AN ANALYSIS OF GENDER DIFFERENCES IN LANGUAGE LEARNING STRATEGIES OF ELF STUDENTS

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Abstract - This study aims to analyze the influence of gender differences between men and women in language learning strategies in the process of learning English for undergraduate students of English Education. This research uses the qualitative analysis technique for information collection. The information analysis of this study is the authors review the same three studies. Research findings indicate that students use a wider range of learning strategies that differ from those often preferred by their gender. Each women and men often use social strategies whereas the bottom frequency strategies differently. The research result helpful for language academics of increasing their awareness to reduce the gap between students' language learning strategies and their preference of teaching techniques.
Keywords: Differences Gender, Language Learning Strategies (LLS), ELF Students

I. INTRODUCTION

English is a global language that is studied in Indonesia that has important in international communication and interaction. Several important things must be mastered in English learning. There are four basic skills in learning English (listening, reading, writing, and speaking). ELF students who want to be mastered in English must be mastered the elements of that language. Individual personalities are developed through educational processes to build human maturity. Improving human quality is one way to take a step forward. It is the result of the globalization era's demand for everyone to be more active, innovative, and creative to produce a better output. A higher quality of education can result in higher output, pointing to a global phenomenon. The first is the globalization era, also known as internationalization, which refers to the growing interconnections and independence of people and institutions around the world. Global influences have an impact on aspects of daily life.

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Gender is an important part of social lives indefinitely women and men exist in the world. Woman and men have had different responsibilities were they born in the world, regardless as a women or men, a husband or wife. It is undeniably due to the gender differences. This conversation evolves since today. Many researchers with diverse interests conducted gender research in various disciplines (they remain round rule, religious conviction, linguistic, financial, etc.). They demonstrate the variances among men also females by examining their gender (males vs females) otherwise gender (male vs feminine). Gender is thus regarded by way of the basic aspects influencing another language education (Andreou, Vlachos, & Andreou, 2005), also disregarding the impact might result in the unsuitable variety of education situations too resources used for equally males and females linguistic students, particularly in co-educational societies. Studying the relationship between gender and language education, on the other hand, assists teachers in planning a class appropriately, developing real plans (Aslan, 2009), and conducting suitable in-class actions (Meece, Glienke, & Burg, 2006). Gender differences in language educational performance are often seen as learning strategies in use, according to a study conducted through several investigators. Around of them attempted towards identify issues occurred in differences in the education results of males and females as seen as of several scientific grounds and perceptions.

Language learning strategies are particularly necessary in language learning because they enable effective, self-directed responsibility, which is necessary aimed at evolving communication ability. Besides, language education plans encourage students towards participate in class, resulting in a student-centered learning environment. The role of teacher and learning strategies impact an essential role in the achievement of the student's achievement. Learning strategies are extremely useful in the learning procedure. Learning strategies assist learners in revealing their learning style, recognizing their individuality as "students," then being attentive of their learning problems. Furthermore, learning strategies allow learners to talk with others to inspire their prior understanding at having the resources and relating the other info. Learning strategies not only help students pass exams, but they are also more profitable in the long run because they are long-lasting and functional (Arulselvi, 2006), cited in (Dwiana,2018).

According to Rubin (1981) in Sumarni & Rachmawati (2018) three types of strategies that contribute to language learning, either directly or indirectly: learning strategies, communication strategies, and social strategies. O'Malley et al. (1985) classified LLS into three categories: metacognitive, cognitive, and socio-affective. Oxford (1990) distinguishes between direct and indirect strategies: Direct strategies necessitate mental translation of the target language. Direct strategies are classified into three types: memory strategies, cognitive strategies, and compensation strategies. Each group uses language differently and for different purposes. In contrast, indirect strategies frequently support and manage language learning without directly involving the target language. Indirect strategies are classified into three types: metacognitive strategies, affective strategies, and social strategies. The Oxford classification was chosen for this study.

Differences Gender

Politzer (1983) discovered that female students employed more social strategies than male students. Oxford and Nyikos (1989) discovered that females used cognitive, metacognitive, and social strategies more frequently than males in their study of the use of LLS by undergraduate learners of foreign languages. (Nyikos, 1990; Tran, 1988) discovered in their study that males used specific strategies more than females. Tran (1988) investigated the level of acculturation of immigrant Vietnamese, aged 40-92 years, in the United States, and discovered that males reported using more strategies to learn and improve their English language skills. Furthermore, Nyikos (1990) discovered that males used more specific strategies in an investigation into possible test type bias in recall tests among university-level beginner learners of German cited in Maha Alhaysony (2017).

Language Learning Strategies

According to Rigney (1978), language learning strategies refer to specific steps or actions taken by the learner to facilitate acquisition, retention, retrieval, and performance. According to Wenden (1987), LLS can be defined in terms of language learning behaviors (such as learning and regulating the meaning of a second or foreign language), cognitive theory (such as learners' strategic knowledge of language learning), and affective aspects (such as learners' motivation and attitudes) cited in Sumarni & Rachmawaty (2018). Futher, Lee (2010, p. 21) defines

learning strategy as "learning skills, learning-to-learn skills, analytical thinking, problem skills, or, in other words, the methods that learners use to take, store, and retrieve information during the learning process" cited in Murni &Syahril (2018).

II. METHODS

This study is conducted in a qualitative research design. Qualitative research is a type of social action that focuses on how people interpret and make sense of their experiences to better understand individuals' social realities. It employs interviews, diaries, journals, classroom observations and immersions, and open-ended questionnaires to collect, analyze, and interpret data from visual and textual materials, as well as oral history (Zohrabi, 2013), cited in Mohajan (2018). This study aims to find out the differences in gender in language learning strategies of ELF students. The data were collected by reviewing the previous study.

III. FINDING AND DISCUSSION

The researcher presents the finding by reviewing some review previous study which is relevant to this study. It is also used as a reference since they examined the same study. In this present study, the data presented to show the gender differences in language learning strategies of ELF students. In 2018, Sumarni and Rachmawaty conducted the study entitled "Gender Differences in Language Learning Strategies". This research aims into how different genders of university students use language learning strategies. Memory, cognitive, compensation, metacognitive, affective, and social language learning strategies were investigated to accomplish this. The Strategy Inventory for Language Learning (SILL; Oxford, 1990) was administered to male and female students to collect data. They were then subjected to descriptive statistics analysis. According to the study's findings, students used a broader range of learning strategies that differed from those commonly preferred by their gender. Both males and females frequently use social strategies, but the lowest frequency strategy used by both was different. The findings of this study can be useful for language teachers by raising their awareness of the need to close the gap between students' language learning strategies and teaching technique preferences.

Table 1. Summary of Strategy Use Showing Female Frequency Used

Strategy	Mean	Rank	Strategy Used
Memory stategies	2.62	6	Medium; sometime used
Cognitive strategies	2.84	4	Medium; sometime used
Compensation stategies	2.93	3	Medium; sometime used
Meta-cognitive strategies	2.96	2	Medium; sometime used
Affective strategies	2.63	5	Medium; sometime used
Social strategies	3.30	1	Medium; sometime used

Table 2. Summary of Strategy Use Showing Male Frequency Used

Strategy	Mean	Rank	Strategy Used
Memory stategies	2.78	5	Medium; sometime used
Cognitive strategies	3.05	4	Medium; sometime used
Compensation stategies	3.15	3	Medium; sometime used
Meta-cognitive strategies	3.16	2	Medium; sometime used
Affective strategies	2.72	6	Medium; sometime used
Social strategies	3.22	1	Medium; sometime used

This table shows the average strategy used across all subjects. The average strategy use for overall strategy use ranged from 3.2 to 2.62, with the overall mean for the sample being 2.91. In terms of strategy categories for both female and male students, social strategies were the most frequently used (M = 3.30 for females and M = 3.22 for males), while memory strategies were the least frequently used for females (M = 2.62) and affective strategies were the least frequently used for male (M = 2.72). To female, the descending order in medium frequency used was metacognitive strategy (M = 2.96), compensation strategy (M = 2.93), cognitive strategy (M = 2.84) and social strategies (M = 3.00), while to male, the descending order in medium frequency used was metacognitive strategy (M = 3.16), compensation strategy (M = 3.15), cognitive strategy (M = 3.05) and memory strategy (M = 2.78).

Maha Alhaysony (2017) conducted the study entitled "Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender". The findings of a study on language learning strategies (LLS) used by Saudi EFL students at Aljouf University are reported in this paper. A questionnaire adapted from Oxford's (1990) Strategy Inventory for Language Learning was completed by 134 students (66 males and 68 females) (SILL). The study's goal was to better understand the relationship between LLS use and gender and length of English language study. According to the findings, the average strategy use was in the low to medium range. Memory and affective strategies were

reported to be the least frequently used, while cognitive, metacognitive, and compensatory strategies were reported to be the most frequently used. The findings also revealed that female students used more LLS than male students, though the difference was not statistically significant. There was no significant difference in terms of duration of English study, though students with the longest duration reported using LLS the most frequently. These findings' pedagogical implications are discussed in the context of Saudi EFL.

Table 3. Descriptive and Inferential Statistics for LLS Use by Gender and Duration of Study

Categories	Descriptive statistics				Inferential Statistics			
					Gender		Duration	
	Min	Max	Mean	SD	t	p	r	p
Cognitive	1.22	4.89	3.25	.603	1.613	.110	.119	.252
Metacognitive	1.75	5	3.06	.759	-1.572	.114	.098	.034
Compensation	2.40	3.06	2.88	.168	-.927	.356	.088	.401
Social	1.71	5	2.84	.779	-.229	.820	.132	.203
Memory	2.08	3.45	2.67	.311	-1.740	.085	.077	.464
Affective	2.36	2.93	2.63	1.89	-1.404	.164	.082	.434

Simin (2012), conducted the study entitled "Exploring the Gender Effect on EFL Learners' Learning Strategies". Several studies have found gender differences in the use of language learning strategies (LLS). In the majority of the studies where gender differences were discovered, females reported using language learning strategies more frequently than males. However, some studies found no statistically significant difference between genders in the use of language learning strategies (LLS). Others found that male learners use language learning strategies (LLS) more than female learners in certain taxonomies (Oxford, 1990). As a result, the purpose of this study was to see if there were any differences in the use of language learning strategies between female and male Iranian learners. The study included 149 students from the Tabriz Institute of Technology in Iran. A questionnaire adapted and modified from SILL was used to collect data (Oxford, 1990). The findings indicate that there is a significant gender difference in the overall use of language learning strategies.

Nurul and Lilia (2021), conducted the study entitled "An Investigation of EFL Student's Learning Strategies Based on Gender Differences in Online Teaching and Learning". This study aimed to investigate the online learning strategies used by

Indonesian undergraduate EFL students and to analyze those strategies in performance evaluation during online teaching and learning about gender differences. This study conducted a qualitative study with 30 EFL students (15 males and 15 females) from Tidar University, Magelang's 5th semester. The questionnaire data consisted of thirteen statements, which the participants completed. Using the learning strategies during online classes produced positive results for all participants. However, male students used a lower percentage of the four learning strategies from the metacognitive, cognitive, social, and affective aspects, according to this study. Female students were found to use metacognitive and cognitive skills more frequently in online learning, according to the findings. The present study used a qualitative research design that focused on library research. The findings of the presents study are the differences in gender in language learning strategies of ELF students. Most of the study previous research found that the differences in gender influences the language learning strategies of ELF students.

IV.   CONCLUSION

In conclusion, this study presents an analysis of the different gender in language learning strategies by conducting the research a qualitative research design that is focused on library research. Gender is thus regarded as one of the basic factors influencing second language learning (Andreou, Vlachos, & Andreou, 2005), and ignoring its impact may result in the inappropriate selection of learning environments and materials for both males and females language learners, particularly in co-educational institutions. The present, the discussion dealt with the influences of differences in gender in language learning strategies of ELF students. The finding was gathered by a literature review where the data used previous research on the related topic.

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