

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter covers main point namely; findings. Findings will answer the problem of the study.

#### 4.1 Finding

In this research, the finding are explained in two parts; students' achievement and the learning strategies used by students seen from different genders. The data were obtained from the English final examination score at 1<sup>st</sup> semester on academic year 2015/2016, student interview with the high achievers and informal interview with English teachers. The results of the analysis were used as the data for answering the problem of the study which is dealing with students' achievement and learning strategies used by high achiever in English learning process. The English final examination score data from both male and female schools helped the writer in determining the students' achievement and found out the high achiever from each school (See appendix 1). The interview guide dealing with learning strategies which is adapted from Oxford (1990) helped the writer to find out the learning strategies that are used by the high achiever from both boys and girls schools (see appendix 2).

The informal interview with the English teachers was conducted in order to confirm the validity of the data that have been gathered.

This research was conducted on March 17th 2016 and March 31st 2016.

The participants of this research were tenth graders from MA At-Taraqqie Putra and MA At-Taraqqie Putri and English teachers from MA At-Taraqqie Putra and MA At-Taraqqie Putri Malang. The writer only used one grade to conduct this research because the tenth grade is the grade which already applied the newest curriculum namely *Kurikulum* 2013.

#### 4.1.1 Students' Achievement among Different Genders.

Students' achievement can be defined as the result of student's academic performance that was measured by standardized achievement test. Students' achievement can be measured through a process called testing. In determining the students' achievement the writer used the English final examination at 1<sup>st</sup> semester on academic year 2015/2016. It contained the name and the score from tenth graders at MA At-Taraqqie Putra and MA At-Taraqqie Putri Malang. The writer used the data to claim the highest score achiever from both boys and girls school.

Having completed the analysis, the writer might know the students' achievement seen from different genders. The number of tenth grader at MA At-Taraqqie Putra is fourteen. The highest score from boys school was obtained by 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 score were obtained by two students namely; A.N.R and M.L. Both of them obtained score eighty three in English final examination.

Having completed the research and analysis, the triangulation process showed results as follows: the results from document analysis told the stereotype on language learning process which stated that female learners tend to be outperformed male learners was not applicable. It was showed by the score difference. The score differences between male and female students were seven points. Male learner obtained ninety points while female learners obtained eighty three points.

#### 4.1.2 Learning Strategies Use seen from Different Genders

After the writer collected and identified the students' score in English final examination (see Appendix 1), the writer analyzed the data gathered from students' interview dealing with learning strategies and data from teachers' interview. The instrument used in students' interview were adapted questions from Strategy Inventory for Language Learning (SILL) version 7.0 proposed by Oxford (1989). The questions were translated into *Bahasa Indonesia* in order to avoid the misunderstanding due to the language differences.

There were several learning strategies according to Oxford (1990) which were categorized into direct strategies namely; memory strategies, cognitive strategies and compensation strategies. Oxford (1990) also categorized some strategies as indirect strategies, those strategies are metacognitive strategies, affective strategies and social strategies. Both strategies were divided into some 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.

PARTICIPANTS' NAME: M. Y. R

DIRECT STRATEGIES	ACTIONS	RESPONSE	
		YES	NO
MEMORY	CREATING MENTAL LINKAGES	√	
	APPLYING IMAGES AND SOUNDS	√	
	REVIEWING WELL		√
COGNITIVE	EMPLOYING ACTIONS	√	
	PRACTICING	√	
	RECEIVING AND SENDING MESSAGE	√	
	ANALYZING AND REASONING	√	
	CREATING STRUCTURE FOR INPUT AND OUTPUT		√
COMPENSATION	GUESSING INTELLIGENTLY	√	
	OVERCOMING LIMITATION IN SPEAKING AND WRITING		√

INDIRECT STRATEGIES	ACTIONS	RESPONSE	
		YES	NO
METACOGNITIVE	CENTERING LEARNING	√	
	ARRANGING AND PLANNING LEARNING	√	
	EVALUATING LEARNING		√
AFFECTIVE	LOWERING ANXIETY	√	
	ENCOURAGING SELF		√
	TAKING EMOTIONAL TEMPERATURE	√	
SOCIAL	ASKING QUESTION		√
	COOPERATING WITH OTHERS		√
	EMPHATIZING WITH OTHERS	√	

Table 4.1.2.1 The Interview Result on Direct and Indirect Strategies Use

PARTICIPANTS' NAME: A.N.R

DIRECT STRATEGIES	ACTIONS	RESPONSE	
		YES	NO
MEMORY	CREATING MENTAL LINKAGES	√	
	APPLYING IMAGES AND SOUNDS	√	
	REVIEWING WELL	√	
	EMPLOYING ACTIONS	√	
COGNITIVE	PRACTICING	√	
	RECEIVING AND SENDING MESSAGE	√	
	ANALYZING AND REASONING	√	
	CREATING STRUCTURE FOR INPUT AND OUTPUT	√	
COMPENSATION	GUESSING INTELLIGENTLY	√	
	OVERCOMING LIMITATION IN SPEAKING AND WRITING	√	
INDIRECT STRATEGIES	ACTIONS	RESPONSE	
		YES	NO
METACOGNITIVE	CENTERING LEARNING	√	
	ARRANGING AND PLANNING LEARNING	√	
	EVALUATING LEARNING	√	
	LOWERING ANXIETY	√	
AFFECTIVE	ENCOURAGING SELF	√	
	TAKING EMOTIONAL TEMPERATURE	√	
	ASKING QUESTION	√	
SOCIAL	COOPERATING WITH OTHERS	√	
	EMPHATIZING WITH OTHERS	√	

Table 4.1.2.2 The Interview Result on Direct and Indirect Strategies Use

PARTICIPANTS' NAME: M.L

DIRECT STRATEGIES	ACTIONS	RESPONSE	
		YES	NO
MEMORY	CREATING MENTAL LINKAGES	√	
	APPLYING IMAGES AND SOUNDS	√	
	REVIEWING WELL	√	
COGNITIVE	EMPLOYING ACTIONS	√	
	PRACTICING	√	
	RECEIVING AND SENDING MESSAGE	√	
	ANALYZING AND REASONING	√	
	CREATING STRUCTURE FOR INPUT AND OUTPUT	√	
COMPENSATION	GUESSING INTELLIGENTLY	√	
	OVERCOMING LIMITATION IN SPEAKING AND WRITING	√	

INDIRECT STRATEGIES	ACTIONS	RESPONSE	
		YES	NO
METACOGNITIVE	CENTERING LEARNING	√	
	ARRANGING AND PLANNING LEARNING	√	
	EVALUATING LEARNING	√	
AFFECTIVE	LOWERING ANXIETY	√	
	ENCOURAGING SELF	√	
SOCIAL	TAKING EMOTIONAL TEMPERATURE	√	
	ASKING QUESTION	√	
	COOPERATING WITH OTHERS	√	
	EMPHATIZING WITH OTHERS	√	

**Table 4.1.2.3 The Interview Result on Direct and Indirect Strategies Use**

From the interview results above can be gained a general recapitulation on whole SILL use as stated on table below:

Participants	Direct Strategies		
	Memory Strategies	Cognitive Strategies	Compensation Strategies
M.Y.R (Male)	√ (4 of 9)	√ (6 of 14)	√ (3 of 6)
A.N.R (Female)	√ (9 of 9)	√ (14 of 14)	√ (6 of 6)
M.L (Female)	√ (7 of 9)	√ (12 of 14)	√ (6 of 6)

**Table 4.1.2.4 The Interview Result on Direct Strategies Use**

Participants	Indirect Strategies		
	Metacognitive Strategies	Affective Strategies	Social Strategies
M.Y.R (Male)	√ (5 of 9)	√ (3 of 6)	√ (3 of 6)
A.N.R (Female)	√ (8 of 9)	√ (4 of 6)	√ (6 of 6)
M.L (Female)	√ (8 of 9)	√ (4 of 6)	√ (6 of 6)

**Table 4.1.2.5 The Interview Result on Indirect Strategies Use**

Based on Oxford SILL guideline (1989) as reference, the results from the boys school representative namely M.Y.R showed that he employed some actions that indicates to direct strategies which were represented by twenty nine questions with the detailed number as follows: for the memory strategies which were represented by nine questions, M.Y.R answered four questions which were pointed on actions that he applied memory strategies through creating mental linkages process by thinking the relationship what he had already known and new things he learned when he learned English, applying sounds and image was reflected by M.Y.R through connecting the sound of new English word with the image or picture in order to remember the word. He also made mental picture to help him remember the word. Lastly, he acted out the new English word. The

cognitive strategies were represented by fourteen questions. In this strategy, M.Y.R employed some actions such as wrote the new English word several times, M.Y.R also used English words in different ways, M.Y.R also looked word in his own language that are similar to new English words. M.Y.R watched TV shows that were spoken in English to receive information or message. Lastly, the action done by M.Y.R was dividing the English words' meaning into part based on his understanding. The compensation strategies were represented by six questions. In 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 and 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 indirect strategies were represented by twenty one questions with the details stated as follows: nine numbers of questions as the representative for metacognitive strategies. In this strategy, M.Y.R employed some actions like noticing his mistake and using these information to help him do better when learned English, 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 to center his learning. M.Y.R also arranged and planned his learning by carried 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.



The affective strategies were represented by six questions. M.Y.R carried some actions regarding to this strategy such as trying to relax when he was learning English because he was fully aware when he felt nervous while he was learning English. In order to manage his emotion he also told other people about his feeling when he learned English. The social strategies were represented by six questions. For this strategy, M.Y.R employed some actions such as asking the other person to slow down and repeated again his/her speaking if M.Y.R did not 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 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 number as follows: The memory strategies were represented by nine questions. The cognitive strategies were represented by fourteen questions. The compensation strategies were represented by six questions. For the memory 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 the Compensation Strategies such as guessing intelligently and overcoming

limitation in speaking and writing. In short, from those twenty nine questions

A.N.R. answered all questions that she applied the strategies thus, she applied some actions that indicate to use of direct strategies when she learned English.

Meanwhile for indirect strategies are represented by twenty one questions with the details stated as follows: nine numbers of questions as the representative for

metacognitive strategies, six questions for affective strategies, and six strategies

for social strategies. For the metacognitive strategies, A.N.R. employed some

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

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

twenty one questions, A.N.R. answered eighteen questions that she applied the

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

indicates to direct strategies which are represented by twenty nine questions with

the detailed number as follows: The memory strategies are represented by nine

questions. The cognitive strategies are represented by fourteen questions. The

compensation strategies are represented by six questions. For the memory

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

cognitive strategies, M.L. applied all actions except said or wrote new English

words repetitively and Skimmed and read carefully the English passage. For the Compensation strategies, she employed all actions. Therefore, from those twenty nine questions M.L answered twenty five questions that she applied the strategies and the rest number are answered by never applied. Thus, she applied some actions that indicate to use of direct strategies when she learned English.

Meanwhile for indirect strategies were represented by twenty one questions with the details stated as follows: nine numbers of questions as the representative for 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 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.

Therefore, 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 use. Male learner prefers use cognitive strategies but did not prefer to apply some actions regarding to both direct and indirect strategies like reviewing, creating structure for input and output, evaluating learning, encouraging self, and asking

question. It can be known that female learners use more strategies rather than male learner.

Lastly, the result of informal interview with English teachers from both boys and girls school were conducted in order to confirm the validity of score. The informal interviews were also done in order to reveal more about the highest score achievers learning habit when they attended English lesson. English teachers' explanations showed that those scores were valid and those students were labeled as more active compared to other students in their class. Furthermore, from the students' interview process showed that the students obtained those scores and already applied learning strategies ideas proposed by Oxford (1990). Lastly, the informal interview with the teachers resulted that the students obtained the scores and also got explanation about the students' attitude related to learning strategies use when learning English. The teachers already confirmed its trustworthiness and gave explanations that those students were high achievers in English final examination of 1<sup>st</sup> term of English final examination on academic year 2015/2016. Hence, from the triangulation process it could be concluded that the results showed the same results.

## 4.2 Discussion

### 4.2.1 Woman Supremacy in Language Learning

Based on the finding on students' achievement and learning strategies that had been explained on the previous sub-chapter, they showed that from the 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 belief in many western cultures that females tend to be better L2 learners than 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 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' achievement only, not the factor which cause this different range therefore, further 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 those findings, it can be inferred that female learners are not always outperform male learners in language learning process. Those findings are against the statement from Eisenstein & Farhady (1982) and Rider & Siegelman (2009) who argued that female learners outperformed male learners in language learning.

Those finding also against Baker (1995) who believed that female students tended to be reach better achievement in single-gender school. Unfortunately, those findings also against the previous study that was conducted by Zoghi et al. (2013) which found female learners outperform male learners.

#### 4.2.2 Learning Strategies Use

Another point that can be discussed is learning strategies. The use of learning strategies is influenced by gender. As stated by Ras (2013, p.22) that language learning strategies are influenced by some factors. Those factors are gender (male and female), ethnicity, economic status, academic background, and the type of school. Having completed the interview and analysis, the writer received explanations from the highest score achievers on English final examination at 1<sup>st</sup> semester on academic year 2015/2016. Based on Oxford SILL guideline (1989) as reference, the results from the boys school representative namely M.Y.R showed that he employed some actions that indicates to direct strategies and indirect strategies. The results from the girls' school representative 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 strategies and indirect strategies. From the interview results can be inferred that both male and female students tend to use strategies with different intensity.

Hence, those findings which are related to the use of learning strategies use

supported the previous study which is conducted by Akbar et al. (2014) who found male and female students applied learning strategies.

#### 4.2.3. The Relationship between Students' Learning Strategies and Teacher's Teaching Strategies

Another point which can be discussed is the relationship between students' learning strategies and teacher's teaching strategies. As stated by Oxford (1990), some actions are provided for the students to support their learning process.

Having completed the analysis, it can be seen that female learners are applying both direct and indirect strategies. By knowing result, the teacher at girls school may focus on applying the suitable strategies which accommodate the students' learning strategies use when they teach all basic skills like the teacher may use mnemonics, imagery, keywords, doing review, apply TPR strategy, doing repetition, using many sources like video, film, radio, doing translation, note taking, summarizing and highlighting, using mime and gestures, using synonym, selecting particular topic. The teacher also can do relaxation, meditation, using 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 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 which differentiates is the teacher at boy school can be focus on cognitive strategies, since the male learner tend to apply cognitive strategies. The actions

which can be applied by the teacher are using teaching strategies such as doing practice, using many resources when teaching English, translating, note taking.

