putri (the girls school). The results showed that the highest score was eighty three and the lowest score was thirty. The score range is different and wide on the boys and girls schools, since this study focuses on students's achievement only, not the factor which cause this different range therefore, further Universit research can be done to investigate this phenomenon. The number of students who got scores eighty three were two students, one student from IPS (Social Sciences Major) class and one student from Bahasa (Language and Literature) class. From sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi those findings, it can be inferred that female learners are not always outperforms it as ersitas Brawijaya Universitas Brawijaya Univ statement from Eisenstein & Farhady (1982) and Rider & Siegelman (2009) who Universitas Brawijaya Universitas Brawijaya Universitargued that female learners outperformed male learners in language learning Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Those finding also against Baker (1995) who believed that female students tended Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University be reach better achievement in single-gender school. Unfortunately, those sitas Brawijava findings also against the previous study that was conducted by Zoghi et al. (2013) University which found female learners outperform male learners. Itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit 4.2.2 Learning Strategies Use Universitas BraAnother point that can be discussed is learning strategies. The use of Universities B. learning strategies is influenced by gender. As stated by Ras (2013, p.22) that Universitlanguage learning strategies are influenced by some factors. Those factors are sitas Brawijaya Universi gender (male and female), ethnicity, economic status, academic background, and Universi the type of school. Having completed the interview and analysis, the writer Brawijaya versi received explanations from the highest score achievers on English finalsities B examination at 1st semester on academic year 2015/2016. Based on Oxford SILL Universitguideline (1989) as reference, the results from the boys school representatives it as Brawijaya namely M.Y.R showed that he employed some actions that indicates to direct University strategies and indirect strategies. The results from the girls' school representative strategies are strategies. ers namely Student A.N.R showed that she also employed both direct and indirect strategies when she learned English. The other results from the other girls school representative namely M.L showed that she also applied the both strategies; direct Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi strategies and indirect strategies. From the interview results can be inferred that sites R both male and female students tend to use strategies with different intensity. Universi Hence, those findings which are related to the use of learning strategies uses it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University supported the previous study which is conducted by Akbar et al. (2014) who sit as Brawijaya ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit found male and female students applied learning strategies. Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi 4.2.3 r The Relationship between Students' Learning Strategies and Teacher's sitas Brawijava as Brawijaya Universitas P Universitas Brawijaya Universitas Brawijaya Teaching Strategies rsitas Brawijaya Universitas Brawijaya Universitas Branother point which can be discussed is the relationship between students'sitas Brawijaya learning strategies and teacher's teaching strategies. As stated by Oxford (1990), some actions are provided for the students to support their learning process. UniversitHaving completed the analysis, it can be seen that female learners are applyingsitas Brawijaya both direct and indirect strategies. By knowing result, the teacher at girls school may focus on applying the suitable strategies which accommodate the students's itas ersi learning strategies use when they teach all basic skills like the teacher may use strategies mnemonics, imagery, keywords, doing review, apply TPR strategy, doing Universi repetition, using many sources like video, film, radio, doing translation, notesitas Brawijaya taking, summarizing and highlighting, using mime and gestures, using synonym, Universities by Universities Branch and Company of the Leacher also can do relaxation, meditation, using Branch and Company of the Leacher also can do relaxation, meditation, using Branch and Company of the Leacher also can do relaxation, meditation, using Branch and Company of the Leacher also can do relaxation, meditation, using Branch and Company of the Leacher also can do relaxation, meditation, using Branch and Company of the Leacher also can do relaxation, meditation, using Branch and Company of the Leacher also can do relaxation, meditation, using Branch and Company of the Leacher also can do relaxation, meditation, using Branch and Company of the Leacher also can do relaxation and Company of the Leacher also can do relaxation and Company of the Leacher also can do relaxation and Company of the Leacher also can do relaxation and Company of the Leacher also can do relaxation and Company of the Leacher also can do relaxation and Company of the Leacher also can do relaxation and Company of the Leacher ers music, giving reward, and conducting sharing and feeling discussion activities in order to lowering students' anxiety, encourage the students, and emotion handling. Meanwhile, dealing with social strategies, the teacher may give las Brawllay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya correction, giving lesson on cultural understanding, and aware of others' thought and feeling. The similar thing goes to the teacher at boy school, but the point University which differentiates is the teacher at boy school can be focus on cognitive it as Braw Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ<sup>52</sup>sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University which can be applied by the teacher are using teaching strategies such as doing strat rawijaya Universitas Brawijaya Universitas Brawijaya Universit practice, using many resources when teaching English, translating, note taking versitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya niversitas Brawijaya rawijaya rawijaya rawijaya niversitas Brawijaya rawijaya rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya