

THE USE OF LEARNING SPEAKING STRATEGIES BY MALE AND FEMALE STUDENTS OF THE FIFTH SEMESTER ENGLISH EDUCATION STUDY PROGRAM IN MUHAMMADIYAH UNIVERSITY OF KOTABUMI

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Abstract: Speaking is a natural ability possessed by every human being. Speaking is seen as a necessary positive personal characteristic. In speaking, there are several types including imitative, intensive, responsive, interactive and extensive, this type is one of the things that can support the ability to learn and speak in English. This is what makes researchers interested in raising the title of the study to find out what strategies are used by male and female when speaking. This study uses a qualitative research method by taking six students of the 5th semester English education study program class 2019 Muhammadiyah University of Kotabumi, three males and three females. Researchers used triangulation techniques, namely, observation, interview and questionnaire. Data analysis was carried out in several stages, namely, translating data, reducing data, displaying data, and drawing conclusions. The results showed that the researchers found differences in the strategies used by male and female students in the process of learning English. Male students use more metacognitive strategies to improve learning abilities and scores than female students, male students also do not use affective strategies in the learning process due to the ineffectiveness of these strategies. While female students use affective strategies in their learning process. On the other hand there are similarities in the use of strategies in learning but the lack of application and training so that there are differences in abilities and results obtained by each student.

Keywords : Speaking, Learning Speaking Strategy, Male and Female

I. INTRODUCTION

Speaking is a natural ability possessed by every human being, by speaking students can convey an information or opinion to the audience or the others people. It is supported by Suleimenova (2013, p.1860) states that in

the educational world, speaking is seen as a necessary positive personal characteristic. Furthermore, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

An important component in learning to speak for English students is that

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of learning speaking strategy. Learning speaking strategies are referred to as communication strategies, communication, conversation skills or oral communication strategies. Agus (2013, p.30) state learning speaking strategies is basically a method used by teachers/lecturers to build the learning process by paying attention to all components effective learning to encourage students to be able to communicate with people other. Therefore. the accuracy of choosing speaking learning strategies is part of beginning to plan. The accuracy of this strategy starts from the accuracy of the strategy setting learning objectives, the accuracy of the strategy in choosing the material, the appropriate media used, and the appropriateness of the strategies used in evaluating.

Lopez (2011, p.3) states learning speaking strategies are very important, as they provide foreign language learners with valuable implements for communicating in English in a variety of circumstances. The learning speaking strategy is very important

because it helps foreign language learners in negotiating meaning where neither linguistic structures nor sociolinguistic rules are distinguished between second language learners and target language speakers.

The speaking strategy bridges the gap between the knowledge of the language of the speaker and the speech partner in the communication process they face. With this strategy students can improve their speaking skill. Mufidah (2017, p.95-123) said there are several strategies that can be used, namely direct learning speaking strategies and indirect learning speaking strategies. In indirect learning speaking strategies there are several parts, including memory strategies, cognitive strategies and compensation strategies, while in direct learning strategies there are metacognitive strategies, affective strategies, and social strategies.

Based on the phenomenon above, the researcher is very interested to know what are the learning speaking strategies

used by male and female students of English education in Muhammadiyah University of Kotabumi and there are still few who discuss the learning speaking strategy in speaking, especially for men and women. In addition, some previous researchers only discussed self-esteem when talking to men and women. Therefore, the researcher discusses the learning speaking strategy of speaking to students so that there are more references and wider coverage.

II. THEORY REVIEW

Definition of Speaking Skill

Kuning, (2019, p.51) says that speaking is an important part of learning English, out of the 4 skills in learning English. Speaking in English is a difficult thing because it must have effectiveness in communicating so that it can be applied appropriately in social interactions.

The ability to speak is the ability to express opinions or thoughts and feelings to a person or group verbally, both verbally

facing or remotely. Armala, (2015, p.1) states that speaking is a natural communication tool between members society to express their thoughts and as a form of behavior social behavior. Cameron, (2001, p.40) states that speaking is an active process of using language to express meaning, so that people who speak can understand what is said. So speaking is one very important factor.

from the above theory it can be said that speaking is a natural ability possessed by every human being, by speaking we can convey information or opinions to audiences or other people, therefore speaking is a language skill that most language learners want to perfect as soon as possible. Besides being able to express opinions or ideas, speaking can also train students' confidence when they are talking. Speaking is a practical language activity.

Skills are behaviors that are acquired through certain learning stages. Soemarjadi (2001, p.2) states skills come from rough or uncoordinated movements

through gradual training, these irregular movements gradually turn into finer movements, through the process of coordinating discrimination (difference) and integration (combination) so that a skill is obtained that is needed for a particular purpose.

It can be concluded from the above phenomenon, speaking skill is one of the four basic competencies that students must master well. It has an important role in communication. Speaking can be found in the oral cycle especially at the stage of Joint Construction of the Text. Speaking is a productive skill.

Type of Speaking

Listyaningrum (2014, p.200) says that there are five types of speaking is; imitative, intensive, responsive, interactive, and extensive. The explanation are :

a. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the

assessment of speaking although grammar also takes part as the scoring criteria.

b. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal.

c. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

d. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

e. Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion.

It can be concluded that in speaking there are 5 types, namely imitative, intense, responsive, interactive, and extensive. Imitative type of speaking requires the test takers to copy a word, phrase, or a sentence.

Component of Speaking Skill

There are some aspects to assess speaking skill they are: comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 2000, p.03). Comprehension is power to understand something and to know about the meaning of speech by their comprehension. The second is grammar. Grammar means involving relationship among elements in an utterance. It is very necessary for students to arrange a correct sentence in conversation. Grammar is the important thing in language because when the

students explore their abilities in writing, reading, speaking must use the right grammar.

The third is vocabulary. Vocabulary is very important in resulting speech. Teacher could not deliver the materials if student has not enough vocabulary. To make be easy to understand the materials which is delivered by the speaker.

The next is pronunciation. Pronunciation is way in which a language is spoken person's way of speaking a language or word of language. Pronunciation is way in which a language or a particular word or sound is spoken. It means that to become a good speaker we have to have good pronunciation too. The last is fluency. Bailey (as cited in Brown, (2001, p.323) states an issue that pervades all of language performance is the distinction between accuracy and fluency. It clears that someone's performance will be influenced by fluency.

Characteristics of Successful Speaking Activities

Jeremy (1991, p.236-242) the student can be said to be successful in speaking if they could reach some characteristics of successful speaking activity such as: student talk a lot, as much as possible in every opportunities, and participant is even, classroom discussion is not dominated by a minority by a talk activity participant.

Iswara et al., (2012, p.3) Some characteristics of successful speaking activities:

1. Students talk a lot. as much as possible when carrying out the learning process students are more required to talk more than the teacher. This can train the ability of these students.
2. Even distribution of students. The class discussion was not dominated by the minority of students who were not fluent in

the second language, all of whom had the opportunity to speak.

3. High motivation. get students excited to talk: because they are interested in the topic and have something new to discuss.
4. Use language that students can easily understand. students can express themselves in relevant utterances, easy to understand each other, and acceptable language accuracy.

It can be concluded that the characteristics that can help for success in speaking are 4 characters, namely student take a lot, this characteristic makes students talk more than the teacher. Even distribution of students, students conduct group discussions evenly and do not discriminate, meaning that students who have the ability to speak fluently join those who are not fluent in speaking.

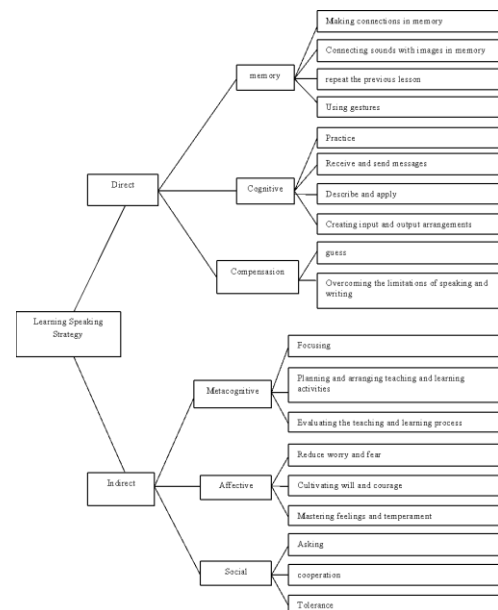
Learning Speaking Strategy

Sugeng (20012, p.73-74) states that the strategy of learning to speak can be interpreted as a certain behavior carried out by the learner to achieve learning goals. Certain actions taken by students to make learning easier, faster, fun, independent, effective, and more easily accepted by students. Therefore, the accuracy of choosing speaking learning strategies is part of beginning to plan.

Learning strategies lead to the achievement of goals. This trait shows systemic behavior that all teaching and learning activities are planned and carried out aimed at achieving predetermined learning goals. Sugeng (2004, p.74) learning speaking strategies support the development of learners in cognitive, affective, and psychomotor. In this case, the learning speaking strategy leads to communicative skills (cognitive), supports learner independence (affective), and is oriented to problem solving (psychomotor). Third, learning strategies involve various

internal (internal) and external (external) factors. development of learning speaking strategies according to this grouping.

Sugeng (2004, p.77) divides learning speaking strategies into two major parts: direct and indirect. Direct strategies are further broken down into three types: memory, cognitive, and compensatory. Indirect strategies are divided into three: metacognitive, affective, and social. So, individually, there are six kinds of strategies: memory, cognitive, compensatory, metacognitive, affective, and social; and each strategy has its own types of activities.



Picture : 1 Division of Strategies by type and activity (Source : Sugeng, 2012, p.77).

Direct

a. Memory

Gani (2015, p.16) assumes the learning strategy of speaking using memory is used by learners by utilizing previous knowledge and learning experiences. This strategy involves a lot of memory and learning processes that use memory.

b. Cognitive

Cognitive strategies are all learner behaviors in the process teaching and learning related to the use of thinking power learner. Also Gani (2015, p.16) this strategy can take the form of an activity. In one study, six kinds of cognitive behavior were determined that were expected to represent this strategy.

c. Compensation

Compensation speaking strategies are used by learners who already have high enough skills. Gani (2015, p.16) this strategy is usually used to overcome some limitations in language. Learners who have difficulty explaining something in the

language being studied, for example, can use definitions or translations in their speech to keep the language process going.

Indirect

a. Metacognitive

Metacognitive strategies are all learner behaviors that relates to the tactics or ways of learners to deal with and manage teaching and learning materials. In this study Gani (2015, p.16) states the strategy metacognition is manifested in a variety of activities that can fall into the following three categories: focusing attention, planning and arranging teaching and learning activities, and evaluate the teaching and learning process.

b. Affective

Affective strategies are all learning rights that related to attitudes and feelings of learning in the face of the learning process. Gani (2015, p.17) this strategy is further divided into two: positive affective and negative affective.

c. Social

Social strategy is all learning behavior related to the collaboration of learners with their peers in achieving learning goals. Also Gani (2015, p.17) this strategy is manifested in six activities: talking to a friend in the same chair about the lesson, helping a friend in accordance with teaching and learning activities, asking for help from a friend, giving praise to a friend, harassing or cheering a friend, and disturbing a friend.

It can be concluded that learning speaking strategy starts from the accuracy of the strategy setting learning objectives, the accuracy of the strategy in choosing the material. Direct strategy has 3 parts, namely; memory, cognitive, and compensation.

Differences of Gender in Speaking

Girls and boys have many differences in the way each one speaks, interacts, and responds or also differences in interests. While girls are busy dressing up Barbie

dolls or playing teachers, boys are usually more into the game of wrestling or competing against each other in technology or robotics. Yule (2006, p.224) states girls from school age, have a more interactive style by socializing with close friends, more often in group work activities, building reciprocal relationships and modeling their favorite role models. On the other hand, boys tend to differ from girls in their activities, boys are more comparative, they tend to socialize in much larger groups, often in competitive or competitive activities, build and maintain relationships political.

From the definition of gender above, gender is something that is formed socially and not from the body shape of men and women. Gender tends to refer to the social and cultural roles of women and men in certain societies. In the concept of gender, there is a term called gender identity and gender expression. Gender

identity is the way a person sees himself, whether as a woman or a man.

Comparison of Masculine and Feminine Culture Communication Styles

Miehle et al., (2016, p.3961) for human-human interaction, it has been shown that people adapt their interaction styles to one another across many levels of utterance production when they communicate, for example by matching each other's behavior or synchronizing the timing of behavior. Women from feminine cultures respond differently to the world from men because their experiences and activities are rooted in the division of labor. To be able to participate in society, women must change their perspectives into a system of expression that is acceptable to men.

From the theory above, it can be said that the comparison of masculine and feminine culture communication style has a difference. To be able to participate in society, women must change their perspectives into a system of expression

that is acceptable to men. In general, men have dominated society through talking by using strong expressions while women must adapt their language to their environments whether business or personal, where there are language problems when women are confronted between business and personal relationships.

The Difference in Politeness in Speaking Between Men and Women

When it comes to politeness, two things are very important in showing the level of politeness: compliments and apologies. In terms of both compliments and apologies, women are clearly superior to men. In a study conducted by (Holmes, 1995, as cited in Jule, 2008, p. 83) on the level of politeness between men and women, it was found that "women give 70% praise and receive about 75% praise; praise among men is rare or less than 10%".

III. RESEARCH METHODOLOGY

Research Method

The research was categorized as qualitative research. Creswell (2014, p.32) states qualitative research is handled for exploring and understanding the meaning individual or groups for a social or human problem. It can be written or spoken data that is got from observed person or behavior categories and patterns of research. Besides Sugiyono (2016, p.13) also defines that qualitative research method is a method of the research that is more emphasis on meaning, inductive, conducted on natural object condition and uses word and sentences to present the source of data.

Place of the Research

a. Place

This research was be conducted at Muhammadiyah University of Kotabumi, North Lampung. This college is located on Jalan Hasan Kepala Ratu number 1052 Sindang Sari, Kotabumi, North Lampung. In addition, Muhammadiyah University of Kotabumi North Lampung as a place to conducted research because it has become a

good university and has good accreditation in North Lampung, there are program study English Education in campus, because learn sociolinguistics about gender in campus, and it is the only University in North Lampung that has B accreditation.

b. Time

This research was conducted in September 2021 – November 2021. This research is conducted for 2 months at Muhammadiyah University of Kotabumi North Lampung.

Data Source

Arikunto (2010, p.172) states that research data sources are the subjects where the data are collected. In this research the data would be taken from the students. The data source in this study are taken from the fifth semester students of the English Department at Muhammadiyah University of Kotabumi, North Lampung. The number of students who was be interviewed is six students, consisting of three males and three

females who are in the fifth semester. The reason for choosing the student was because students have good ability which was in speaking subjects and have the ability to speak above the average of other friends, therefore six students can represent other students.

Research Instrument

Research instrument was a tool that is used by the researcher to measure the variable. Arikunto (2010, p.203) research instrument is a tool to collect the data in order to make the work easier and get good result.

a. Researcher

One of the characteristics of qualitative research was the existence of researchers. Thus, the main instrument used in this study was the researcher. The ability of researchers to determine the quality of research. The more knowledge and information possessed by researchers, the higher the quality of research to be determined and achieved. In addition, data

was be determined and achieved used semi structure interview and questionnaire.

b. Semi Structure Interview

The researcher also used semi structure interview as instrument when conducted this research. The researcher was interviewed to the students and the lecturer in order to get the data about the problem of speaking strategy employed by the students. The researcher was open ended question to find out what strategies they used when speaking English. Students was asked to explain in detail how they feel when they speak English.

c. Questionnaire

The researcher used questionnaire as an instrument to conducted this research. The researcher used open ended questionnaire to find out what strategies they use when speaking English. Students was answered in the questions given.

Data Collecting Technique

In this research, the researcher used the documentation, observation, semi

structure interview and questionnaire as the collected technique was source of qualitative data. But the most common used are, semi structure interview and questionnaire.

1. Semi structure interview

Semi structure interview was one of the common ways used to collect the data in qualitative research. To support the semi structure interview data, the researcher used audio video recorder. Recorder was one of audiovisual instrument in qualitative research. to Creswell (2012, p. 224) audiovisual material is image or sounds that help researcher to understand the phenomena under the research. The researcher used recorder to help analyzes semi structured interview data into interview script.

(Source : Sugeng, 2012, P.77)

2. Questionnaire

Sugiyono, (2010, p.199) states questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. Questions based on theories and concepts from (Sugeng, 2012, p.77) about six (6) learning speaking strategy. Steps to collected data with a open ended questionnaire. students was given a sheet of google form questions about students' learning speaking strategies when speaking in English. students were asked to choose the answer between yes, no, or often to find out what strategies they used when speaking English. Then the paper was collected back to the researcher for further research material. Questionnaire was done one by one to make it more conducive.

TABEL 1
THE SPECIFICATION OF QUESTION IN STUDENTS' SEMI STRUCTURE INTERVIEW

Variable	Category	Aspects	Indicator	Question Number	
Learning Speaking Strategy	Direct	Memory	Making connection in memory	3	
			Connecting sounds with images in memory		
			Repeat the previous lesson		
		Cognitive	Using gesture		5
			Practice word pronunciation		
			Receive and send messages		
			Describe and apply		
	Compensation	Creating input and output arrangements	4		
		Guess the topic to be discussed			
		Overcoming the limitation of speaking and writing			
	Indirect	Metacognitive	Focusing on learning	1	
			Planning and arranging teaching and learning activities		
			Evaluating the teaching and learning process		
		Affective	Reduce worry and fear	6	
Cultivating will and courage					
Mastering feelings and temperament					
Social		Discussion with friends	2		
	Ask friends for help				
		Annoying friends and harassing friends			

TABEL 2
THE SPECIFICATION OF QUESTION IN STUDENTS' QUESTIONNAIRE

Variable	Category	Aspects	Indicator	Question Number	
Learning Speaking Strategy	Direct	Memory	Making connection in memory	9,10	
			Connecting sounds with images in memory		
			Repeat the previous lesson		
		Using gesture			
		Cognitive	Practice word pronunciation		1,7
			Make a notebook		
	Using teaching media				
	Compensation	Fix your own mistake	3,8		
		Define own your topic			
		Overcoming difficulties			
	Indirect	Metacognitive	Focusing on learning	4,6	
			Planning and arranging teaching and learning activities		
			Evaluating the teaching and learning process		
		Affective	Reduce worry and fear	5	
			Willingness and courage		
Mastering feelings					
Social		Discussion with friends	2		
		Ask friends for help			
		Annoying friends and harassing friends			

(Source : Sugeng, 2012, P.77)

Plan of Testing Validity and Reliability of the Data

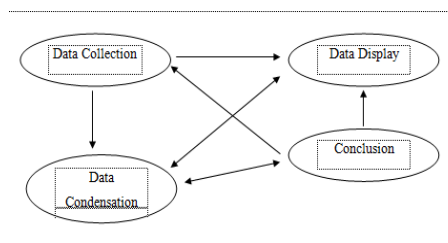
Validating the results of this study is important in all types of research to influence findings and analysis. Researchers used triangulation to validate data. Sugiyono (as cited in Wiersma, 2016, p. 273) triangulation is a qualitative cross validation that satisfies sufficient data. The function of this method is to enrich the data collected and assist researchers in making conclusions to be more accurate. This research used triangulation techniques. In this study, researcher used two methods; they were questionnaire and semi structure interview research subjects. The first method is interview, the researcher used

open ended questions to interview students.

The second method is a questionnaire, the researcher used a open ended question to interview students. Both of the data gotten from questionnaire and interview was be compared to strengthen the findings one and others.

Data Analysis

Sugiyono (2012, p.244) data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other materials that you can accumulate to increase your own understanding and to enable to present what you have discovered to others. In this research, the unit of research is the sentences. The researcher use Miles, Huberman and Saldana (2014) theory who stated that the qualitative data consist of three concurrent flows of the activity; they are data condensation, data display and conclusion.



Picture 3. Components of Data Analysis by Miles, Huberman and Saldana

This is the following descriptions related to the picture (Miles, Huberman & Saldana: 2014) above:

1. Data condensation occurs continually throughout the analysis. It is not something separate from the analyses. The process of selecting are, focusing, simplifying, abstracting, and transforming the raw of data. Data condensation occurs continuously throughout the life of any qualitatively oriented project. So, after the data are collected, the researcher reduced unimportant data from the english students.
2. Data display, display are used at all of phase. Data will be organized and summarized to help draw

conclusions. Then show what stage the analysis has reached.

3. Drawing and verifying conclusions, after condensation and display, the data would be drawn from the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over. After the researcher identifies and classifies the data, the researcher places the type of communication used by students' strategies in the advanced speaking class at Muhammadiyah University, Kotabumi, North Lampung.

IV. RESEARCH RESULT

In this research, the data collecting was conducted in one week, starting from

December 22th 2021 until December 30th 2021. In collecting the data, the researcher used observation, interview and questionnaire. The function of this observation is to observe the students when they are speaking. The informants observed were six English students fifth semester, with the male (respondent 1, respondent 3, and respondent 3), and female (respondent 4, respondent 5, and respondent 6). The researcher only examined six students with the reasons; The six students had speaking scores from the highest, medium, and low. Besides that, it can also be seen from their ability to speak when the researcher observed by asking the six students.

Next in interview, the kind of interview that the researcher used is semi structured with open-ended question. The informant determined in this interview was the same as the information in observation. The function of the interview is not only to strengthen the observation of the data, but also to find out whether their answers are in line with what they said when they were

observed and fill out the google form that the researcher has distributed. In the interview, the researcher asked six questions to English students. Researchers conducted interviews once after the researchers made observations with English students.

In addition, the researcher used a questionnaire with an open-ended question. The function of the questionnaire is not only to strengthen data observations. Similar to interviews, questionnaires are also used to find out whether their answers match what they said when they were observed and filled out the google form that the researcher had distributed. Informants fill out the questionnaire via the link that the researcher submitted on whatsapp personally. Questionnaires were distributed to six English students to find out what strategies were used when students filled out the questionnaires and to find out whether the answers the students gave were in line with the student interviews or not.

Interview Data

Interviews with six respondents about the strategies used when speaking, the researcher can conclude that each student has their own strategy to improve speaking skills between male and female have their respective strategies. There are quite clear differences between male and female. Not only male and female who have differences, but also have different strategies to improve their abilities. The differences in the strategies used when speaking between male and female are also quite different. The three male students have similarities in using strategies, which are both using metacognitive and cognitive strategies.

Questionnaire Data

Questionnaire answered by students, all students agree that using body language is a good way to get rid of nervousness and make it more enjoyable and relaxed. when using body language

what we will convey will make it easier for listeners to accept it. The emphasis in the word makes body language very necessary. So it can be concluded that the use of body language is one of the best ways that can be done when nervous and not confident when speaking English.

The Relationship Among Interview Data, and Questionnaire Data

Relationship between the interviews and questionnaires are interrelated, before conducting research on students, the researcher conducted interviews to find out what strategies were used by both male and female students. After conducting interviews, the researchers found differences in the strategies students used when speaking. Researchers also found problems faced by students that made these students have low grades or abilities. From there the researcher can take the student into which category. After finding the results of the interview, the researcher gave a

questionnaire in the form of a google form. The goal is to find out whether the answers in the interview and on the google form are in line or not, when they are in line, it means that the student is indeed using the strategy when learning to speak English.

Discussion

In this section, the researcher discusses the results obtained by collecting data from observations, interviews and also questionnaires by six English students, Muhammadiyah University of Kotabumi. The purpose of this study was to find out what strategies students use in speaking and whether there are differences in the strategies used between males and females. The researcher used observation to observe first, then continued by conducting interviews with the six students in order to find out what strategies were used and whether there were differences in strategy between boys and girls. After that, the researcher distributed questionnaires to

ensure that the answers from the students were in line with the answers given during the interview.

The results obtained in data collection through observations, interviews and questionnaires conducted by three boys and three girls on 5th semester English education students at Muhammadiyah University of Kotabumi are that there are differences in the strategies used, including (1) male students use metacognitive strategies more than female students. (2) male students do not use affective strategies in learning to speak, while female students use these strategies when speaking English.

First, from the results of the instruments collected by researchers using interviews and questionnaires, it can be seen that male students use more metacognitive strategies than female students. Metacognitive strategy is a strategy where students take notes to make it easier to speak or convey something. Mufidah (2017, p.15) says that the metacognitive strategy emphasizes the

importance of learners to concentrate on language learning, organize and plan language learning, and evaluate how to learn the language. The second. male students do not use affective strategies while female students use affective strategies because female students enjoy and can control their nervousness. Mufidah (2017, p.17) says that with this affective strategy learners can develop the confidence and perseverance that learners need to engage themselves actively in language learning.

In this study, the researcher discusses the strategies used when students speak and looks for differences in the strategies used by students when they are learning to speak. The researcher found that there were some differences in the strategies used between male and female students. These differences are one of the factors that affect students' speaking ability. The difference is that male students use metacognitive strategies more than girls. In addition, none of the male students used

affective strategies in learning to speak, while female students tended to use these strategies.

Conclusion

It can be concluded from the results of the research above that the researchers found differences in the strategies used by male and female students in the process of learning English. Male students use more metacognitive strategies to improve learning abilities and scores than female students, male students also do not use affective strategies in the learning process due to the ineffectiveness of these strategies. While female students use affective strategies in their learning process. On the other hand there are similarities in the use of strategies in learning but the lack of application and training so that there are differences in abilities and results obtained by each student.

Suggestion

Based on the results of the analysis and conclusions above, there are suggestions for students. The advice that researchers can give to for students, when we realize we have shortcomings in learning, especially in speaking English, never be afraid to keep trying and expanding our vocabulary so we can speak fluently. With the mistakes we

make when speaking will be learning and can improve speaking skills. The difference in the strategies used when speaking may be one of the things that can affect the ability to learn, especially learning to speak, but each student has their own way to improve their abilities.

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