

STUDENTS' ACHIEVEMENTS AND LEARNING STRATEGIES ACROSS GENDER DIFFERENCES

Tyas Willy Kartika & Ive Emaliana
Universitas Brawijaya Malang, Indonesia
junekartikaa@yahoo.com & ive@ub.ac.id

Abstract: This case study is intended to investigate students' achievement and learning strategies employed by high achievers in English learning process at a single-gender private Islamic high school in East Java, Indonesia, in which male and female students are put in separated groups. Instruments used in this study are document analysis and interview guidelines. It reveals that the stereotype which is told us female learners tend to outperform male learners in language learning is not applicable in this study. Another conclusion that can be inferred is that all high achievers from both schools employ all learning strategy types which are proposed by Oxford (1990) namely; direct strategies and indirect strategies.

Key words: different genders, learning strategies, achievement

INTRODUCTION

In Indonesia, English holds position as a foreign language, for it is only studied formally at schools and institutes. More specifically, in Indonesian education system, English is learned from elementary level to higher education level. In elementary level English is learned as local content subject, while in secondary schools and higher level its position is as one of compulsory subjects. According to Brown (2004), English has four basic skills that can be learned; listening, speaking, reading, and writing, which are learned in formal education.

In formal teaching and learning activities, students learn four basic skills in order to achieve learning goals; one of which is English mastery. In secondary level, one of the English learning goals is asking the students to master those four basic skills integratively. It is in line with The National Curriculum which obligates horizontal organization coherency between core competence and basic competence. Furthermore, English learning process in Indonesia including in secondary level has been regulated in national curriculum which is called as *Kurikulum 2013*. English curriculum structure in secondary level, based on *Kurikulum 2013*, is divided into two types; English as compulsory subject and English as local content. English as compulsory subject asks all students to take and join this subject in class. Meanwhile, the other requires the students to take the class based on their interest and ability. The students' English mastery on those four skills is determined by the teachers through some measurement, so called assessment. One of the assessments which can be conducted is testing. As Harris (1969, p. 3) says that the language testing process has become the principle in educational uses of language test.

“language tests have many uses in educational programs, and quite often the same test will be used for two or more related purposes ... they do indicate six different emphasis in measuring students' ability or potential... to measure the extent of students' achievement of the instructional goals”.

Harris (1969) also mentions that test can be used to measure the students' achievement after they learn a language. In order to know the students' cognitive and psychomotoric achievements towards those four skills, a measurement should be conducted in several ways, for example through quizzes, presentations, oral and written examinations, or projects. Based

on *Kurikulum 2013*, other effort that can be done by the teacher is assessing the students' affective aspects such as their politeness, their behavior in class, and their active participation in class. In assessing their students; teachers have already had indicators which are used as standards. At the end, those standards can be used as tools to measure their students' achievement in learning English. Therefore, by knowing students' achievement not only teachers but also students, even people are often bounded in stereotype.

In relation to the English language learning, there is a widely-known stereotype called as woman superiority in learning language. Based on a study conducted by Eisenstein & Farhady (1982), female participants significantly outperformed male participants on listening comprehension test. Another study which was conducted by Baker et al. (1995) found that in countries such as Thailand, where the single-sex sector is small and selective, girls do better academically in single-sex schools. It means that female students tend to outperform male students in academic field, whether it is in single-sex school or co-ed systems. Younger & Warrington as cited in Smyth (2010) reported mixed results in relation to actual achievement levels and varying perceptions across the case-study schools of the value of single-sex schooling. They suggest that single-sex classes have the potential to raise the achievement of both boys and girls and to have a positive influence on learning climate but only if "developed within gender relational contexts". The trigger of the stereotype can be caused by some factors, and one of the factors is learning strategies.

Learning strategy is one of factors which influence the results of optimum achievement in English language learning. The core theory that is used by the writers in this aspect is idea of learning strategies proposed by Oxford (1990) who divides learning strategies into two main types; direct and indirect strategies. Direct strategies consist of three categories; memory, cognitive, and compensation strategies. Meanwhile, indirect strategies are also divided into three types; metacognitive, affective, and social strategies.

Related to learning strategies, several studies have been conducted. The previous research which was conducted by Farhady & Eisenstein (1982) mainly emphasized on the gender stereotype only without explaining trigger of the stereotype. The research took place in English speaking country. Other previous studies were also conducted by Iranian researchers in 2013 and 2014. The first previous study was conducted by Zoghi et al. (2013), their study focused on the effects of gender in students' achievement and the second previous study was conducted by Akbar et al. (2014) which focusing on the learning strategies used by EFL learners in Al Azad University. The gap within this current research is that this study is conducted in Indonesia, the country in which English holds position as a foreign language (EFL) and this study takes different level of education. The researchers want to find out whether the stereotype is still applicable in the current setting.

As in Indonesia, EFL is taught in both single-gender school and co-education (co-ed) school systems. Learning strategies, as well as students' English achievement is also worth studying. Notably, single-gender school is no longer trend unlike in the past during the Dutch-

colonialism era; today, the number of single-gender school is rarely found compare to co-ed school, and mostly nowadays, the single-gender school uses religion basis. Different from Indonesian single-gender school, the schools in New Zealand, Australia, United States of America, United Kingdom, Malaysia, Singapore, India, South Korea, and Japan show satisfying results for their students' academic achievement (Park et al., 2012). Implicitly, by conducting research in this kind of school, we may discover satisfying results which can contribute to the betterment of education in Indonesia, especially for the betterment and development of single-gender school in Indonesia. Besides, the study on single-gender education in relation to English language teaching in Indonesia is still limited and needs to be improved because most of previous studies involved co-ed system schools. Also, this research is conducted in single-gender school in order to minimize the gender bias, since the male and female students are separated in different classes and are taught by teachers with the same gender. Besides, we also may accurately discover learning strategies which are used by male students and female students. Definitely, this study hopefully can help teachers apply suitable teaching strategies when they teach male and female students by knowing students' learning strategies preference. Therefore, this study is delimited for students' achievement in English subject and the learning strategies used by the high achievers from X grade in English subject at a single-gender school in East Java, Indonesia. The present study is also conducted due to the needs of specific information about appropriate teaching strategies seen from the learning strategies used by different genders of single-gender school students.

LITERATURE REVIEW

English language in Indonesia is categorized as a foreign language (EFL). Although it is known as a foreign language, in language field, the English language learning process can be classified into second language acquisition (SLA). SLA refers to the study of individuals and group who are learning a language subsequent to learn their first one as young children. It also refers to the process of that language, the additional language that is called as second language (L2) although its position is not the second language of the country. In the secondary schools, the goal for learning English is that the students are expected to master the four basic skills; listening, reading, speaking, and writing which are integratively learned whether in co-ed and single-gender school system through students' achievement.

Regarding the English subject, there is a stereotype which also can be found in language learning. One of them is about woman superiority in learning language. According to Isnaini et al. (2011, p. 84), "There is a widespread belief in many western cultures that females tend to be better L2 learners than males". Furthermore, this stereotype is based on the previous research done by some experts who found that women outperformed men in some test of verbal fluency (Kimura, 1992), females seemed to be better at memorizing complex forms, while males appeared to be better at computing compositional rules (Halpern, 2000). Besides, Baker et al. (1995) found in countries such as Thailand, where the single-sex sector is small and selective, girls do better academically in single-sex schools. Eisenstein & Farhady (1982) reported mixed results in relation to

actual achievement levels and varying perceptions across the case-study schools of the value of single-sex schooling, related in part to teacher commitment to the concept. They suggest that single-sex classes have the potential to raise the achievement of both boys and girls and to have a positive influence on learning climate but only if “developed within gender relational contexts”. Hence, genders function in English language learning process may play important roles. Genders may create stereotypes in the society in this case. Also, there are some researches which both support or against the stereotypes. Those stereotypes also may lead to people’s preference in choosing the type of school for their education choice whether it is single-gender or co-ed one.

Beside gender, learning strategies can be another factor affecting English language learning. Language learning strategies which refer to behaviors in which language learners incorporate and keep up as ways of learning a second language are influenced by some factors. Those factors are gender (male and female), ethnicity, economic status, academic background, and the type of school as stated by Ras (2013, p. 22). In relation to learning strategies, Oxford (1990, p. 17) classifies them into two big “umbrellas”, they are direct strategies and indirect strategies. Direct strategies are divided into three categories; memory, cognitive, and compensation strategies. Meanwhile, indirect strategies are also divided into three categories; metacognitive, affective, and social. In short, the learning strategies classification based on Oxford (1990) can be seen in tables below:

Table 1. The Classification of Direct and Indirect Strategies

Name	Types
Direct Strategies	Memory Strategies

Indirect Strategies	Cognitive Strategies
	Compensation Strategies
	Metacognitive Strategies
	Affective Strategies
	Social

Table 2. The Classification of Direct and Indirect Strategies Actions

Types	Actions
Memory Strategies	Creating Mental Linkages
	Applying Image and Sounds
	Reviewing Well
	Employing Actions
Cognitive Strategies	Practicing
	Receiving and Sending Messages
	Analyzing and Reasoning
	Creating Structure for Input and Output
Compensation Strategies	Guessing Intelligently
	Overcoming Limitation in Speaking and Writing
Metacognitive Strategies	Centering Learning
	Arranging and Planning Learning
	Evaluating Learning
Affective Strategies	Lowering Anxiety
	Encouraging Self
	Taking Emotional Temperature
Social Strategies	Asking Question
	Cooperating with Others
	Empathizing with Others

According to Oxford (1990), direct strategies can be defined as learning strategies that directly involve the target language. Direct strategies also require mental processing of the language. Direct strategies are grouped into three groups: memory strategies, cognitive strategies, and compensation strategies. Memory strategies are also clustered into appropriate strategy sets: creating mental linkages, applying image and sounds, reviewing well, and employing actions. Cognitive strategies are also clustered into some strategy sets: practicing,

receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Compensation strategies are also clustered into some strategy sets: guessing intelligently and overcoming limitation in speaking and writing.

Meanwhile, indirect strategies, based on Oxford (1990, p. 135), can be defined as the strategies that support and manage language learning without directly involving the target language. The strategies are useful and applicable to all four skills: listening, speaking, reading, and writing. The strategies involve things outside language matters like psychological matters and social relationship. According to Oxford (1990, p. 136), this strategies are divided into three main clusters namely metacognitive, affective, and social strategies.

METHOD

The strategy of inquiry of this research was case study since the researcher explored in depth a program, event, activity, process or one or more individuals. Since the data that emerged from qualitative study was descriptive, they were explained in words and images rather than in numbers (Creswell, 2009 p. 195). Likewise, the design was applied to reach the objective of this study, which was to find about the students' achievement in English seen from different genders and the learning strategies used by the high achievers.

The participants involved in this research were the representative of grade X who had been claimed as high achievers on 1st term of academic year 2015/2016 final examination in English class at a single-gender private Islamic high school in East Java, Indonesia, in which male

and female students are separated in different groups. The high achievers were defined from the result of 1st term English final examination on academic year 2015/2016. The consideration in selecting the grade X as the participants was the grade had applied the newest curriculum namely *Kurikulum 2013*. The consideration in choosing high achievers as the participants was high achievers could be good role models for other achievers categories (middle and low) in learning English. The other participants who were involved in this study were English teachers from both boys and girls school as the interviewee. The interview was an informal interview comprising dialogues which focused on students' achievement in order to be used as data triangulation

Two instruments used in this research were documentation and interview guide. In this study, the score used as the parameter to determine high achievers was written in the form of document. The reason in selecting the English final exam score was since it was the test that have already covered the materials which were needed to be examined and the test had already fulfilled the criteria of summative test proposed by Arikunto (2013). The test was made by two English teachers from both schools. Another reason in choosing English final exam score as the data source was that, when conducting this study, the writer has not obtained the report score because the schools have not finished the whole semester.

In this study the writer used both structured interview and unstructured interview. Structured interview was used to dig information related to learning strategies used by high achievers, while

unstructured interview was used to gain information from the English teachers regarding the score validation and students' learning strategies use in class. The structured interview guideline which was adapted from Oxford (1990) had been validated.

In this study, the data collection was started by purposefully selecting the participants to be involved in this study. From the 1st term of English final examination score on academic year 2015/2016 there were one male student from the boys and two female students from girls becoming the participants. Next, by using the interview guide, they were interviewed to obtain information about their learning strategies used in studying English. Afterward, the two teachers were also interviewed to confirm the results of the interviews.

In order to analyze the gathered data, the writer referred to the procedure proposed by Miles and Hubberman (1994); data collection, data reduction, and conclusion drawing. The data reduction was done in order to find the important points which were needed in answering problems of the study. The data were then displayed in the form of tables. Finally, the conclusions were drawn.

RESULTS

In this part, the findings are presented in two parts; students' achievement and the learning strategies used by students seen from different genders.

Students' Achievement among Different Genders

Students' achievement can be defined as the result of student's academic performance that was measured by the achievement test. In

determining the students' achievement the writers used the English final examination at 1st semester on academic year 2015/2016. The writers used the data to claim the highest scorer from both boy and girl groups.

Having completed the analysis, the writers might know the students' achievement seen from different genders. The highest score from male group, among fourteen students, was obtained by a student named M.Y.R. He got ninety in English final examination. Meanwhile, the highest score from female group, among forty one students, was obtained by two students namely; A.N.R and M.L. Both of them obtained eighty three in their score. Having completed the research and analysis, the result of document analysis was that the stereotype on language learning process which stated that female learners tend to be outperformed male learners was not applicable. It was shown by the score difference between male and female students, i.e., seven points.

Learning Strategy Use seen from Different Genders

After the writers collected and identified the students' score in English final examination, the writers analyzed the data gathered from students' interview dealing with learning strategies and data from teachers' interview. The instrument used in students' interview were adapted questions from Strategy Inventory for Language Learning (SILL) version 7.0 proposed by Oxford (1990). The questions were translated into *Bahasa Indonesia* in order to avoid the misunderstanding due to the language differences.

Table 3. The Interview Results on Direct Strategies by M.Y.R

Direct Strategies	Actions	Response	
		Yes	No

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Memory	Creating mental linkages	√
	Applying images and sounds	√
	Reviewing well	√
	Employing actions	√
Cognitive	Practicing	√
	Receiving and sending message	√
	Analyzing and reasoning	√
	Creating structure for input and output	√
Compensation	Guessing intelligently	√
	Overcoming limitation in speaking and writing	√

Based on Oxford SILL guideline (1990) as reference, the results from the boys school representative namely M.Y.R showed that he employed some actions that indicates to direct strategies which were represented by twenty nine questions with the detailed number as seen in table 3. For the memory strategies which were represented by nine questions, M.Y.R answered four questions which were pointed on actions that he applied memory strategies through creating mental linkages process by thinking the relationship of what he had already known and new things he learned when he learned English, applying sounds and image was reflected by M.Y.R through connecting the sound of new English word with the image or picture in order to remember the word.

He also made mental picture to help him remember the word. Lastly, he acted out the new English word. The cognitive strategies were represented by fourteen questions. In this strategy, M.Y.R employed some actions such as wrote the new English word several times, M.Y.R also used English words in different ways, M.Y.R also looked word in his own language that are similar to new English words. M.Y.R watched TV

shows that were spoken in English to receive information or message. Lastly, the action done by M.Y.R was dividing the English words' meaning into part based on his understanding.

The compensation strategies were represented by six questions. In this strategy, M.Y.R did some actions such as guessing the unfamiliar words, guessing what the other person would say next in English and read English without looking up every new word. To sum up, from those twenty nine questions M.Y.R answered thirteen questions by confirming that he applied the strategies and the rests were answered by never applied, thus he applied some actions that indicate to use direct strategies when he learned English.

Table 4. The Interview Results on Indirect Strategies Use by M.Y.R

Indirect strategies	Actions	Response	
		Yes	No
Metacognitive	Centering learning	√	
	Arranging and planning learning	√	
	Evaluating learning		√
Affective	Lowering anxiety	√	
	Encouraging self		√
	Taking emotional temperature	√	
Social	Asking question		√
	Cooperating with others		
	Empathizing with others	√	

Meanwhile, indirect strategies (see Table 4) were represented by twenty one questions in which nine numbers of questions as the representative for metacognitive strategies. In this strategy, M.Y.R employed some actions like noticing his mistake and using the

information to help him do better when learned English. He also paid attention when someone spoke English and he tried to find way how to be a better English learner. Those strategies were employed in order to center his learning. M.Y.R also arranged and planned his learning by carried some actions like looking for people that he can talk to in English and looking for opportunity to read in English as much as possible.

The affective strategies were represented by six questions. M.Y.R carried some actions regarding to this strategy such as trying to relax when he was learning English because he was fully aware when he felt nervous while he was learning English. In order to manage his emotion he also told other people about his feeling when he learned English. The social strategies were represented by six questions. For this strategy, M.Y.R employed some actions such as asking the other person to slow down and repeated again his/her speaking if M.Y.R did not understand. M.Y.R also asked correction from other when he talked in English. From twenty one questions, M.Y.R answered that he applied eleven strategies and did not apply the rest. In other words, he applied some actions indicating the use of indirect strategies.

Table 5. The Interview Results on Direct Strategies Use by A.N.R

Direct Strategies	Actions	Response	
		Yes	No
Memory	Creating mental linkages	√	
	Applying images and sounds	√	
	Reviewing well	√	
	Employing actions	√	
Cognitive	Practicing	√	
	Receiving and sending message	√	
	Analyzing and reasoning	√	
	Creating structure for input and output	√	
Compensation	Guessing intelligently	√	

Overcoming limitation in speaking and writing ✓

The results from the female students representative named A.N.R from Social Sciences class as seen in table 5 showed that she employed some actions that indicated to direct strategies which were represented by twenty nine questions in which the memory strategies were represented by nine questions and the cognitive strategies were represented by fourteen questions. The compensation strategies were represented by six questions. For the memory strategies, she employed all actions that indicated to creating mental linkages process, applying image and sound, employing actions, and reviewing well. A.N.R also carried all of the actions which was indicate the use of Cognitive Strategies such as practicing, receiving and sending message, creating structure for input and output and analyzing and reasoning. A.N.R also applied all actions that indicate the Compensation Strategies such as guessing intelligently and overcoming limitation in speaking and writing. In short, from those twenty nine questions A.N.R answered all questions that she applied the strategies thus, she applied some actions that indicate to use of direct strategies when she learned English.

Table 6. The Interview Results on Indirect Strategies Use by A.N.R

Indirect Strategies	Actions	Response	
		Yes	No
Metacognitive	Centering learning	✓	
	Arranging and planning learning	✓	
	Evaluating learning	✓	
Affective	Lowering anxiety	✓	
	Encouraging self	✓	
	Taking emotional	✓	

	temperature	
Social	Asking question	√
	Cooperating with others	√
	Empathizing with others	√

Meanwhile, indirect strategies are represented by twenty one questions with the details stated in Table 6, as follows: nine numbers of questions as the representative for metacognitive strategies, six questions for affective strategies, and six strategies for social strategies. For the metacognitive strategies, A.N.R employed some actions that indicate the use of metacognitive strategies except these two actions namely; giving self-reward. For the affective strategies A.N.R also applied some actions except told the feeling when A.N.R learned English. Meanwhile for Social A.N.R carried all actions that indicate the social strategies. Therefore, from those twenty one questions, A.N.R answered eighteen questions that she applied the strategies and the rest are answered by never applied, thus she applied some actions that indicated to the use of indirect strategies.

Table 7. The Interview Results on direct Strategies Use by M.L

Direct Strategies	Actions	Response	
		Yes	No
Memory	Creating mental linkages	√	
	Applying images and sounds	√	
	Reviewing well	√	
	Employing actions	√	
Cognitive	Practicing	√	
	Receiving and sending message	√	
	Analyzing and reasoning	√	
	Creating structure for input and output	√	
Compensation	Guessing intelligently	√	
	Overcoming limitation in speaking and	√	

writing

The results from the female student representative named M.L from Language and Literature class showed that she employed some actions that indicated to the use of direct strategies which are represented by twenty nine questions (Table 7), in which the memory strategies are represented by nine questions, the cognitive strategies are represented by fourteen questions, and the compensation strategies are represented by six questions. For the memory strategies, M.L applied all actions except using flashcard to remember new English word and did physical action to remember the new English word.

For the cognitive strategies, M.L applied all actions except said or wrote new English words repetitively and Skimmed and read carefully the English passage. For the compensation strategies, she employed all actions. Therefore, from those twenty nine questions M.L answered twenty five questions that she applied the strategies and the rest number are answered by never applied. Thus, she applied some actions that indicate to use of direct strategies when she learned English.

Table 8. The Interview Results on Indirect Strategies Use by M.L

Indirect Strategies	Actions	Response	
		Yes	No
Metacognitive	Centering learning	√	
	Arranging and planning learning	√	
	Evaluating learning	√	
Affective	Lowering anxiety	√	
	Encouraging self	√	
	Taking emotional temperature	√	
Social	Asking question	√	
	Cooperating with others	√	
	Empathizing with others	√	

Meanwhile, indirect strategies were represented by twenty one questions with the details stated in the Table 8 in which nine numbers of questions as the representative for metacognitive strategies, six questions for affective strategies, and six strategies for social strategies. For the metacognitive strategies, M.L applied all actions except planning her schedule in learning English. For affective strategies, M.L applied all actions except giving self-reward and telling someone about her feeling when M.L learned English. For the social strategies, M.L implemented all actions with no exceptions. In short, from those twenty one questions, M.L answered eighteen questions that she applied the strategies and the rest are answered by never applied, thus she applied some actions that indicate to the use of indirect strategies.

It can be inferred from the interview results that although all participants already applied the learning strategies, there is a stark difference between them. The difference is the intensity or the degree of learning strategies use. Male learner prefers use cognitive strategies but did not prefer to apply some actions regarding to both direct and indirect strategies like reviewing, creating structure for input and output, evaluating learning, encouraging self, and asking question. It is known that female learners use more strategies rather than male learner (See Table 9 and 10).

Table 9. The Interview Results on Direct Strategies Use

Participants	Direct Strategies		
	Memory Strategies	Cognitive Strategies	Compensation Strategies
M.Y.R (Male)	√ (4 of 9)	√ (6 of 14)	√ (3 of 6)
A.N.R (Female)	√ (9 of 9)	√ (14 of 14)	√ (6 of 6)
M.L (Female)	√ (7 of 9)	√ (12 of 14)	√ (6 of 6)

Table 10. The Interview Results on Indirect Strategies Use

Participants	Indirect Strategies		
	Metacognitive Strategies	Affective Strategies	Social Strategies
M.Y.R (Male)	√ (5 of 9)	√ (3 of 6)	√ (3 of 6)
A.N.R (Female)	√ (8 of 9)	√ (4 of 6)	√ (6 of 6)
M.L (Female)	√ (8 of 9)	√ (4 of 6)	√ (6 of 6)

Lastly, the result of informal interview with English teachers from both boys and girls school were conducted in order to confirm the trustworthiness of the scores. The informal interviews were also done in order to reveal more about the highest score achievers learning habit when they attended English lesson. English teachers' explanations showed that those scores were valid and those students were labeled as more active compared to other students in their class. Furthermore, from the students' interview process showed that the students obtained those scores and already applied learning strategies ideas proposed by Oxford (1990).

Eventually, the informal interview with the teachers resulted that the students obtained the scores and also got explanation about the students' attitude related to learning strategies use when learning English. The teachers already confirmed its trustworthiness and gave explanations that those students were high achievers in English final examination of 1st term of English final examination on academic year 2015/2016. Hence, from the triangulation process it could be concluded that the results showed the same results.

DISCUSSION

Woman Supremacy in Language Learning

Having completed the analysis, the writers got fourteen main scores from the total number of male students. The results showed that the highest score was ninety and the lowest score was seventy five. The writer also got forty one main scores from the total number of female students. The results showed that the highest score was eighty three and the lowest score was thirty. The score range is different and wide on the male and female groups. Since this study focuses on students' achievement only, not the factor causing this different range, further research can be done to investigate this phenomenon.

The number of students who got scores eighty three were two students, one student from Social Sciences Major and one student from Language and Literature class. From those findings, it can be inferred that female learners are not always outperform male learners in language learning process. Those findings are against the statement from Eisenstein & Farhady (1982) and Siegelman & Rider (2009) who argued that female learners outperformed male learners in language learning. The finding also against Baker (1995) who believed that female students tended to be reach better achievement in single-gender school. Unfortunately, the findings also against the previous study conducted by Zoghi et al. (2013) which found female learners outperform male learners.

Learning Strategies Use

Another point that can be discussed is learning strategies. The use of learning strategies is influenced by gender. As stated by Ras (2013, p.22) that language learning strategies are influenced by some factors. Those factors are gender (male and female), ethnicity, economic status,

academic background, and the type of school. Having completed the interview and analysis, the writer received explanations from the highest score achievers on English final examination at 1st semester on academic year 2015/2016. Based on Oxford SILL guideline (1990) as reference, the results from the male student representative namely M.Y.R showed that he employed some actions that indicates to direct strategies and indirect strategies. The results from the female student representative namely A.N.R showed that she also employed both direct and indirect strategies when she learned English. The other results from the other female student representative namely M.L showed that she also applied the both strategies; direct strategies and indirect strategies. From the interview results, it can be inferred that both male and female students tend to use strategies with different intensity. Hence, those findings which are related to the use of learning strategies use supported the previous study which is conducted by Akbar et al. (2014) who found male and female students applied learning strategies.

Students' Learning Strategies and Teacher's Teaching Strategies

Another point, which can be discussed, is the relationship between students' learning strategies and teacher's teaching strategies. As stated by Oxford (1990), some actions are provided for the students to support their learning process. Having completed the analysis, it can be seen that female learners are applying both direct and indirect strategies. By knowing result, the teacher at girls school may focus on applying the suitable strategies which accommodate the students' learning strategies use when they teach all basic skills like the teacher may use mnemonics,

imagery, keywords, doing review, apply TPR strategy, doing repetition, using many sources like video, film, radio, doing translation, note taking, summarizing and highlighting, using mime and gestures, using synonym, or selecting particular topic. The teacher also can do relaxation, meditation, using music, giving reward, and conducting sharing and feeling discussion activities in order to lowering students' anxiety, encourage the students, and emotion handling.

Meanwhile, dealing with social strategies, the teacher may give feedbacks, giving lesson on cultural understanding, and aware of others' thought and feeling. The similar thing goes to the teacher at boy school, but the point which differentiates is the teacher at boy school can be focus on cognitive strategies, since the male learner tend to apply cognitive strategies. The actions which can be applied by the teacher are using teaching strategies such as doing practice, using many resources when teaching English, translating, or note taking.

CONCLUSION

The first conclusion of this research is that the male student is not outperformed by female students in English final examination. It was shown by the result of English final examination score that male student achieved score ninety in the test while the females achieved eighty three in the test. The second conclusion of the research is related to learning strategies used by those students. Both of male and female students were applying learning strategies ideas that are proposed by Oxford (1990), but there is difference between them which is the degree or the intensity

of learning strategies use. Female learners use more strategies rather than male learner.

Some suggestions related to the research are stated as follow. First, the writers suggest English teachers for selecting appropriate teaching strategies after knowing the students' learning strategies usage based on their gender in order to increase students' achievement. Second, the writers suggest the policy makers to make a policy about the single-gender school system. Based on the research result, the students' achievement of single-sex education system school is not bad. The last suggestions are for future researchers. The writers suggest that the next researchers could do descriptive qualitative research to cover more than one school. Hence, the research results will be more insightful. The writers want to suggest the next researcher to do study on middle and low achievers, since this study focuses on high achiever only. The writers also give suggestion to the next researchers who will conduct research about students' achievement and learning strategies in single-gender schools to prepare a partner with the same gender as the schools in order to deal with the school rule which forbids the opposite gender researcher come to school. Finally, the writers also suggest to the next researcher to find out more sources about single-gender education system school which is rarely found in Indonesia and learning strategies idea to support the research in this issue.

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