

CHAPTER I

INTRODUCTION

This chapter describes background of the study, research problem, objectives of the study, hypothesis of the study, assumption, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

In Indonesia, English is not as a second language but it is a foreign language, because the environment does not use English to communicate. So that many people of Indonesian are not conscious about English role although they have studied it since they were in elementary school. Furthermore, it is necessary for the teacher to create reliable testing for the language proficiency of the students in order to evaluate the achievement of the students.

Laribee & Geyer (2013:191) stated that one of the types of language testing is TOEFL (Test of English as a Foreign Language). This test is highly recognized as a standard language testing in English Language and had been 'internationally recognized and respected'. The grade of the TOEFL is mostly used as an indicator in academic life around the world. So that every university requires their undergraduate students to take TOEFL to measure their skill in understanding English conversation and English text in order to develop their undergraduate quality. IAIN Palangka Raya is one

of the state institute which highly requires the students to achieve the passing grade on TOEFL as the requirement before doing thesis examination or *munaqasah*.

This rule makes almost some students find difficulties in answering TOEFL, it is included for the students who are majoring in English Education Program. According to Rahman (2010:80), he found that the most difficult section in TOEFL according to English Department Students academic year 2011/2012 was listening. The result stated that most of students felt the speaker talks quickly and they were unfamiliar with some words. In contrast with the problem of TOEFL section now, according to the director of Language Development Unit in IAIN Palangka Raya, she said that most of the students who had taken TOEFL got the lowest score in reading section nowadays. Although the training had been applied and taught by the lecturer, most of them fail to fulfill the standardized grade. As an impact, they have to take TOEFL for many times until they get the passing grade.

Language learning strategies are used by learner to complete speaking, reading, vocabulary, listening or writing activities presented in language lessons (Carter & Nunan, 2001:21). Recognizing that there is a task to complete or a problem to solve language learner will use metacognitive, cognitive or socio-affective strategies they possess. Michael, O'Malley &

Chamot (1995:146) concluded that understanding strategies can help the development of language competence in various ways. Understanding the effective strategies helps the students to enhance their language skills. A research argued that language learners need instruction in 'how' to use strategies efficiently as a way to improve language learning and performance. Michael, O'Malley & Chamot (1995:153) classified learning strategies instruction into two: uninformed strategy instruction or direct and integrated instruction. In uninformed strategy instruction, students work through materials and activities designed to elicit the use of specific strategies, but students are not informed of the name, purpose or value of the specific learning strategy. Direct and integrated instruction informs learners of the value and purpose of learning strategies and helps learners to use, identify and develop learning strategies in a systematic way as they learn the target language.

Speaking of gender, various studies related to language learning and genders are widely spread because one factor which affects the language learning strategy choice is gender. In the using of language learning strategies, Zaelany (2012:1614) stated male performed better than female. Gurian, Patricia & Terry (2002:86) explained that turns brain of male and female are different so it affects learning and working patterns of their brain since childhood. Based on their research by looking at the result, they said

that both of their brains have different learning systems for each other. Therefore, this research would like to find out the Language Learning Strategies (LLSs) dominantly applied by male and female students, to describe between male and female students in applying LLSs, and to find out the correlation between LLSs used and their achievement in TOEFL score, this research entitled:

**“LANGUAGE LEARNING STRATEGIES IN GENDERS’
PERSPECTIVE AND THEIR CORRELATION TOWARDS TOEFL
SCORE OF ENGLISH DEPARTMENT STUDENTS AT IAIN
PALANGKA RAYA ACADEMIC YEAR 2014/1015”**

B. Research Problem

The main problems of this research are:

1. What are the language learning strategies dominantly applied by male and female students?
2. How do the male and female apply their language learning strategies?
3. Is there any correlation between language learning strategies used by both genders and their TOEFL score?

C. Objectives of the Study

The objectives of the study related to the problems are:

1. To know the language learning strategies dominantly applied by male and female students.
2. To describe male and female students' frequency in language learning strategies.
3. To find out the correlation between language learning strategies used by both genders and their achievement in TOEFL score

D. Hypothesis of the Study

There are two hypothesis of this research as follows:

1. H_a : there is correlation between language learning strategies used by both genders and their achievement in TOEFL score.
2. H_o : There is no correlation between language learning strategies used by both genders and their achievement in TOEFL score.

E. Scope and Limitation

This research belonged to mixed method which used triangulation design with convergence model. Qualitative data focused on the students' frequency in applying the strategies and it was used to describe how male and female students apply the strategies. Quantitative data was used to know the LLSs dominantly applied by male and female students and to find out the

correlation between language learning strategies used by both genders and their achievement in TOEFL score. The number of the subject consisted of 51 students which were 13 males and 38 females of English study program who enrolled in TOEFL training at IAIN Palangka Raya academic year 2014/2015.

F. Significance of the Study

Theoretically, this research supported the theory of language learning strategies in genders' perspective. Practically, this research was expected can be used as reference for students who want to take TOEFL and find out what language learning strategies are applied and used according to their gender. By knowing the appropriate language learning strategies applied, students are able to evaluate their strategy before doing the test according to their gender. For the lectures, by knowing the use of language learning strategies applied by their students, the researcher expects this research can be used as a reference how language learning strategies is achieved, processed, and applied by the students according to their gender. Besides, this research can contribute to the learning process as guidance in improving lectures' method in teaching TOEFL subject.

G. Definition of Key Terms

There are several definitions of the key term in this research. They are mixed method, triangulation design, language learning strategies, convergence model, and TOEFL.

1. Mix method

Mix method is both a method and methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry (Cresswell, 2008). In the present study, mixed method was used to combine qualitative and quantitative data to corroborate the findings.

2. Triangulation design

Triangulation design (convergent parallel design) is one-phase design in which researchers implement the two methods during the same timeframe and with equal weight (Zahra, Nor Bakar & Reza, 2014:84). In this research, the researcher attempts to merge the two data sets, typically by bringing the separate results together in the interpretation to facilitate integrating the two data types during the analysis.

3. Convergence model

Convergence model is a model in triangulation design when the researcher collects and analyzes quantitative and qualitative data separately on the same phenomenon and then the different results are converged during the interpretation (Cresswell, 2006:64). In the present study, the result of language learning strategies as qualitative data are integrated with the correlation of TOEFL score achievement as the quantitative data.

4. Gender

Gender is a variable that can affect language use and acquisition as a result of biological, psychological effects, or socio-cultural influences (Hugar, 1982:17) In this research, language learning strategies in genders' perspective are described.

5. Language Learning Strategies

Language learning strategies are specific behavior or an action taken by the learner to make learning easier, faster, more enjoyable, more transferable to new situations (Oxford, 2005:8). In this research, the often language learning strategies applied by both genders and how they use it their learning process are revealed.

6. TOEFL

TOEFL (Test of English as Foreign Language) is an international test to measure foreign students' ability in understanding spoken and written English in the United States. In this research, TOEFL PBT (Paper Base Test) was used to test male and female on TOEFL score which was prepared by Language Department Unit.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes related studies, TOEFL at IAIN Palangka Raya, TOEFL testing area, language learning strategy, Oxford's classification of language learning strategy, gender language learning, and the nature of mixed method.

A. Related Studies

There are some previous studies related to this research. *First*, Pineda (2010: 94) explored the language learning strategies used by the students of different languages at a language program at the university level. He found the use of several strategies for the learning of grammar, speaking, and writing. For grammar learning, the students used cognitive and memory strategies. The students recognize and use formulas in new context and they associate the new information with the information they already have known. It can be concluded that the learning of grammar is still viewed by students as purely memory-based. For the oral presentations the students used compensation strategies. They switch the language into their mother tongue when they lack of vocabulary to get their meaning. For writing, the students used cognitive strategies such as the use of resources like dictionary, textbook, and notes taken in class. His research explored the same variable

which was language learning strategies applied by the students. The difference between this research, not only finding out the language learning strategies, but also correlate them with the TOEFL score which is used to measure the students' ability.

Second, according to Pannak & Chairamancee (2011: 9), they found that there was significant relationship between the use of language learning strategies and the subjects' English proficiency level of 71 first year English major students at Thaksin University, Songkhla, Thailand. The result of his study revealed that higher-proficiency students reported employing all six categories of language learning strategies significantly more often than lower-proficiency ones. The same as what they found, this research also aimed at finding out the correlation of language learning strategies with other variables. The difference was from the dependent variable which this research used was TOEFL score.

Third, Lee (2010: 132) explored the finding of Vann & Abraham (1987, 1990) that carried out a research into successful and unsuccessful language learners. The results of their studies revealed that unsuccessful learners did use the strategies generally considered as useful, and often they employed the same strategies as successful learners. however, the difference is that successful learners used strategies more appropriate in different situations than unsuccessful learners, and used a larger range of strategies in language

learning strategies more frequently and appropriately. Same as this research, language learning strategies and their implication toward successful and unsuccessful students' achievement were the main topic, but the difference was this research used TOEFL for the correlation.

Fourth, Nelson, Devardhi & Berhanu (2014: 63) examined the relationship of language learning strategies, gender, and achievement in learning the target language. They revealed that language learning strategies was very effective used by EFL learners at Haramaya University, in that, females were significantly more successful than males, and they used more language learning strategies in learning English. The difference between this research were from the variables and the population. This research only used two variables which is LLSs and TOEFL score and the population was from the students of university at IAIN Palangka Raya.

Fifth, Liu (2014: 11) investigated the relationship between test preparation and TOEFL performance from 14.593 respondents in China through online survey and found that general English learning strategies, if practiced consistently and frequently, may be significantly correlated with improved English abilities in multiple skill domains. For example, writing e-mails, letters, and diaries in English positively predicted both total scores and the four skill scores. In contrast with the previous studies above, this research explained how male and female apply their language learning

strategies. Also, this research correlated their TOEFL score achievement with the strategies they used.

B. TOEFL at IAIN Palangka Raya

The Test of English as a Foreign Language is a standardized test developed by ETS (Educational Testing Service) that measures the ability of non-native English speakers to function in an academic setting. Mahmud (2014: 2581) stated many colleges and universities require EFL (English as Foreign Learner) students to submit TOEFL score before they can apply to a program, including IAIN Palangka Raya.

Paper-based TOEFL is used in IAIN Palangka Raya. The total time of each examinee spends is 2 hours which started from 9am up to 11am. It is divided into three sections, those are listening comprehension section, structure and written expression, and reading comprehension and vocabulary section. Antoni (2014: 15) explained the test score is determined by adding a total number of correct answers in each section and then changing these “raw scores” into “converted scores”. The raw score is the total number correct in each section. The converted score is different for each examination (see appendix 1). It is based on the difficulty of the test. Therefore, according to Mustafa (2016: 20), in determining the score based on standard evaluation in college level as follows:

Table 2.1. Table of Frequency

No	Interpretation
1	Special Advance : > 550
2	Advanced : 501-559
3	Pre-Advanced : 426-500
4	Intermediate : 351-425
5	Pre- Intermediate : 200-350
6	Elementary : > 200

In achievement of learning based on the standard evaluation, the English department students will pass the test if they get 500 and if the students get less than 500, it is stated they failed, as an impact, the students must take TOEFL again in order to complete the requirement of thesis examination.

C. TOEFL Testing Area

Sharpe (2004:69-76) describes TOEFL testing are into three categories, those are:

1. Listening Comprehension Section

Listening comprehension section is the first part that will be examined in TOEFL test. This section tests examinees' ability to understand and interpret spoken English. Examinees must be able to distinguish between words that sound similar and be able to comprehend entire sentences, not just single words or phrases. Notetaking, underlining, and crossing out in the test book are not

allowed. Examinee must be able to listen only and then choose their answer.

2. Structure and Written Expression

The structure and written expression tests the students' ability to recognize standard written English as it is used in North America. Two types of questions are presented in separate part. Part A is structure part which has incomplete sentences. The students choose the best answer in the multiple choice to fulfill the incomplete sentence. Part B is written expression which has four underlined words and phrase in each questions which the students choose the incorrect one. The students only have twenty minutes to answer the questions.

3. Reading Comprehension and Vocabulary Section

Reading comprehension and vocabulary section aims at testing the students' ability to understand written English as it is presented in textbooks and other academic materials in North America universities and colleges. In reading comprehension, there are five reading passages with an average ten questions after each passage. The passage are about 250-300 words in length. There are no pictures or visual cues.

D. Language Learning Strategies

Learning strategies are defined as specific actions, behaviors, steps, techniques used by students to enhance their own learning (Scarcella & Oxford, 1992: 63). The word strategy comes from the ancient Greek word *strategia* which means steps or actions taken for the purpose of winning a war. There are different taxonomies about learning strategies classified by the previous study.

O'Malley and Chamot (1990: 44-45) have differentiated and categorized the range of language learning strategies into three broad types: cognitive, metacognitive, and socio affective strategies. Cognitive strategies are fundamentally operations used by the learner to obtain knowledge and understanding a linguistic system. Examples are rehearsing the information heard, organizing or grouping words, applying rules to understand the meaning, summarizing the information, inferencing to guess meaning, and visualizing. Metacognitive strategies manage, regulate, or control cognitive learning process so that the mental process proceeding successfully and effectively. Examples are planning the organization of discourse, monitoring attention or comprehension, evaluating comprehension after language task. Socio affective strategies involve interaction with other people, or control of affect in order to complete the task. Examples are cooperating with classmates, questioning for clarification, and self-assuring to lower anxiety.

According to Rubin (1987: 15-30), there are three types of strategies used by learners that contribute either directly or indirectly to language learning. Learning Strategies, Learning strategies which are divided into two main types (Cognitive Learning Strategies and Metacognitive Learning Strategies) contribute directly to the development of the language system created by the language learner. Communication Strategies, Communication strategies are not as much of directly related to language learning since their emphasis is on the process of communication through conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are exploited by speakers when they are faced with some troubles regarding their communication and conversation or when confronted with misunderstanding by a co-speaker. A usual communication strategy is to make use of one's linguistic or communicative knowledge to remain in the conversation. Social Strategies, Social strategies are activities in which learners are exposed to the opportunities that can be a great help to practice their knowledge. Even though these strategies offer exposure to the target language, they contribute to learning indirectly since they do not lead directly to the obtaining, storing, retrieving, and using of language.

Language learning strategies have been classified into five groups by Stern's (1992: 67). They are as follows: management and planning

strategies, cognitive strategies, communicative - experiential strategies, interpersonal strategies, and affective strategies. Management and planning strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person. Cognitive strategies, these strategies refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with specific classroom tasks. Communicative - experiential strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other words, communication strategies involve the use of verbal or nonverbal instruments for the useful transfer of knowledge. The purpose is to avoid interrupting the course of communication. Interpersonal strategies, interpersonal strategies monitor the learners' development and evaluate their performance. Learners need to have communication with native speakers and cooperate with them. Learners need to get familiar with the culture of the target language. Affective strategies, Evidently, in the process of language learning, good language learners use various kinds of affective strategies. Sometimes, it can be frustrating to learn another language. It can arouse feeling of

unfamiliarity and confusion. In some other cases, learners might not have a positive perspective towards native speakers. On the other hand, good language learners are relatively aware of these emotions, and they try to build positive feelings towards the foreign language and its speakers as well as the learning activities. To a great deal, training can be of assistance to the students to face these controversial feelings and to overcome them by drawing attention to the possible frustrations or mentioning them as they come up.

Oxford (1990: 16) divided language learning strategies into two categories, direct and indirect strategies which are subdivided into six classes. Direct strategies, which involve the new language directly, are divided into memory, cognitive and compensation strategies. Indirect strategies include metacognitive, affective, and social strategies. Indirect strategies provide indirect support for language learning by employing different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety.

This research adapted the taxonomy of language learning strategies provided by Oxford because it is an attempt to subsume every strategy previously mentioned and is regarded as “the most comprehensive”. It is supported by the Strategy Inventory Language Learning (SILL) which helped the researcher to determine students’ language learning strategy.

E. Oxford's Classification of LLS

1. Direct Strategies

Direct strategies require mental processing of the language (Oxford, 1990: 37). Their aim is to help students develop their own system of study. Moreover, they apply the most useful study skills for their purpose, such as understanding new words and phrases, organize and produce vocabulary and accurate communication. It permits learners to comprehend and produce the second language. The following are the classification of direct language learning strategies by Oxford:

a. Memory Strategies

Storage and retrieval of new information are the two key functions of memory strategies. Storage and retrieval of new information are the two key functions of memory strategies. These strategies help learners *store* in memory the important things they hear or read in the new language, thus enlarging their knowledge base. These strategies also enable learners to *retrieve* information from memory when they need to use it for comprehension or production. Descriptions of memory strategies below focus mostly on the storage function, because that is the initial key to learn.

1) **Creating Mental Linkages**

Three kinds of strategies are useful for making mental linkages: grouping, associating/elaborating, and placing new words into a context. These are the most basic memory strategies and the foundation of more complex memory strategies.

a) **Grouping**

Grouping involves classifying or reclassifying what is heard or read into meaningful groups, thus reducing the number of unrelated elements. It sometimes involves labeling the groups, as well. The following example show ways to group material that has been heard in the new language. Norberto, who is learning English, writes down in his notebook new words when he hears them, and he categorizes them grammatically: for example, *you, he, she, they, someone; hard, easy, kind, soft; quickly, heatedly, markedly, completely*. Then he labels these categories: pronouns, adjectives, and adverbs.

b) Associating/Elaborating

This memory strategy involves associating new language information with familiar concepts already in memory. Naturally, these associations are likely to strengthen comprehension, as well as making the material easier to remember. Here are some examples of associating/elaborating in the listening area. First, Mike wants to remember the name of Solange, the university librarian, who has just been introduced in French. He associates the name Solange with something else about her by saying "*So long*, library, I'm leaving!" or "Solange's face is *so long*." Second, Corazon, a learner of English, hears the word *billboard*. She associates it with a previously learned word, *board*, used for displaying; therefore she understands and remembers *billboard* more effectively.

c) Placing New Words into a Context

This strategy involves placing new words or expressions that have been heard or read into, a meaningful context, such as a spoken or written

sentence, as a way of remembering it. For example, Katya, a learner of English, encounters a list of words and expressions related to sewing, such as *hook, eye, seam, zipper, button, snap, thread, needle, baste, hem,* and *stitch*. She writes a little story to put these words into a meaningful context.

2) **Applying Images and Sounds**

The four strategies for applying images and sounds are useful for remembering new expressions that have been heard or read.

a) **Using Imagery**

A good way to remember what has been heard or read in the new language is to create a mental image of it. Here are some illustrations. First, Adel, a Spanish bank manager learning English, tries to remember the American phrase *tax shelter*, which he has just heard. She uses a mental image of a small house protecting or sheltering a pile of money inside. Second, Quang remembers a whole set of verbs related to household chores (e.g., *cooking, cleaning, washing, cutting, buying*) by making a mental image of the situation in

which he first heard these words during an English class in the refugee camp.

b) Semantic Mapping

This strategy involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts (stated in words) are highlighted and are linked with related concepts via arrows or lines. Such a diagram visually shows how ideas fit together. This strategy incorporates a variety of other memory strategies: grouping, using imagery, and associating/elaborating. This strategy is valuable for improving both memory and comprehension of new expressions.

c) Using Keywords

This strategy combines sounds and images so that learners can more easily remember what they hear or read in the new language. The strategy has two steps. First, identify a familiar word in one's own language or another language that sounds like the new word. Second, generate a visual image of the new word and the familiar one interacting in some way. Here are

some examples of keywords for remembering what is heard or read. Brian links the new French word *froid* (cold) with a familiar word, *Freud*, then imagines Freud standing outside in the cold. *Sobor* [co6op] is the Russian word for council, so Alice links this new word with *so bored*, picturing a bunch of councillors "so bored" with their meeting. Howard links the new Spanish word *sombrero* (hat with a large brim) with *somber*, and imagines a somber man wearing a sombrero.

d) Representing Sounds in Memory

This strategy helps learners remember what they hear by making auditory rather than visual representations of sounds. This involves linking the new word with familiar words or sounds from any language. Here are the examples. Rollande uses rhyme to learn the sounds of English words, such as *goat*, *coat*, *boat*, *float*, *moat*, *dote*, and she makes up nonsense rhymes using these words. Antonio creates the nonsense rhyme "I hit a parrot with my carrot. The parrot said I am dead!".

3) Reviewing Well

The sole strategy in this set is structured reviewing, which is especially useful for remembering new material in the target language. It entails reviewing at different intervals, at first close together and then increasingly far apart. For instance, Misha is learning a set of vocabulary words in English. He practices them immediately, waits 15 minutes before practicing them again, and practices them an hour later, three hours later, the next day, two days later, four days later, the following week, two weeks later, and so on until the material becomes more or less automatic.

4) Employing Action

The two memory strategies under employing action are using physical response or sensation and using mechanical techniques.

a) Using Physical Response or Sensation

This strategy may involve physically acting out a new expression that has been heard, the teaching technique known as Total Physical Response. For example, Akram is told by the teacher, "Take the pencil, go to the pencil sharpener, sharpen the pencil,

write your name with it, and then give it to Maria." As Akram carries out these instructions, he finds that physical movement helps engrave the new information in memory.

b) Using Mechanical Techniques

To remember what has been heard or read, mechanical techniques are sometimes helpful. For instance, flashcards, with the new word written on one side and the definition written on the other, are both familiar and useful. To contextualize a new expression and get writing practice, learners can write the new expression in a full sentence on a flashcard.

b. Cognitive Strategies

1) Practicing

a) Repeating

One use of this strategy is repeatedly listening to native speakers of the new language on a tape or record, with or without silent rehearsal (repeating the words to oneself mentally). Here are some examples. Milton listens to the weather report in French every day while eating breakfast. He is now very familiar

with weather-related terms such as *le soleil* (sun), *chaud* (hot), *froid* (cold), and *il fait beau* (the weather is fine). Lyle, who is learning Russian, repeatedly plays a song, *Moskovskiye Vechera* [Московские Вечера] ("Moscow Evenings") and listens to the Russian words, trying to understand them while silently rehearsing them.

b) Formally Practicing with Sounds and Writing Systems

In listening, this strategy is often focused on perception of sounds (pronunciation and intonation) rather than on comprehension of meaning. Here are some instances of formally practicing with sounds. Leni marks the stress in the English sentence "I'm terribly tired; I think I'll go and have a rest" (I'm /terribly /tired; I /think I'll /go and /have a /rest). Haruko, a learner of English, listens to different words containing the letters *ough*, a combination that sounds different in various words: *through*, *though*, *tough*, and *trough*. She creates her own phonetic spelling of these

words (*throo, thow, tuff, and troff*) to understand them better.

c) Recognizing and Using Formulas and Patterns

Recognizing and using routine formulas and patterns in the target language greatly enhance the learner's comprehension and production. *Formulas* are unanalyzed expressions, while *patterns* have at least one slot that can be filled with an alternative word.

d) Recombining

The strategy of recombining involves constructing a meaningful sentence or longer expression by putting together known elements in new ways. The recombining strategy can be used in writing as well as in speaking. One way to use it is to string together two or more known expressions into a written story. For example, Ferenc, who is learning English, knows some terms for everyday tasks, such as *going to the store, going to the laundromat, washing clothes, getting some gas, and going to the library*. He writes a little story about a man who does all these things in the same afternoon.

e) **Practicing Naturalistically**

As applied to listening, this learning strategy involves understanding the meaning of the spoken language in as naturalistic a context as possible. The addition of a visual image often provides learners with an invaluable context to which they may relate the spoken form. Realia, drawings, and homemade videos are very basic visual tools to enhance listening practice. Films are a wonderful sound-and-image resource. Towns and cities with large foreign populations often show films in other languages.

2) **Receiving and Sending Messages**

a) **Getting the Idea Quickly**

This strategy is used for listening and reading. It helps learners home in on exactly what they need or want to understand, and it allows them to disregard the rest or use it as background information only. Two techniques constituting this strategy are skimming and scanning. *Skimming* involves searching for the main ideas the speaker wants to get across, while *scanning* means searching for specific details of interest to the learner.

b) Using Resources for Receiving and Sending Messages

This strategy involves using resources to find out the meaning of what is heard or read in the new language, or to produce messages in the new language. To better understand what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books may be valuable. Encyclopedias, travel guides, magazines, and general books on culture and history can provide useful background information so that learners can better understand the spoken or written language

3) Analyzing and Reasoning

a) Reasoning Deductively

This strategy involves deriving hypotheses about the meaning of what is heard by means of general rules the learner already knows. Reasoning deductively is a common and very useful type of logical thinking. Here are examples of successful use of this strategy for the four skills. First, Julio, who is learning English, hears his friend say, "Would you like to go to the library with

me at five o'clock?" Julio correctly understands that he is being asked a question to which he must respond, because he recognizes that part of the verb comes before the subject (a general rule he has learned).

b) Analyzing Expressions

To understand something spoken in the new language, it is often helpful to break down a new word, phrase, sentence, or even paragraph into its component parts. This strategy is known as analyzing expressions

c) Analyzing Contrastively

This strategy is a fairly easy one that most learners use naturally. It involves analyzing elements (sounds, words, syntax) of the new language to determine likenesses and differences in comparison with one's own native language.

d) Translating

Translating can be a helpful strategy early in language learning, as long as it is used with care. It allows learners to use their own language as the basis for understanding what they hear or read in the new

language. It also helps learners produce the new language in speech or writing. However, word-for-word (verbatim) translation, though a frequent occurrence among beginners, can become a crutch or provide the wrong interpretation of target language material. Furthermore, translating can sometimes slow learners down considerably, forcing them to go back and forth constantly between languages.

e) Transferring

The last of the analyzing and reasoning strategies is transferring, which means directly applying previous knowledge to facilitate new knowledge in the target language. This strategy relates to all four skills. Transferring can involve applying linguistic knowledge from the learner's own language to the new language, linguistic knowledge from one aspect of the new language to another aspect of the new language, or conceptual knowledge from one field to another.

4) Creating Structure for Input and Output

a) Taking Notes

The focus of taking notes should be on understanding, not wiring. Note-taking is often thought of as an advanced tool, to be used at high levels of proficiency—such as when listening to lectures. However, developing note-taking skills can begin at very early stages of learning. Key points can be written in the learners' own language at first. Depending on the purpose, later note-taking can be in the target language, thus involving writing practice.

b) Summarizing

Another strategy that helps learners structure new input and show they understand is summarizing—that is, making a condensed, shorter version of the original passage. Writing a summary can be more challenging (and sometimes more useful) than taking notes, because it often requires greater condensation of thought.

c) Highlighting

Learners sometimes benefit by supplementing notes and summaries with another strategy,

highlighting. This strategy emphasizes the major points in a dramatic way, through color, underlining, CAPITAL LETTERS, Initial Capitals, **BIG WRITING**, **bold writing**, * stars *, boxes, (circle) and so on. The sky's the limit in thinking of ways to highlight.

c. Compensation Strategies

The compensation strategies help learners to overcome knowledge limitations in all four skills.

1) Guessing Intelligently in Listening and Reading

Guessing is essential for listening and reading. It helps learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners can actually understand a lot of language through systematic guessing, without necessarily comprehending all the details.

a) Using Linguistic Clues

Previously gained knowledge of the target language, the learners' own language, or some other language can provide linguistic clues to the meaning of what is heard or read. Suffixes, prefixes, and word

order are useful linguistic clues for guessing meanings. Here are some examples of guessing based on partial knowledge of the target language. Andrey recognizes the English words *shovel*, *grass*, *mower*, and *lawn*, so he knows that the conversation is about gardening.

b) Using Other Clues

In addition to clues coming purely from knowledge of language, there are clues from other sources. Some clues are related to language but go beyond (such as forms of address which imply social relationships), and others come from a variety of other sources which are not related to language

2) Overcoming Limitations in Speaking and Writing

All the compensation strategies for speaking and writing contribute to learning by allowing learners to stay in conversations or keep writing long enough to get sustained practice.

a) Switching to the Mother Tongue

This strategy, sometimes technically called "*code/ switching*" is used for speaking and involves

using the mother tongue for an expression without translating it. Here are some examples of this strategy. Geraldo, a Spanish speaker learning English, uses *baton* for *balloon*, and *tirtil* for *caterpillar*. Trudy, an English-speaking student of French, says, *Je suis dans la wrong maison* (I'm in the wrong house), inserting "wrong" when the French word is unknown.

b) Getting Help

This strategy involves asking someone for help in a conversation by hesitating or explicitly asking for the missing expression. This strategy is somewhat similar to the strategy of asking for clarification or verification.

c) Using Mime or Gesture

In this strategy, the learner uses physical motion, such as mime or gesture, in place of an expression during a conversation to indicate the meaning. Following are some examples. Kirsten does not know the expression for a large wooden desk with drawers, so she makes gestures indicating the size of the desk,

the hardness of the wood, and the way the drawers pull out.

d) Avoiding Communication Partially or Totally

This strategy involves avoiding communication when difficulties are anticipated or encountered. It includes a total avoidance in certain situations, as when required to use persuasive skills or to compete with others for a turn to speak. It also includes avoiding certain topics for which the learner does not know the words, concepts, or grammatical structures in the new language.

e) Selecting the Topic

When using this strategy, the learner chooses the topic of conversation. The reasons for this are obvious. Learners want to make sure that the topic is one in which they are interested and for which they possess the needed vocabulary and structures. For example, Rashid, a learner of English, is interested in football and knows a lot about it, including useful terms, so he often directs conversation to this theme.

f) Adjusting or Approximating the Message

This strategy is used to alter the message by omitting some items of information, make the ideas simpler or less precise, or say something slightly different that has similar meaning

g) Coining Words

This simple strategy means making up new words to communicate a concept for which the learner does not have the right vocabulary. For instance, Lucille, an English-speaking learner of German, does not know how to say *dishwasher* in German and consequently makes up the word *Abwaschmaschine*, a combination of *abwaschen* (to wash up) and *Maschine* (machine). Finally, Omar, a learner of English, is not familiar with the word *bucket* and therefore coins *water-holder*.

h) Using Circumlocution or Synonym

In this strategy the learner uses a circumlocution (a roundabout expression involving several words to describe or explain a single concept) or a synonym (a word having exactly the same meaning as another word in the same language) to convey the intended meaning. Examples of circumlocution are as follows.

Renato, a learner of English, does not know *car seatbelt* and therefore says, "I'd better tie myself in."

2. Indirect Strategies

a. Metacognitive Strategies

Metacognitive strategy is used to manage, regulate, or control cognitive learning process so that the mental process proceeding successfully and effectively

1) Center the Learning

a) Overviewing and Linking with Already Known Material

This strategy involves previewing the basic principles and/or material (including new vocabulary) for an upcoming language activity, and linking these with what the learners already know. Exactly how this strategy is used depends in part on the skill level of the learners.

b) Paying Attention

The strategy of paying attention is necessary for all of the language skills. This strategy involves two modes, *directed attention* and *selective attention*. Directed attention (almost equivalent to “concentra-

tion”) means deciding *generally or globally* to pay attention to the task and avoid irrelevant distractors. In contrast, selective attention involves deciding in advance to notice *particular* details.

c) Delaying Speech Production to Focus on Listening

This strategy relates to listening and speaking rather than reading and writing. This phenomenon is often viewed as a way of focusing on listening comprehension before learners feel comfortable enough to speak. Here are some examples of delaying speech production. Judy lets others speak in her German class, while she repeats silently to herself, because she does not yet feel confident enough to speak. Aleta, a learner of Russian, says routine phrases such as *dobry den'* [добрьШ день] (good day), and *do svidaynia* [до свидания] (good-bye), but she does not yet say anything more than these standard phrases.

2) Arranging and Planning Learning

The six strategies for arranging and planning are helpful in developing all language skills. These concern discovering the nature of language learning, organizing to

learn, establishing aims, considering task purposes, planning for tasks, and looking for chances to practice.

a) Finding Out About Language Learning

This strategy means uncovering what is involved in language learning. Learners often do not know much about the mechanics of language learning, although such knowledge would make them more effective learners. Books about language learning are a good source of information.

b) Organizing

This strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language learning notebook. First, having the right physical environment is important for every language skill. Listening and reading especially require a comfortable, peaceful setting without too much background noise.

c) Setting Goals and Objectives

Goals and objectives are expressions of students' aims for language learning. Goals and objectives should be noted in the language learning notebook,

along with deadlines for accomplishing them and an indication as to whether those deadlines were met.

d) Identifying the Purpose of a Language Task

The strategy of considering the purpose is an important one, because knowing the purpose for doing something enables learners to channel their energy in the right direction. Reading activities are also enhanced by having a clear purpose. Various formats suggest different purposes for reading: looking quickly through the piece to get the main idea or gist (skimming), searching rapidly for a particular piece of information (scanning), reading a longer text for pleasure (extensive reading), and reading a shorter text carefully and in detail (intensive reading).

e) Seeking Practice Opportunities

Language learners must seek out—or create—opportunities to practice any and all of the four language skills. For example, Viva, who is learning Spanish, decides to practice her listening comprehension skills by listening to popular songs on the radio.

3) Evaluating Learning

a) Self-Monitoring

This strategy does not center as much on using the language as it does on students' conscious decision to monitor—that is, notice and correct—their own errors in any of the language skills. Briggis is reading a detective novel in English. She guesses whenever she does not fully understand the details of the plot, like who is where at what time, but she subsequently corrects her understanding as she gets more facts.

b) Self-Evaluating

This strategy involves gauging either general language progress or progress in any of the four skills. Global impressions are often faulty, and the more specific the learner is in self-evaluating, the more accurate the evaluation. For instance, learners might consider whether their speed or comprehension is acceptable at this point. They might estimate whether their reading skills have improved since the last check. They might consider what proportion of a

reading passage they understand, and whether this represents any sign of progress.

b. Affective Strategies

1) Lowering Anxiety

a) Using Progressive Relaxation, Deep Breathing, or Meditation

These techniques are all effective anxiety reducers, according to scientific bio-feedback research. Progressive relaxation involves alternately tensing and relaxing all the major muscle groups, one at a time.

b) Using Music

This strategy is useful before any stressful language task. Five or 10 minutes of soothing music can calm learners and put them in a more positive mood for learning.

2) Encouraging Self

a) Making Positive Statements

The strategy of making positive statements can improve each of the four language skills. Urge them to say those statements regularly, especially before a

potentially difficult language activity. The statements such as *I can tell my fluency is increasing, I enjoy writing in the new language, writing helps me discover what's on my mind, I don't have to know everything, or I'm going to write before I start*

b) Taking Risks Wisely

This strategy involves a conscious decision to take reasonable risks regardless of the possibility (or probability) of making mistakes or encountering difficulties. It also suggests the need to carry out this decision in action—that is, employing direct strategies to use the language despite fear of failure.

c) Rewarding Self

Naturally, self-reward relates to all four language skills. Rewards differ from one person to another and must be personally meaningful to the individual-Rewards need not be tangible or visible. They can also come from the very act of doing a good job.

3) Taking Emotional Temperature

a) Listening to Body

Negative feelings like tension, anxiety, fear, and outrage tighten the muscles and affect all the organs of the body. For example, Regina feels her stomach knotting up and her legs going weak just before she has to talk with a native speaker of Thai, so she knows she is nervous and decides to do something about it.

b) Using a Checklist

A checklist helps learners in a more structured way to ask themselves questions about their own emotional state, both in general and in regard to specific language tasks and skills.

c) Writing a Language Learning Diary

Language learning by writing diaries or journals are narratives describing the learners' feelings, attitudes, and perceptions about the language learning process. They can also include specific information about strategies which learners find effective or ineffective for each of the four language skills.

d) Discussing Feelings with Someone Else

Discussions of feelings can take place outside of class with a friend, a parent, a counselor, or a native speaker of the language.

c. Social Strategies

1) Asking Questions

a) Asking for Clarification or Verification

Asking for clarification in listening involves asking the more proficient speaker to slow down, paraphrase, repeat, explain, or otherwise clarify what he or she has said. Here are some instances of asking for clarification or verification for listening and reading. Marina, who is learning English, does not understand when Rae says, “Wadja wanna do?” Marina asks Rae to slow down and repeat, and Rae clarifies by saying more distinctly “What do you want to do?”

b) Asking for Correction

This strategy is mostly used in speaking and writing, because errors which are most obvious to other people occur in producing the new language. It

is related to the strategy of self-monitoring, in which students notice and correct their own difficulties.

2) Cooperating with Others

Because language in all its aspects is a social act, cooperating with other people is essential. This cooperation requires that the learner interact well with both peers and more proficient language users.

a) Cooperating with Peers

This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward.

b) Cooperating with Proficient Users of the New Language

In reading and writing the target language, students often need to cooperate with proficient language users. This frequently happens when language learners encounter proficient language users on the job, in the classroom, or on a trip.

3) Empathizing with Others

a) Developing Cultural Understanding

Here are some instances of developing cultural understanding. Paco, who is studying in England, listens to the BBC to try to get a flavor of the culture. Gem and his classmates sign up for a trip to Central America so they can learn about the culture in person as they speak the Spanish.

b) Becoming Aware of Others' Thoughts and Feelings

Observing the behavior of others during face-to-face communication often sharpens this awareness. Listening carefully to what is said, and what is left unsaid, enables learners to become more aware of the mindset of other people.

F. The Nature of Mixed Method

1. Mixed Method Definition

Burke, Anthony & Turner (2007: 112) explained some definition toward mixed method based on the experts. First, Huey Chen defines mixed methods research is a systematic integration of quantitative and qualitative methods in a single study for purposes of

obtaining a fuller picture and deeper understanding of a phenomenon. Mixed methods can be integrated in such a way that qualitative and quantitative methods retain their original structures and procedures (pure form mixed methods). Alternatively, these two methods can be adapted, altered, or synthesized to fit the research and cost situations of the study (modified form mixed methods).

Second, While Burke Johnson and Anthony Onwuegbuzie defines mixed methods research is the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study or set of related studies.

Then Isadore Newman mixed methods research is a set of procedures that should be used when integrating qualitative and quantitative procedures reflects the research question(s) better than each can independently. The combining of quantitative and qualitative methods should better inform the researcher and the effectiveness of mixed methods should be evaluated based upon how the approach enables the investigator to answer the research question(s) embedded in the purpose(s) (why the study is being conducted or is needed; the justification) of the study.

2. Mixed Method Design

Cresswell (2006: 64) classified the four major types of mixed methods designs are the triangulation design, the embedded design, the explanatory design, and the exploratory design.

a. Triangulation Design

Morse (1991: 120) stated the purpose of this design is to obtain different but complementary data on the same topic. The intent in using this design is to bring together the differing strengths and non-overlapping weakness of quantitative methods with qualitative methods. This design is used when the researcher wants to directly compare and contrast quantitative statistical result with qualitative findings or to validate or expand quantitative results with qualitative data. Triangulation design is a one-phase design in which researchers implement the quantitative and qualitative methods during the same timeframe and with equal weight. The single phase timing of this design is the reason it has also been referred to as the “concurrent triangulation design”.

There are four variants in triangulation design, those are convergence model, the data transformation model, the

validating quantitative data model, and the multilevel model.

The convergence model represents the traditional model of mixed methods triangulation design. In this model, the researcher collects and analyzes quantitative and qualitative data separately on the same phenomenon and then the different results are converged during the interpretation. Researchers use this model when they want to compare results or to validate, confirm, or corroborate quantitative results with qualitative findings. The purpose of this model is to end up with valid and well-substantiated conclusions about single phenomenon.

The data transformation involves the separate collection and analysis of quantitative and qualitative data sets. However after the initial analysis, the researcher uses procedure to transform one data type into the other type. This is accomplished by either quantifying qualitative findings or qualifying quantitative results.

The validating quantitative data model is used when the researchers want to validate and expand on the quantitative findings from a survey by including a few open-ended questions. In this model, the researcher collects both types of data within one survey instrument. Because the qualitative

items are an add-on to quantitative survey, the items generally do not result in a rigorous qualitative data set. However, they provide the researcher with interesting quotes that can be used to validate and embellish the quantitative survey findings.

In a multilevel model, different methods are used to address different levels within a system. The findings from each levels within a system.

This research will use triangulation mixed method design with convergence model. The researcher uses this design because related to the purpose of triangulation design, to obtain different but complementary data in one-phase study and then corroborate the qualitative findings with quantitative findings. Here, the language learning strategy between male and female students will be explored first. Then the TOEFL score of both will be compared later.

b. Embedded Design

The embedded design is a mixed method design in which one data set provides a supportive, secondary role in a study based primarily on the other data type. The premises of this data design are that single data set is not sufficient, that different questions need to be answered, and that each type questions

requires different types of data. Researcher uses this design when they need to include qualitative or quantitative data to answer a research question within largely quantitative or qualitative study. This design is particularly useful when a researcher needs embed a qualitative component with quantitative design, as in the case of an experimental or correlational design.

Embedded design has two variants. Those are the experimental model and the correlational model. The embedded experimental model is defined by having qualitative data embedded with an experimental design. The priority of this model is established by quantitative, experimental methodology, and the qualitative data set is subservient within that methodology. The correlational model is when the researcher collects qualitative data as a part of their correlational study to help explain how mechanism work in the correlational model.

c. Explanatory Design

The explanatory design is a two-phase mixed methods designs. The overall purpose of this design is that qualitative data helps explain or build upon initial quantitative result. This

design is used when researcher wants to form groups based on quantitative result and follow up with the groups through subsequent qualitative researcher or to use quantitative participant characteristics to guide purposeful sampling for a qualitative phase.

There two variants of the explanatory design: the follow-up explanations model and the participant selection model. Although both models have initial quantitative phase followed qualitative phase, they differ in the connection in more detail and the other on the appropriate participants to be selected. They also differ in the relative emphasis often placed in the phases.

The follow-up explanations model is used when a researcher needs qualitative data to explain or expand on quantitative results. In this model, the researcher identifies specific quantitative findings that need additional explanation, such as statistical differences among group, individual who scored extreme levels, or unexpected result. The researcher then collects qualitative data from participants who can best help explain these findings.

The participant selection model is used when a researcher needs quantitative information to identify and purposefully select participants for a follow-up, in-depth, qualitative study. In this model, the emphasis of the study is usually on the second, qualitative phase.

d. Exploratory Design

This design is based on the premise that an exploration is needed for one several reasons: measures or instrument are not available, the variables are unknown, or there is guiding framework theory. Because this design begins qualitatively, it is best suited for exploring a phenomenon. This design is particularly useful when a researcher needs to develop and test an instrument because one is not available, to test aspects of an emergent theory or classification, or to explore a phenomenon in depth and then measure its prevalence.

This design has two common variants: the instrument development model and the taxonomy development model. Each of these model begins with an initial qualitative phase and ends with a quantitative phase. They differ in the way the researcher connects the two phases.

Researcher uses the instrument development model when they need to develop and implement a quantitative instrument based on qualitative findings. In this design, the researcher first qualitatively explores the research topic with a few participants. The qualitative findings then guide the development of items and scales for quantitative survey instrument. In the second data collection phase, the researcher implements and validates this instrument quantitatively. In this design, the qualitative and quantitative methods are connected through development of instrument items. Researcher uses this variant often emphasize the quantitative aspect study.

The taxonomy development model occurs when the initial qualitative phase is conducted to identify important variables, develop a taxonomy or classification system, or to develop an emergent theory, and the secondary, quantitative phase tests or studied these results in more detail. In this model, the initial qualitative phase produces specific categories or relationship. These categories or relationship are then used to direct the research question and data collection used in the second, quantitative. This model is used when a researcher formulates quantitative research questions or hypotheses based in

qualitative findings and proceeds to conduct a quantitative study
to answer questions.

CHAPTER III

RESEARCH METHOD

This chapter describes research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

This research used mixed method. Mixed method is a research in which the researcher collects, analyzes and mixes both quantitative and qualitative data in single study or multiphase program of inquiry (Burke, Anthony & Turner, 2007: 112). The researcher chose this method because qualitative data and quantitative data were mixed in order to corroborate the findings. Qualitative data in this research described the LLSs dominantly applied by male and female students and how they apply the strategies. On the contrary, quantitative data showed that whether language learning strategy and TOEFL score have relation or not.

This research used triangulation design. It is a type of design in which different but complementary data will be collected on the same topic. In this research, interview was used to explore theory of second language acquisition that predicts genders influence language learning strategy. Concurrent with this data collection, pearson product moment was used to find out the correlation between the students' TOEFL score and language learning

strategies. The reasons for collecting both qualitative and quantitative data were to bring together the strengths of both forms of research then to corroborate the results. There are two variables in this research, as follows:

- a. The first variable of this research is the independent variable (X)
X variable refers to language learning strategies applied by male and female students.
- b. The second variable of the study is the dependent variable (Y).
Y variable refers to TOEFL score achievement.

B. Population and Sample

1. Population

The larger group about which the generalization made is called a population. A population is defined as all members of any well-defined class of people, events, or objects (Ary, 1985: 647). The population of this research is included all the 6th semester of English Education Program in IAIN Palangka Raya academic year 2014/2015 who enrolled in TOEFL training.

Table 3.1. Number of population in TOEFL training

No	Class	Gender		Total
		Male	Female	
1	D	7	18	25
2	E	6	18	24
3	F	4	16	20
Population				69

2. Sample

The small group that is observed is called a sample. A sample is a portion of a population (Arikunto, 2002:104). One way to get the sample is representative, it means that sample which is taken expected to represent the population, the more sample is taken, the lower general error probability (Sayodih, 2008:253). Sampling technique used in this research was purposive sampling. Purposive sampling is different from convenience sampling that researchers do not simply study whoever is available, but use their judgment to select a sample which they believe, based on prior information, will provide the data they need (Frankael & Wallen, 1993:87).

Since the population is less than one hundred, all population were taken as the sample of the study in collecting quantitative data and it called research population. In the other words, from 69 population, 51 students were taken as the research population. It was because from 69 students, there were 18 students who did not follow the pretest or attend the class when the researcher shared the questionnaire. Meanwhile, qualitative data was collected from interview which the researcher chose 7 male students and 6 female students who often apply language learning strategies. The researcher knew the frequent of their language learning strategies

applied from questionnaire given to research population. On the other hand, quantitative data was collected from students' TOEFL score and questionnaire result.

C. Research Instruments

1. Research Instrument Development

The researcher uses some instruments to collect the data needed in this research, they are:

a. Questionnaire

The questionnaire is an instrument in collecting data that is a series of question. Normative approach is used that allows students an opportunity to state their level of frequency by indicating a position on Likert scale (Horwitz, 2011: 333). This scale modified to only four points (always, often, sometimes, seldom, and never).

This research adapted the Strategy Inventory Language Learning (SILL) by Oxford version 7.0 to find out the language learning strategies used by male and female students. This questionnaire covers language learning strategies by Oxford which is included memory strategies (item 1,2,3,4), cognitive strategies (item 5,6,7,8,9,10,11), compensation strategies (item 12,13,14), metacognitive strategies (item 15,16,17,18,19),

affective strategies (item 20,21,22), and social strategies (item 23,24, 25).

b. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses resulting in communication and join construction of meaning about particular topic (Christian, 2002: 67). This research used semi-structured interview and the questions are related to how the students use their strategies.

c. Documentation

The documents were document and photos. The document was students' TOEFL PBT score which had been prepared by Language Development Unit. It consists of 140 test items with 50 test items for listening comprehension section, 40 test items for structure and written expression, and 50 test items for reading comprehension and vocabulary section. This document was used to help this research in order to find out the correlation between TOEFL score achievement and language learning strategy.

2. Instruments Reliability

According to Donald Ary (1985: 236), the reliability of a measurement instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kinds of measurement. On a theoretical level, reliability is concerned with the effect of the error on the consistency of scores. Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. Pearson product-moment was used to measure the test whether it is reliable or not (Hartono, 2011:86).

3. Research Instruments Validity

Based on Sugiyono, the result of the study is called valid if there is a similarity between the data that have collected by the testes and the true data that happened on the object of the study. Spolky stated that there are several types of validity:

a. Face Validity

It is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test (Heaton, 1974: 152).

b. Content Validity

It is especially important for achievement tests; it is also a concern for other types of measuring instruments, such as personality and aptitude measures. Content validity demands appropriateness between the ability to be measured and the test being used to measure it.

D. Data Collection Procedures

The way to collect the data in this research by giving questionnaire, doing interview, and collecting students' TOEFL score. There were three data from this research those are TOEFL score, questionnaire result, and interview result. The first data, questionnaire result, collected as follows:

1. Grouping the respondents into a class and explain what they have to do with the questionnaire.
2. Giving questionnaire to answer.
3. Counting the validity and the reliability of the questionnaire.

The second data, interview result, collected as follows:

1. Creating the interview questions.
2. Determining the respondents.
3. Doing interview.

4. Recording the process.
5. Transcribing the students' interview answers.

The third data, TOEFL score, collected as follows:

1. Determining the respondents.
2. Collecting respondents' TOEFL test result.

The procedure of collecting data and data sources in this research is as follows:

Table 3.3. The procedure of collecting data and data sources

No	Source of data	Instrument	Data Needed
1	Students	Questionnaire	Language learning strategies used by students.
		Interview	How they use language learning strategy.
		Documentation	The students' TOEFL score

E. Data Analysis Procedures

Onwuegbuzie and Teddlie (Ary, 2010: 565) present there are some stages conceptualization of mixed methods data analysis are :

1. Data reduction, involves analyzing the qualitative data via theme analysis or thematic coding while also analyzing the quantitative data via descriptive statistics and factor analysis.

2. Data display, involves using tables or graphs to display the quantitative data to describe qualitative data.
3. Data transformation, qualitative data changed into quantitative data (numbers) and quantitative data (numbers) changed into qualitative data (narrative).
4. Data correlation, which talk about quantitizing and qualitzing compared to the originals.
5. Data consolidation, in which both sets of data are combined to create a new set of data .
6. Data integration, in which the data and interpretations are integrated into either a coherent whole or reported in two separate sets (qualitative and quantitative) of coherent wholes.

In this research, the researcher did three analyses. First, the researcher analyzed questionnaire result from the respondent.

1. The researcher read the students' questionnaire answer sheet briefly.
2. The researcher resumed the respondents' answer.
3. The researcher described the questionnaire points of the respondent by using chart.

Second, interview was analyzed as follows:

1. The researcher transcript the interview answer.

2. The researcher read the students interview script answer.
3. The researcher resumed the interview answer
4. The researcher described language learning strategy used by male and female students.

Third, the researcher analyzed students' TOEFL score by using SPSS

7.0 version to correlate students' TOEFL score. The step as follows:

1. The researcher tabulated students' TOEFL score.
2. The researcher did assumption test which were normality test and linearity test.
3. The researcher calculated the correlation by using pearson product moment.
4. The researcher counted the contribution of LLSs toward TOEFL score achievement.
5. The researcher interpreted the results.

The procedure of collecting and analyzing the data are shown in Figure

3.1.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion. This section covers discussion of research findings toward the often language learning strategies applied and how they are done by male and female student of IAIN Palangka Raya academic year 2014/2015 who enroll in TOEFL training and their correlation toward TOEFL score achievement.

A. The LLSs Dominantly Applied by Male and Female Respondents

The Language Learning Strategies (LLSs) help language learners to develop their ability in various way (Chamot, 1995:146). Furthermore, some taxonomies of the LLSs were categorized by the experts such as O'Malley and Chamot, Rubin, Stern, and Oxford. This research took Oxford's language learning taxonomy because it is an attempt to subsume every strategy previously mentioned and regarded as the most comprehensive.

To get this result, the researcher adapted Strategy Invented Language Learning (SILL) by Oxford as the questionnaire then shared it to the students when they were at their TOEFL class. This questionnaire covers memory strategies (item 1,2,3,4), cognitive strategies (item 5,6,7,8,9,10,11), compensation strategies (item

12,13,14), metacognitive strategies (item 15,16,17,18,19), affective strategies (item 20,21,22), and social strategies (item 23,24, 25). The following figure shows the questionnaire result.

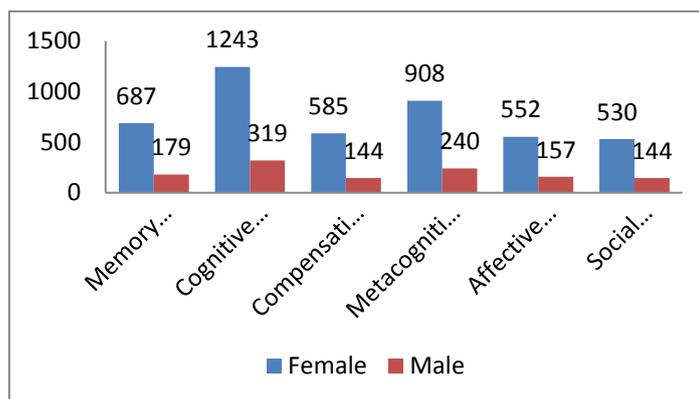


Figure 4.1 Overall Strategies Used by Male and Female

The figure shows that cognitive strategy is the often strategy applied by both male and female students. Cognitive strategy is used to understand and produce the new language. According to interview result, it happens because both male and female students use the same learning style in learning and understanding English, which is audio visual and auditory. They usually utilize English movies and English songs as the media in order to make them accustomed with English. To see the percentage of overall LLSs applied by both male and female can be seen from the following table:

Table 4.1 The Percentage of Overall LLSs Applied

Strategies	Female	%	Male	%
Memory Strategy	687	15.25	179	15.13
Cognitive Strategy	1243	27.59	319	26.97
Compensation Strategy	585	12.99	144	12.17
Metacognitive Strategy	908	20.16	240	20.29
Affective Strategy	552	12.25	157	13.27
Social Strategy	530	11.76	144	12.17
Total	4505	100%	1183	100%

According to the questionnaire result, 26.97% male students use this strategy and 27.59% female students use this strategy. Despite both male and female students do not have significance difference in applying this strategy, female students apply this strategy more often in various ways such as repeating the native speakers when they are speaking then try to understand what they say many times until female students understand it, receiving and sending messages through books, dictionaries, internet, and other resources then use the new language in speaking or writing, analyzing contrastively on native's and foreigner's language in producing English, practicing naturally by reading some English books, watching the English movies and listen to English songs for enjoying themselves, and the last is creating some points by taking notes or highlighting text.

Metacognitive strategy is the second strategy which is often applied by both male and female students. Metacognitive strategy is used to

manage, regulate, or control cognitive learning process so that the mental process proceeding successfully and effectively. According to interview result, although both male and female students do find difficulties in learning English such as its pronunciation, vocabulary, idioms, and of course its grammar, they realize it then try to look for the solution. Most of them look for it on the internet and if they have not been satisfied, they will ask to their friends who is more understand, or they will ask to the lecturers. They admit what they have done is effective for them because they feel their English skill increases so far.

According to the questionnaire result, 20.19% male students use this strategy and 20.16% female students use this strategy. Despite both male and female students do not have significance difference in applying this strategy. Female students apply this strategy more often in various ways such as centering the learning and finding out about language learning itself. They focus on learning the language and focus on listening without use it to communicate frequently with others. They also look for sort of language learning method and apply it.

Memory strategy is used to storage and retrieval of new information. It helps learners store in memory the important things they hear or read in the new language, thus enlarging their knowledge base. These strategies also enable learners to retrieve information from memory when they

need to use it for comprehension or production. According to the questionnaire result, female students more often use this strategy 15.25% than male students 15.13%. Male students apply this strategy by reviewing well what they have learnt, placing new words into a context such as sentences whether in writing or speaking, and grouping words based on its part of speech.

Compensation strategy is used to help learners to overcome knowledge limitations in all four skills. According to the questionnaire result, 12.17% male students use this strategy and 12.99% female students use this strategy. Both male and female sometimes use synonym, switch to mother tongue and guess the unfamiliar words. But female students also tend to use their gestures and avoid communication partially when they cannot explain or tell what they mean.

Affective strategy is used to control their feeling and make themselves enjoy learning the new language. According to the questionnaire result, male students more often use this strategy 13.26% than female students 12.25%. Male students often apply this strategy by encouraging themselves. They are not afraid of having incorrect grammatical as long their friend understand what they say. They have their positive thinking of their English ability but they also realize that

they must learn English more. In contrast, female students tend to discuss and share their feelings to their friends and family.

Social strategy involves the interaction with people when they are leaning the language. According to the questionnaire result, 12.17% male students use this strategy and 11.76% female students use this strategy. Male students have their English learning community, it consists of peers, seniors, and juniors who want to learn English. They receive knowledge, practice, share, and also discuss everything related to English in that community. Related to interview result, one of male students also chat with native speakers, he asks for feedback and help if he cannot understand something. The table below presented the interpretation of each strategy (the scale interpretation can be seen in appendix 1):

Table 4.2 The overall LLSs interpretation

No	Strategies	Classification	Mean	Interpretation
1	Direct Strategies	Memory Strategies	3.3	Sometimes Used
		Cognitive Strategies	3.5	Generally Used
		Compensation Strategies	3.7	Generally Used
2	Indirect strategies	Metacognitive strategies	3.5	Generally Used
		Affective Strategies	3.6	Generally Used
		Social strategies	3.4	Sometimes Used

According to the table above, memory strategies and social strategies were sometimes used by the students while the rest were generally used by the students. In conclusion, both male and female

more often apply the same strategy in understanding the language target.

The illustration of strategy applied by both genders can be seen from

the figure below:

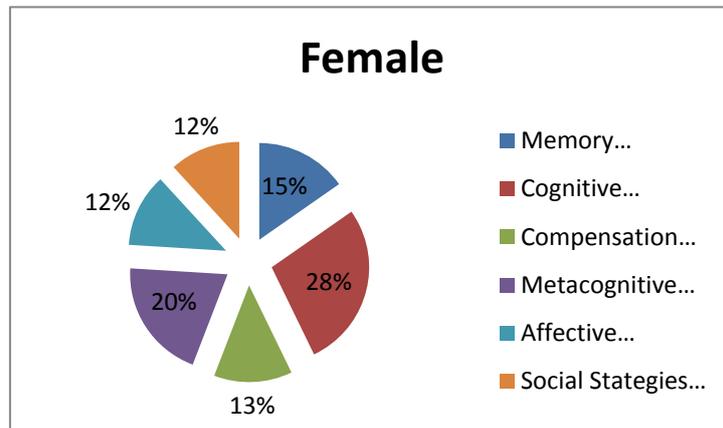


Figure 4.2 Female respondents total strategy used

From the figure above it can be seen that from 42 female students, social strategies and affective strategies were only 12% applied by them, compensation strategies were only 13% applied, memory strategies were 15% applied, metacognitive strategies were 20% applied, and cognitive strategies as the dominantly applied by them were 28%.

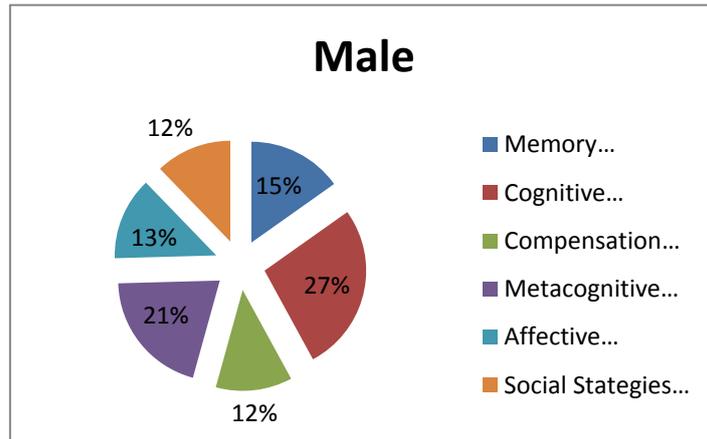


Figure 4.3 Male respondents total strategy used

From the figure above it can be seen that from 9 male students, social strategies and compensation strategies were only 12% applied by them, affective strategies were only 13% applied, memory strategies were 15% applied, metacognitive strategies were 21% applied, and cognitive strategies as the dominantly applied by them were 27%.

From illustration above it can be concluded that both male and female students have slight difference in applying the strategies. It is because most of them use the same learning style which is audio visual.

B. Male and Female in Applying LLSs

This result was gotten from the interview. The interview used structured interview which was done by creating some questions related to how the students applied the strategy according Oxford's language

learning strategy classification. In the interview guideline, the first question related to how they store the new information of the target language and retrieve the information when they need. The second question related to their effort in understanding English. The third question related to their method in handling the problem they face whenever they use English. The fourth question related to what they will do when they do not understand English sentence either written or spoken. The fifth question related to the learning process which makes them enjoy, happy, understand, and effective for them. The sixth question related to their strategy in handling their anxiety. The seventh question related to their reason toward their tendency in LLSs based on the questionnaire result.

There were 13 students was taken as the respondents which consisted of 7 males and 6 females. The respondents were taken from purposive sampling which the researcher used her judgment to choose the sample. The judgment was for the students who got high points of the questionnaire.

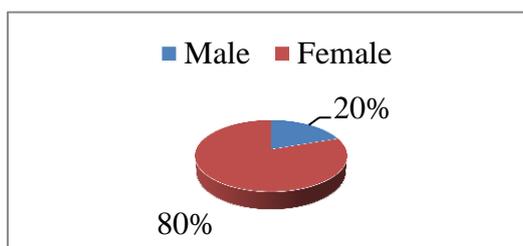


Figure 4.4 Ratio of male and female participants

Based the figure above, it can be seen the amount of female students was much more than male students.

1. Male's Perspective

The interpretation of language learning strategies applied by male students can be seen from the following table:

Table 4.3 The overall LLSs applied by male students

No	Strategies	Classification	Mean	Interpretation
1	Direct Strategies	Memory Strategies	3.4	Sometimes Used
		Cognitive Strategies	3.4	Sometimes Used
		Compensation Strategies	3.8	Generally Used
2	Indirect strategies	Metacognitive strategies	3.6	Generally Used
		Affective Strategies	3.9	Generally Used
		Social strategies	3.6	Generally Used

The data above was gotten from questionnaire result. Then to confirm the data, the researcher did interview with 7 male students of English program study at IAIN Palangka Raya academic year 2014/2015 who enroll in TOEFL training to corroborate the interview result with the questionnaire result. The interview was done on Monday, 10th of April 2017 at 08.00-10.00. The interview took place at F2 building and attended by 7 male students.

The first respondent was SRF who got 97 points of the language learning strategies applied from the questionnaire which means LLSs are sometimes used by him. According to SRF, he learns English

because he wants to be able to speak English. He usually practices to speak English by following native speakers when they are in public speaking. SRF always downloads their videos on Youtube. According to him, this is the effective strategy that he has ever had. Before applying this, he had listened to English story-telling, but it was not effective at all. Based on Oxford's theory, what he does includes as metacognitive strategy when the learners evaluate their learning style, then re-arrange and plan their learning style until they feel it is effective. Furthermore, the using of a media such as video includes as memory strategy when the learners input all information from what they have seen as their background knowledge. In applying cognitive strategy, SRF usually uses the internet and looks for English material to make him more understand. According to him, the best way to practice what he has learnt is by checking vocabulary, public speaking in front of the class, or reading. He also applies social strategy by asking his friends if he cannot understand about English material. He usually asks for them to help him and discuss about it.

The second respondent was FDP who got 110 points in using language learning strategies which means LLSs are generally used by him. According To FDP, he is interested in English since he was a child because it is fun for him. In applying memory strategy, he

usually watches English movies with English subtitle, reading English book, or reading English dictionary in order to increase his vocabulary. He had evaluated this learning style, and this is effective for him so far, but he always feels that grammar is the most difficult one to understand. In handling this, he applies social strategy, which he will ask his friends until he gets the point. FDP stated that he likes to have sort of game on his learning process and something which covers full of surprise to make him more spirit.

The third respondent was AKU who got 102 points in using language learning strategy means LLSs are generally used by him. According to him, he is interested in learning English because it is international language which can be used in his daily life. In memory strategy, he always does drilling what he had learnt. Then if he finds new vocabulary, he will write in on his vocab-book. In cognitive strategy, he uses the new vocabulary he had learnt by making a sentence in his daily. When he finds difficulty in grammar and pronunciation, he will apply social strategy, which he usually learns with his members in Ma'had Al-Jami'ah, his classmates, or his roommate whose English is more good. Besides, he also applies compensation strategy, for example if he finds difficult sentence, he usually looks for the closest word or its phrase. According to him, he

enjoys learning English by focusing on its pronunciation and sentences arrangement when he watches English movies.

The fourth respondent was RJD who got 99 points in using language learning strategies means LLSs are generally used by him. According to RJD, he is interested in learning English because he will be able to speak with foreigner if he can speak English fluently. RJD tends to use memory strategy and compensation strategy. In memory strategy, he usually watches film with English subtitle and learns its structure. He also listens to English song in order to make him accustom with English word. In compensation strategy, he usually guesses the unfamiliar sentence, after that, he will confirm his guessing to his friends. According to him, what makes him enjoys learning English is if the lecturer teaches relaxly, so he will be relax and easy to understand the material.

The fifth respondent was MSA who got 95 points in using language learning strategies means LLSs are generally used by him. According to MSA, he is interested in learning English because he has precious experience with English until it makes him enjoys learning it. MSA always applies memory strategy, cognitive strategy, compensation strategy, and social strategy at the same time. In memory strategy, he always does drilling and brainstorming about

English material that he had learnt. In cognitive strategy, he always strats speaking English and always practice it hard, because in his opinion, able to speak English is a habit. If he always does drilling, then practices what he had learnt directly, he can speak English freely. In social strategy, he practices with his learning group. He feels that he always gets new knowledge and new friends in that group. In compensation strategy, he will guess the unfamiliar sentence first, and after that he will connect his guessing with the context.

The sixth respondent was SAM who got 93 points in using language learning strategy means LLSs are generally used by him. According to him, he is interested in English because it is very useful for him in his academic life. Also, it is cool and challenging when he learns English. He also sees that English such a miracle for him. In learning English, he applies cognitive strategy, metacognitive strategy, affective strategy, memory strategy, and social strategy at the same time through chatting. First thing he usually does in learning English is chatting with foreigners. He likes to do this because it is fun way in learning.

In social strategy, he usually replays his chatting then asks for help to the foreigner to correct his sentence, and if he does not understand what the foreigner says, he will ask the foreigner to repeat

and make what he said clearer. In cognitive strategy, he will analyze the grammatical structure of foreigner's replay, for example its part of speech. Also, he practices his pronunciation by sending voice note. In metacognitive strategy, he always listens carefully what foreigner's replay on the voice note, he also has clear goal to increase his English ability. In compensation strategy, when he reads foreigner's replay, he usually finds unfamiliar vocabulary, at the first he will guess the meaning then look up in dictionary to confirm his guessing. In memory strategy, he can remember some vocabularies easily through chatting. He admits that what he had seen on that chatting always captured on his mind. In affective strategy, SAM always motivates himself to learn English, he will not give up easily if he finds difficulty, he will ask for help to someone who more understands. He also has positive thinking that everybody will not mind to help.

The seventh respondent was AMZ who got 97 points in using language learning strategies means LLSs are generally used by him. According to AMZ, he is interested in English because it is international language. He tends to apply memory strategy by watching English movies, listening English song, or playing game. According to him, it is very effective because it increases his vocabulary. He admits that he is not really interested in grammar so he

just reads it without paying attention. AMZ likes to have a learning process with his friends such as having discussion because it is fun for him.

2 Female's Perspective

The interpretation of language learning strategies applied by male students can be seen from the following table:

Table 4.4 The overall LLSs applied by female students

No	Strategies	Classification	Mean	Interpretation
1	Direct Strategies	Memory Strategies	3.3	Sometimes Used
		Cognitive Strategies	3.4	Sometimes Used
		Compensation Strategies	3.8	Generally Used
2	Indirect strategies	Metacognitive strategies	3.5	Generally Used
		Affective Strategies	3.5	Generally Used
		Social strategies	3.4	Sometimes Used

The data above was gotten from questionnaire result. Then to confirm the data, the researcher did interview with 7 male students of English program study at IAIN Palangka Raya academic year 2014/2015 who enroll in TOEFL training to corroborate the interview result with the questionnaire result. The interview was done on Monday, 11th of April 2017 at 08.00-10.00. The interview took place at F2 building and attended by 6 female students.

The first respondent was APP who got 104 points in using language learning strategies which means LLSs are generally used by

her. According to APP, becoming a fluent translator motivates her to learn English. APP usually applies memory strategy, compensation strategy, cognitive strategy, and social strategy. In memory strategy, she always watches films or listens to English songs to enhance her vocabulary. After that, she will use compensation strategy, if she finds unfamiliar words when she is listening or watching, firstly, she will guess by thinking of its similar word then check the correct meaning on internet. Then she will apply cognitive strategy after she knows its meaning. She always produces her English language by practicing new vocabularies that she had known. Social strategy will be used by her if she finds difficulties in understanding English material. She will ask her friends or lecturers about it then write the answer on her book.

The second respondent was ND who got 105 points in using language learning strategies which means LLSs are generally used by her.. According to ND, she is interested in learning English because she wants to increase her speaking ability. Based on interview result, ND usually applies memory strategy, affective strategy, and social strategy. In memory strategy, she usually listens to English songs in order to know new vocabulary and learns its pronunciation. She also collects some power points from the internet about English material the she will learn it. In affective strategy, sometimes she is being lazy

or sad because she feels her English ability is still poor, but when she feels that, her mother always motivates and supports her, as the result, it works for her. In social strategy, she usually asks to her friends if she finds difficulties in understanding English. After she understands, she also does not mind to share and explain it to her friends who are still confused.

The third respondent was TW who got 103 points in using language learning strategies which means LLSs are generally used by her. According to TW, she is interested in English because it can make her communication easier. Based on the interview result, she usually applies metacognitive strategy and social strategy. In metacognitive strategy, she always learns English every day. She learns it by observing and taking the positive things from her friends when they are studying English or she does something related to English which makes her enjoy such as watching English movies. She plans that she has to study at least once in a day. In social strategy, she likes sharing with her friends whether it is about her feelings, her knowledge, or her attitude about English.

The fourth respondent was ER who got 101 points in using language learning strategies which means LLSs are generally used by her. According to ER, her English teacher motivates her to study

English. In applying language learning strategy, she usually applies memory strategy and compensation strategy. In memory strategy, she always watches English videos and reads colorful English book. she is interested and remembers everything easily if sees the material in full of colors and pictures. In compensation strategy, she always guesses the meaning of unfamiliar word and sentences by observing the condition about when and where the words or sentences are being said. Then she will find its meaning on internet or dictionary.

The fifth respondent was LA who got 103 points in using language learning strategies which means LLSs are generally used by her. According to LA, having scholarship overseas motivates her study English harder and harder. She usually applies cognitive strategy, metacognitive strategy, and social strategy. In cognitive strategy, she usually watches videos on youtube then sees some comments on it. In comment column, she always analyzes how native speaker and foreigner give their comment. She compares their grammar when they give their comment. From that comparison, she knows which one is better and the different between native speaker and foreigner in giving opinion. In metacognitive strategy, she evaluates this learning style, according to her, this learning style is not very effective because it is just one way learning. She solves this by

applying social strategy. In social strategy, she often discusses and English topic with her friends. If they cannot find the same opinion, they will try to find it on internet or ask lecturers. Despite they have attempted and they cannot find the answer, they will be satisfied because at least they have tried.

The sixth respondent was NIV who got 96 points in using language learning strategies which means LLSs are generally used by her. Based on interview result, NIV is interested in English because she wants to be able to communicate easily with native speaker. NIV tends to use memory strategy and social strategy. In memory strategy, she usually listens to podcast then tries to understand what the speaker says. She also watches English movies to increase her vocabulary and learns how to pronounce it. In social strategy, she always shares the unfamiliar vocabulary or idioms with her friends on social media. She also likes to learn English by asking and answering with her friends.

C. The Correlation Between LLSs and TOEFL Score Achievement

1) LLSs Score

The data were collected from questionnaire result in three classes of TOEFL subject. The questionnaire was adapted from the Strategy Inventory Language Learning (SILL) by Oxford version 7.0 which covered memory strategy, cognitive strategy, affective strategy,

metacognitive strategy, compensation strategy, and social strategy.

The first data was gotten from class B whose questionnaire was shared on 31st Of March 2017. There were 25 students who filled the questionnaire. The second data was gotten from class A whose questionnaire was shared on 3rd Of April 2017. There were 25 students who filled the questionnaire. The third data was gotten from class C whose questionnaire was shared on 5th Of April 2017. There were 20 students who filled the questionnaire (see appendix 1).

The total score of language learning strategies can be seen as follow:

Table 4.5 The total score of LLSs

Number	Resp.	Total Score
1	NSEP	66.4
2	MU	65.6
3	SMT	75.2
4	RFS	57.6
5	SKM	49.6
6	KYH	72.8
7	WMK	72.8
8	SHH	68.8
9	NHD	70.4
10	NNJ	64.8
11	AYT	75.2
12	NIV	76.8
13	MTR	56
14	SNW	71.2
15	SSF	61.6
16	SGT	62.4
17	ADP	75.2

18	AMZ	76
19	AWP	68
20	SRF	77.6
21	NRL	67.2
22	CKW	57.6
23	FDP	88
24	ABM	70.4
25	NHN	62.4
26	RRD	72
27	APT	64
28	AMD	69.6
29	TWD	82.4
30	HOV	73.6
31	SAR	74.4
32	AKU	81.6
33	DSF	76
34	HON	67.2
35	SWN	71.2
36	RNY	67.2
37	NTR	66.4
38	MSA	76
39	ERM	80.8
40	NAFD	76
41	NBM	64
42	ILS	69.6
43	NDJ	84
44	NLT	60
45	ALW	67.2
46	WIN	74.4
47	LA	64
48	WYH	64
49	ENI	76.8
50	RM	55.2
51	ZFM	62.4
Mean		69.5
Median		69.6
Highest Score		88
Lowest Score		49.6
Standard Deviation		7.877462

The average point of language learning strategies was 69.5 score, the median was 69.6 score, the highest point was 88 score which fulfilled by male students and the lowest score was 49.6 score which fulfilled by female students. The last, the standard deviation was 7.877462 score. The chart of LLSs applied can be seen as follow:

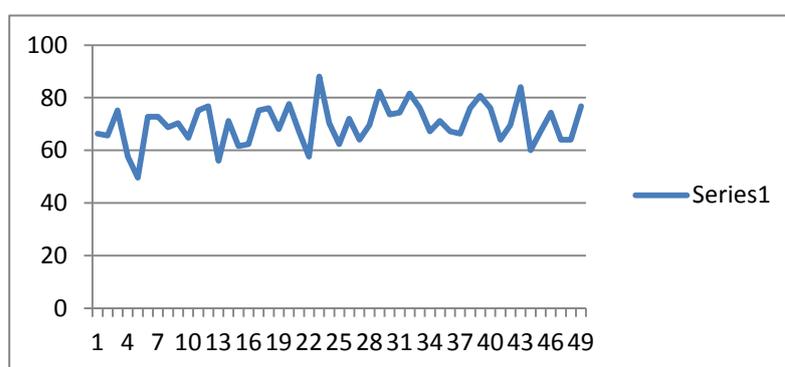


Figure 4.5 The Frequency of LLSs Questionnaire Result

Based on the figure above, it can be seen the total score of LLSs the students applied were stable, because the total score were around 50 to 80.

2) TOEFL Score

The data were collected from pre-test result in three classes of TOEFL training for English Department. The TOEFL pre-test was prepared by Language Department Unit for all classes. It was consisted of 140 items which was divided into three sections: 50 items for listening section, 40 items for structure and written expression, and 50 items for reading section. The first data was gotten from class

D whose pretest was held on 8th Of May 2017. There were 25 students who did the pretest. The second data was gotten from class E whose pretest was held on 12th Of May 2017. There were 24 students who did the pretest. The third data was gotten from class F whose pretest was held on 12th Of May 2017. There were 20 students who did the pretest. The TOEFL score can be seen as follows:

Table 4.6 TOEFL Score

Resp.	Sections						Score
	1	Conv.	2	Conv.	3	Conv.	
NSEP	23	47	29	53	19	39	463
MU	28	49	14	38	12	32	396
SMT	14	39	16	40	12	32	370
RFS	31	51	17	41	19	39	436
SKM	20	45	13	37	9	29	370
KYH	35	54	24	48	40	55	523
WMK	35	54	23	47	28	46	490
SHH	41	58	10	33	24	44	450
NHD	26	48	11	35	27	46	430
NNJ	37	55	12	36	33	50	470
AYT	13	38	12	36	10	30	346
NIV	23	47	12	36	16	36	396
MTR	10	33	14	38	18	38	363
SNW	10	33	18	42	15	35	366
SSF	13	38	8	29	9	29	320
SGT	11	35	11	35	20	40	366
ADP	24	47	20	44	14	34	416
AMZ	27	49	17	41	21	41	436
AWP	16	41	11	35	18	38	380
SRF	13	38	14	38	13	33	363
NRL	24	47	12	36	10	30	376
CKW	15	41	20	44	20	40	416
FDP	29	50	16	40	15	35	416
ABM	19	44	19	43	17	37	413

NHN	9	32	12	36	18	38	353
RRD	40	57	12	36	22	42	450
APT	22	46	19	43	16	36	416
AMD	13	38	15	40	21	41	396
TWD	32	52	19	43	40	55	500
HOV	20	45	16	40	25	44	430
SAR	33	52	28	52	23	43	490
AKU	38	56	32	56	40	55	556
DSF	15	41	12	36	19	39	386
HON	12	37	7	27	20	40	346
SWN	14	39	8	29	12	32	333
RNY	25	48	16	40	20	40	426
NTR	25	48	16	40	22	42	433
MSA	25	48	19	43	23	43	446
ERM	13	38	13	37	20	40	383
NAFD	12	37	11	35	23	43	383
NBM	46	63	32	56	42	57	510
ILS	32	52	23	47	34	51	490
NDJ	29	50	21	45	40	55	426
NLT	28	49	30	54	42	57	410
ALW	41	58	32	56	41	56	526
WIN	34	53	24	49	37	53	506
LA	31	51	35	60	41	56	483
WYH	42	59	33	57	42	57	366
ENI	40	57	33	57	41	56	473
RM	40	57	33	57	38	54	390
ZFM	38	56	26	50	31	48	420
Total							21498
Mean							422
Median							416
Highest Score							556
Lowest Score							320
Standard Deviation							2923

From the table above it can be seen that highest male's TOEFL score was 556 and the lowest score was 320. The average TOEFL score was 422. The frequency of male's TOEFL score can be seen as

follows:

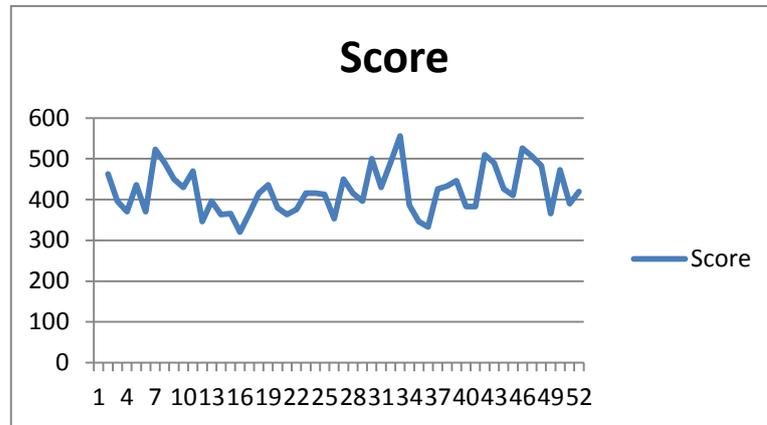


Figure 4.6 The frequency of students TOEFL score

Based on the table above it can be seen that there was one male student who reach more than almost 600 score as the highest. In this case, the student was one of the respondents who got high score in questionnaire result.

3) Testing Normality

Normality test is used to know the normality of the data, whether both data groups have normal distribution or not. In this case, the SPSS program was applied and the researcher used One-Sample Kolmogorov-Smirnov Test to test normality. It can be seen in the following table:

Table 4.7 The Normality Test

One-Sample Kolmogorov-Smirnov Test			
		LLSs	TOEFLscore
N		51	51
Normal Parameters ^a	Mean	69.600	421.804
	Std. Deviation	7.8775	55.7017
Most Extreme Differences	Absolute	.063	.090
	Positive	.063	.090
	Negative	-.062	-.086
Kolmogorov-Smirnov Z		.448	.644
Asymp. Sig. (2-tailed)		.988	.801
a. Test distribution is Normal.			

Based on the calculation using SPSS Program, the asymptotic significance normality of LLS was 0,988 and TOEFL was 0.801. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of LLS was = 0,988 > 0,05 and TOEFL was = 0,801 > 0,05. It could be concluded that the data was normal distribution. The Q-Q plot of LLSs and TOEFL can be seen from the following figure:

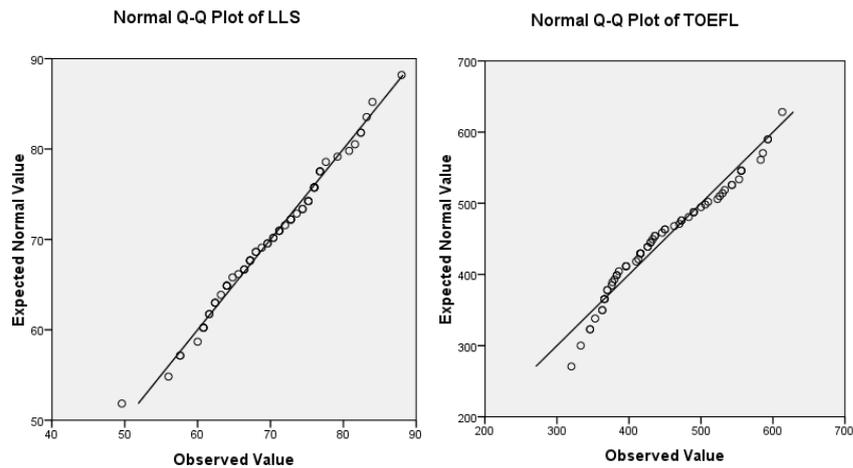


Figure 4.7
The Normal Q-Q Plot of LLS and TOEFL Score

From the figure above, it can be seen that the distribution of LLS and TOEFL were normal. It can be analyzed from the points which gather in the straight line.

4) Testing Linearity

One of the conditions before analyzing the data by using product moment correlation is both variables has linear association. To describe linear association between quantitative variables, a statistical procedure called regression is used to construct a model. It also can be used to predict the value one variable based on the values of others. In this case, the researcher applied SPSS program as follows:

Table 4.8 The linearity test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
TOEFLscore * LLSs	Between Groups	(Combined)	105344.706	29	3632.576	1.532	.157
		Linearity	9903.268	1	9903.268	4.177	.054
		Deviation from Linearity	95441.438	28	3408.623	1.438	.197
	Within Groups		49789.333	21	2370.921		
	Total		155134.039	50			

From the calculation above, it can be seen that the significance of deviation from linearity between LLS and TOEFL score was 0.047 with the level of significance 0.05. Because the significance of deviation was $0.197 < 0.05$, it can be concluded that both data was linear.

5) Testing Hypothesis

The requirements before testing the hypothesis are the data must have normal distribution and linear association. From the calculation before, the data of this research had normal distribution and linear association. Furthermore, Pearson product moment was applied to test the correlation. It can be seen as follow:

$$r_{xy} = \sqrt{\frac{N\sum XY - (\sum X)(\sum Y)}{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{xy} = index correlation “r” product moment

N = number of sample

ΣXY = amount of multiplication result between X and Y

ΣX = amount of X score

ΣY = amount of Y score

The calculation of the amount of multiplication between X and Y can be seen as follow:

Table 4.9 Distribution point of LLSs and TOEFL score

No.	Resp.	LLSs (X)	TOEFL SCORE (Y)	X ²	Y ²	XY
1	NSEP	66.4	463	4408.96	214369	30743.2
2	MU	65.6	396	4303.36	156816	25977.6
3	SMT	75.2	377	5655.04	142129	28350.4
4	RFS	57.6	436	3317.76	190096	25113.6
5	SKM	49.6	370	2460.16	136900	18352
6	KYH	72.8	523	5299.84	273529	38074.4
7	WMK	72.8	490	5299.84	240100	35672
8	SHH	68.8	450	4733.44	202500	30960
9	NHD	70.4	430	4956.16	184900	30272
10	NNJ	64.8	470	4199.04	220900	30456
11	AYT	75.2	416	5655.04	173056	31283.2
12	NIV	76.8	396	5898.24	156816	30412.8
13	MTR	56	363	3136	131769	20328
14	SNW	71.2	366	5069.44	133956	26059.2
15	SSF	61.6	320	3794.56	102400	19712
16	SGT	62.4	366	3893.76	133956	22838.4
17	ADP	75.2	346	5655.04	119716	26019.2
18	AMZ	76	436	5776	190096	33136
19	AWP	68	380	4624	144400	25840
20	SYR	77.6	363	6021.76	131769	28168.8

21	NRL	67.2	376	4515.84	141376	25267.2
22	CKW	57.6	416	3317.76	173056	23961.6
23	FDP	88	416	7744	173056	36608
24	ABM	70.4	413	4956.16	170569	29075.2
25	NHN	62.4	353	3893.76	124609	22027.2
26	RRD	72	450	5184	202500	32400
27	APT	64	416	4096	173056	26624
28	AMD	69.6	396	4844.16	156816	27561.6
29	TWD	82.4	500	6789.76	250000	41200
30	HOV	73.6	430	5416.96	184900	31648
31	SAR	74.4	490	5535.36	240100	36456
32	AKU	81.6	556	6658.56	309136	45369.6
33	DSF	76	386	5776	148996	29336
34	HON	67.2	346	4515.84	119716	23251.2
35	SWN	71.2	333	5069.44	110889	23709.6
36	RNY	67.2	426	4515.84	181476	28627.2
37	NTR	66.4	433	4408.96	187489	28751.2
38	MSA	76	446	5776	198916	33896
39	ERM	80.8	383	6528.64	146689	30946.4
40	NAF	76	383	5776	146689	29108
41	NBM	64	510	4096	260100	32640
42	ILS	69.6	490	4844.16	240100	34104
43	NDJ	84	426	7056	181476	35784
44	NLT	60	410	3600	168100	24600
45	ALW	67.2	526	4515.84	276676	35347.2
46	WIN	74.4	506	5535.36	256036	37646.4
47	LA	64	366	4096	133956	23424
48	WYH	64	473	4096	223729	30272
49	ENI	76.8	490	5898.24	240100	37632
50	RM	55.2	390	3047.04	152100	21528
51	ZFM	62.4	420	3893.76	176400	26208
	Σ	3288.8	19749	232907	8446011	1386667

In the present study, it was known that N was 51, ΣXY was 1,386,667, ΣX was 3,288.8, and ΣY was 19,749. So it calculated manually as follow:

$$r_{xy} = \sqrt{\frac{51 \times 1.386.667 - (3.288,8)(19.749)}{\{51 \times 232.907 - (3.288,8)^2\} \{51 \times 8.446.011 - (19.749)^2\}}}$$

$$r_{xy} = \sqrt{\frac{70.720.017 - 64.950.511,2}{\{11.878.257 - 1,08\} \{430.746.561 - 39.002.001\}}}$$

$$r_{xy} = \sqrt{\frac{5.769.505,8}{\{11.878.255,92\} \{391.744.560\}}}$$

$$r_{xy} = \sqrt{\frac{5.769.505,8}{6.6653,8}}$$

$$r_{xy} = \sqrt{0,064009}$$

$$r_{xy} = 0,253$$

Next, to confirm the calculation, the researcher used SPSS to calculate the index of correlation. The result can be seen as follow:

Table 4.10 The correlation test

Correlations			
		LLSs	TOEFLscore
LLSs	Pearson Correlation	1	.253
	Sig. (2-tailed)		.074
	N	51	51
TOEFLscore	Pearson Correlation	.253	1
	Sig. (2-tailed)	.074	
	N	51	51

From the table above can be seen that index of product moment correlaton was 0,253 for 0,05 significance level. The result of the calculaton that was counted by the product moment above showed that the index of correlation was 0,253. To prove the value of “r”

based on the calculation degree of freedom was known that $df = N - nr$,
 $N = 51$, $nr = 2$. So, $df = 49$

Even so, it was known that the result of $r_{\text{observed}} = 0,253 > 0,232$.

It can be explained that the value of r_{observed} (0,253) showed correlation between LLSs and TOEFL score. Sugiyono (2006:214) classify the strength of two variables relationship as follow:

$r = 0.00 - 0.199$ (very weak correlation)

$r = 0.20 - 0.399$ (weak correlation)

$r = 0.40 - 0.599$ (moderate correlation)

$r = 0.60 - 0.799$ (strong correlation)

$r = 0.80 - 1.00$ (very strong correlation)

The correlation between LLSs and TOEFL score can be illustrated by using scatter plot as follow:

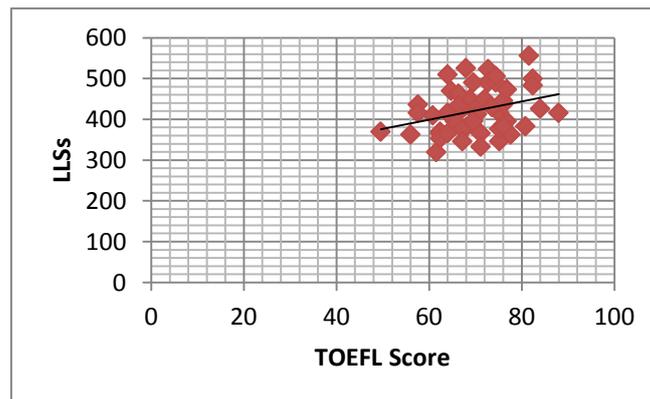


Figure 4.8 The scatter plot of variable X and variable Y

A scatter plot illustrates the direction of the relationship between variables. From the figure above, it can be summarized that

the data points of LLSs and TOEFL score spread around the straight line from the left up to the right widely. Ary (2010: 132) stated that if the points of a scatter plot spread widely, the relationship between two variables is relatively weak.

To know the contribution of variable X (LLs) and variable Y (TOEFL Score) used formula as follow:

$$\begin{aligned}
 KP &= r^2 \times 100\% \\
 &= 0.253^2 \times 100\% \\
 &= 0.064 \times 100\% \\
 &= 6.4\%
 \end{aligned}$$

From the calculation above, it means that LLS gives 6.4% contribution to students' TOEFL Score and 94.6% is influenced by other respect. To know t_{table} the researcher used the formula as follow:

$$\begin{aligned}
 t_{\text{observe}} &= \frac{r\sqrt{N-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.253\sqrt{51-2}}{\sqrt{1-(0.253)^2}} \\
 &= \frac{0.253 \times 7}{\sqrt{1-0.064}} \\
 &= \frac{1.771}{\sqrt{0.936}} \\
 &= \frac{1.771}{0.98} \\
 &= 1.80
 \end{aligned}$$

Based on the calculation above, t_{value} was 1.80, then to look for

the t_{table} used the formula $df = n-2 = 51-2 = 49$ and $t_{table} = 1.676$. This value was got from the table of t distribution (see appendix 1). If $t_{value} \geq t_{table}$ H_a is received, it means there is correlation. In contrast if $t_{value} \leq t_{table}$ it means H_o is received and there is no correlation.

6) Interpretation of the Result

All in all, it can be seen said that $t_{value} \geq t_{table}$, this research found that H_a stating that there is correlation between language learning strategies and TOEFL was accepted and H_o stating that there is no correlation between language learning strategies and TOEFL was rejected.

In this research, the coefficient correlation (r_{xy}) was 0.253 at 0.05 significant level and the contribution of language learning strategies to influence TOEFL score was 6.4%. It can be said that there was positive weak correlation between language learning strategies and TOEFL score. Ary (2010: 138) stated that a positive correlation occurs when one variable indicates a high score while the other variable also indicates a high score. It meant that the increasing of language learning strategies with the average value 69.5 will be followed by the increasing of TOEFL score with the average value 422. In this research, the positive weak correlation indicates that language learning strategies are only fractional factors in determining

TOEFL score achievement. Based on the language groups and regional data in ETS 2015 report, there are some other factors influencing students' average TOEFL score such students' test preparation, students' anxiety, the availability of English education, and the similarity between students' language and English.

D. Discussion

This section presented the discussion based on the findings of the study. The discussion is concerned with language learning strategies in genders' perspective and its correlation towards their TOEFL score.

The findings of this research from questionnaire given presented that both male and female has the same frequency strategy used which is cognitive strategy. Despite both genders often apply this strategy, female apply this strategy 27.59% more often than male 26.97% only. Female students apply this strategy more often in various ways such as repeating the native speakers when they are speaking then try to understand what they say many times until female students understand it, receiving and sending messages through books, dictionaries, internet, and other resources then use the new language in speaking or writing, analyzing contrastively on native's and foreigner's language in producing English, practicing naturally by reading some English books, watching the English movies and listen to English songs for enjoying

themselves, and the last is creating some points by taking notes or highlighting text.

According to the questionnaire and the interview result, both male and female students almost have the same frequency in applying the language learning strategies. It can be seen from the interpretation of each strategy which male students generally used compensation strategies, metacognitive strategies, affective strategies, and social strategies when learning the target language. Moreover, female students generally used compensation strategies, metacognitive strategies, and social strategies. From the interview result, the strategies were well applied by both genders.

Male students apply direct strategies by grouping the words such as the word classes and determining the tenses, placing new words into a meaningful context such as a sentence or story, reviewing well the already known material, practicing and using some resources (internet, e-book, dictionary, videos, and songs), switching their target language to their mother tongue, using gestures or synonyms whenever they face the limitation of their English ability. In direct strategies, they also plan and arrange their language learning, make positive statement of themselves and use the progressive relaxation whenever they are afraid of speaking English. Asking verification and correction are used by

them whenever they find difficulties in learning the target language. Cooperating with others is also used by them such as cooperating with peers, native speakers, and lecturers.

Female students also applied the strategies well. In direct strategies, female students used the strategies by using the semantic mapping in remembering the new vocabulary, reviewing well the already known material, practicing with their friends, creating structure (highlighting, taking notes, boxing, underlining, or bolding). Same as what male students do, female students also switch their mother tongue, use gestures, or use the synonym whenever they face their English ability limitation. In applying indirect strategies, female students sometimes write on a diary or discuss their feeling with others. They also ask for verification and correction if they find difficulties.

Based on the result above, it can be concluded that male and female students applied the same strategies well although they almost have the same frequency in applying the LLSs. Then the strategies which they applied were correlated to their TOEFL score in which TOEFL is used as a measurement of students' ability in understanding English.

The calculation of language learning strategies and their correlation toward TOEFL score was done by using Pearson product moment formula from SPSS 16 program. Data analysis showed that the value of

r_{xy} was higher than the value of r_{table} at 0.05 significant level ($0.253 > 0.232$) and t_{value} was higher than t_{table} ($1.80 > 1.676$). It means there was positive weak correlation between language learning strategies and TOEFL. Then H_a stating that there is correlation between language learning strategies and TOEFL was accepted and H_o stating that there is no correlation between language learning strategies and TOEFL was rejected. Besides, the contribution of language learning strategies to influence TOEFL score was 6.4% and 94.6% influenced by other factors.

The result of this research supported by Mehmet Emin Uslu (2016:73). He found that there was positive moderate correlation between language learning strategies and academic achievement of 267 vocational student colleges in Izmir academic year 2014/2015. He found that language learning strategies can predict 20% of the academic achievement.

Second, the previous study by Arroyo (2003: 31) also supported this research. He found that there was positive weak correlation between language learning strategies and English proficiency of 168 Chinese University students. He found that the correlation of overall strategy was 0.17 at 0.05 significant level. The overall strategy contributed 4% to English proficiency.

The last, a study conducted by Devardhi & Berhanu (2014: 63)

examined the relationship of language learning strategies, gender, and achievement in learning the target language. They revealed that language learning strategies was effectively used by EFL learners at Haramaya University, in that, females were significantly more successful than males, and they used more language learning strategies in learning English.

It had been known that there was a positive weak correlation between language learning strategies and TOEFL score. There were some possible reasons why language learning strategies only gave 6.4% contribution to TOEFL score. First, cognitive strategies as the dominant strategy applied by watching movies, listening to English songs, and reading dictionary did not affect to increase their TOEFL score because they did not use the appropriate grammatical. Second, there were individual differences in understanding the material of the target language, for example, whether the students had the same strategy applied, they got different achievement in TOEFL score because their capability was different. Last, students' motivation in improving their language learning strategies. The students got easily satisfied when they felt the strategies they used were effective. They did not try to apply the other strategies to improve their ability.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestion in order to the future researcher better than this research.

A. Conclusion

Based on interview, questionnaire and the calculation by using SPSS 16 program, the result showed :

1. Both male and female students dominantly applied cognitive strategy. It was because both of them prefer to use songs and movies in order to accustom with English. They also practiced their pronunciation from these medias and also tried to make new sentences from new vocabularies they got from the subtitles or lyrics. Despite they dominantly apply cognitive strategy, 27.59% female students more often used this strategy than male students were only 26.97%.
2. Both male and female had different usage of their language learning strategies whether it was direct strategies or indirect strategies. Male students created group discussion among them and their senior and analyze the sentence structure on a text or spoken. They also plane and evaluated their language learning

style. While female students read English books or collect e-book on their phone. They also had similarity in applying their language learning strategies such watching English movies, listening English songs, and asking to friends or lectures if they found difficulties.

3. Based on the output of the significant correlation of Pearson product moment from the correlation between language learning strategies and TOEFL score achievement was 0,253. The interpretation of $r_{table} : df = N - nr = 51 - 2 = 49$. It shown that the index was 0.232 at 0.05 significant level. As the result $r_{xy} = 0.253$ was higher than r_{table} (0.232). It meant the alternative hypothesis stating that there is correlation between language learning strategies and TOEFL score achievement was accepted and the null hypothesis stating that there is no correlation between language learning strategies and TOEFL score achievement was rejected. Based on the calculation, it was gained that language learning strategies gave contribution to TOEFL score 6.4 % and the rest was other variables. The result shown that there was positive weak correlation between language learning strategies and TOEFL score.

B. Suggestion

According to the conclusion in the result of study, the researcher would like to propose some suggestions for the students, teachers and the future researcher as follow :

1. For the Students

The students should be a lot practice to improve their English ability. They also need to plan then evaluate their language learning strategies. Furthermore, English resource is not only from movies and songs, they also can find the resource from English story, advertisement, take an English course, or find a partner with the same target language as they have. If the students want to pass the target score in TOEFL, they need a lot of practice by doing the TOEFL exercise. They can find the exercise on the internet or other sources. Not only doing the test, they also need to analyze the questions and know the reason of those answers.

2. For the lecturers

The lecturers are the facilitators for the students to increas their ability. Teachers' method and strategy in teaching the target language affect students' pleasure and interest in learning a new language. If the lectures want their students can pass the TOEFL score, they should know some difficulties that the students face in answering

TOEFL and give the students tips to answer the TOEFL. Also, the lecturers should introduce the sort of language learning strategies to the students in order to enhance their knowledge that language learning strategies are not only gotten from movies and songs.

3. For the other or next researchers

For the next researchers are expected compose or investigate the students' problem in answering TOEFL test and its factors. Because TOEFL is included as requirement for following *munaqasah* and it is still as one of the most difficult requirement for English study program for having the target score which is 500. Also, the questionnaire on strategy inventory language learning which adapted from Oxford in this research need to be tried out before the next researchers want to use it in the future.

REFERENCES

- Arikunto, S. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Asdi Mahasatya.
- Burke, J., Anthony, J., & Turner, L. 2007. Toward a Definition of Mixed Method Research. *Journal of Mixed Method Research*, 2(1): 112-133
- Carter, R. & Nunan, D. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Language*. UK: Cambridge University Press.
- Coyle, D., Griffiths, C., & Takeuchi, O. 2007. *Applying Strategies to Contexts: The Role of Individual, Situational, and Group Differences in Cohen and Macaro (eds.) Language Learner Strategies*. Oxford: Oxford University Press.
- Cresswell, J. 2008. *Mixed Method Research: Design and Procedures*. Presented in University of Pretoria. 21 October.
- Donald, Ary., Jacobs, L., C., Sorensen, C., & Razavieh, A. 2010. *Introduction to Research in Education* (ed.8th). New York: Wadsworth.
- Esterberg, C. 2002. *Qualitative Methods in Social Research*. New York: Mc Graw Hill.
- Fraenkel & Norman, W. 1993. *How to Design and Evaluate Research in Education*. New York: Mc Graw-Hill Inc.
- Gurian, M., Henley, P., & Trueman, T. 2002. *Boys and Girls Learn Differently!: a Guide for Teachers and Parents*. San Francisco: Jossey-Bass .
- Hartono. 2011. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar.
- Heaton, J.1974. *Writing English Language Test*. England: Longman.
- Horwitz, E. 2011. Surveying Students' Belief about Language Learning and Teaching in the Foreign Language Methods Course. *Foreign Language Annals*, 18 (4): 333
- Liu, O. L. 2014. *Investigating the relationship between test preparation and TOEFL iBT®performance* (Research Report No. RR-14-15). Princeton, NJ: Educational Testing Service. doi: 10.1002/ets2.12016
- Madeline, E. & Oxford, R. 1989. Effects of Sex Differences, Career Choice, and Psychological Type on Adult Language Learning Strategies. *The Modern Language Journal*, 73(1):1-13
- Michael, J. & Chamot. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Michael., O'Malley & Anna, Chamot. 1995. *Learning Strategies in Second Language Acquisition*. UK: Cambridge University Press
- Morse, J. 1991. Approaches to Qualitative-Quantitative Methodological Triangulation. *Nursing Research*, 40(1): 120-123.
- Murni, M. 2014. The EFL Students' Problems in Answering the Test of

- English as Foreign Language (TOEFL): A Study in Indonesian Context. *Theory and Practice in Language Studies*, 4(12): 2581
- Mustafa, H. 2016. The Role of Gender in Linguistic Performance of Foreign Language Learners. *Horizons in Humanities and Social Sciences: An International Refereed Journal*, 1 (2), 19-44
- Nana, Syaodih. 2008. *Metode Penelitian Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Nelson, D., Devardhi, & Berhanu, M. 2014. Gender Perspective and Language Learning Strategy in the EFL Classroom. *IMPACT: International Journal of Research in Humanities, Arts and Literature*, 2(8) 63-74.
- Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinie&Heinie Inc.
- Oxford, R. 2005. *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.
- Rivi, A. 2014. An Analysis On 6th Semester Students' TOEFL Experience at English Department of Teachers Training and Education Faculty of Pasir Pengaraian University. *Jurnal Ilmiah Edu Research*, 3(1): 15
- Rubin, J. 1987. *Learner strategies: Theoretical Assumptions, Research History and Typology*. Englewood: Prentice/Hall International.
- Scarcella. & Oxford, R. 1992. *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinie&Heinie Inc.
- Sharpe, P. 2004. *Barron's How to Prepare for the TOEFL 11th Edition*. New York: Hauppauge.
- Shehadeh. 1999. Gender Differences and Equal Opportunities in the ESL Classroom. *ELT Journal*, 53(4): 256-261
- Stern, H. 1992. *Issues and Options in Language Teaching*. Oxford: Oxford University Press.
- Susan, H. 1982. The Effect of Gender on First and Second Language Use and Acquisition. *Applied Linguistic*. 2(1) 17-31
- Warfield, W., Laribee, R., & Geyer. 2013. Examining Result and Establishing Benchmark Data From the TOEFL ITP Test. *American Academic & Scholarly Research Journal*, 5(3): 191-198
- White, C. 1993. *Metacognitive, Cognitive, Social, and Affective Strategy Use in Foreign Language Learning: A Comparative Study*. Published Thesis. New Zealand: Massey University.
- Zaelany, S. 2012. Exploring the Gender Effect on EFL Learners' Learning Strategy. *Theory and Practice in Language Studies*, 2 (8): 1614-1619
- Zahra, G., Bakar., N. & Golam, R. 2014. Mixed-Method Design in Educational Research: Strength and Challenges. *International Journal of Pedagogical Innovation*, 2(2) 84-85