

Male and Female EFL Students' Language Learning Strategies

Juniati Dika

juniatydika97@gmail.com

Universitas Negeri Makassar

Muh. Basri Jafar

Universitas Negeri Makassar

Murni Mahmud

murnimahmud@unm.ac.id

Universitas Negeri Makassar

Abstract

The study's objectives were to (1) identify language learning strategies used by students in EFL classrooms and (2) distinguish between male and female language learning strategies. The research was carried out at STKIP YPUP Makassar in July 2021. The population of this study was 6th semester students, who comprised the sample class 6.1. Questionnaires were used as the instrument. In this study, the descriptive research method was used to describe the language learning strategies of students in an EFL classroom. The SILL questionnaire (Strategy Inventory for Language Learning) version 7.0 was used to collect data. The collected data were analyzed by calculating the students' responses to the questionnaire and categorizing them to a specific level of SILL profile result. This study discovered that (1) the most frequently used language learning strategies by students are social strategies, with a mean score of 3.91, cognitive strategies, with a mean score of 3.79, compensation and affective strategies, with a mean score of 3.68, metacognitive strategies, with a mean score of 3.65, and memory strategies, with a mean score of 3.65. Indirect strategies included metacognitive, affective, and social strategies. The results revealed that direct strategies were frequently used, as evidenced by its mean score, in social strategy. It can be concluded that students prefer indirect strategies to direct strategies when learning a language. (2) There is no statistically significant difference between men and women in their use of language learning strategies. Male students use cognitive strategies more frequently than female students, despite the lack of a statistically significant difference, while female students use social strategies more frequently than male students. Students used a variety of language learning strategies, according to the findings of this study.

Keywords: *Language learning strategies; gender; EFL*

INTRODUCTION

For a long time, English was thought to be a globally active universal language. People who have learned the English language regard it as a personal skill. As a result, many people nowadays, particularly students, should be able to communicate in English. The ability to communicate in English is highly valued by students. Students can improve both their academic and life skills by mastering the language. Once the pupils understand it, they will be well-

accepted by society. English as an International language is essential for success in any field of work because it is used not only for communication but also in technology, education, politics, and science. English as a media of global communication is really needed to interact with the global society. In fact, English is the language in which all of the world's information is written. So, to not miss the information, we have to be fluent in English. Also, these days there are so many occupations which need someone who is good in English. English is spoken as a second language in the majority of Asian countries, including the Philippines, Malaysia, and Singapore. In modern era, every people suggested for not only have high education but also they must have special skill. The English language is one of the most in demand skills. Since Indonesia become an independent country, the government of Indonesia clarify that English is a first foreign language which had been taught from Elementary School until Senior High School as a compulsory subject to the university level. Today, many schools use English as their medium of instruction and provide English learning to their students. Every year, the English curriculum in national schools is revised based on the needs of the students.

Learning strategies are one of the factors that must be considered when teaching English. Students use a variety of strategies to achieve technique learning objectives when learning a foreign language. Many students are likely to be unaware of the strategies they are employing because they are second nature to them. They only spoke English and were unaware of effective language learning strategies. The broad goal of appropriate language learning strategies is communicative competence (R.L. Oxford, 1990). Language learning strategies are effective indications of how students handle tasks or obstacles their experience when learning a language. Cabaysa and Baetiong (2010) found that learning strategies are important factors in the teaching and learning process. Good language learners have traditionally employed various tactics in order to acquire the target foreign language. Many language students, on the other hand, struggle to figure out how to apply these tactics effectively and to learn more about them. As a result, language learners should be aware of, master, and develop language learning strategies that are mostly appropriate for use. Successful language learning necessitates appropriate teaching and learning strategies in the classroom, as well as language learning strategies for students to improve and manage their own learning, as well as assess their learning autonomy. Several recent studies have shown that employing language learning strategies (LLS) improves the efficiency of language learning (including English) and has a positive impact on learners' language use. As a result, selecting the right LLS helps language learners improve their overall proficiency or achievement, as well as specific skill areas. Language Learning Strategies is a popular academic field of study (LLS). This is due to the fact that strategies are especially important in language learning as tools for active, self-directed participation, which is required for developing communicative competence. According to R. L. Oxford (1990), language learning techniques are specific acts performed by the learner to make learning easier, faster, more pleasurable, and more transferable to new language learning and usage situations. A learning strategy is a skill, a skill to learn, a skill to think about, a skill to solve a problem, or the process by which a learner acquires, stores, and retrieves information during the learning process, according to Lee (2010).

Various learner factors have been identified as factors in terms of language learning strategies. Gender differences are one of the factors that influence the learning strategies that language learners choose and employ. According to Viriya & Sapsirin, (2014) one of the factors

that drew attention was gender differences. Gender is a significant factor influencing learner strategy selection in foreign language learning and is said to have a significant impact on learner strategy selection (Bozinovic and Sindik, 2011). Gender differences are assumed to influence the choice of those language strategies, according to Gurian (2011). Gender refers to the socially constructed sex-based categories. People are constantly confronted with gender differences of various kinds, so it's not surprising that there's a fascination with how men and women speak and whether there are linguistic gender differences. We all have different perspectives on how gender differences in language and other aspects of human life affect us.

Gender also plays an important role in communication. This is due to the fact that men and women have different communication strategies. Mahmud (2015) conducted research in Indonesia's Bugis society. Mahmud discovered some characteristics of men and women in Bugis society by using a language. One of the examples is the tendency of women to use polite form, to express opinions emotionally, to talk about their own achievement and the weakness of other people. Beside in the society, this fact is also found in the circle of education, especially in English language teaching.

In light of the foregoing, the researcher intends to investigate the differences in English learning between male and female STKIP-YPUP Makassar students, as well as how gender differences influence students' use of language learning methods. The author chose to conduct the research on university students in this study because the competence of university students is higher here.

Learning Strategies

English language learning strategies, like general learning strategies, include techniques that students use to remember what they've learned-their storage and retrieval of new information. LLSs also include receptive strategies that deal with message reception and productive strategies that deal with communication.

Language Learning Strategy Classification

R. L. Oxford (1990) proposed six direct and indirect language learning strategies, including:

1. Direct Strategies

Language learning strategies that use the target language directly are known as direct strategies. All direct strategies necessitate mental language processing, but the three groups of direct strategies do so in different ways and for different reasons:

a. For thousands of years, people have used mnemonics, or memory strategies.

An orator, for example, could remember a long speech in ancient times by associating different parts of the speech with different rooms of a house or temple and then walking from room to room. Prior to literacy, people used memory strategies to remember practical information such as farming, weather, or when they were bored. People forgot about their previous reliance on memory strategies after literacy became commonplace, dismissing them as gimmicks. Memory techniques are regaining favor as useful mental tools. Memory techniques like grouping and imagery serve a specific purpose: they assist students in storing and retrieving new information.

- b. Cognitive strategies are important in language learning. According to Oxford (1990), this is because they enable learners to understand and produce new language in a variety of ways, ranging from repeating to analyze expression to summarizing or reasoning deductively. This strategy has several variations, but they all achieve the same result: the learner manipulates or transforms the target language.
- c. Despite frequently large knowledge gaps, learners can use the language by using compensation strategies such as guessing or synonyms.

2. Indirect strategies

In general, indirect strategies occur when learners decide to go beyond the language classroom instruction.

- a. Metacognitive strategies allow learners to exert control over their own cognition by coordinating the learning process via functions such as centering, arranging, planning, and evaluating. Metacognitive strategies are required for effective language learning.
- b. Affective strategies. R. L Oxford (1990) claims that aid in the regulation of emotions, motivations, and attitudes. This approach has the potential to have a positive emotional impact, making learning more enjoyable and effective.
- c. Social strategies help students learn through interaction with others. It refers to the communication between people. As language is about social relation and behavior. When learners learn language, it will make connection between people or involving social strategies.

Gender Differences

Gender differences in communication had emerged as a contentious issue. Gender, according to Coates (2004), is a term used to describe socially constructed gender categories. Most societies are divided into two genders, masculine and feminine, and it is tempting to think of gender as a simple binary opposition. Until recently, much language and gender research was conducted in this manner. However, more recent theory calls this binary thinking into question. Instead, gender is viewed as a plural concept, with speakers having access to a diverse range of femininities and masculinities at any given time. According to Eggen & Kauchak (2009), gender differences are real and result in achievement differences between girls and boys. Some include: in the early grades, girls score as high as or higher than boys on almost every standardized measure of achievement and psychological well-being.

Gender in English Classroom Behavior

Talking about gender in classroom, it is unsurprising that boys and girls behave differently in learning process. Boys participate in learning activities to a greater extent than girls and they are more likely to inquire questions and make comment (Brophy, 2004). Boys are more likely than girls to lead in setting up science experiments, relegating girls to passive roles such as recording data. These experiences are important because they influence girls' perceptions of their ability to participate effectively in science. Differences become greater as students move through school, with a significant decrease in girls' participation in science and math activities. Furthermore, girls prefer scientific success to luck and they failure to a lack of talent.

Gender in Language Learning Strategies

Many studies have been conducted to investigate the relationship between LLSs and gender, and most studies focusing on the relationship between LLSs and gender have found significant differences. Green and Oxford (1995), for example, discovered that females use more Social and Affective Strategies. In her study of a group of Japanese EFL (English as a Foreign Language) students, Kato (2005) obtained the same result. However, the outcomes were not always consistent. As a result, further research into the relationship between variation in LLS use and gender, as recommended in previous studies, is required (Foong & Goh 1997; Green & Oxford 1995).

Since the mid-1960s, research about gender in education has been conducted. Girls outperform boys in second and foreign language learning, which is the most well-known gendered aspect of second and foreign language learning and, for many, the most pressing issue. Because girls outperform boys in English-medium schools in some countries, entrance requirements for boys applying to English-medium schools are reduced (Sunderland, 2000, p. 204). Examination results, on the other hand, should always be treated with caution, and the validity of the examination should be called into question. Teachers may believe that girls are better language learners than boys in terms of classroom performance, including class tests and homework, because of teachers' expectations and treatment of students; girls, for example, may be treated more positively than boys.

METHOD

This research was conducted at STKIP YPUP Makassar. This campus is one of the universities in Makassar. It consist of 5 programs; English Education Program, Math Education Program, Physical Education Program, Financial Management Program, and Accounting Program. The participants in this study were 6th semester English Education students at STKIP YPUP Makassar. The researcher then selects one of the classes as the sample. The study was carried out in July 2021. The researcher used simple random sampling in this study. Creswell (2018) defines random sampling as "every individual in the population having an equal chance of being chosen." In that case, the selected samples are the EFL learners as the representatives of male and female students' differences. The researcher used a questionnaire to collect data for this study. The researcher directs the students to complete the questionnaire through an online document. When analyzing data, the researcher collects the information first, then organizes and presents it. The researcher used quantitative data analysis to analyze the data. The data was descriptively analyzed using Oxford's Learning strategies. The data was analyzed SPSS series to calculate the mean, standard deviation and significance differences of male and female in use language learning strategies. SPSS is Statistical Package for the Social Sciences; this is a professional analysis program used by various researchers for statistical data analysis.

FINDINGS AND DISCUSSIONS

1. Students' SILL Result

According to the SILL questionnaire, STKIP YPUP students employ all of the Oxford-recommended language learning strategies (LLS). The results of the SILL questionnaire are shown in the table below:

Table 1. SILL Result

Language Learning Strategies	Level		
	High	Medium	Low
Memory strategies	17	14	3
Cognitive strategies	24	8	2
Compensation strategies	20	12	2
Metacognitive strategies	26	5	3
Affective strategies	20	11	3
Social strategies	25	6	3

The data shows that regarding to the memory strategies, there are 17 students get high level, 14 students get medium level and only 3 students get low level. Regarding to the cognitive strategies, there are 24 students get high level, 8 students get medium level and only 2 students get low level. Regarding to the compensation strategies, there are 20 students get high level, 12 students get medium level and only 2 students get low level. Regarding to the metacognitive strategies, there are 26 students get high level, 5 students get medium level and 3 students get low level. Regarding to the affective strategies, there are 20 students get high level, 11 students get medium level and 3 students get low level. The last is social strategies. Regarding to the social strategies, there are 25 students get high level, 6 students get medium level and only 3 students get low level.

2. Students' Learning Strategy Category

Table 2. Learning Strategies Based On Oxford Learning Strategy Category

Strategy	N	Mean	Std deviation	Rank
Memory	34	3.44	.860	6
Cognitive	34	3.79	.879	2
Compensation	34	3.68	.806	3
Metacognitive	34	3.65	.950	5
Affective	34	3.68	.878	4
Social	34	3.91	.996	1

Based on the data above, the range of strategies' mean score started from 3.44 to 3.91. It could be seen that the social strategy (M=3.91) were reported as the most frequently used learning language strategies by all students and followed by cognitive strategy (M=3.79), compensation and affective strategy (M=3.68), metacognitive strategy (M=3.65) and the last was

memory strategy ($M=3.44$). The result showed that a direct strategy used frequently as shown by its mean score was at social strategy 3.91. On the other hand, the use of direct strategies including memory, cognitive and compensation strategies used frequently as shown by its mean score was at cognitive strategy 3.79. It can be concluded that students employ indirect more frequently than direct strategies in learning the language.

3. The Level of LLSs of the Female Students

Table 3. The Level of LLSs of the Female Students

Strategies	Level of LLSs use			In percentage		
	High	Medium	Low	High	Medium	Low
Memory	14	11	2	52%	41%	7%
Cognitive	17	8	2	63%	30%	7%
Compensation	16	9	2	60%	33%	7%
Metacognitive	20	4	3	74%	15%	11%
Affective	15	9	3	56%	33%	11%
Social	20	4	3	74%	15%	11%

The table displays the level of LLSs from female students. It can be seen that the number of female students is 27 students. Regarding to the memory strategies, there are 14 students (52%) categorized as high level, 11 students (41%) categorized as medium level and 2 students (7%) categorized as low level of LLSs. Regarding to the cognitive strategies, there are 17 students (63%) categorized as high level, 8 students (30%) categorized as medium level and 2 students (7%) categorized as low level. Regarding to the compensation strategies, there are 16 students (60%) categorized as high level, 9 students (33%) categorized as medium level and 2 students (7%) categorized as low level. Regarding to the metacognitive strategies, there are 20 students (74%) categorized as high level, 4 students (15%) categorized as medium level and 3 students (11%) categorized as low level. Regarding to the affective strategies, there are 15 students (56%) categorized as high level, 9 students (33%) categorized as medium level and 3 students (11%) categorized as low level. Regarding to the social strategies, there are 20 students (74%) categorized as high level, 4 students (15%) categorized as medium level and 3 students (11%) categorized as low level. From the data above, it shows that the female students of English categorized as high, medium and low strategy users because the students used all the strategies.

4. The Level of the LLSs of the Male Students

Table 4. The Level of the LLSs of the Male Students

Strategies	Level of LLSs use			In percentage		
	High	Medium	Low	High	Medium	Low
Memory	3	3	1	43%	43%	14%
Cognitive	7	0	0	100%	0%	0%
Compensation	4	3	0	57%	43%	0%
Metacognitive	6	1	0	86%	14%	0%
Affective	5	2	0	71%	29%	0%
Social	5	2	0	71%	29%	0%

Table 4 displays the level of LLSs from male students. It can be seen that the number of male students is 7 students. Regarding to the memory strategies, there are 3 students (43%) categorized as high level, 3 students (43%) categorized as medium level and only 1 student (14%) categorized as low level of LLSs.

Regarding to the cognitive strategies, all of the students categorized as a high level. Regarding to the compensation strategies, there are 4 students (57%) categorized as high level, 3 students (43%) categorized as medium level and no one categorized as low level. Regarding to the metacognitive strategies, there are 6 students (86%) categorized as high level, only 1 student (14%) categorized as medium level and no one categorized as low level. Regarding to the affective strategies, there are 5 students (71%) categorized as high level, 2 students (29%) categorized as medium level and no one categorized as low level. Regarding to the social strategies, there are 5 students (71%) categorized as high level, 2 students (29%) categorized as medium level and no one categorized as a low level.

From the data above, it shows that the male students of English categorized as high and medium strategies users because just in the memory strategies they get low level. Male and female students used the six groups of LLSs with varying frequencies, as shown in Tables 3 and 4. Female students used all six categories more often than male students. Male and female students' preferences differed as well. The most significant difference was in the use of Social Strategies, which were ranked as the most popular by females but third by males. The above results indicate that male and female students in this study were high users of all six groups of LLSs.

5. Independent Sample T-test Analysis

The independent sample T-test analysis was used to see if there was a significant difference in LLS use between male and female students. Table 5 shows the results of the computed independent sample T-test on the six categories of LLSs.

Table 5. Independent Sample Test of Male and Female Differences

Strategy	Mean		Significance	Differencess
	Male	Female		
Memory	3.57	3.41	0.66	>0.05
Cognitive	4,29	3.67	0.16	>0.05
Compensation	3.86	3.63	0.68	>0.05
Metacognitive	4.00	3.70	0.14	>0.05
Affective	4.00	3.59	0.38	>0.05
Social	4.14	3.78	0.89	>0.05

Based on the table 5, the computed independent sample test analysis can be seen in the memory strategies the significance is $0.66 > 0.05$. It can be seen in cognitive strategies the significance is $0.16 > 0.05$. Similarly with compensation strategies, from the table it can be seen in the compensation strategies the significance is $0.68 > 0.05$. Also in metacognitive strategies, from the table it can be seen in the metacognitive strategies the significance is $0.14 > 0.05$. In affective strategies, from the table it can be seen the significance is $0.38 > 0.05$. The last is social strategies. From the table above, it can be seen in social strategies the significance is $0.89 > 0.05$. According to the explanation above, there is no statistically significant difference between male and female students' use of language learning strategies. Female students, on the other hand, employed social strategies at a higher rate than male students.

DISCUSSIONS

The researcher discovered that the ability of the sixth semester students at STKIP YPUP was at a high level according to the findings and data presentation (3.9). According to the SILL, the most commonly used strategy is social strategies, and then followed by cognitive strategies, compensation strategies, affective strategies, metacognitive strategies, and memory strategies were the least used by students. Students used strategies to learn English, according to their responses. It also implies that learning strategies played an important role in their English learning and that they were aware of their use in the process. As a result, the successful students of the sixth semester at STKIP YPUP used all language learning strategies based on Demene's (2008) theory, who conducted research on the language learning strategies preferences of Turkish students. The researcher discovered that all strategies were used by the participants to learn English. According to the findings, there is no statistically significant difference between male and female students when it comes to using language learning strategies. Culture and educational system could be one explanation for the lack of a significant difference in learning strategies between males and females in this study.

These findings is in line with (Mahmud & Nur, 2018) exploring students' students language strategies and gender differences in English language teaching. Although no statistically significant difference was discovered, female students used cognitive, compensatory, and

affective strategies more frequently than male students, who used memory, metacognitive, and social strategies more frequently than female students.

Despite the lack of a statistically significant difference, male students use cognitive strategies more frequently than female students, while female students use social strategies more frequently than male students. According to the findings of this study, students used a variety of language learning strategies. According to Jamiah et al. (2016), in their study titled do female and male students learn differently. They discovered that different learning strategies were used by male and female students. The female strategy chosen is a social strategy. Female students enjoy discussing when learning English and perform well in social thinking and interaction, which can be classified as a social strategy.

According to the presented data, the use of social strategies by male students of STKIP YPUP Makassar was significantly lower than female students. It is because females are more likely to form relationships and the use of social networks on a regular basis than males. As a result, it should come as no surprise that emotional and social support systems are used in the context of language learning. Previous research has also discovered that female learners employ more social strategies than male learners. Politzer (1983) found that female English learners in college were used social strategies more frequently and widely than their male counterparts. This finding implies that male students are less willing to take the initiative in communicating and seeking assistance from other English learners or speakers in order to improve their English skills. The male students' reluctance to seek assistance from other learners/English speakers maybe related to a gender-related difference in behavior. According to Tannen (1990), males place a higher value on status and independence, whereas females place a higher value on connection, cooperation, and intimacy. Seeking assistance from others, which is a sign of inferiority, reduces male subjects' interest in cooperating with others in terms of learning English. Tannen (2001) believed that women communicated about intimacy in their relationships. They express their emotions; when she opens up to someone, she is attempting to connect with the person with whom she is conversing, whereas men do not place the same value in communicating their feelings as women do because doing so brings the man one step closer to becoming a woman. According to the finding in this study, male students are higher in cognitive strategy. It is not surprisingly because male students are prefers activities that are physical and visual.

CONCLUSIONS

The purpose of this study was to look into the language learning strategies of STKIP-YPUP sixth semester students. The findings revealed that these students used strategies at a high to medium level. Furthermore, social strategies were the most commonly used, implying that such strategies may be related to cultural and educational background differences. In the tests, the gender and strategy use differences were not found to be statistically significant. Language learning strategies clearly aid in the acquisition of the target language by the language learner. Language learners, in general, employ language learning strategies throughout their academic careers. Because factors such as age, gender, personality, motivation, self-concept, life experience, learning style, and so on influence how language learners learn the target language, it is not reasonable to assume that all language learners use or should be trained to use and develop the same good language learning strategies in order to be successful learners. Based on the data

analysis and findings above, there are some points can be concluded related to this research. First, STKIP YPUP students used a variety of strategies to learn English. Second, there are no statistically significant differences in language learning strategies between male and female students. Male students, on the other hand, used cognitive more often than female students, and female students used social more frequently than male students.

The researcher makes some recommendations based on the study's findings. These findings were beneficial to teachers who want to provide LLSs training to university students in order to help them improve their English learning skills. Students from various backgrounds, including gender, behave differently when learning English, which education providers should be aware of. In order to fulfill the needs of students, these factors should be considered when designing language learning strategy training programs in order to meet the needs of students. Students should then decide which strategy is best for them in order to improve their learning achievement, and they should use a variety of learning strategies to achieve satisfactory learning outcomes. Since this research only identified the learning strategies of university students, it is suggested for further research should examine what really happens if all students go through strategy training as early as possible in their educational experiences.

REFERENCES

- Aslan, Oktav. (2009). *The Role of Gender and Language Learning Strategies in Learning English*. Unpublished dissertation.
- Atika, R. N. (2020). Interactions Among Learning Styles, Language Learning Strategies and Gender of EFL Learners. *Salee: Study of Applied Linguistics and English Education*, 1(01), 67–82. <https://doi.org/10.35961/salee.v1i01.79>
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. *ELT Worldwide: Journal of English Language Teaching*, 8(1), 28-40.
- Božinović, N., & Sindik, J. (2011). Gender Differences In the Use of Learning Strategies in Adult Foreign Language Learners. *Metodički Obzori/Methodological Horizons*, 6(1), 5–20. <https://doi.org/10.32728/mo.06.1.2011.01>
- Brophy, J. E. (2004). *Motivating students to learn* (2nd ed). Lawrence Erlbaum Associates.
- Brown, H. D. (2005). *Principles of language learning and teaching* (4th ed., [8. Nachdr.]). Longman.
- Cabaysa, C. C., & Baetiong, L. R. (2010). Language Learning Strategies of Students at Different Levels of Speaking Proficiency. 68, 16–35.
- Caplan, P. J. (Ed.). (1997). *Gender Differences in Human Cognition*. Oxford University Press.
- Chamot, A. U. (2005). Language Learning Strategy Instruction: Current Issues and Research. *Annual Review of Applied Linguistics*, 25, 112–130. <https://doi.org/10.1017/S0267190505000061>
- Chang, C.-Y., Liu, S.-C., & Lee, Y.-N. (2007). *A Study of Language Learning Strategies Used by College EFL Learners in Taiwan*. Undefined.

- Coates, J. (2004). *Women, Men, and Language: A sociolinguistic account of gender differences in language* (3rd ed). Pearson Longman.
- Creswell, J. W., (2018). *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (5th ed). Sage Publications.
- Edgen, P. D., & Kauchak, D. P. (2009). *Educational psychology: Windows on Classrooms* (8th ed). Pearson/Merrill/Prentice Hall.
- Foong, K. P., & Goh, C. C. M. (1997). Chinese ESL Students' Learning Strategies: A Look at Frequency, Proficiency, and Gender. *Hong Kong Journal of Applied Linguistics*, 2(1), 39–53.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th ed). Pearson.
- Green, J. M., & Oxford, R. (1995). A Closer Look at Learning Strategies, L2 Proficiency, and Gender. *TESOL Quarterly*, 29(2), 261–297. <https://doi.org/10.2307/3587625>
- Gurian, M. (2011). *Boys and Girls Learn Differently! A guide for teachers and parents* (Rev. 10th anniversary ed). Jossey-Bass.
- Gurian, M., & Stevens, K. (2005). *The Minds of Boys: Saving Our Sons from Falling behind in School and Life* (pp. xiv, 351). Jossey-Bass.
- Halpern, D. F. (2006). Assessing Gender Gaps in Learning and Academic Achievement. In *Handbook of educational psychology* (pp. 635–653). Lawrence Erlbaum Associates Publishers.
- Jamiah, J., Mahmud, M., & Muhayyang, M. (2016). Do Male and Female Students Learn Differently? *ELT Worldwide: Journal of English Language Teaching*, 2(2), 110. <https://doi.org/10.26858/eltww.v2i2.1691>
- Johnson, B., & Christensen, L. B. (2008). *Educational research: Quantitative, qualitative, and mixed approaches* (3rd ed). Sage Publications.
- Lakoff, R. T., & Bucholtz, M. (2004). *Language and Woman's Place: Text and Commentaries* (Rev. and expanded ed). Oxford University Press.
- Lee, C. K. (2010). An Overview of Language Learning Strategies. 7, 132–152.
- Logan, S., & Johnston, R. (2009). Gender differences in reading ability and attitudes: Examining where these differences lie. *Journal of Research in Reading*, 32(2), 199–214. <https://doi.org/10.1111/j.1467-9817.2008.01389.x>
- Loranger, A. L. (1994). The Study Strategies of Successful and Unsuccessful High School Students. *Journal of Reading Behavior*, 26(4), 347–360. <https://doi.org/10.1080/10862969409547858>
- Mahmud, M. (2015). Language and Gender in English Language Teaching. *Teflin Journal - A Publication on the Teaching and Learning of English*, 21(2), 172. <https://doi.org/10.15639/teflinjournal.v21i2/172-185>

- Mahmud, M., & Nur, S. (2018). Exploring Students' Learning Strategies and Gender Differences in English Language Teaching. *International Journal of Language Education*, 2(1), 51. <https://doi.org/10.26858/ijole.v2i1.4346>
- O'Brien, L. T., & Crandall, C. S. (2003). Stereotype Threat and Arousal: Effects on Women's Math Performance. *Personality and Social Psychology Bulletin*, 29(6), 782–789. <https://doi.org/10.1177/0146167203029006010>
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Onwuegbuzie, A., & Leech, N. (2006). Linking Research Questions to Mixed Methods Data Analysis Procedures 1. *The Qualitative Report*, 11(3), 474–498. <https://doi.org/10.46743/2160-3715/2006.1663>
- Oxford, R. (1994). *Language Learning Strategies: An Update*. ERIC Digest. ERIC/CLL, 1118 22nd Street, N. <https://eric.ed.gov/?id=ED376707>
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House Publisher.
- Oxford, R., & Nyikos, M. (1989). Variables Affecting Choice of Language Learning Strategies by University Students. *The Modern Language Journal*, 73(3), 291–300. <https://doi.org/10.2307/327003>
- Reid, J. M. (1987). The Learning Style Preferences of ESL Students. *TESOL Quarterly*, 21(1), 87–111. <https://doi.org/10.2307/3586356>
- Rosyanawati, W. (2016). The Influence of Gender and Language Learning Strategy Preferences Towards Students' Reading Comprehension. 4, 10.
- Rubin, J. (1975). What the "Good Language Learner" Can Teach Us. *TESOL Quarterly*, 9(1), 41–51. <https://doi.org/10.2307/3586011>
- Rubin, J., & Thompson, I. (1994). *How to be A More Successful Language Learner: Toward Learner Autonomy* (2nd ed). Heinle & Heinle Publishers.
- Shmais, W. (2003). Language Learning Strategy Use in Palestine. *TESL-EJ*, 7.
- Syatriana, E., & Sakkir, G. (2020). Implementing Learning Model Based on Interactive Learning Community for EFL Students of Muhammadiyah University. *ELT Worldwide: Journal of English Language Teaching*, 7(1), 24-30.
- Tannen, D. (2001). You just don't understand: Women and men in conversation. *Quill*.
- Viriya, C., & Sapsirin, S. (2014). Gender Differences in Language Learning Style and Language Learning Strategies. *Indonesian Journal of Applied Linguistics*, 3(2), 77. <https://doi.org/10.17509/ijal.v3i2.270>
- Wenden, A., & Rubin, J. (Eds.). (1987). *Learner Strategies in Language Learning*. Prentice/Hall International.
- Wharton, G. (2000). Language Learning Strategy Use of Bilingual Foreign Language Learners in

Singapore. *Language Learning*, 50(2), 203–243. <https://doi.org/10.1111/0023-8333.00117>

Yılmaz, C. (2010). The Relationship between Language Learning Strategies, Gender, Proficiency and Self-Efficacy Beliefs: A Study Of ELT Learners In Turkey. *Procedia - Social and Behavioral Sciences*, 2(2), 682–687. <https://doi.org/10.1016/j.sbspro.2010.03.084>