AN INVESTIGATION OF EFL STUDENTS' LEARNING STRATEGIES BASED ON GENDER DIFFERENCES IN ONLINE TEACHING AND LEARNING

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Abstract
Individual differences are the factor that influences Language learning strategies (LLS) and plays an influential role in language learning. In this regard, this paper attempted to explore the online learning strategies used by Indonesian undergraduate EFL students and to analyzed those strategies in performance assessment during online teaching and learning concerning gender differences. This paper applied a qualitative study with 30 EFL learners (15 males and 15 females) selected from the 5th-semester student at Tidar University, Magelang. The participants completed the questionnaire data consisted of thirteen statements. All the participants showed positive results in using the learning strategies during online classes. However, this study showed that male students had a lower percentage using four learning strategies from the metacognitive, cognitive, social, and affective aspects. The result found that female students tend to used metacognitive and cognitive frequently in online learning.

Keywords: *Language Learning Strategies, Gender-Based Analysis, Online Teaching, and Learning*

Abstrak
Perbedaan individu merupakan faktor yang mempengaruhi strategi belajar Bahasa (LLS) dan berperan berpengaruh dalam proses pembelajaran bahasa. Berkaitan dengan hal tersebut, makalah ini mencoba untuk mengeksplorasi strategi pembelajaran online yang digunakan oleh mahasiswa S1 Bahasa Indonesia EFL dan menganalisis strategi tersebut dalam penilaian kinerja selama belajar mengajar online mengenai perbedaan gender. Makalah ini menerapkan studi kualitatif dengan total 30 peserta didik EFL (15 laki-laki dan 15 perempuan) yang dipilih dari mahasiswa semester 5 di Universitas Tidar, Magelang. Partisipan melengkapi data kuesioner yang terdiri dari tiga belas pernyataan. Semua peserta menunjukkan hasil positif dalam menggunakan strategi pembelajaran selama kelas online. Namun, hasil dari penelitian ini menunjukkan siswa laki-laki memiliki persentase yang lebih rendah dalam menggunakan empat strategi pembelajaran dari aspek metakognitif, kognitif, sosial, dan afektif. Hasil penelitian ditemukan mahasiswi cenderung sering menggunakan metakognitif dan kognitif dalam pembelajaran online.

Kata Kunci: *Strategi Pembelajaran Bahasa, Analisis Berbasis Gender, Pengajaran dan Pembelajaran Online*

INTRODUCTION

English is an international language, especially in globalization. Indonesia could make a proper job way by competent mastery of English. Considering this situation, Indonesia is one of many countries that input the English language into the curriculum as a foreign language. According to (Djihadi 2010), primarily Indonesian students only learn about English rather than using it. Fortunately, the Indonesian government makes a new curriculum that gives new light to English teaching and learning. According to the previous researchers, one of the constructions to analyze the learning strategy used by the students is the performance assessment (Safitri, Sumardi & Supriyadi, 2018). According to (Brown 2004), an assessment is a current process that includes a broader domain.

The assessment itself is more common because the teacher could gather information to modify their teaching process in student achievement (Salandanan, 2012). According to (Parkes, 2010), assessment is part of the learning and teaching setting to develop the skills in teaching-learning both for teacher and student. During this Covid-19 pandemic, there are significant changes in human activity. Most of the activities forced to use the online platform as the media, including the education and other sectors. In the education sector, traditional education now changes to online learning. According to (Fry, 2001), online learning is based on the technologies and the internet for developing materials in the education field. Supported by the new research from (Kopp et al., 2019) that stated the online learning shift supply higher education institutions the possibility to employ digital technologies for optimal usage positively.

The assessment still becomes one of many considerations in teaching and learning activities. Teachers can use the assessment and provide feedback since it affects student learning output (Buyukkarci, 2014). Supported by (Nunan, 2004) that assessment is to collect information related to what the students can do and cannot do. It is

crucial to choose an appropriate assessment to assist the students in effective self-directed learners. In the online class, self-directed learners play an important part because a teacher cannot directly watch students' participation but only from the online platform.

The EFL learner can solve the analyzable problem, create research, write extensively, and then present their learning output. Those activities can be the key to motivating students and achieving high learning levels (Darling & Hammond, 2006). One of a kind is the Integrated Performance Assessment (IPA). According to (Tedick &Cammarata, 2006), IPA is an assessment model used in the classroom for evaluating students' language use in three communicative modes that appear in the national standards for foreign language learning.

In education, gender stereotypes have been noted as well. (Ehrman and Oxford, 1989) suggested that women appear to use more learning strategies than men, followed by this study (Oxford, 1990), which confirmed that

women are more alert to using strategies to aid their learning process. Previous studies show the significant gender differences between male and female language learners, and women have shown that broader techniques are used than male learners (Zare, 2010; Lee, 2003; Green, and Oxford, 1995). "Men were more likely to prefer the concrete formulation mode of learning" than women (Severiens & Dam, 2005). The research from (Martinez, Navarerete & Perez, 2016) shows no significant differences between women and men in foreign language learning strategies, but the motivation factor did yield substantial differences. The relationship between female students and male students is different in their interaction, according to (Younger, Warrington, and Jacquita, 1999). This previous study illustrates that male students appear to "dominate certain interactions in the classroom," but female students "are more involved in teacher-student interactions that promote learning." This statement is supported by (Eka, Harda &Yeni, 2017), whose finding is to break the

stereotype that men talk less than women because men dominate communication in interaction. Another researcher found that females performed better than males in first language learning (Tam, 2013). Previous research by (Nassab & Motlag, 2017) found that girls were speaking without stress and delay, different from the boys who had more disruption during their oral communication that sometimes caused wrong pronunciation and grammar.

The research from (Arifin, 2015) shows a slight difference between female and male students using learning styles. Supported by the finding from (Murni & Sahril, 2018), they find that male students use meta-cognitive, social, and memory strategies while female students use cognitive, affective, and compensation strategies in their learning activities. Previous data from (Ho, A. P., & Ng, L. L. (2016) shows that meta-cognitive strategies were highly employed, whereas affective strategies were the least used among undergraduates in Malaysia. Gender is a connected idea in the English

language education framework since it supplies teachers with the instrument from a comprehensive social and educational orientation (Harold & Mojical, 2016).

According to (Lee, 2010, p. 21), the learning technique is learning skills, thinking skills, problem skills, or the methods learners use to intake, store, and retrieve during the learning process. Supported by the previous study, learning strategies cannot be separated by students' habits and the method they use to engage the language (Saville-Troike, 2006:91).

According to (Setiyadi, 2016) English teachers can change the factors of teaching methods and material such as motivation, language attitude, aptitude, gender, bilingualism, and other individual differences that will play an essential role in student's success in learning the language. (Oxford, 1989) suggests that learning techniques are the behaviors or actions that learners use to shape self-directed learning, resulting in successful and enjoyable learning. (Oxford. 1990, p. 15) has included six types of learning strategies and

categorized them into direct and indirect. Direct strategies specifically impact language acquisition, such as memory, emotional, and reward strategies. At the same time, indirect techniques are those that have an indirect effect on language acquisition, such as meta-cognitive, relational, and social strategies. The result from (Irmawati, 2019) shows that EFL students have employed meta-cognitive, cognitive, social, and compensation strategies to learn the target language, especially English. The previous study from (Safitri, Sumardi, and Supriyadi, 2018) used all the classification of learning strategy from (O'Malley & Chamot, 1990) as the base to make the questionnaire.

According to (O'Malley & Chamot, 1990), there are some classifications of learning strategy, as follow:

1. The meta-cognitive classifies selective attention, planning, monitoring, and evaluating learning activity.
2. Cognitive strategy concerns rehearsal, organization, transfer, inference, imagery, summarizing, reducing, and elaboration.
3. Social strategy is to know the cooperative aspect.
4. Affective strategy concerns when students have self-talk and questioning for clarification.

In light of the performance evaluation in the EFL classroom, students need to give basic cognitive processes to be successful when the teacher applies them. Studies performed by researchers have stressed that learning methods are essential factors in the teaching and learning process. However, the changes in the learning process from offline to online classes is a new factor that needs deep study. Reexamine the importance of the learning strategies in an online course, and there is no study about this matter; the researchers wanted to find out whether there was a significant difference from the results of previous studies in this online learning. This study attempt to answer the research questions what the variations of male and female EFL students' learning

strategies in their online learning activities are.

METHOD

The researchers use descriptive qualitative for this study. This study aims to find out the learning strategies of male and female students in online classes. The researchers analyze the learning strategy because it can help the learner or teacher know about the learning performance, especially in online learning. Besides, it can help the teacher enhance the learning method in their teaching process suitable for the students. The subject of this study is the undergraduate EFL student from Tidar University, Indonesia. The researchers collect data from 30 students in their 5th semester from both females and males. Each of the students carries out online learning during the pandemic.

In a qualitative method, the researchers are the key instrument. The researchers must comprehend the research method and the understanding of the problem. The researchers must have the proper instrument so the data will be highly reliable and valid. The instrument in this study is the questionnaire designed to survey the participants learning strategies. This questionnaire is from (Safitri, Sumardi, and Supriyadi, 2018). The questionnaire was designed according to a four-point scale: 1-Strongly Disagree (SD), 2-Disagree (D), 3-Agree (A), and 4-Strongly Agree (SA). The limitation of this study is the data from the 15 female students and 15 male students. The data from students have no meaning if they are not processed, analyzed, and presented carefully and systematically. Data analysis in qualitative research is inductive and continuous. (Miles and Hubermen, 1984) argued that activities in qualitative data analysis were carried out interactively and continued to completion. Activities to analyze the data include data reduction, data display, and conclusion/verification. From thirteen statements, the previous researchers divide all the statement to four learning categories, as follow:

1) Statements 1-4 represent the meta-cognitive aspects of students' learning strategies.

2) Statements 5-7 represent the cognitive aspects of students' learning strategies.

3) Statements 8-10 represent affective aspects of students' learning strategies.

4) Statements 11-13 represent the social aspects of students' learning strategies.

The researchers use Google Form to collect the data due to online learning, and it is suitable in the pandemic era that forces activity based on the online platform. Google form is a free survey tool which includes in Google's complete office suite. Google Forms lets the researchers collect information from the participant via personalized surveys by connecting the info to a spreadsheet and automatically record the answers. Then the researchers analyze all 30 data of the questionnaire using the four statements above to get the result.

FINDING AND DISCUSSION

The researchers present the research findings and discussion about the learning strategies used by male and female students in online teaching and learning. The questionnaire provides information on the frequency and variation of both female and male students. It aims to answer the research question of the variation of EFL students' strategy in their learning activities from the students of the 5th semester that experienced online learning activities for the whole semester. The researchers categorize the analyzed data based on four learning categories (Safitri, Sumardi, and Supriyadi, 2018). Then, the researchers probe all the results from 30 students, as mentioned before. The researchers summed up the result of male and females learning strategies in the table below:

Table 1. Result of Male learning strategies

Strategy Aspect	SD	D	A	SA
Meta-Cognitive	5%	16,6%	70%	8,3%
Cognitive	2,2%	24,4%	53,3%	20%
Affective	6,6%	11%	64,4%	17,4%
Social	6,6%	31%	53,3%	8,9%

Table 2. Result of Female Learning Strategy

Strategy Aspect	SD	D	A	SA
Meta-Cognitive	0%	16,6%	71,6%	11,6%
Cognitive	0%	13,3%	64,4%	22,2%
Affective	2,2%	2,2%	68,9%	26,6%
Social	2,2%	13,3%	60%	24,4%

The researchers classify all of the items of the questionnaire according to a four-point scale as mentioned before. Based on table 1 and table 2, the researchers can fulfil the questions about the frequency and the variation of the learning strategies from female and male students. The researchers found that both female and male students used all four aspects of learning strategy according to (O'Malley and Chamot. 1990) used as the base for the previous finding by (Safitri, Sumardi, and Supriyadi, 2018).

Based on Tables 1 and 2, the researchers found that females students tend to use more learning strategies than male students, from the metacognitive, cognitive, social, and affective aspects. The meta-cognitive part shows how students pay attention to the teacher. Based on the result, females and males have slightly different outcomes. Females students tend to pay more attention to their teacher's explanation than male students, and they often organize their learning plan according to the learning goals. 11,6% of female students strongly agree that setting the learning goals and practicing their language skills whenever they have time is essential. The result from male students strengthens the differences between males and females in metacognitive because 5% of male students do not tend to seek the opportunity to practice. From these findings, we can see the differences between male and female students when applied the metacognitive during an online class.

In cognitive strategy, the students often practice their pronunciation, making learning repetition, and often using translation. The questionnaire data shows 22,2%

of females students strongly agree and supported by 64,4% who use this strategy. Although there are 13,3% who disagree with this strategy, the data shows the differences between female and male students. Male students rarely use cognitive out of three other strategies. The data shows that 24,4% of males students disagree and 2,2% strongly disagree. Different from the female students, the data shows that 0% of female students disagree. The motivation from students might become the most significant factor of this result. Female students are more active when there is performance assessment during online learning; they often practice pronunciation and repeating learning from the teacher independently. Therefore, the researchers found that female students are more organize and elaborate the learning strategy well.

Besides the meta-cognitive and cognitive strategies, both female and male students use an effective strategy. The result also shows that female is using more effective strategy rather than a male student.

From table 2, females students indicate 68,9% agree and 26,6% strongly agree. This result is in line with the previous research that female has a different approach to the learning activity. In an online learning activity, female students often ask the lecture for clarification and self-talk. Male students also use this strategy, but 6,6% strongly disagree, and 11% disagree with using the effective strategy. The result is quite different because there are just 2,2% female students who disagree and 2,2% strongly disagree.

The questionnaire data show that both females and males use the social aspects of learning strategies. In the social aspect, female students often have positive statements related to their performance during online learning. Besides, mostly female students often talk to someone else about their feeling related to their performance. The data show that 53,3% of male students agree to use this strategy, but the female student has a higher percentage of 60% agree, and 24,4% who strongly agree in the social aspect. Both male and female

students can ask the teacher and their friends about something they do not understand, especially online learning. However, male students still find difficulties in communicate with the lecture. They tend to feel anxious when they must asking the lecture and showing their assessment in front of the class during online learning. Different from female students that have more confidence that their assessment performance will be successful. This social aspect shows that male students disagree that they need to talk about what they feel to their friends or classmates. The researchers find that this can be one factor that makes male students feel more nervous during performance assessment.

CONCLUSION

The researchers find that learning activity is successfully achieved when the students use some learning strategies. EFL learners occur not only using one strategy but using all four strategies. That is in line with the statement by (Cabaysa and Baetiong, 2010) successful learners

combining some learning strategies. The findings show that female students using more learning strategies based on (O'Malley and Chamot. 1990) in their online learning activity than male students. All four strategies, namely meta-cognitive, cognitive, social, and affective, are applied for both male and female EFL students with slightly different percentages.

Although there are slightly significant differences between gender perspectives, the teacher can use this opportunity to seek the best implementation to teach her or his students, especially in online learning. The researchers trust that the learning result will be great when more strategies are combined since they are supporting each other. The researchers also believe that this research is essential to learn from offline or traditional learning into online learning. The teacher can provide student's needs after know and understanding students' learning strategies. From this research, language educators should be aware of the learner's differences and

promote a suitable class atmosphere regardless of gender and give appropriate and stimulating materials for both male and female students. The differences can be the future research for researchers interested in learning based on gender perspective.

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APPENDIX:

Questionnaire Data of the Learning Strategies

No	Statement
1.	When performance assessment is applied, I often pay attention to the teacher's explanation and other students' performance.
2.	When performance assessment is applied, I often arrange and plan my learning by organizing it.
3.	When performance assessment is applied, I have set my English learning goals.
4.	When performance assessment is applied, I often seek the opportunity to practice.
5.	When the performance assessment is applied, I often practice pronunciation.
6.	When performance assessment is applied, I often repeat my learning
7.	When performance assessment is applied, I am often using translation
8.	When performance assessment is applied, I often ask the teacher or my friends when I do not understand the material
9.	I believe that my performance will successful
10.	When performance assessment is applied, I often exercise together with my friend
11.	When performance assessment is applied, I often make a positive statement related to my performance
12.	When performance assessment is applied, I notice if I am tense or nervous.
13.	When performance assessment is applied, I often talk to someone about how I feel.