

STUDENTS' LANGUAGE LEARNING STRATEGIES DIFFERENCE IN AN INDONESIAN EFL SINGLE-GENDER CLASSROOM

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Abstract

The issue of single-gender classroom is identified as the preference classroom system in education around the world. This classroom system is adopted due to female and male students' performance in the learning process including English subject. In Indonesia, the issue of single-gender classroom is not publically implemented, co-educational classroom is preferred. However, some cities are promoted the single-gender classroom, specifically the cities which promote the religious education such as in Tasikmalaya, West Java, Indonesia. Due to the pre-observation in a boarding school implemented the single-gender classroom, there is an exact different between female and male achievement in English classes. There are some factors affect the students' achievement. Learning strategies is one of the most important thing influent the achievement. Therefore, the main focus of the research is observing different students preference in learning strategies. Questionnaire and interview are formed as data collecting techniques. Consequently, there was an exact different between female and male students in using language learning strategies. Female students are common in performing metacognitive learning strategy. While, male students are prefer in implementing cognitive learning strategy. In the comparison, female students use the learning strategies more often than the male student, specifically in metacognitive and social learning strategies.

Keywords: Learning strategies, single-gender classroom, Female and male differences, Indonesian EFL classroom, Students' achievement factors.

INTRODUCTION

The updating curriculum system in Indonesia from Kurikulum Tingkat SatuanPendidikan (KTSP) into Kurikulum 2013 (K-13) yield many differences. The main distinct different is on the way of assessing students. In kurikulum 2013, the students final book is formed into two main score rubrics (cognitive and psychomotor). While, Kurikulum Tingkat SatuanPendidikan (KTSP) focuses on one score rubric (cognitive).

The updating curriculum system in Indonesia raises the unique issue for

conducting a research, specifically for the school implemented the single-gender classroom. Generally, identifying the students involved in the classroom, there are two different classroom system used in Indonesia; co-educational classroom and single-gender classroom. The co-educational classroom is a public school classroom places the different biological gender in the same classroom (male and female). In contrast, the single-gender classroom is a classroom system places the students into different classroom based on

the biological gender. Therefore, there will be male and female classroom.

Nowadays, the single-gender classroom becomes the preference classroom system almost a whole world. The main reason to implement the classroom system is to raise the students' score in the classroom. In Indonesia, the issue of single-gender classroom is silent. The co-educational classroom is preferred nationally. However, some cities which promote the religious school are promoted the single-gender classroom, such as in Tasikmalaya. Tasikmalaya was popular as the city centre of studying Islamic religion. There are more than a thousand boarding schools in the region. Consequently, there are some formal schools implement the single-gender classroom.

In May 2019, a pre-observation was conducted in one of the boarding school implemented the single-gender classroom as the place of the research.

Table 1. Students' final report book

Aspects	Female Single-gender Classroom	Male Single-gender Classroom
Highest Score in Cognitive rubrics	90	91
Highest Score in Psychomotor rubrics	90	93
Class Average (Cognitive- Psychomotor)	80 - 85	81 - 86

The students' final report book above described that male students were dominant in English classes. They achieved higher score both in cognitive and psychomotor aspects. Thus, a depth study must be conducted. Specifically, to

MTs TerpaduBojongnangka is one of secondary schools built on NurulHidayah Islamic Boarding School Foundation. In the academic year of 2018/2019, throughout the intense discussion among the headmaster and the teachers, the school decided to separate the male and female students into different classes. Based on the head master's statement, the decision of the separation was due to the number of students registered in the academic year 2018/2019. There were the same number students registered between male and female students. Therefore, the boarding school's leader advised to separate the classes. Moreover, from the students' academic achievement report specifically for the English subject, there was a unique issue. There was an explicit different scores achieved by the male and female students in cognitive and psychomotor rubrics. Here are the students' final report book:

observe the main factor which affect the student score.

Learning strategies

Grifiths (2015 : 476) proposed his recent theory about language learning strategies "language learning strategies are actions chosen (either deliberately or

automatically) for the purpose of learning or regulating the learning of language.” Learning strategies is one factor affects the language achievements. According to Eddy (2012 : 10), there are four main factors affect students’ achievement. Which are age, motivation and attitude, learning styles or strategies and learners’ belief. On the other hand, Ellis (2012 : 10) proposed his theory related to language achievement. He stated that there are at least six factors affect the students’ achievement. Which are motivation, learning strategies, learning styles, personality, language aptitude and anxiety. While, Zafar and Meenakshi (2012 : 639) stated that there are seven factors affect the students’ achievement, which are age, motivation, learning strategies, learning styles, personality, aptitude and sex. Table 2 shows the theory of factors affecting the learning achievement.

The theory of language strategies is also articulated by Oxford (2003: 2). He claimed that the word strategies came from the Greek word “strategia” means steps, actions, activities showed to win the war. Furthermore, learning strategies is the activities, behaviors, actsshowed by the students such as looking for the partner to speak, discussing in problem solving, grouping their selves in learning, in order to achieve their learning targets and goals.

In addition, he claimed that there are six major kind of learning strategies performed by the students when learning language, which are:

a. Cognitive strategies

The direct actions or ways are showed by the students when learning, this strategies performed through reasoning, analyzing, note-taking, summarizing, synthetizing, outlining, reorganizing information, practicing in naturalistic settings and practicing structures and sounds formally.

b. Metacognitive strategies

The actions are showed as the form of self -learning consciousness such as self-monitoring and paying attention.

c. Memory-related strategies

It helps the learners to link one concept of language material with another generally and do not need deep understanding about the materials. This strategies is applied by grouping, comparing and associating.

d. Compensatory strategies

This strategies are mostly used by the learners who loved the listening and speaking classes, the activities performed by guessing meanings, using synonym, and talking around the classroom.

e. Affective strategies

The strategies are applied by identifying someone’s mood and

anxiety level, talking about feelings and talking about positive thing.

f. Social strategies

This strategies are used by the students through asking questions, asking for clarifications, asking for help in finishing the language task, talking with the native speaker, and exploring cultural and social norms.

On the other hand, Setiyadi (2016) proposed that from six kinds of learning strategies above, three major learning strategies are often used by many researchers and fit to the learning strategies applied by the students in the state which use English as foreign language including Indonesia. Three learning strategies are metacognitive strategies, cognitive strategies and social strategies.

Single-gender classroom

Single-gender classroom or single-sex classroom is the chosen school system recently almost all over the world. The single-gender classroom is the school system which placed the students into different classes based on the sex and gender differences. Therefore, there will be “male” and “female” classroom.

According to Flaherty (2010 : 1), the single-gender classroom schools in the US was started from the Virginia military institute (VMA) which specifically for the female students. Recently, there are a lot

of single-sex educations emerged and being the chosen system in US, for example according to the report in March 2009 at least there were about 540 schools applied the single-sex education system. There are many kinds or system in applying the single-sex education, which are:

- a. the schools which all the students in every level or grades are one sex, so it can be male schools or female schools,
- b. the schools which direct the students into different program based on gender, for example math and science for the female students and business program for the male students,
- c. the schools which is accepted male and female students but place them into different classes based on gender (“male” and “female” classroom),
- d. the schools which accepted the students in different sex for every level, such as first grade for male students and the second grade for the female students, and the concept of students accepted will be different for every years,
- e. the schools which accepted all gender students, but then separated them in the different building with the same facilities.

There have been a number of studies focusing on different learning

strategies used by male and female students in English language classes. One of the research is a study conducted by Yilmaz, C (2010) who investigates the common learning strategy used by male and female students in relation with gender, proficiency and self-efficacy beliefs. The final result shows that language learning strategy is identified as a factor espouse students' performance and language achievement. The study is conducted in Turkey and there is no difference between male and female preference on learning strategies. Most of students (male and female) commonly use compensation learning strategy and averse to use affective learning strategy in English classes.

In another study, Tam, K.C (2013) probes the relationship of students' gender, second language proficiency, socio economic level and language learning strategies used. The result indicates that three major factors (gender, language ability, and socioeconomic) are the explicit factors for students in choosing language learning strategies used. Female students are applying language learning strategies effectively in comparison into male students. In language proficiency factor, students with high understanding of English performs the language strategies more often than the lower one. Learners from wealthier family background

commonly use social learning strategy effectively than the poorer one. On the other hand, that three factors (gender, language ability, and socioeconomic) affect the students' attainment directly in English classes.

In 2014, Viriya and Sapisin explores the difference of learning styles and learning strategies used based on students' gender. The final result points out that gender is not a factor affects the Asian students' preference in learning styles and strategies used when learning English. There is no difference between male and female students in using language learning strategy, both of them (male and female students) are using the same learning strategies in a current time and leaves it in another time.

Tezcan&Deneme (2016) scrutinize the learning strategies used by the 8th grade students. The final result indicates that students (male and female) with difficulties in memorizing and remembering new English words or sentences perform memory strategies in English classes. As the general result, the students (male and female) prefer to use memory and compensation learning strategy and use cognitive learning strategy in a current time.

In 2018, Mahmud and Nur observe the learning strategies of male and female students in relation into gender differences.

As a result, gender is identified as a factor affects the students' preference on learning strategies in English classroom. The female students more often use cognitive, compensation and affective learning strategies. While, memory, metacognitive and social learning strategies are preferred by male students in English learning strategies.

From these previous studies, it can be concluded that the study of language learning strategies preference are not the theory could be generalized. There is different finding in different time and place of study conducted. Moreover, the study focused by the researcher is at the 8th grade single-sex education system in MTs Terpadu Bojongnangka. The similar focus with the previous studies is to observe the different learning strategy used in male and female classes. In addition, as the kontras of the preview studies the study will also observe the learning strategy used by the students with the highest score, average and lowest both in male and female classes.

RESEARCH METHOD

This research is descriptive in nature. The aim of the research is to observe one phenomena happened in the single sex class of MTs Terpadu Bojongnangka in the academic year 2018/2019. According to Nassaji (2015), data of descriptive research is obtained

qualitatively such as doing observation and interview. While, the data is interpreted quantitatively by frequencies and qualitatively by descriptions. Therefore, the research result will be presented in chart and descriptions.

The participants of the research were eighth grade 48 students of single sex-class system in MTs Terpadu Bojongnangka, Tasikmalaya region, West Java, Indonesia. The participants were divided into two large groups (23 male students and 25 female students). According to to Miles, Huberman and Saldana (2014), the participants of qualitative research is naturalistic population. Therefore, all the population are becoming the sample of the research.

In collecting the data, the researcher employed some techniques of data collecting, which were document, questionnaire and interview. The document was used as the secondary sources. It was formed on the students' final report in the academic year 2018/2019. Then, the questionnaire was formed to gain the general information related to relationship of gender and language achievement, and learning strategies to language achievement. The questionnaire consisted of 48 close ended questions in numeric form. The kind of questionnaire used was the demographic factual questions.

According to Brancato, G. et.al (34: 2006), the classification or demographic factual question used to distinguish the source into groups related to sex, age, job, education, and so on. The questionnaire distributed into all population or students in male and female classes. Finally, interview is the final data collecting process of the research. It was used to get the specific information from the interviewees. There were ten questions listed in the interview to get a depth information about the relationship of gender and language strategies into students' language achievement. Only a sample of population was taken as the interviewees. The purposive sampling was used to choose the population to be the interviewee.

According to Mack, N . et.al (4:2005), purposive or quota sampling is choosing a sampling based on the criteria. Therefore, the researcher chose 6 interviewees (3 students for each classes both in male and

female classes). The criteria of 6 interviewees were 2 students who got the highest score, 2 students who got the average score, and 2 students who got the lowest score at the students' final report in the second semester of 2018/2019 academic year. According to Cohen, et.al (2000: 56), taking informants less than 10 will acquire the data comprehensively and guide the focus to small group to acquire a depth information rather than the bigger group. Therefore, the researcher chose six interviewees to respond the interview worksheet.

In practicing the interview, the questions translated into Bahasa Indonesia. The aim of translating was to make interviewee understood the questions as a whole and gave the respond comprehensively. In order to get a depth information from the interviewee and decrease the confusedness.

FINDINGS AND DISCUSSION

Table 2. Students' different respond on questionnaire

Female Students	Male Students
68% (Metacognitive learners)	39% (Metacognitive learners)
12% (Metacognitive and social learners)	57% (Cognitive learners)
4% (Metacognitive and cognitive learners)	4% (Metacognitive and Social learners)
12% (Cognitive learners)	
4% (Social learners)	

Table 3. Students' different respond on interview

Skills	Level/Frequency	Female Interviewees	Male Interviewees
Speaking Skills	Highest score	Metacognitive - Cognitive	Cognitive
	Average score	Cognitive	Cognitive
	Lowest score	Metacognitive - Cognitive	Cognitive
Listening Skills	Highest score	Metacognitive	Cognitive
	Average score	Metacognitive	Metacognitive
	Lowest score	Metacognitive	Metacognitive
Reading Skills	Highest score	Metacognitive	Metacognitive

	Average score	Metacognitive – Social	Cognitive - Metacognitive
	Lowest score	Metacognitive – Social	Cognitive
	Highest score	Metacognitive	Metacognitive
Writing Skills	Average score	Metacognitive	Cognitive
	Lowest score	Cognitive	Cognitive

In classifying the students' learning strategies, the researcher was formed an interval related to the students' responses. Here was the interval:

Table 4. General interval of analysing students' frequencies in using LS

Learning Strategies	Score	Level
	38 – 48	High
Metacognitive, Cognitive, Social	27 – 37	Medium
	16 – 26	Low

On the other hand, to observe the students' frequencies on using the learning strategies, the interval was also formed. Here was the interval on the frequencies of using learning strategies:

Table 5. Specific interval of analysing students' frequencies in using LS

Learning Strategies	Skills	Score	Level
		10 - 12	High
Metacognitive, Cognitive, Social	Speaking, Listening, Reading, Writing	7 - 9	Medium
		4 - 6	Low

In the questionnaire respond on August 6th 2019, 25 female students responded their learning strategy in the table below.

Table 6. Whole female respond in learning strategy

No	PA	G	Total (Speaking + Listening + Reading + Writing)			Score in students' final report book	
			M	C	S	Cognitive	Psychomotor
1	P1	F	41	32	35	80	83
2	P2	F	25	26	25	81	88
3	P3	F	34	30	31	80	88
4	P4	F	44	39	30	90	88
5	P5	F	36	30	33	79	84
6	P6	F	36	36	34	80	81
7	P7	F	41	36	34	78	80
8	P8	F	46	34	33	79	85
9	P9	F	38	29	32	82	86
10	P10	F	36	35	35	78	85
11	P11	F	32	28	33	78	83
12	P12	F	28	26	28	77	78
13	P13	F	30	24	25	80	88
14	P14	F	35	28	32	81	85
15	P15	F	37	32	37	86	90
16	P16	F	39	31	32	81	90
17	P17	F	38	34	34	80	84
18	P18	F	35	34	27	77	83
19	P19	F	40	27	35	77	85
20	P20	F	39	32	32	82	88
21	P21	F	36	31	34	78	88
22	P22	F	34	34	35	82	81
23	P23	F	27	33	34	77	90

24	P24	F	33	27	33	79	81
25	P25	F	38	37	30	81	81

	Describing students' tendency on metacognitive learning strategy	PA (Participants)
	Describing students' tendency on cognitive learning strategy	G (Gender)
	Describing students' tendency on social learning strategy	M (Metacognitive)
		C (Cognitive)
		S (Social)

The table above put M, C and S symbols. M represented Metacognitive learning strategy, C represented Cognitive learning strategy and S represented Social learning strategy. From 25 female students, metacognitive learning strategy was the common learning strategy used during English classes in the last semester. 68% female students purely used metacognitive learning strategy, 12% used two learning strategies in combination of metacognitive learning strategy and social

learning strategy, 4% students used combination of metacognitive and cognitive learning strategy, 12% students prefer to use cognitive learning strategy, and 4% student decided to use social learning strategy in English classes.

Furthermore, in identifying the frequencies of using learning strategies in female class, the researcher used the interval table as shown in table 4 above. Here was the result :

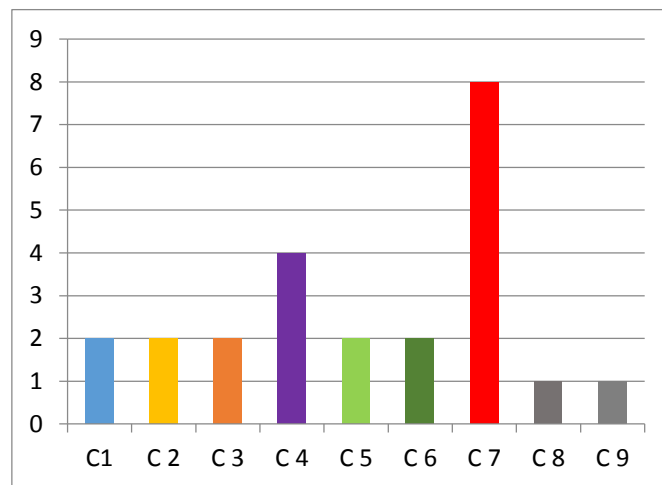


Figure 1. Female frequencies in using LS

Table 7. Description of Female frequencies in using LS

	C 1	Students who used two high level of learning strategies	Achieved the highest score in both cognitive and psychomotor point
	C 2	Students who used high metacognitive, medium cognitive and medium social learning strategies (same average)	Achieved the low score in both cognitive and psychomotor point
	C 3	Students who used high metacognitive,	Achieved the low score in psychomotor point

	medium cognitive and medium social learning strategies (higher in cognitive)	
	C 4 Students who used high metacognitive, medium cognitive and medium social learning strategies (higher in social)	Achieved high or low score in both cognitive and psychomotor point
	C 5 Students who used three medium learning strategies (similar effectiveness between metacognitive and cognitive)	Achieved high score in cognitive point and low score in psychomotor point
	C 6 Students who used three medium learning strategies (similar effectiveness between metacognitive and social)	Achieved low score in both cognitive and psychomotor point
	C 7 Students who used three medium learning strategies (higher in metacognitive)	Achieved low score in both cognitive psychomotor point, or achieved high score only in psychomotor point
	C 8 Students who used two medium learning strategies and a low learning strategy	Achieved low score in both cognitive and psychomotor point
	C 9 Students who used three low learning strategies	Achieved high score in both cognitive and psychomotor point

In contrast, on August 7th 2019 the questionnaire was distributed to male class. Based on 23 male students' respond, they prefer to use cognitive

learning strategy than the other strategies. Here, the male students' respond on questionnaire in general:

Table 8. Whole male respond in learning strategy

No	PA	G	Total (Speaking + Listening + Reading + Writing)			Score	
			M	C	S	Cognitive	Psychomotor
1	P1	M	26	27	20	77	79
2	P2	M	39	35	36	82	87
3	P3	M	23	27	26	80	91
4	P4	M	27	28	25	80	85
5	P5	M	27	25	27	77	80
6	P6	M	30	38	32	79	83
7	P7	M	24	29	20	83	84
8	P8	M	29	31	26	77	81
9	P9	M	32	29	28	79	83
10	P10	M	35	36	32	84	92
11	P11	M	27	28	27	83	90
12	P12	M	27	29	25	91	94
13	P13	M	35	31	33	76	78
14	P14	M	38	33	28	77	92
15	P15	M	37	32	28	81	83
16	P16	M	41	37	34	86	89
17	P17	M	35	32	34	76	80
18	P18	M	31	30	30	83	93
19	P19	M	38	36	31	84	92
20	P20	M	20	28	23	77	79
21	P21	M	25	30	24	89	93
22	P22	M	38	41	32	90	90
23	P23	M	33	36	35	78	79

	Describing students' tendency on metacognitive learning strategy	PA (Participants)
	Describing students' tendency on cognitive learning strategy	G (Gender)
	Describing students' tendency on social learning strategy	M (Metacognitive)

C(Cognitive)
S (Social)

From the male students' respond above, two learning strategies (metacognitive and cognitive learning strategies) were the common learning strategies used in the English classroom. 39% of male students chose metacognitive as their learning strategy, 57% students performed cognitive learning strategy, and

4% of students used two learning strategies in combination of metacognitive and social learning strategies.

On the other hand, in the classification on how often the male students in using learning strategies was presented in the figure below.

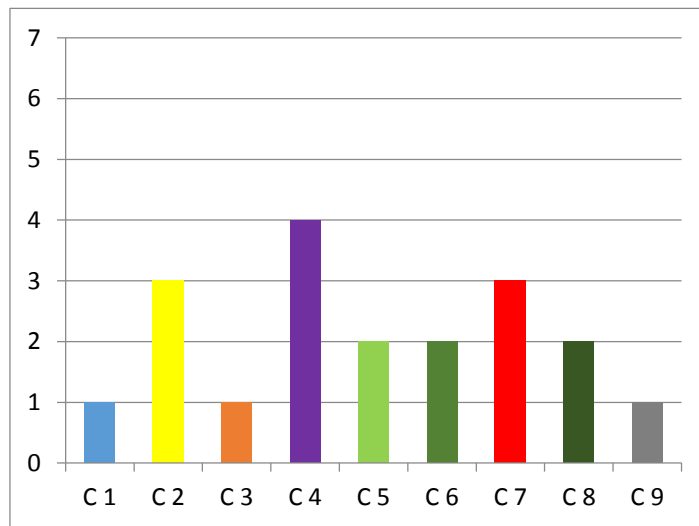










Figure 2. Male frequencies in using LS

Table 9. Description of male frequencies in using LS

	C 1	Students who used two high learning strategies in frequencies	Achieved the high score in both cognitive and psychomotor point
	C 2	Students who used high metacognitive, medium cognitive and medium social learning strategies	Achieved the high score in both cognitive and psychomotor point
	C 3	Students who used high cognitive, medium metacognitive and medium social learning strategies	Achieved the low score in both cognitive and psychomotor point
	C 4	Students who used three medium learning strategies (higher in metacognitive)	Achieved the low score in both cognitive and psychomotor point
	C 5	Students who used three medium learning strategies (higher in cognitive)	Achieved the high score or low score in both cognitive and psychomotor point
	C 6	Students who used three medium learning strategies (higher in cognitive, similar score in cognitive and social)	Achieved the high score in both cognitive and psychomotor point
	C 7	Students who used two medium learning strategies and a low learning strategy	Achieved the low score in both cognitive and psychomotor point
	C 8	Students who used medium cognitive learning strategy and two low learning strategies (higher in metacognitive)	Achieved the high score only in cognitive point

C 9 Students who used medium cognitive learning strategy and two low learning strategies (higher in social) Achieved the high or low score both in cognitive and psychomotor point

In the specific scope, the interview was conducted to six students (3 students for each classes). The classification of the students are the highest, average, and lowest score in the final report book both in female and male classes. Here the students' respond on the interview question:

Table 10. .Different students' cognitive level and their way of learning

No	Questions	Students' level	Female	Male
1	Students' difficulties	Highest score	Pronouncing words	Less of Vocabulary
		Average score	Writing and arranging words	Less of Vocabulary
		Lowest score	Pronouncing words	Pronouncing and writing words
2	General Learning Strategies	Highest score	Paying attention to teachers' explanation and reading topics before coming to class	Reading topics before coming to class
		Average score	Doing repetition to new topics and new words	Paying attention to teachers' explanation and doing note taking
		Lowest score	Reading topics before coming to class	Asking and doing discussion with classmates
3	Speaking Skills	Highest score	Listening to someone talks and imitating them by practicing them orally	Speaking the words or sentences continuously
		Average score	Repeating English words or sentences continuously	Practicing the new words or sentences gotten
		Lowest score	Listening to someone talks and imitating them by practicing them orally	Writing the words and sentences then practicing them orally
4	Listening Skills	Highest score	Watching English videos or movies many times	Listening to English musics
		Average score	Sometimes watching English movies	Paying attention to teachers' talks
		Lowest score	Focusing attention to listen someone's talks	Focusing attention to listen someone's talks
5	Reading Skills	Highest score	Reading an English passage many times	Reading an English passage many times
		Average score	Analysing an English passage and asking help to someone	Note taking and analysing an English passage
		Lowest score	Reading an English passage and doing discussion	Choosing a certain reading passage to practice reading
6	Writing Skills	Highest score	Learning from English books	Writing English sentences continuously
		Average score	Analysing the way of writing (doing mind mapping) , then making a composition in Bahasa Indonesia version	Consulting the dictionary to translate words
		Lowest score	Consulting the dictionary	Translating Indonesian sentences into English word by word

From the table above, when the interviewees were asked about their general way in learning, the general statements were described them as the metacognitive learners. In contrast, the female student with average score in her

class was identified as cognitive learner and the male students of lowest score was described as social learner. In common, female highest score, female lowest score, male highest score, and male average score used similar learning strategy. They paid attention to teacher explanation and read topics before attending the class. while, female with average score was prefer to do

drilling activities in learning and male with lowest score enjoyed the discussion process in learning.

The depth discussion was conducted by delivering other questions to the interviewees in each of their English skills, here were students different in using language learning strategies as the explanation of the table above.

Table 11. Diagnose of students' cognitive level and their LS

Skills	Level/Frequency	Female Interviewees	Male Interviewees
Speaking Skills	Highest score	Metacognitive - Cognitive	Cognitive
	Average score	Cognitive	Cognitive
	Lowest score	Metacognitive - Cognitive	Cognitive
Listening Skills	Highest score	Metacognitive	Cognitive
	Average score	Metacognitive	Metacognitive
	Lowest score	Metacognitive	Metacognitive
Reading Skills	Highest score	Metacognitive	Metacognitive
	Average score	Metacognitive – Social	Cognitive - Metacognitive
	Lowest score	Metacognitive – Social	Cognitive
Writing Skills	Highest score	Metacognitive	Metacognitive
	Average score	Metacognitive	Cognitive
	Lowest score	Cognitive	Cognitive

From the interview finding above, it could be seen that female with highest, average, and lowest score were cogent as metacognitive learners. while, male highest, average and lowest were as cognitive learners. even though, in their learning activities they involved other language strategies (cognitive and social) in their learning process.

CONCLUSION

As the final conclusion, it can be identified that gender was being a crucial factor affects the students' preference in language strategies. A distinct difference between female and male students was explicit. Metacognitive learning strategy

was preferred by female students in the English classes. While, cognitive learning strategy was mostly applied by male students in the classes. From three learning strategies (metacognitive, cognitive, and social) used by the student in English classes, social learning strategies was the lowest learning strategy used in the frequency. No one student used social learning strategy in high frequency.

In the relationship of learning strategies and language achievement, there was no relationship found each others. It was not a guarantee for the students performed high learning strategies to achieve high score in the English classes.

So it did in contrast, the students with low learning strategies could achieve high score in the English classes. Another factors were stated by the researchers above (age, motivation and attitude, learning styles, personality, aptitude, anxiety and learners' belief) could be the factors affect the students' achievement.

Thus, for the English teacher understanding different students' learning strategies are important. In order to use teaching aids are taken to the classroom. Even though, learning strategies is not only a factor affects students' achievement. Therefore, the teachers must be aware to another factors affects the students' achievement. By knowing them, it can help the teachers to raise the quality of English teaching-learning activity.

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