

**EXPLORING EFL GENDER DIFFERENCES ON
COMMUNICATION STYLE AND LEARNING
STRATEGIES**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Education Bachelor in
English Language Education



By:

Mariyah Bela Saputri

2103046013

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHING TRAINING
UNIVERSITAS ISLAM NEGERI WALISONGO
2025**

THESIS STATEMENT

THESIS STATEMENT

I am the student with the following identity:

Name : Mariyah Bela Saputri
Student Number : 2103046013
Department : English Language Education

Certify that the thesis entitled:

EXPLORING EFL GENDER DIFFERENCES ON COMMUNICATION STYLE AND STRATEGIES

is purely my own work. I am responsible for the content of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

Semarang, 28 March 2025

The Researcher,



Mariyah Bela Saputri
NIM. 2103046013

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7601295 Semarang www.walisongo.ac.id

RATIFICATION

Thesis with the following identity :

Title : Exploring EFL Gender Differences on Communication Style and Learning Strategies
Researcher : Mariyah Bela Saputri
Student Number : 2103046013
Department : English Education

Had been rectified by the board of examiner of Education and Teacher Training Faculty Walisongo State Islamic University Semarang can be received as one any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 29 April 2025

THE BOARD OF EXAMINERS

Chairperson,

Dr. Siti Mariam, M.Pd.
NIP. 196507271992032002

Examiner I

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NIP. 198008062009012010

Secretary,

Nadiah Ma'mun, M.Pd.
NIP. 197811032007012016

Examiner II

Reti Wahyuni, M.Pd.
NIP. 199201212020122005



Advisor

Dr. Siti Mariam, M.Pd.
NIP. 196507271992032002

ADVISOR NOTE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : Exploring EFL Gender Differences on Communication Style and Strategies

Name of Student : Mariyah Bela Saputri

Student Number : 2103046013

Department : English Language Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

Semarang, 28 March 2025

Advisor,

Dr. Siti Mariam, M.Pd
NIP. 196507271992032002

ABSTRACT

Title : Exploring EFL Gender Differences on
Communication Style and Learning Strategies
Author : Mariyah Bela Saputri
Student's Number : 2103046013

This research aims to explain gender differences in communication styles and strategies among English as a Foreign Language (EFL) students. It employed a qualitative descriptive research design. The participants of this study were fifth-semester English education students at UIN Walisongo, consisting of 10 participants (5 male and 5 female EFL students). Data were collected through interviews, observations, and documentation. The data analysis involved data reduction, data presentation, and conclusion drawing and verification. The study identified three main points related to gender differences in communication styles and strategies in the EFL context at UIN Walisongo Semarang. First, male EFL students tend to use a direct and efficient communication style, while female students exhibit more structured and systematic speech. Second, male students tend to learn through digital media with high confidence, whereas female students are more deliberate in preparing their communication style and use a variety of strategies to enhance their language skills. Third, the findings highlight the importance of teaching approaches that consider gender differences providing support to boost female students' confidence and encouraging male students to pay more attention to the formal aspects of language, to foster an inclusive learning environment..

Keywords: *Communication Style, Gender Differences, Learning Style and Strategies*

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden anyone, except with something within its capacity.” (Al-Baqarah: 286)

“Even if you're good at one thing, you may not be good at something else. You can't be good at everything. But that doesn't mean that you can't do anything. We are not perfect, but that's okay. We are more awesome and charming because we are not perfect.”

(Jeon Wonwoo)

DEDICATION

This thesis is dedicated to:

1. My beloved campus, Universitas Islam Negeri Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.
2. My respectable and beloved parents, Mr. Muhaemin and Mrs. Aminah.
3. Thanks to my dearest sister and brother, Izzatul Baninah and Muhammad Amrissalam who always support and help me. May Allah SWT always give health to you all.
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Alhamdulillah, finally the researcher has finished in writing this final project for the requirement for the degree of bachelor education in English Language Education Department of Walisongo State Islamic University (UIN) Semarang. Therefore, the researcher would like to express the deepest graduate to:

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The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Seamarang, 26 March 2025

Researcher

Mariyah Bela Saputri
2103046013

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CHAPTER I

INTRODUCTION

The researcher serves the background of this study, reason for choosing the topic, research questions, objective of the research, significance of the research, and limitations of the research in this chapter.

A. Background of the Study

English as a foreign language (EFL) has become an attraction for students in the field of education. However, English learning presents various challenges such as word processing, vocabulary acquisition, and sentence structure. Reading, speaking, listening, and writing are the four English language abilities that students need to acquire. Among these four skills, male and female students show different interests and learning preferences. These differences are not only mental and psychological but also manifest in their learning styles for mastering English skills.

Language is key to communication. Even in English, speaking competence is an important aspect to learn. However, most English learners are usually afraid to speak English. Their reasons are various such as lack of grammar competence, vocabulary, and poor pronunciation (Mariam et al., 2022). Teachers should apply language learning strategies and learning media. Since English has become the most widely used language

in the world and language acquisition has become an essential part of human existence, many education researchers look for factors that influence language learning processes in all areas, including grammar, learning methods, motivations, etc.

Since English has become the most widely used language in the world and language acquisition has become an essential part of human existence, many education researchers investigate factors that influence language learning processes in various areas, including grammar, learning methods, and motivations. These factors impact students and create communication discrepancies between male and female students (Putra, 2022). According to Green & Oxford (1995), sometimes the emphasis on diversity by competency level has overshadowed other factors, such as gender or learner styles.

Viriya & Sapsirin (2014) found that males tend to be visual learners while females tend to be auditory learners. Gender influences speaking proficiency tactics, which is an interesting feature that has attracted research attention. Men and women may interact differently when speaking to one another, and naturally, their relationships with one another may have an impact on how they communicate (Mahmud & Nur, 2018).

Given the intricate relationship between language acquisition and social and cultural aspects, learners' approaches to and mastery of speaking abilities can be greatly influenced by

gender disparities. The use of lexical hedges or fillers, question tags, high intonation in declarative sentences, hypercorrect grammar, extremely polite form, and a tendency away from strong language are some traits of female language (Monica & Saefullah, 2021). According to Yilmaz (2010), studies on gender and language learning strategies have looked into the approaches taken by men and women. "According to research on sex differences, women employ learning strategies far more frequently and in greater quantities than men in normal language acquisition scenarios," the authors write.

In the research of Erdiana et al. (2019), gender and language play a significant role in the learning process since males and females differ in their abilities, which has an impact on how well they learn, particularly when learning a foreign language. Green & Oxford (1995), noted distinct patterns of strategy use between an all-female rural institution and a large metropolitan university, although status and location may have played an equal role in explaining the disparities as much as gender.

In the context of EFL, these distinctions are even more noticeable due to the additional layer of acclimating to a foreign language and cultural background. English language instruction has been significantly impacted by the globalization of English language use (Su, 2021). By considering these gender-based strategies, educators can more effectively modify their curricula to

accommodate the diverse needs of their students. Strategic competency is centered on the communication techniques used to make up for potential shortcomings in one or more other techniques (Salahshour et al., 2013).

Communicating can help with a variety of issues, including language difficulties, crisis management, and communicating insecurity. According to Mariam et al. (2022), the ability to communicate in a foreign language in a way that is both clear and effective is a factor that contributes to a learner's success both on campus and later on in every aspect of their lives. This can be avoided by employing various learning techniques tailored to each learner.

Monica & Saefullah (2021) understanding different learning styles is crucial for improving language proficiency, particularly in speaking. It is impossible to overestimate the significance of EFL speaking ability since it is essential to clear communication. Saudi students don't have many opportunities to practice speaking English in the classroom; considering the dearth of possibilities for speaking English outside of the classroom, classroom practice is essential in an EFL context (Alharbi, 2015). However, because speaking is spontaneous and traditional teaching methods place a strong emphasis on memory and students' passive roles, speaking is thought to be the most difficult ability to perfect in language learning (Kassem, 2018). According

to Green & Oxford (1995) similar gender inequalities have been discovered through the use of several approach assessment methods. The methods used by male and female students to acquire these skills can differ greatly.

Although previous research has identified gender variations in EFL learners' communication styles and strategies, certain areas remain unexplored. For example, the impact of different cultural contexts, differences in language ability, and the role of contemporary technology in language teaching require further investigation. To provide a more thorough understanding of how gender differences affect speaking tactics in EFL contexts, more in-depth qualitative research as well as examination of specific age groups and socio-economic aspects are needed. This study aims to explain gender differences in communication styles and strategies among English as a Foreign Language (EFL) students. By understanding these differences, educators can develop more effective teaching methodologies that cater to the diverse needs of all students, regardless of gender.

B. Reason for Choosing the Topic

The following are the reasons why the researcher took this research, which are as follows:

- Because the title of this study focuses on gender differences in communication style and strategies, not just gender differences in overall communication ability.

- The researcher's background and experience in language education have sparked a strong interest in developing speaking proficiency, recognizing it as a major challenge for many EFL learners. This passion drives a committed and thorough approach to the research.
- This title was chosen because of the researcher's interest in the topic of speaking. Because this topic is very relevant, focused, informative, and interesting.

C. Research Questions

The statements of the problem study of this research that the researcher analyzed are as follows:

1. How are male students' communication styles?
2. How are female students' communication styles?
3. How do male and female students develop their strategies to improve their English speaking skills?

D. Objective the Research

From the research question above, this study aims as follows:

1. To describe the communication style employed by male EFL learners.
2. To describe the communication style employed by female EFL learners.

3. To explain how male and female EFL learners develop their strategies to improve their English speaking skills.

4. Significance of the Study

1. Theoretical Benefit

The theoretical benefits of exploring gender differences in communication style and learning strategies among EFL learners are multifaceted, drawing on established theories in sociolinguistics and gender studies. This research contributes to the understanding of how gender influences communication patterns, as highlighted by Tanne's (1990) theory of genderlect, which posits that men and women have distinct conversational styles that affect their interactions. By identifying the specific communication strategies employed by male and female students, educators can tailor instructional methods to foster more effective classroom interactions. Additionally, this study may illuminate the underlying reasons for varying levels of engagement and anxiety in speaking activities among different genders, thereby informing strategies to create a more inclusive learning environment. Ultimately, the findings could lead to improved language acquisition outcomes by promoting awareness of gender dynamics in communication, enabling educators to support all learners in developing their speaking skills more effectively.

2. Practical Benefit

The practical benefits of exploring gender differences in communication style strategies among EFL learners are significant for educators and curriculum developers. By understanding the distinct communication patterns exhibited by male and female students, teachers can design targeted instructional tactics that address the unique requirements and inclinations of every gender. This tailored approach can enhance student engagement, reduce anxiety in speaking activities, and foster a more inclusive classroom environment. Furthermore, insights gained from this research can assist in the creation of training initiatives that give educators the tools they need to successfully handle gender issues in language instruction, ultimately leading to improved speaking proficiency and overall language acquisition outcomes for all students.

5. Limitation of Study

There are certainly differences between female and male students in terms of learning. This research discusses the differences between male and female EFL students in communication style. The researcher took data from UIN Walisongo students majoring in English Education, semester 5. Data was collected through in-depth interviews with 10 participants (5 male and 5 female). Limitations in the

triangulations of the research instruments used can influence the results obtained. However, the findings from this study nonetheless provide important insights into differences in speaking strategies between genders in EFL contexts.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of relevant literature including previous research and theoretical review. The literature review presents some theories to support the data of this study, while previous research was used to identify the research gap and shortcomings so that the researcher can improve and complete it.

A. Previous Study

1. Communication Style

This research has both similarities and differences with several previous studies, including the one conducted by (Ilmi et al. (2019), entitled *“Language Learning Process and Gender Difference Implied from the Turn-Takings Used in EFL Student Conversation Club”* This research has similarities, namely discussing gender differences in communication, the difference is that the research aims to examine the types of turn-taking that EFL learners most frequently employ, how these turn-takings are shown as an integral part of the EFL learning process, and how EFL learners vary in how they take turns based on their gender. But is still in one concept of discussion, namely about the conversation and the method used is the same, namely using qualitative methods. The study found that participants mostly

used adjacency pair and insertion sequence turn-taking, except for self-repair, other-repair, and third-party mediation, practically all forms of turn-taking overlap. With women predominating in conversation, all English Club members believed that practicing written and verbal communication helped them learn their languages.

2. Learning Style and Strategies

There are several differences between this research with previous research on Atika (2019), entitled “*Interactions Among Learning Styles, Language Learning Strategies and Gender EFL Learners*”. The purpose of this research is to determine the minor, major, and insignificant learning styles of students as well as their language learning techniques, gender-based variations in learning styles and strategies, and the relationships among these three variables. The research does not have much in common, only discussing learning styles and learning strategies. And the results of the research showed the findings showed that only the payout scheme differs by gender, favoring female pupils. Significant associations between visual style and cognitive and metacognitive strategies as well as between auditory style and cognitive and compensatory methods were also found in the correlational analysis. Additionally, tactile, group, and

individual styles are associated with social techniques. Both teachers and students can use these findings to implement tactics that are appropriate for their learning styles.

3. Speaking Skill Comparison

This research has some differences with previous research by Erdiana et al. (2019), entitled “*Male vs. Female EFL Students: Who is Better in Speaking Skill?*” this study compared the English speaking skills of male and female EFL students in Indonesia. Previous research used a quantitative descriptive approach and data collection through a speaking test. This research also does not discuss the strategies that students use, and taking participants is also different. The previous research took samples from high school students in Banda Aceh. The overall scores between male and female students were similar, rejecting the hypothesis that females are better at speaking skills. The study recommends reducing gender bias in the classroom and encouraging all students to participate in speaking practice.

4. Gendered Emotion in Language

In the previous study by Agung & Maharani (2020) entitled, “*An Anthropological Linguistic Study: Language and Gender in EFL Classroom*” the same gender differences in EFL were discussed but the difference was that the study

investigated gender-related differences in language use for emotion terms, how these differences impacted on the EFL classroom in terms of learning processes and interactions, and the positive impact of these differences on EFL teaching and learning. Another important difference is that this study used a conceptual article design to investigate gender differences in language use among EFL learners in the classroom.

5. Learning Strategies in Speaking

This research has similarities with previous research by Monica & Saefullah (2021) entitled “*Exploring Gender Based EFL Student’ Learning Strategies in Achieving English speaking Skills*” The study's goals are to investigate or determine how gender differences affect the usage of learning strategies when learning to speak. This study uses the same research design, namely narrative inquiry and data collection through questionnaires and interviews with participants. The study found that both male and female EFL students used metacognitive strategies most frequently in learning to speak English, showing no significant gender differences in strategy use.

6. Communication in Online Learning

According to Putra (2022) entitled “*Gender Communication Difference Between Students in Online Learning*,” This research has similarities, namely discussing communication differences between female and male students, the difference lies in that the research took the context during online learning and the participants taken were also high school students while the researchers took objects from universities and took the setting during face-to-face learning. The study explained the differences in communication between male and female students during online courses. The findings revealed interesting differences between the communication styles of male and female students in terms of language politeness.

7. Speaking Strategies and Study Duration

According by Dinsa et al. (2022) entitled, “*The Influence of Gender and Study Duration on EFL Learners’ Speaking Strategies Use*” this study has similar discussions related to the discussion of gender differences in speaking strategies and the participants taken are from students majoring in English, but the previous study aims to show the effect of gender differences on students' use of speaking strategies and identify the effect of learning duration on students' speaking strategies. Another important difference is that this study uses descriptive comparison methods and data is collected from the

targeted population using questionnaires and interviews to find out If students' usage of speaking strategies is influenced by their gender and length of education. Surveys and interviews to determine whether or not students' use of speaking skills is influenced by their gender and length of study. The findings demonstrated a strong correlation between the use of speaking techniques to improve speaking abilities by men and women. in learning speaking abilities through the use of speaking tactics.

8. Broader Communication Context

According to Silva et al. (2020) in the research entitled, “Missed Opportunities When Communicating With Limited English-Proficient Patients During End-of-Life Conversations: Insights From Spanish-Speaking and Chinese-Speaking Medical Interpreters” but there are some important differences. Insights from medical interpreters regarding their role in interpreting discussions about end-of-life issues, practices that interpreters believe facilitate or impede patient-provider communication, and recommendations for ways to enhance communication during EOL conversations with patients who speak Spanish and Chinese are the objectives of this study

9. Learning Strategies and Vocabulary

According (Montero-SaizAja (2021), with the title “*Gender-Based Differences in EFL Learners’ Language Learning Strategies and Productive Vocabulary*”, this study aims to ascertain if male or female learners employ more methods, whether there is a statistically significant relationship between the two, and to examine gender variations in language learning strategies and productive vocabulary in English as a Foreign Language (EFL) learners. Both are the same in discussing gender differences in learning strategies. The difference in this research is in the method, which uses quantitative analysis. The result showed that although women employed language learning techniques somewhat more frequently than men, there were no statistically significant differences in their productive vocabulary. Additionally, it was discovered that effective vocabulary and language acquisition techniques were positively correlated.

Although many studies have explored gender differences in communication, learning styles, and strategies in EFL contexts, most of them tend to focus on certain elements separately, such as turn-taking (Ilmi et al., 2019), learning strategies (Atika, 2019), or speaking performance comparison (Erdiana et al., 2019), often using quantitative or conceptual

approaches. However, there is still a lack of qualitative in-depth studies that simultaneously examine communication styles and speaking strategies concerning gender differences among university-level EFL learners. Moreover, few studies have investigated these aspects in the contextual setting of face-to-face classroom interactions at an Indonesian Islamic university, such as UIN Walisongo. This study addresses the gap by providing a comprehensive qualitative analysis of how male and female EFL students differ in the communication styles and strategies they use to develop English-speaking skills.

B. Literature Review

1. *Communication Style*

One of the primary challenges in instructing English to students of other languages is getting them to the point where they can communicate effectively in the target language (Mariam et al., 2022). According to Pribadi et al. (2023) in life, humans are designed as social beings where contact between individuals or groups involves a communication that is utilized as a tool to find or transfer information. Understanding how people portray themselves as members of particular groups is necessary before we can communicate with those who are different from us (Girik Allo, 2018). The lack of nonverbal clues like body language, gestures, and voice tone

and inflection makes many computer-mediated communication methods more challenging (Furumo & Pearson, 2007). Being a good listener and observing various cultures are essential when interacting and building relationships with people from diverse cultural backgrounds (Girik Allo, 2018).

Students' use of communication techniques to prevent communication breakdowns and achieve successful communication is impacted by their various learning styles (Zakaria et al., 2022). Thus, communication is a process with meanings that vary depending on the communicant's understanding and perception; therefore, if all actors in the communication have the same interpretation of the symbol, communication will be successful and its goal will be met (Kurniadi & Ridho Mahaputra, 2021). Furthermore, the use of short conversations combined with English conversation Practice applications hopefully encourage students to speak English confidently (Mariam et al., 2022).

2. Language Learning Style

According to Pribadi et al. (2023), each child inevitably has unique learning preferences resulting in teaching techniques and strategies that are best to implement in the classroom and promote equitable learning. EFL learners can have the possibility to improve their language skills via their mobile equipment (Bouzayenne, 2023). The study suggests

further research into the relationship between students' differences and mobile application usage for English as a Foreign Language (EFL) learning (Bouzayenne, 2023). According to Aliakbari & Tazik (2011) the way learners process new information and the learning style, they employ to understand, learn, or remember the information have also been a primary concern of the researchers involved in the area of foreign

Language teaching and learning. It's interesting to note that students using an assimilating learning method think accuracy is more important than speaking like a native speaker, and they correct themselves if they make any mistakes throughout the conversation (Zakaria et al., 2022). In contrast to learning strategies, which are external abilities that students intentionally employ to support their learning, learning styles are more consistent traits that learners bring to the learning environment. While learning strategies are particular activities that learners employ to increase the effectiveness of their learning, learning styles are internally based characteristics that are frequently not noticed or consciously used by learners (Atika, 2019). Accordingly, learners' knowledge of Their own learning styles can help them identify their weak and strong sides concerning their learning (Aliakbari & Qasemi, 2012).

3. *Gender Differences*

Expectations for men and women in a variety of spheres of life may be impacted by these disparities in communication styles. One important aspect of gender inequality is the disparity in communication styles between men and women. Men and women are treated differently as a result of these distinctions (Dashela & Mustika, 2022).

Another important factor in the development of language and its patterns is gender. When it comes to communication, men and women use language in different ways (Putra, 2022). Globally, SILL-based research has shown gender variations, with women often reporting higher strategy utilization than men (Green & Oxford, 1995). For example, it was discovered that female students typically had an auditory and kinesthetic learning style, but male students tended to be more visual and kinesthetic (Mahmud et al., 2020). Nonetheless, because they are both unique, men and women live in different circumstances. They differ not just in terms of their psyche or mental makeup but also in terms of their proficiency in speaking English (Erdiana et al., 2019). According to Montero-SaizAja, (2021), those gender differences, which can be physical, social, cultural, or a combination of them, have been the focus of research in different areas of SLA and FLA, such as listening

comprehension vocabulary and learning strategies or learning styles.

Tymson (1998) classifies differences between men and women in communication as:

Male	Female
Focus on information	Focus on relationship
Report style of speaking	Rapport style of speaking
Goal driven	Process-oriented
Single-task approach	Multi-task approach
Succinct language	Storytelling style of speech
Working towards a destination	On a journey
Need to know the answers.	Want to ask the right questions.

Table 1. Male and Female Communication Differences

Based on Table 1, the differences between male and female communication affect the expectations of males and females in various fields of life. It can become a critical point of gender inequality which results in different treatment towards both genders. For instance, in terms of leadership, women may be ignored for high positions due to their emotional language (Agung & Maharani, 2020). Females are more likely to express agreement or ask for others' opinions. Additionally, compared to men, they are more likely to

acknowledge others' points at the start of their turn to speak, support the speaker nonverbally, and encourage others to continue their discourse (Furumo & Pearson, 2007). Additionally, male students counteract their hesitancy by claiming that there is no difference at all and that they can effectively communicate with both genders in English (Dashela & Mustika, 2022).

4. *Learning Strategies*

Oxford (1990) in her Strategies Inventory for Language Learning (SILL) emphasized six categories namely:

4. **Metacognitive Strategies:** These strategies involve planning, monitoring, and evaluating learning.
5. **Cognitive Strategies:** These strategies involve manipulating and processing language information.
6. **Affective Strategies:** These strategies involve managing emotions and motivation related to language learning.
7. **Social Strategies:** These strategies involve interacting with others to learn a language.
8. **Memory Strategies:** These strategies involve techniques for encoding, storing, and retrieving language information.
9. **Compensatory Strategies:** These strategies involve overcoming gaps in knowledge or fluency.

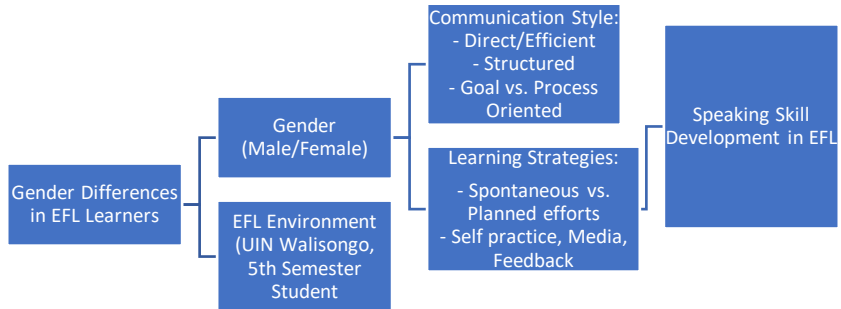
One learning strategy cannot be used by all students although those learning strategies are considered effective or efficient (Mahmud & Nur, 2018). Students who possess strong topic knowledge and speaking abilities will find it easier to secure employment and perform better in their line of work, particularly in the travel and tourism sector (Novitasari et al., 2022). It should be remembered that language learning procedures depend on a variety of factors, including age, gender, proficiency, personality, context, and learning goal, in addition to mental and behavioral processes (Montero-SaizAja, 2021). Teachers can design learning environments that enable students to actively participate in the learning process and build strong communication skills by implementing the tactics and approaches recommended by these studies (Al-khresheh, 2024). As research indicates, the frequent use of learning strategies in language classrooms turns out to be a significant factor in the success of EFL learners, which may contribute to further aspects involved in second language acquisition (Yilmaz, 2010). Learning strategies are "intentional behavior and thoughts used by learners during learning to better help them understand, learn, or remember new information (Yilmaz, 2010). According to Pribadi et al. (2023), additionally, parents and teachers can communicate to share useful teaching methods that pupils can apply both at home and at school. Additionally,

tactile, group, and individual styles are associated with social techniques (Atika, 2019)

C. Conceptual Framework

In English as a foreign language (EFL) learning, gender differences play an important role in shaping students' communication styles and learning strategies. Males and females tend to use different approaches in conveying information, building social relationships, and developing their speaking skills. This study aims to explore such differences in depth, to provide insights for educators to design more inclusive and effective teaching approaches. This conceptual framework is organized based on gender communication theory, Oxford's (1990) language learning strategies, and the empirical findings of this study.

Figure 2.1 Conceptual Framework



CHAPTER III

METHODOLOGY OF RESEARCH

This chapter discusses the research method applied in this research. There are research designs, research settings, and techniques for data Collection.

A. Research Design

This study employed a qualitative descriptive research design. According to Creswell (2007), qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Furthermore, Creswell (2007) states that descriptive qualitative research seeks to describe a phenomenon or condition systematically, accurately, and factually. If viewed from the data obtained is not poured in the form of statistical numbers, and the analytical method that the researcher uses is descriptive analysis, then this research is descriptive

In this study, the descriptive method is used to explore gender differences in communication styles and learning strategies

among EFL learners. This approach enables an in-depth understanding of participants' experiences and perspectives by collecting rich, detailed qualitative data through interviews and observations. By using this method, the study aims to identify and interpret patterns of gender-based variations in language learning behavior, particularly in communication style and learning strategies.

B. Data Source

The source of data in this study with semi structured interviews with students and female students of UIN Walisongo majoring in English semester 5. The supporting data is the distribution of interview questions to participants regarding speaking proficiency strategies. The last is the documentation of data collected by researchers when conducting research.

C. Setting, Participant, and Time of Research

1. Location and Time

The research location was conducted at UIN Walisongo Semarang, and the time was on December 2024.

2. Participant

This study involved 10 participants from the English Education Department at UIN Walisongo Semarang. The participants consisted of five male and five female students who were in their fifth semester of study. The selection of

fifth-semester students was intentional, as they have already taken several core English language courses, including speaking, and are assumed to have developed a range of communication strategies through both classroom activities and academic interactions.

The researcher focused on this group because they are at an intermediate stage in their academic journey—neither too early nor too advanced—making them ideal for reflecting on their experiences in developing and using speaking strategies. Moreover, the choice of an equal number of male and female participants was aimed at maintaining balance in gender representation to support the comparative analysis of communication styles and strategies. Data were obtained through in-depth interviews, which enabled the researcher to explore each participant's experiences, perceptions, and preferences in using speaking strategies in English as a Foreign Language (EFL) contexts. The participants were selected using purposive sampling, based on their willingness to participate and their relevance to the research objectives.

D. Technique of Data Collection

1. Interview

Before conducting the interview, the researcher asked permission from the participants for their availability to be the subject of this research. In order to obtain more structured data, the researcher asked for the readiness of the participants to be interviewed. Data collection in this study used semi structured interview to obtain data on communication style and learning strategies between university students and female students in the classroom. Interviews involve a number of unstructured and generally open questions and are intended to obtain views and opinions from participants. Data collection were carried out using interviews because it is an important most important data collection technique in qualitative research to find out what is in the minds of informants what they think or how they feel about something. The interview instrument taken according to Tymson (1998) classifies the differences between men and women in communication. The interview questions consist of 10 questions that involve the perspectives of men and women in communication.

E. Technique of Data Analysis

According to Miles (1994), analysis consists of three activities that occur simultaneously: data reduction, data display,

conclusions drawing/ verification. Regarding the three lines were discussed further as follows:

1. Data Reduction

In the context of this study, “Exploring EFL Gender Differences in Communication Styles and Strategies,” data reduction played an important role in managing the voluminous qualitative data collected through interviews and focus group discussions. According to Miles & Huberman (1994), data reduction involves selecting, focusing, simplifying, abstracting, and transforming data emerging from field notes or transcriptions. As data collection progresses, the researcher will engage in ongoing data reduction by summarizing key points, coding responses, and identifying emerging themes related to gender differences in communication styles and strategies.

For example, during the initial stages of data collection, the researcher will transcribe the interviews and focus group discussions verbatim. After that, the researcher will begin coding the data, identifying important phrases or statements that reflect participants' experiences and perspectives on communication. This process may involve creating categories such as “information focused”, “rapport style of speaking”, or “goal driven in speaking”, which will help in organizing the data more effectively. By reducing the data to its essential components, the researcher can eliminate unnecessary

information and focus on the most relevant insights that contribute to understanding gender differences in EFL communication.

2. Data Display

Data display is an essential step in qualitative analysis, as it allows for the organized presentation of information that facilitates conclusion drawing and action (Miles & Huberman, 1994). In this study, various forms of data display will be employed to present the findings in a coherent and accessible manner. For example, the researcher may use matrices to compare communication styles and strategies employed by male and female EFL learners, highlighting key differences and similarities.

Additionally, thematic charts may be created to visually represent the frequency of specific communication strategies used by each gender, such as the use of direct versus indirect communication or the prevalence of collaborative versus competitive speaking styles. By organizing the data in this way, the researcher can easily identify patterns and trends, making it easier to draw meaningful conclusions about how gender influences communication in EFL contexts. The use of visual displays will also enhance the clarity of the findings,

allowing stakeholders, such as educators and curriculum developers, to grasp the implications of the research more readily.

3. Conclusion Drawing/ Verification

Conclusion drawing and verification are critical components of the qualitative research process, as emphasized by Miles & Huberman (1994). In this study, the researcher will engage in an iterative process of drawing conclusions based on the data collected while continuously verifying these conclusions against the data. As initial findings emerge, the researcher will document preliminary conclusions regarding gender differences in communication styles and strategies.

However, these conclusions will not be finalized until they have been thoroughly verified. This verification process involves revisiting the data to ensure that the conclusions are supported by the participants' responses. For example, if the researcher concludes that female EFL learners tend to use more collaborative communication strategies, this conclusion will be cross-checked against multiple interview transcripts and focus group discussions to confirm its validity. Additionally, member checking may be employed, where participants are invited to review the findings and provide feedback on the accuracy of

the interpretations. This rigorous approach to conclusion drawing and verification ensures that the final conclusions are credible, reliable, and reflective of the participants' true experiences, ultimately contributing to a deeper understanding of gender differences in EFL communication styles and strategies.

F. Trustworthiness of the Data

To strengthen the validity of data in this qualitative research, researchers applied trustworthiness criteria based on Lincoln and Guba's opinion, which consists of:

1. Credibility

Data were collected through in-depth interviews, observation, and documentation to gain an in-depth understanding. The use of direct quotes from participants strengthened the validity of the data.

2. Dependability

The research was conducted consistently with methods described in detail, including interview techniques and data analysis.

3. Confirmability

The researcher avoided subjectivity by presenting the data according to the original findings and verifying the findings based on the raw data

4. Transferability

Detailed descriptions of the participants' backgrounds, contexts, and research processes allow readers to assess the relevance of the results to other contexts.

G. Triangulations

Triangulation is used to increase the validity of the research results. This research uses:

a. Technical Triangulation

Data were obtained from three methods: semi-structured interviews, observation during the learning process, and documentation (notes or transcripts).

b. Source Triangulation

Information was collected from 10 participants (5 males and 5 females) with relevant backgrounds and learning experiences to compare communication styles and learning strategies.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the results of a study conducted on 5th-semester students majoring in English education to explore the differences between males and females in communication style.

A. Finding

The data generated were based on research conducted at UIN Walisongo Semarang. This chapter explains the data regarding gender differences in the communication styles of male and female students. The researcher conducted interviews with students to find out the differences between men and women in communication styles. The interview instrument is based on the results of previous research data related to communication styles, so the researcher wants to prove this study following the data obtained. Based on these data, the researcher used interview guidelines with 10 students to find out the differences in students' communication styles. The data were collected within one week as the respondents were willing to be interviewed.

1. Communication style of EFL Male Students

In the process of learning English as a foreign language (EFL), the communication styles used by students can show a variety of unique characteristics. Male students, especially those in the 5th semester of English Education at UIN Walisongo, have certain tendencies in the way they communicate, both in academic contexts and daily interactions. Understanding these communication styles is important to know how they express ideas, convey opinions, and participate in class discussions. This section discusses the communication patterns they use, the factors that influence these communication styles, and the strategies that support them in communicating using English.

About communication style, male students tend to adopt a communication style that combines efficiency with the need to build relationships, while maintaining a clear focus on the purpose of communication. This approach reflects a balance between the practical and relational aspects of communication.

Based on the interview results, male students tend to have the following communication styles:

- **Focus on Information**

Male students' communication style in the context of learning English as a foreign language (EFL) is often characterized by a focus on clear and direct information.

Male students tend to prioritize clarity in message delivery, to achieve quick and efficient understanding. In interviews, they expressed a preference for speaking in a way that goes straight to the point, without much rambling.

Based on the interviews with students (M2) on Friday, December 6, 2024, the student said that

” I will focus on what I want to say first because the purpose of speaking to people is to convey the information we have.”

From the statement, it can be inferred that the student has a clear understanding of the purpose of communication and adopts a structured approach to English. and from the answer reflects that the student prioritizes conveying accurate information, and has a systematic strategy in the context of EFL learning. Male students prefer concise and direct language when explaining ideas or concepts in academic situations. They prefer concrete examples or factual data for arguments, demonstrating their analytical approach. In group discussions, they often focus on practical solutions and results, aiming to achieve the goal rather than the conversation itself.

However, although male students tend to speak directly and efficiently, they also do not neglect the importance of building social relationships. They still value interactions that are informal and relaxed but still maintain

a focus on the content of the information being conveyed. Thus, male students' communication style reflects a balance between clarity of information and effective social interaction.

The results of interviews with students (M4), these students chose when communicating more concerned with building relationships, with the explanation that “I prefer to build relationships with other people because if I build relationships with people, it's easier to convey information. And the listener should hear the information from us.

From the above statement, it can be concluded that the student shows a unique approach to communication, where the student prioritizes relationship building as the basis for effective communication, prioritizes the importance of comfort in conveying information, and prioritizes the listener's perspective. This answer is interesting as it shows a variation in masculine communication style, where students prefer a relationship-oriented approach to the typical masculine communication which is generally more task-oriented.

All things considered, the emphasis on information in the communication styles of male students offers valuable insights into their interactions within the context of learning English, and the discussion that follows will contrast these

communication styles with those of female students in order to identify the similarities and differences between the two.

- **Rapport style of speaking**

There are two types of people when it comes to communication, some who prefer to communicate directly and others who want to establish a relationship with the other person. Out of a total of 5 male students I interviewed, almost all of them answered that they were more comfortable communicating to establish a relationship of intimacy, but it all depends on who the interlocutor is and what the context of the conversation is.

As a student (M1) said when interviewed, answered

“I usually talk to people who are known or close first, while to people who are not too close, I immediately reach the destination. And it depends on the topic and the person.”

This statement suggests that the ability to adjust communication style based on the relationship with the interlocutor, as well as considering the topic of conversation, is an important skill in social interaction.

Male students generally adopt a direct, information-delivery-oriented communication style, reflecting typical masculine characteristics. However, some students show a flexible, contextual approach, adjusting their style based on

the situation and the interlocutor. They also prioritize relationship building, demonstrating that not all masculine communication is task-oriented. This variation demonstrates that rapport style among male students can be dynamic and adaptive.

- **Succinct Language**

In class and outside of class, male EFL students tend to use simple sentences and avoid complex grammar structures to minimize errors in communication. They prefer to use familiar common words and avoid using idioms or complicated expressions. This is not only related to their limited vocabulary, but also to their confidence level in using English.

The results of interviews with all respondents, both male and female students, almost all answered that they prefer to speak briefly rather than explaining by telling stories. They prioritize the objectives conveyed to the interlocutor and also the limited vocabulary in English requires them to speak briefly as long as the interlocutor understands what is conveyed. as answered by student (M3), the student said:

“Prefer to explain briefly and directly, because if you explain in length it will also waste time.”

The researcher concluded that the student showed a strong preference for efficient communication by considering the value of time. They see long explanations as inefficient and a potential waste of time, thus preferring direct and targeted communication.

Meanwhile, student (M5) answered,

“I actually really like to tell stories, but because of the limitations of English, I prefer to speak briefly.”

Respondents actually have a natural preference to communicate in detail and enjoy telling stories. However, limited English proficiency forces them to adopt a more concise and direct communication style. This suggests that the brief communication style displayed is not a natural preference, but rather an adaptive strategy to overcome the language barrier.

From the data found, only two students showed interest in communicating through storytelling. One of them is student M4 who applies an adaptive communication style based on context and interest. When discussing topics of interest, he tends to use the storytelling style of speech by providing detailed explanations through stories. In contrast, for topics of lesser interest, he chose to use succinct language by speaking briefly and to the point. This shows that student (M4) communication style is a combination of succinct language and storytelling style, where the selection

is influenced by the context and the level of interest in the topic of discussion.

Although succinct language can seem limited, it is actually an effective adaptive strategy for EFL students. They optimize their language skills to maintain fluency in communication, while gradually building confidence and more complex language skills. In a learning context, this style is often a stepping stone that allows students to then develop their language skills to a higher level.

It is important to note that the use of this succinct language can vary depending on the situation. In formal contexts such as class presentations or academic emails, students may seek to provide more detail, while remaining within a relatively simple structure. While in informal conversations with friends, they tend to use more concise and direct language.

- **Process Oriented**

The process-oriented communication style among EFL male students prioritizes the interaction process over the end result, focusing on collaborative dialogue, problem-solving, and feedback. This approach enhances linguistic abilities, fosters critical thinking, and adaptability in various communicative contexts, unlike the product-oriented style that prioritizes delivering a final product.

In a process-oriented communication style, attention is paid more to how the conversation proceeds rather than to the end result or a specific goal. A naturally evolving conversation reflects a dynamic interaction, where participants respond to each other and adapt to the context and content of the conversation. This creates space for new ideas and different perspectives to emerge.

Cognitively, the self-evolving nature of the conversation allows male students to process information in a way that is more suited to their learning style. They can take time to understand and respond, without feeling rushed by the rigid structure of the conversation. This process also allows them to focus more on the content of the conversation rather than the form of the language.

From the interview results, male students tend to feel more comfortable when communication goes naturally without formal pressure. This is related to masculine characteristics that generally prefer less structured situations, where they can express themselves more freely. In conversations that flow naturally, they do not feel burdened by expectations to use perfect language structures.

As a result of the interview with M3, he answered,

“I will look at the situation and conditions first, if it is a non-formal conversation, I will let the

conversation develop by itself, if it is a formal conversation, I will go straight to a clear goal.”

The study came to the conclusion that male EFL students' communicative maturity is demonstrated by their capacity to switch between formal and informal communication. They are able to read the situation to identify the best course of action and recognize the value of flexibility in communication. This tactic enables people to continue communicating effectively while remaining at ease during the process of learning a foreign language. This flexible strategy also demonstrates strong social awareness in recognizing the demands and context of various circumstances.

Because it enables them to actively participate in the contact process and creates space for concept exploration and understanding negotiation, male students who exhibit this communication style frequently favor self-evolving talks. Given that male students are more likely to be goal-oriented, this dynamic conversational style makes them feel more at ease utilizing English in an EFL (English as a Foreign Language) setting. They may adjust to various communication scenarios, gain knowledge from criticism, and progressively get better at speaking by letting the conversation flow naturally. Additionally, by lowering the pressure to achieve a flawless outcome, this method fosters

a more encouraging environment for male students to hone their language skills. Therefore, this flexible and interactive communication process is an effective choice for male students in learning English.

- **On Journey**

The on journey communication style emphasizes the importance of the experience during the conversation. Male EFL students tend to enjoy the process of conversation more than focusing on the outcome of the conversation. When people enjoy the process of talking, they are not only focused on the end goal of the conversation, but also on the moments that occur during the interaction. This creates a richer and more meaningful experience.

Male students often have a tendency to build social relationships through relaxed and fun interactions. By enjoying the process of chatting, they can strengthen bonds with peers, share experiences and create memories together. This social engagement becomes more important to them than achieving a specific goal in the conversation. As the answer from student (M4),

“Prefer to enjoy the process of chatting so that I can build a relationship with that person, so the delivery of the information is more pronounced and enjoyable to receive and more freely. ”

This statement shows that they value the social and emotional aspects of communication, and they believe that enjoying the process of chatting can enrich the interaction experience and increase the effectiveness of information delivery.

By enjoying the process of chatting, male students can develop their communication skills naturally. They learn how to interact, listen and respond in more effective ways. The process becomes a means to learn and practice, which may be more interesting to them than simply achieving an end result.

From the interview results, out of 5 students, only 1 student chose to focus on the outcome of the conversation when communicating. From the results of the interview, out of 5 students, only 1 student chose when communicating to focus on the results of the conversation, but the other students were more comfortable enjoying the process of conversation. as the student (M3) said *“although I like to be to the point, I like to enjoy the conversation because it is a conversion of our thoughts that are poured out in the form of words that we convey in English. So I enjoy the conversation even though I am more to the point.”*

Thus, the researcher concluded that these students have a balance between efficiency in communication and

respect for the process of social interaction. They are able to enjoy the conversation while maintaining a direct communication style, which reflects flexibility and depth in the way they interact with others.

Overall, male students who chose to enjoy the process of chatting rather than focus on the end result did so due to a variety of factors, including social engagement, self-expression, communication skill development, cultural norms, emotional satisfaction, flexibility of thinking, and peer influence. This approach created a more enjoyable and meaningful communication experience for them.

- **Want to Ask Right Question**

Asking the right questions is a vital component of the communication style of English as a Foreign Language (EFL) students, as it significantly enhances their learning experience and engagement in the classroom. This practice involves formulating questions that are not only relevant but also thought-provoking, encouraging deeper discussions and critical thinking. EFL students, particularly males, often utilize strategic questioning to clarify concepts, explore new ideas, and stimulate interaction among peers. By focusing on open-ended questions rather than simple yes/no inquiries, they can promote richer dialogue and foster a collaborative learning environment.

These male students often realize that asking the right questions is key to deepening the discussion and gaining relevant information. They strive to identify questions that are not only clear and direct, but also capable of delving deeper into the topic at hand. As such, they focus not only on conveying information, but also on how the questions asked can facilitate a more productive and interactive dialog. The desire to ask the right questions also reflects their curiosity and engagement in the learning process, where they seek to understand others' perspectives and enrich their knowledge. In this context, male EFL students demonstrate that they value meaningful communication and strive to create more effective interactions through appropriate questioning.

In the results of this study both female and male students dealt with situations when they did not know the answer in English conversation with an open and interactive approach. They prefer to communicate directly, both by admitting their ignorance and asking for clarification from the interlocutor, rather than attempting to provide answers that may be incorrect. In learning contexts, especially in courses involving cultural language differences, they prefer to ask questions back to ensure proper understanding and avoid misunderstandings.

From the results of the student interview (M3) answered. *“I often face these situations, for example in translation subjects, because the language culture is definitely different, so if I don't understand the language, I can understand it first, but if I can't understand it, I will ask directly to find a solution. So I prefer to ask back than later misunderstanding with the interlocutor. ”*

From these answers, the researcher concluded that these students often face challenges in translation courses due to differences in language culture. They try to understand the context first if they encounter difficulties, and if they are still unclear, they prefer to ask directly to get clarification. This approach shows that they prefer to ask questions back to avoid misunderstandings in communication.

Research indicates that effective questioning techniques can lead to improved comprehension and retention of language skills, as students are prompted to articulate their thoughts and opinions more clearly. Moreover, asking the right questions helps EFL students take ownership of their learning process, allowing them to identify gaps in their understanding and seek clarification from teachers or classmates. This proactive approach not only enhances their communicative competence but also

builds confidence in using the language. Ultimately, mastering the art of asking insightful questions equips EFL students with essential skills that extend beyond the classroom, preparing them for real-world interactions where effective communication is crucial.

- **Single-task Approach**

Male students showed a strong preference to focus on one aspect of communication at a time. This can be seen in the way they convey information, which tends to be direct and structured. As expressed by one respondent (M2) who stated *“less able to multitask, so when speaking it must be one-way and the goal if you have completed the task can be continued with another.”* from this answer shows a tendency to focus on one specific communication goal.

This single-task approach is also reflected in the way they organize their thoughts before speaking. Some respondents emphasized the importance of preparing what to say in advance, indicating a focus on a single task of effective information delivery. They tend to avoid multitasking in communication, a preference that can be seen in the way they separate building rapport from delivering key information.

Interestingly, this approach does not necessarily mean being rigid or inflexible. Students are still able to

adapt to different situations, yet still maintain focus on one aspect of communication at a time, showing efficiency in their communication management.

2. Communication Style of Female Students

After analyzing the communication styles of male EFL students in the previous discussion, this section presented an analysis of the communication styles of female EFL students. Based on the interview results, there are some significant similarities and differences between the communication styles of the two groups. The similarities include the aspects of focus information, succinct language, want to ask the right question, and single-task approach. Meanwhile, the main differences lie in the aspects of report style of speaking (female) vs rapport style of speaking (male), goal driven (female) vs process oriented (male), and working towards destination (female) vs on journey (male). The following analysis focuses on the unique characteristics of female students' communication styles while referring to the identified similarities.

a. Communication Style Similarities

Some aspects of female EFL students' communication styles show similarities with male students, albeit with some nuanced differences in their application.

1). *Focus Information*

Similar to male students, female students also apply the focus information approach in their communication. Based on the interview results, this tendency emerged as an adaptive strategy to their limited English proficiency. One participant revealed that she preferred to focus on conveying information because she found it difficult to build rapport with interlocutors using English. This was based on his experience of observing friends who tried to communicate with a rapport-building approach, but instead caused the message to be unclear.

The choice to focus on information reflects students' awareness of their limited language skills and strategic efforts to still be able to communicate effectively. By focusing on conveying information, they can avoid the complexity of stringing words together that might arise if they had to manage the social aspects of communication simultaneously.

Although most respondents prefer to focus on information, there are variations in the reasons for choosing this strategy. This decision does not necessarily mean ignoring the relational aspect of

communication, but rather an attempt to communicate effectively with their English language skills.

2). *Succinct Language*

Similar to male students, the use of concise and efficient language also characterizes female students, with a tendency to pay more attention to the precision of terms in academic contexts.

The use of succinct language by EFL students is an adaptive strategy chosen mainly due to limited English proficiency. Although some students have a natural preference for storytelling, they tend to opt for short and direct communication to ensure clarity of message. However, this approach is not rigid; students show flexibility in adjusting their communication style based on the context, the interlocutor's response, and the type of communication required. This shows that the use of succinct language is not a restriction, but a dynamic and contextualized communication strategy.

3). *Want to Ask Right Questions*

While both the male and female students showed a desire to ask the right question, the female students seemed to be more careful in formulating their questions to maximize their expected responses.

Want to ask the right question in the context of EFL students' communication emerged as a communicative strategy that has two main functions: as a clarification tool and as a problem-solving method. The majority of students choose to ask a counter-question when faced with ambiguity or incomprehension, demonstrating their awareness of the importance of ensuring proper understanding before providing a response. This strategy not only helped them avoid misunderstandings but also allowed time to process the information and formulate an appropriate response.

Although there are variations in approach (such as a preference for seeking direct answers in the context of a presentation), the use of questions as a communication tool demonstrates students' adaptive ability in managing their English interactions.

4). *On Journey*

Like their male counterparts, female students also showed appreciation for the learning and communication process, albeit with a more structured approach.

In analyzing the communication styles of female EFL students, the aspect of orientation towards the

process or the end result in conversation provides interesting insights into how they perceive and experience English interactions. Interviews with several female EFL students revealed a variety of views that reflected a difference in preference between a focus on the end result and an appreciation of the communication process.

The interviews revealed an interesting diversity of preferences, with the majority of respondents enjoying the process of communication more than focusing on the end result. Three out of five respondents explicitly stated their preference for enjoying the process of conversation, with a variety of reasons that enrich the understanding of the value of process in English communication. Some respondents emphasized that the process of communication provides an opportunity to gain new insights, valuable learning, and a detailed memory of the interaction. In fact, one respondent who identified as an introvert expressed her preference for enjoying the process, suggesting that personality characteristics do not necessarily dictate the approach to communication. However, there were also respondents who were more result-oriented, mainly due to practical considerations

related to limited English proficiency and the need to ensure information was conveyed effectively.

The findings suggest that although language barriers are often a challenge, most female EFL students are able and choose to appreciate the communication process itself. This orientation reflects a more holistic approach to English language learning and use, where the value of communication is not only measured by the successful delivery of the message, but also by the experience and learning gained during the process. This suggests that the journey in the communication process is seen as an important component in the development of language skills and intercultural understanding.

5). *Single-Task Approach*

Single-task approach in EFL students' English communication emerged as the preferred strategy due to several factors. First, their limited English proficiency makes them need to give full attention to the communication process to ensure message clarity. Second, although some students claimed to be able to multitask in their daily lives or when using their first language, they consciously chose the single-task approach when communicating in English. Third, this

approach also reflects their awareness of the importance of full focus in learning contexts and social politeness. This shows that the single-task approach is not only a cognitive strategy but also a socio-cultural adaptation in the context of learning and using English.

b. Communication Style of EFL Female Students

The above statements have explained and described some of the communication styles of female EFL students that are similar to those of male EFL students. In the in-depth interviews of female EFL students' communication patterns, this study revealed several characteristics that distinctively differentiate female students' communication styles from male students. These differences are not only interesting from a sociolinguistic point of view, but also have important implications in the context of learning English as a foreign language. Some of the following aspects are unique characteristics found in the communication styles of female EFL students, which show significant differences when compared to their male counterparts, both in approaches, strategies and interaction patterns in language learning contexts.

Based on the interview results, female students tend to have the following communication styles:

1). Report Style of Speaking

In the context of learning English as a foreign language (EFL), students' communication styles play an important role in interaction and understanding. One interesting aspect to analyze is the speaking style used by female university students. In this study, the researcher found that female college students tend to adopt the “report style of speaking” in their communication.

This style of speaking is characterized by a focus on delivering clear, structured, and fact-based information. Unlike the “rapport” style which is more personal and interactive, the report style emphasizes the delivery of objective data and information. This allows female students to convey their ideas in a systematic way, making it easier for listeners to understand the context and substance of the conversation.

From all the interview data, it is evident that the majority of respondents show a tendency towards the report style of speaking, which is reflected in their preference for getting straight to the point of communication. Although some respondents showed a preference for establishing familiarity first, the

dominance of the report style of speaking in this context reflects a pragmatic adaptation to limited English proficiency and the need to ensure communication effectiveness.

From the results of interviews with students (F1), the students answered

“Because they are not confident in speaking, so they are more focused on what they want to convey (achieving goals), if for small talk it is rare in English, because if the small talk is afraid of forgetting what words or sentences they want to convey. Based on my experience, I started small talk but went blank when speaking. So the message you want to convey must be organized in the brain.”

The researcher found that students adopt a structured, information-oriented communication style due to limited English proficiency, focusing on conveying information rather than building rapport. This style is not only a preference but also a strategy for effective communication in language-limited situations.

Likewise, student (F5) said,

“It is more comfortable to talk directly to achieve than to build relationships, because in English if you build intimacy it is lacking or people you can chat with, because English chatting is only in the scope of the campus.”

It can be inferred from these statements that female EFL students prefer direct communication to achieve goals and convey information, rather than building interpersonal relationships. This preference stems from the limited use of English in the campus environment, with limited interaction opportunities, which influences their preference for a formal and goal-oriented approach to English communication.

In EFL contexts, female students' report speaking style demonstrates an organized and fact-based communication style. They can accomplish particular communication objectives and deliver information in an efficient and clear manner with this approach. It's critical to comprehend this approach in order to enhance classroom communication and establish a more welcoming learning atmosphere. As a result, this study offers insightful information about the dynamics of gender communication in English language learning that might help teachers create more successful lesson plans.

2). Goal Driven

Strong goal orientation is a common characteristic of the communication styles of female university students learning English as a foreign

language (EFL). Female students are more likely to use a "goal-driven" approach, concentrating on reaching specific objectives in their interactions. This communication style shows their dedication to successfully participating in conversations and teamwork, in addition to their desire to meet academic objectives. The impact of this goal orientation on their interactions and communication in an EFL setting were examined in this analysis.

The interview results show that the majority of female EFL students prefer to have clear goals in their English communication.

This tendency mainly emerged as an adaptive strategy to cope with limited language skills, where one of the students (F1) revealed that letting the conversation develop spontaneously could cause difficulties in stringing words together and could potentially leave them speechless because they ran out of ideas to speak. Interestingly, some respondents also showed flexibility in their approach, where clear goals were prioritized at the beginning of the conversation, but they kept the possibility for natural topic development after building comfort and familiarity with the interlocutor.

This goal-driven approach is also reflected in formal contexts such as speeches or practices, where the need to develop topics in a structured manner is prioritized. This pattern indicates that goal orientation is not just a communication preference, but also a strategy to ensure smooth and effective communication in English.

From the results of this study, the researcher concludes that goal driven tendencies in female EFL students' communication reflect strategic adaptation to the challenges of speaking English, where planning and structure in communication become tools to ensure successful interaction. Despite variations in the degree of flexibility, the presence of a clear goal remains an important anchor point in managing their communication in English.

The application of goal-driven in the communication style of female EFL students shows that they have a clear focus in every interaction. This approach not only enhances the effectiveness of communication, but also helps them in achieving academic and social goals. Understanding these characteristics is important for educators to create a supportive learning environment and facilitate students'

goal achievement. Thus, this study provides valuable insights into communication dynamics in the context of gender and language learning.

3. Gender-Based Strategies in English Speaking Skill Development

This chapter examines gender-based disparities in EFL students' communication styles and the impact of gender perceptions on their English speaking strategies. It explores the implications for inclusive teaching methods and the inherent differences in speaking traits and communication strategies between male and female EFL learners.

3.1 Differences in Speaking Characteristics and Strategies Between EFL Male and Female Students

Male and Female EFL students have different speaking traits and approaches when learning English, which may be observed in a variety of areas, including confidence, expression, and speaking skill development. According to the results of the interviews, men and women use and develop speaking abilities in different ways. Women are more regimented and prepare more thoroughly before speaking, whereas men are typically more casual and impromptu. This distinction may be observed in both

the methods individuals employ to hone their speaking abilities and the way they present in class.

Based on the data generated, the researcher asked the question *“Do you think there are any differences in speaking characteristics and strategies between men and women in learning English?”* so there were two perspectives of answers from both male and female students regarding their speaking characteristics and strategies in learning English.

3.1.1 EFL Male Students Speaking Characteristics and Strategies

From a EFL female students perspective, men often speak spontaneously without much prior preparation, especially in academic contexts such as presentations. They are more likely to read text directly with flat intonation and minimal expression, so they are sometimes criticized for practicing more in improving their speaking skills. In addition, men are also perceived to be stiffer in their pronunciation and accent, and less expressive when speaking in English.

However, men have the advantage of creating a more relaxed and interactive atmosphere when speaking, especially in presentations or

informal conversations. They often make the atmosphere more fun and intimate, making communication feel more lively. This is because men tend to speak spontaneously, directly expressing what comes to their mind without worrying too much about mistakes. In addition, men are also more to the point in explaining things and focus more on analyzing examples or parables.

From a EFL male students perspective, they develop their speaking skills more through media such as movies and content on social media. If they encounter new vocabulary that they don't understand, they will immediately look up the meaning and try to use it in conversation. However, many men lack the motivation to actively practice speaking in English, making it difficult to significantly improve their skills.

Some men prefer to learn independently, for example by speaking to themselves and evaluating their mistakes afterwards. Their higher confidence in speaking also helps them to be less afraid of making mistakes, as they believe that mistakes can be corrected afterwards. Some men who love video games or digital content even copy the speaking

style of their favorite streamers and apply it to classroom communication. However, compared to women, men often have difficulty in understanding the material in depth.

3.1.2 EFL Female Student Speaking Characteristics and Strategies

From a EFL male students perspective, women are more ambitious in learning English and are easier to talk to in the language. They usually prepare well before speaking in front of the class, for example by practicing, memorizing material, and improving their pronunciation in advance. In addition, women also tend to enjoy speaking in English more than men, making their interactions more natural and responsive.

Both men and women learn to speak through movies, but women often utilize music as a medium to enrich their vocabulary. They are also more interactive in their communication, making conversations feel more dynamic.

From a EFL female students point of view, they feel that when presenting, they are more relaxed, enjoy the conversation, and have better accents and pronunciation than men. However,

some women also experience anxiety before public speaking, so they do more preparation to overcome nerves.

Women are more exploratory in answering questions during presentations and improvise their speech more often. However, not all women are confident when speaking in public. Many of them still feel shy, speak in a small voice, and have lower intonation. This nervousness makes them more careful in choosing words and constructing sentences.

From the interviews, it is apparent that men and women have fundamental differences in their English speaking characteristics and strategies. Men are more spontaneous, confident and relaxed in speaking, but often lack preparation and tend to speak directly without much improvisation. Meanwhile, women are more prepared, pay more attention to details such as accent and pronunciation, and are more interactive in their communication. However, they are also more prone to anxiety when speaking in public.

These differences suggest that English learning strategies should be tailored to the needs of each gender. Men may need more encouragement to improve their

expression and preparation, while women need to be supported in building confidence to be more comfortable with public speaking.

3.2 Gender Perceptions on English Speaking Improvement

From the interviews, it is apparent that men and women have fundamental differences in their English speaking characteristics and strategies. Men are more spontaneous, confident and relaxed in speaking, but often lack preparation and tend to speak directly without much improvisation. Meanwhile, women are more prepared, pay more attention to details such as accent and pronunciation, and are more interactive in their communication. However, they are also more prone to anxiety when speaking in public.

These differences suggest that English learning strategies should be tailored to the needs of each gender. Men may need more encouragement to improve their expression and preparation, while women need to be supported in building confidence to be more comfortable with public speaking.

3.2.1 EFL Female Students Strategies

Women tend to be more cautious in their speech, often fearing correction, so they seek more

controlled and less risky methods of practicing. Some use AI simulators to practice independently, while others prefer practicing in front of a mirror or while doing other activities such as applying makeup. This reflects women's tendency to do more preparation before speaking, in terms of grammar, vocabulary, intonation and style.

In addition, women are also more likely to engage in group discussions or utilize language learning apps such as Duolingo to improve their skills. One strategy that is often used is to talk to friends and ask for feedback as a way to boost confidence. However, the biggest challenge women face in speaking is lack of confidence and fear of making mistakes. To overcome this, they try to increase their courage by speaking more often with the opposite sex, practicing gestures to be more relaxed, and even making vlogs or recordings of themselves speaking in English as a form of self-practice.

3.2.2 EFL Male Students Strategies

Unlike women, men rely more on courage and spontaneity to improve their speaking skills. They are more confident in speaking, even if they

haven't fully mastered the grammar or pronunciation aspects. They tend to speak directly with their friends, and if mistakes are made, they consider it as part of the learning process.

One method that is widely used by men is self-talk, either in the form of spontaneous thoughts or in certain situations such as chatting about sensitive matters using English. They also absorb more language from their surroundings, such as listening to sports podcasts, watching movies or playing games. In addition, some men make a habit of typing in English when chatting on chat as a form of additional practice.

Men also use more digital content as a learning resource, such as watching YouTube vlogs, listening to songs, or using apps like ESL LAB. One unique way is to mimic the speaking style of streamers or soccer commentators to understand typical expressions and terms in English.

Overall, the differences in strategies between men and women in improving English speaking reflect how gender perceptions affect the way they communicate. Women focus more on preparation and structure in

speaking, while men rely more on courage and hands-on experience.

Women often face challenges in terms of confidence, so they mostly use low-risk methods such as practicing alone or talking to trusted friends. In contrast, men tend to be more comfortable speaking in social settings, even with the possibility of making mistakes.

The implications of these findings suggest that effective English learning approaches should take gender into account. Women can be helped with confidence-boosting strategies, such as more speaking practice in supportive environments, while men can be directed to pay more attention to formal aspects of language, such as pronunciation and grammar, to make their communication more accurate and effective.

B. Discussion

This discussion compares the findings of this study with previous studies and relevant theories. In this stage, the researcher focuses on the problem or research question, namely overview of gender differences in communication styles, communication differences between male and female students, Gender-Based Strategies in English Speaking Skill Development. The discussion is classified in several aspects as follows:

1. Overview of Gender Differences in Communication Styles

The findings of this study indicate that there are significant differences in communication styles between male and female students in the context of EFL learning. From the findings above, the researcher took the results of Tymson (1998) related to the category of communication differences between men and women but the findings have differences with this study. This study categorizes the differences in male and female communication styles as follows:

Male	Female
Focus on Information	Focus on Information
Rapport style of Speaking	Report style of speaking
Succinct Language	Succinct Language
Process Oriented	Goal Driven
On Journey	On Journey
Want to Ask Right Question	Want to Ask Right Question
Single-task Approach	Single-task Approach

Table 2. Differences in male and female communication styles

The table shows that the communication styles between male and female students are almost the same. In contrast to Tymson's research (1998) which shows some differences. The researcher's findings are in line with the results of the research (Victoria Paraschiv & Professor, n.d.) obtained

from statistical data processing, which shows that there is no significant difference between the ways of communicating between men and women. According to (Cinardo, 2011) provides evidence that men and women are constructed by society in different ways, so these differences are reflected in the way they communicate.

2. Communication Styles of Male Students

Previous research (Furumo & Pearson, 2007) agrees that it is more difficult for men to establish dominance through interruptive behavior when members control the preparation and delivery of messages. This research is also in line with other research (Putra, 2022) which shows that male students tend to use informal language when they talk to students of the same gender (male students) during online learning discussions. with students of the same gender (male students) during online learning discussions. They tend to show that they have more power than their friends (male students). On the other hand male students used polite language when speaking to or responding to female students.

3. Communication Styles of Female Students

The research findings are in line with research (Putra, 2022) which states The data showed that female students were more talk active rather than male students. In the findings

section it has been explained from the perspective of male students, that female students are more talkative and more active when communicating. on research results (Erdiana et al., 2019)show that based on the findings from the speaking test, it shows that female students are actually not better than male students in English speaking skills. They only differed slightly in scores, where female students scored higher than male students. This result is not in line with the findings of this study because the results that have been presented show that female students are more structured in communicating and have broader answers.

Other research (Furumo & Pearson, 2007) reveals women may have an advantage here because their communication focuses on hearing different points of view and ensuring that all team members can express themselves.

4. Gender-Based Strategies in English Speaking Skill Development

These differences in communication styles also affect the strategies used by male and female students in developing their English speaking skills. Male students tend to rely more on boldness and spontaneity, while female students focus more on preparation and structure. In general, the current study demonstrates that gender differences result in variations in the

tactics used and that learning strategies significantly contributes to speaking proficiency (Mistar & Umamah, 2014).

On previous study (Mahmud & Nur, 2018) showed that males tended to use compensatory tactics, whilst females favored social strategies. When learning English, female students enjoy having discussions and did well in social thinking and interaction, which is a social approach. Conversely, male students demonstrated a compensatory technique by actively expressing their ideas, being more rational, and being more coordinated. The results of this study are also similar to other studies (Bouzayenne, 2023) using mobile apps in EFL Learning, which revealed that There was no discernible difference between male and female students in terms of the association between gender and the use of mobile applications for EFL learning. Based on the obtained results (Putra, 2022), it is suggested that in order to clarify the body of literature already available on the use of mobile applications for EFL learning, more scientific investigation should be given to the relationship between students' differences and the use of these application.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher provides conclusion and suggestion based on the discussions in the previous chapter.

A. Conclusion

Based on the findings of researchers related to gender differences in communication styles and communication strategies in the EFL context at UIN Walisongo Semarang in accordance with the research focus that has been stated which has been stated, the following conclusions can be drawn:

1. The communication style of male EFL students, particularly those in the 5th semester of English Education at UIN Walisongo, is characterized by a blend of efficiency and relationship-building, emphasizing clarity and directness while also valuing interpersonal connections. They prioritize concise and straightforward information delivery, often adapting their communication style based on the context and relationship with the interlocutor. This adaptability is evident in their preference for succinct language, a process-oriented approach to conversations, and a focus on enjoying the interaction rather than solely achieving an outcome. Additionally, they demonstrate a keen interest in asking insightful questions to deepen

discussions and enhance understanding. Overall, their communication style reflects a balance between practical objectives and the social dynamics of interaction, showcasing their ability to navigate various communicative contexts effectively

2. The communication style of female EFL students is characterized by a blend of structured, goal-driven approaches and a focus on delivering clear, factual information, often referred to as the "report style of speaking." While they share similarities with male students in aspects such as succinct language, a desire to ask the right questions, and a single-task approach, female students tend to prioritize achieving specific communication objectives over building rapport. Their preference for direct and organized communication is largely influenced by their limited English proficiency, which leads them to focus on clarity and effectiveness in conveying information. Additionally, many female students appreciate the process of communication, valuing the learning experience it provides, although they often maintain a goal-oriented mindset to navigate language barriers effectively. This combination of characteristics highlights the unique dynamics of female communication in EFL contexts and

underscores the importance of understanding these styles to foster a supportive learning environment..

3. The distinct strategies employed by male and female EFL students to enhance their English speaking skills, revealing significant gender-based differences in communication styles. Male students tend to rely on spontaneity and confidence, often speaking directly and informally, which allows them to create a relaxed atmosphere but may lead to a lack of preparation and attention to detail. In contrast, female students are generally more cautious and structured in their approach, focusing on thorough preparation, including practicing pronunciation and grammar, but often experience anxiety in public speaking. To improve their skills, women frequently engage in low-risk practices, such as using AI simulators or seeking feedback from friends, while men absorb language through media and self-talk. These findings suggest that effective English learning strategies should be tailored to address these gender differences, with women benefiting from confidence-building practices and men encouraged to enhance their formal language skills for more effective communication.

B. Suggestion

Based on the researcher's findings as a contribution of thought as a form of better evaluation for all EFL learners

regarding gender differences in communication styles and strategies in the context of EFL (English as a Foreign Language), the following suggestions are presented which are expected to be useful for various related parties. These suggestions are formulated by considering pedagogical implications and further research that can enrich understanding of the dynamics of learning English as a foreign language.

1. For Researchers

Researchers are advised to expand the study by considering social and cultural factors that influence communication differences between men and women in English language learning. In addition, it is also recommended to use research methods that combine quantitative and qualitative approaches so that the data obtained is more complete and in-depth.

2. For EFL Learners

EFL learners should be aware of how they communicate, try different communication strategies without focusing on gender differences, and actively practice with various communication styles to improve their English language skills.

3. For EFL Teachers

EFL teachers should create a comfortable learning environment for all students, prepare activities that help them

practice different ways of communicating, and provide feedback that suits the needs of each student.

4. For Future Researchers

Future researchers are advised to examine how the development of communication technology affects the differences in the ways of communicating between males and females in English language learning. In addition, they could conduct a long-term study to see how gendered communication strategies evolve over time. Researchers are also expected to design new theories that incorporate gender perspectives in foreign language learning.

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APPENDIX

Appendix 1

INTREVIEW GUIDLINE MALE STUDENTS

1. When speaking in English, are you more focused on conveying information or building relationships with others?
2. Are you more comfortable speaking to get to the point, or do you prefer to speak to build rapport and familiarity?
3. When speaking in English, do you prefer to be brief and direct, or explain things by telling a story?
4. When speaking in English, do you usually have a clear goal in mind, or do you prefer to let the conversation develop on its own?
5. Do you prefer to focus on the end result when speaking, or enjoy the process more?
6. How do you deal with situations when you don't know the answer when speaking in English? Would you rather look for a direct answer, or would you rather ask more questions to find the solution?
7. Do you prefer to focus on one task when speaking, or can you speak while working on several tasks at once?
8. Do you often speak briefly and directly in English, or do you prefer to give a lot of details when speaking?
9. Do you think there is a difference in the way men and women strategize to improve their English speaking?

10. How is the way you improve your English speaking influenced by your views on communication as a man?

MALE STUDENT INTERVIEW RESULT

1. When speaking in English, are you more focused on conveying information or building relationships with others?

Answer:

- **Male student 1:** “In English conversations usually go straight to the point not the story first.”
- **Male student 2:** “Personally, we will focus on what we want to say first, because the purpose of speaking to people is to convey the information we have.”
- **Male student 3:** “When chatting, you have to look at the situation and also the person you are dealing with or communicating with, if you don't know, you will ask how you are, and also other things. but if you already know, you will be directly focused on the information conveyed. But that's if it's in an informal conversation, for formal conversations such as interviews it might be straight to the point for the information to be conveyed.”
- **Male student 4:** “I prefer to build relationships with other people, because if you build relationships with

people, it's easier to convey information. And it's better for the listener to hear the information from us.”

- **Male Student 5:** “For my character, I don't like small talk outside of the material. so the focus is on delivering the information without any other small talk.”

2. Are you more comfortable speaking to get to the point, or do you prefer to speak to build rapport and familiarity?

Answer:

- **Male Student 1:** “If it's to someone you know or are close to, you usually talk or talk first, while to people who are not too close, you go straight to the goal. And it depends on the topic and the person you're talking to.”
- **Male student 2:** “usually to the point and directly to the goal, then after the conversation is achieved, it is more intimate and establishes intimacy.”
- **Male student 3:** “I honestly prefer to convey the goal directly, because I don't like rambling and it's longer.”
- **Male student 4:** “I prefer to establish intimacy, but also from various objects, for example when presenting, I prefer to directly convey the goal, while when chatting with friends, I prefer to establish intimacy. So it all depends on the context.”

- **Male student 5:** “It's more comfortable to get to know the other person first, so it's more comfortable to convey information.”
3. When speaking in English, do you prefer to be brief and direct, or explain things by telling a story?

Answer:

- **Male Student 1:** “The speech is not complex, the speech is not very short, the important thing is that the other person understands, if the other person does not understand, you can add a story.”
- **Male student 2:** ” I prefer to explain by telling stories, because it elaborates my thoughts and the person I'm talking to can accept it easily.”
- **Male student 3:** “I prefer to explain briefly and directly, because if I explain in length, I will waste my time.”
- **Male student 4:** “Prefer both but depending on the mood, depending on what the discussion is like if you like the discussion then you will prefer to explain by telling stories. If you don't like the discussion then you will talk to the point and directly.”

- **Male student 5:** “I am actually very happy to tell stories, because of the limitations of English, so I prefer to speak briefly.”
4. When speaking in English, do you usually have a clear goal in mind, or do you prefer to let the conversation develop on its own?

Answer:

- **Male Student 1:** “Let the conversation develop on its own”
- **Male student 2:** “Have a clear purpose, if daily speaking without a clear purpose usually uses Indonesian. But if you use English, you must have a clear purpose and a poin.”
- **Male student 3:** “I will look at the situation and conditions first, if non-formal conversations will let the conversation develop by itself, if in formal conversations will go directly to a clear goal.”
- **Male student 4:** “Prefer the conversation to develop by itself, because it is more comfortable and let it flow.”
- **Male student 5:** “Conversations with other people start with a clear goal if it has been achieved can connect to other topics.”

5. Do you prefer to focus on the end result when speaking, or enjoy the process more?

Answer:

- **Male Student 1:** “Prefer to enjoy the chat itself. Depending on the topic of conversation, if it is about the course, it will be short but if it is casual chatting, it will be longer and enjoy the chatting process itself.”
- **Male student 2:** “Focus more on the end result or achieving the goal. Because in terms of communicate you have to achieve the goal first, after the goal is achieved you can move on to the next topic.”
- **Male student 3:** “Although I like to be to the point, I like to enjoy the conversation because it is a conversion of our thoughts that are poured out in the form of words that we convey in English. So I enjoy the conversation even though I'm more to the point.”
- **Male student 4:** I prefer to enjoy the process of chatting so that I can build a relationship with that person, so the delivery of the information is more felt and enjoyed to be received and more freely.
- **Male student 5:** “I like to enjoy the conversation more than the result, because I enjoy it more and can explain it clearly.”

6. How do you deal with situations when you don't know the answer when speaking in English? Would you rather look for a direct answer, or would you rather ask more questions to find the solution?

Answer:

- **Male Student 1:** “If you don't know the answer, you might be able to just say it and answer it and then a friend will correct you if you answer it wrong, but when you are given a question or problem and don't know the answer, you usually ask the other person to repeat the question.”
- **Male student 2:** “I prefer to ask back, until I get the point of what was asked. Because I am not used to answering direct spontaneously without knowing what the question means.”
- **Male student 3:** “I often face this situation, for example in translation subjects, because the language culture is definitely different, so if you don't understand the language, you can understand it first, but if you can't understand it, you will ask directly to find a solution. So I prefer to ask back than later misunderstanding with the interlocutor.”
- **Male student 4:** “I prefer to ask more questions to find a solution, for example if the question is about

information that is not yet known, then immediately ask back to the interlocutor. I prefer to ask a lot of questions until I understand, then I will answer with my own opinion.”

- **Male student 5:** “If I don't know the answer, I will ask questions to find the answer, like asking the audience during a presentation.”

7. Do you prefer to focus on one task when speaking, or can you speak while working on several tasks at once?

Answer:

- **Male Student 1:** “If I do the work, I do the work, if I talk, I talk, because if I talk while doing the assignment, something is sacrificed.”
- **Male student 2:** “Not being able to multitask, so when talking, it must be one-way and the goal is that if you have completed the task, you can continue with something else.”
- **Male student 3:** “Focus more on one task or goal, because if you do several other tasks it will make the peace and become unclear.”
- **Male student 4:** “Depending on the task, for example, just writing or easy tasks can be while multitasking or

can do other activities. But if the task is difficult, you will focus on the task itself.”

- **Male student 5:** “When there is a task that is done for one day, you only focus on one.”

8. Do you often speak briefly and directly in English, or do you prefer to give a lot of details when speaking?

Answer:

- **Male Student 1:** “Prefer to give a lot of details when speaking because they prefer details and so that they understand better and there is no miss communication.”
- **Male student 2:** “I like to give a lot of details when speaking, because when speaking English, there is a lot to think about. If you feel that what you say is too short for the listener, you will feel that the other person is not talking about what you have said. So always think of long words in English chat.”
- **Male student 3:** “Maybe in English will speak briefly and clearly, but if the explanation into Indonesian will be more detailed so that the interlocutor better understand the meaning.”
- **Male student 4:** “Usually short and direct, because for flying hours using English is still lacking, and not

confident so it's better to talk short and direct. However, if it is for training, you can add a little detail.”

- **Male student 5:** “For English because of limited vocab skills so it's better to be short and direct.”

9. Do you think there is a difference in the way men and women strategize to improve their English speaking?

Answer:

- **Male Student 1:** “There is, how to develop it through movies and content on social media, if there is vocabulary that is not understood and see or search in a content, it will be directly practiced to friends. As for girls, most of them learn speaking from music.”
- **Male student 2:** “There is, based on the experience that women find more willingness to be invited to speak English, invited to improve English language skills than men. Because male students more lazy when invited to chat English. And female students more enjoy when chatting English.”
- **Male student 3:** “There is, personally I will speak in front and will evaluate it myself and learn to improve it, while girls before speaking in front will practice, memorize and improve their pronunciation first.

Whereas boys will mostly go straight ahead and then evaluate it at the back. Male students is more confident and sure when speaking because even if it is wrong it will be corrected afterwards.”

- **Male student 4:** “Relatively usually men and women have similarities, for example from watching movies can take vocab that is not familiar to be included in our conversations. Boys found in her friends to improve speaking skills by watching movies together. In class, the girls rarely use English, while the boys sometimes use basing because they follow the streamers they watch. And the girls usually only sing English.”
- **Male student 5:** “There is but not so significant, usually the boys does speaking from games while the girl can from spotify songs and the girl is more enjoyable and interactive when speaking. Male students more difficult to understand the material.”

10. How is the way you improve your English speaking influenced by your views on communication as a woman?

Answer:

- **Male Student 1:** “For the way men do speaking, it's just by being confident even if it's wrong, for example if you talk to a friend and the pronunciation is wrong,

your friend will correct you so you will learn and improve in terms of speaking. For help from other apps, I only use content and movies.”

- **Male student 2:** “Personally with a lot of self-talk, for example, suddenly having thoughts or opinions about something like to talk to yourself but only in your mind, usually gossiping or talking about something sensitive usually carries over into English. If from the application it is helped by using TikTok there is an account that can train speaking.”
- **Male student 3:** “From myself, I often listen to podcasts, podcasts about sports, especially soccer from outside. So I understand more about language styles and also special terms from various countries. Usually I also learn from listening to songs if I don't know the meaning, I will translate it. Because in the world of lectures, jadu is directly side by side with students who incidentally if in class it uses English. So from there it is also more motivated to improve speaking skills in class and outside of class.”
- **Male student 4:** “If I personally start to get used to typing in chat sometimes using English for my own practice. And ask for feedback from interlocutors to

assess and correct their writing. I only practice speaking with my friends.”

- **Male student 5:** “personally through games and music such as looking at song lyrics, and if you want to improve using ESL LAB, watching vlogs on YouTube. And practice in front of the glass when you want to present. And invite friends to chat in English.”

Appendix 2

INTREVIEW GUIDLINE FEMALE STUDENTS

1. When speaking in English, are you more focused on conveying information or building relationships with others?
2. Are you more comfortable speaking to get to the point, or do you prefer to speak to build rapport and familiarity?
3. When speaking in English, do you prefer to be brief and direct, or explain things by telling a story?
4. When speaking in English, do you usually have a clear goal in mind, or do you prefer to let the conversation develop on its own?
5. Do you prefer to focus on the end result when speaking, or enjoy the process more?
6. How do you deal with situations when you don't know the answer when speaking in English? Would you rather look for a direct answer, or would you rather ask more questions to find the solution?
7. Do you prefer to focus on one task when speaking, or can you speak while working on several tasks at once?
8. Do you often speak briefly and directly in English, or do you prefer to give a lot of details when speaking?
9. Do you think there is a difference in the way men and women strategize to improve their English speaking?

10. How is the way you improve your English speaking influenced by your views on communication as a woman?

FEMALE STUDENTS INTERVIEW RESULT

1. When speaking in English, are you more focused on conveying information or building relationships with others?

Answer:

- **Female student 1:** “because she is not yet fluent in English, so she prefers to focus on conveying information, because if you build relationships with other people it will be difficult and confused to string words so that the information conveyed is not complicated, based on her experience, her friends who speak by building relationships are sometimes unclear about what they are saying.”
- **Female student 2:** “focus on conveying information because sometimes some people don't want small talk and go straight to the point and can understand better.”
- **Female student 3:** “first, look at the situation first who the interlocutor is, but tend to build more relationships with other people and usually chat with friends using English.”

- **Female student 4:** “because I tend to be introverted so I focus more on conveying information, so it's more comfortable to chat directly to the point, not that I don't care about the realtion but it's more comfortable if I convey information directly.”
- **Female student 5:** “I focus more on conveying information, because I don't have much vocabulary knowledge so it's still difficult to develop more detailed vocab so I prefer to be to the point, and for example during presentations I prefer to explain directly from the material points.”

2. Are you more comfortable speaking to get to the point, or do you prefer to speak to build rapport and familiarity?

Answer:

- **Female student 1:** “Because she is not confident in speaking, so she is more focused on what she wants to convey (achieving the goal), if it is for small talk, it is rare in English, because if it is small talk, she is afraid of forgetting what words or sentences she wants to say. Based on her experience, she once started small talk but became blank when speaking. So the message you want to convey must be organized in the brain.”

- **Female student 2:** “It is more comfortable to establish intimacy first with the interlocutor, because when we are comfortable and connected, the information we convey can be captured by the interlocutor.”
 - **Female student 3:** “Prefer to establish relationships and familiarity, because I prefer to talk first and it's not good if the conversation immediately reaches its destination.”
 - **Female student 4:** “Prefer to reach the goal directly, because I don't like to talk about it and it might take too long, so if there is something I want to convey, I just say it as it is.”
 - **Female student 5:** “It is more comfortable to talk directly to achieve rather than establish a relationship, because in English if you establish familiarity it is lacking or people who can be chatted with, because chatting in English is only within the scope of the campus.”
3. When speaking in English, do you prefer to be brief and direct, or explain things by telling a story?

Answer:

- **Female student 1:** “prefer to speak briefly and directly, because of the limited vocabulary when telling stories so I prefer to avoid storytelling chatter so that the

interlocutor is not confused about what is conveyed, so I prefer to speak briefly and the interlocutor understands.”

- **Female student 2:** “I’m actually more comfortable with storytelling, but because of the limitations of English, I prefer to speak briefly and directly.”
- **Female student 3:** “I usually speak briefly first, but if the audience is interested, I will add a little story.”
- **Female student 4:** “I prefer to speak briefly and directly, but if the other person doesn’t understand, I can add a story.”
- **Female student 5:** “depending on the context, if you are told to tell a narrative or experience, it is easy to speak English, for example, if you are told to tell stories from the past, it is easier to speak in English, but if you explain about the material, you prefer to explain the points, such as reviewing articles.”

4. When speaking in English, do you usually have a clear goal in mind, or do you prefer to let the conversation develop on its own?

Answer:

- **Female student 1:** “I prefer to have a clear goal, because if I let the conversation develop on its own, I am the one who is silent because I don’t know what to

say so I have to string it in my brain first. So I avoid conversations that develop on their own.”

- **Female student 2:** “at the beginning of the chat must have a clear purpose, after being familiar and connected so the topic of conversation can develop by itself.”
- **Female student 3:** “Usually, when I relax, I prefer to let the conversation take its own course. Because chatting with friends there will be many topics discussed.”
- **Female student 4:** “usually have a clear goal at the beginning, and depending on the topic if it is connected, it will develop by itself.”
- **Female student 5:** “I prefer to have a goal, for example, speech must have a topic that must be developed so whether you want it or not, it must be developed by itself. When practicing, it's the same”

5. Do you prefer to focus on the end result when speaking, or enjoy the process more?

Answer:

- **Female student 1:** “I prefer the end result when I speak, I want to know how people respond to what I say, and I know that people respond differently.”

- **Female student 2:** “I enjoy the process of talking more because the process is expensive, when the person I'm talking to is talking about light or simple topics first and then the topic is gradual and the process can be learned from.”
 - **Female student 3:** “I enjoy the process of chatting more, because I like to remember the details of the conversation itself.”
 - **Female student 4:** “Even though I'm an introvert, I prefer to enjoy the process of chatting, so when we chat, we can get new insights, new understanding, even if we have a goal, we can enjoy the chat.”
 - **Female student 5:** “more to the end result, the most important thing is that the information has been conveyed well rather than having to ramble, because chatting using English is difficult if there is no preparation.”
6. How do you deal with situations when you don't know the answer when speaking in English? Would you rather look for a direct answer, or would you rather ask more questions to find the solution?

Answer:

- **Female student 1:** “For example, if you are in a situation chatting with someone else, the person asks

a question and doesn't know what the answer is, you usually ask the person back directly (ask more questions to find a solution), for example 'can you say it again?', 'please tell me in detail', so the interlocutor will repeat the question again and explain again related to the question. When the interlocutor has repeated and explained, as quickly as possible you must find the answer.”

- **Female student 2:** “When I don't know the answer. I prefer to ask a lot of questions to find the solution. Because if we look for a direct answer we will be stuck on the question.”
- **Female student 3:** “I prefer to ask more questions to the other person so that there is no miss communication.”
- **Female student 4:** “I prefer to ask questions back, so that there is no miscommunication with the other person rather than answering incorrectly.”
- **Female student 5:** “for example during presentations, I prefer to look for direct answers, but it depends on the discussion.”

7. Do you prefer to focus on one task when speaking, or can you speak while working on several tasks at once?

Answer:

- **Female student 1:** “if in speaking English is more focused on speaking (one task when speaking), if multitasking will disturb the focus of the brain because it is not proficient so anything must be thought of first and the message conveyed to the interlocutor is not clear and difficult to accept by the interlocutor. So I prefer to focus on just one thing.”
 - **Female student 2:** “If the conversation uses English, it will focus on the conversation itself, while if you use everyday language, you can do several tasks at once.”
 - **Female student 3:** “usually can multitask, but in the context of English is more focused on one task.”
 - **Female student 4:** “I’m actually a very multitasking person, but if the conversation is serious and out of respect for the other person, I will focus on the conversation only.”
 - **Female student 5:** “I focus more on one task, for example when in class when someone explains, you have to really focus and listen so that the information obtained is not missed.”
8. Do you often speak briefly and directly in English, or do you prefer to give a lot of details when speaking?

Answer:

- **Female student 1:** “In the context of casual conversation, she prefers to give a lot of details when speaking, but if it is a long-term conversation, she prefers to speak briefly and directly, due to limited vocab and not yet fluent in speaking.”
 - **Female student 2:** “I speak briefly and directly when I don't have enough information, but if I understand the information then I will give more details. So it depends on the topic.”
 - **Female student 3:** “I prefer details when chatting, because it might make the conversation more interesting.”
 - **Female student 4:** “I prefer to speak briefly and directly, especially when the context of the discussion does not require much detail.”
 - **Female student 5:** “t depends on the context, if the topic is about daily life and the vocabulary is easier and more accessible, and the sentence structure is already in the brain, so you can be more detailed when chatting. But heavy discussions can't be detailed”
9. Do you think there is a difference in the way men and women strategize to improve their English speaking?

Answer:

- **Female student 1:** “There is a difference, at the time of the presentation the man just reads and his intonation is flat when he reads forward criticized by the lecturer to practice more in speaking, and the man also reads less expressive and stiff. While the women are more relaxed, more enjoy when chatting, the accent is better, pronunciation better than cowo students, and cewe are more responsive in speaking.”
- **Female student 2:** “There is a difference, because men when speaking can build a relaxed atmosphere, while women are sometimes more tense. For example, during presentations, male students are more relaxed and interactive (making them laugh).”
- **Female student 3:** “There is, if the man is straightforward in talking while the girl is more thoughtful and more prepared before starting speaking. When presenting, boys tend to read directly from ppt without improving while girls are more interactive and easy to understand.”
- **Female student 4:** “There is, cowo more to the point while cewe more explore with the answer. Cewe more enjoy in speaking, cowo more theoretical When explaining, cowo talk by analyzing examples, cewe more improve in speaking.”

- **Female student 5:** “There is, seen in class from the way they chat and practice is different. Cowo is more confident when answering and can think calmly and spontaneously, they also say what they want to say without fear of being wrong. Whereas the girls lack confidence, they are shy to speak, their voice is small and their intonation is low, they are more nervous when they come forward.”

10. How is the way you improve your English speaking influenced by your views on communication as a woman?

Answer:

- **Female student 1:** “how to improve speaking by practicing usually using ai stimulator so I rarely talk to people because I'm afraid of being corrected. By taking 15 minutes.”
- **Female student 2:** “Often doing exercises, namely when you want to make up, you often talk to yourself in front of the mirror. And practice self-taught.”
- **Female student 3:** “besides having to prepare about grammar vocabulary and others, it is also necessary to pay attention to intonation and language style because women always feel thought after speaking and girls also maintain more harmony when speaking so that there is no misscom. And improve speaking by

yourself and if you want to convey something as long as you have the points, just convey it directly.”

- **Female student 4:** “Participate in group discussions, in group presentations be trusted to present in the group, chat with friends and ask for assessments when chatting. And just looking for a lot of experience. She uses duolingo as an auxiliary application, and often speaks mixed in everyday life.”
- **Female student 5:** “challenges for girls confidence when speaking needs to be improved, always practice English in the mirror or talk more often with the opposite sex and be more professional, and dare to be louder when speaking, train gestures to be more relaxed, practice from applications to channel speaking and try to record without looking at paper. Or make a vlog or video using English, or search for people on social media using English.”

Appendix 3

Classification of Interview data

This data is taken from Tymson (1998) who classifies communication differences between men and women.

Name	FI/FR	REPS/RAPS	SL/ST	GD/PO	OJ/WT	NTK/WTa	ST/MT
FS 1	FI	REPS	SL	GD	WT	WTa	ST
FS 2	FR	RAPS	SL	PO	OJ	WTa	ST
FS 3	FI	REPS	SL	GD	WT	WTa	ST
FS 4	FI	RAPS	SL	GD	OJ	WTa	ST
FS 5	FI	REPS	<i>both</i>	GD	WT	NTK	ST
Conclusion	FI	REPS	SL	GD	WT	WTa	ST
<i>Tymson (1998) classification</i>	<i>Focus Informa tion</i>	<i>Report style</i>	<i>Succint language</i>	<i>Goal driven</i>	<i>Work ing Towar ds</i>	<i>Want to Ask</i>	<i>Single-task</i>
MS 1	FI	RAPS	SL	PO	OJ	NTK	ST
MS 2	FI	REPS	ST	GD	WT	WTa	ST
MS 3	FI	REPS	SL	<i>Both</i>	OJ	WTa	ST
MS 4	FR	RAPS	ST	PO	OJ	WTa	ST
MS 5	FI	RAPS	SL	GD	OJ	WTa	ST
Conclusion	FI	RAPS	SL	PO	OJ	WTa	ST
<i>Tymson (1998) classification</i>	<i>Focus informa tion</i>	<i>Rapport nmstyle</i>	<i>Succint language</i>	<i>Process Oriente d</i>	<i>On journ ey</i>	<i>Want to Ask</i>	<i>Single-task</i>

CURRICULUM VITAE

A. Personal Identity

Name : Mariyah Bela Saputri
Place, and Date of Birth : Brebes, 04 July 2003
Student Number : 2103046013
Major : English Education Department
E-mail : bela77a@gmail.com
Number Phone : 082324887905
Address : Ds. Pamijen Rt.02/ Rw. 04,
Kec. Bumiayu, Kab. Brebes

B. Academic Background

a. Formal Education

1. RA Al-Ma'arif Pamijen
2. SDN 02 Pamijen
3. SMPN 01 Bumiayu
4. MAN 02 Brebes
5. English Language Education Departmen of Education
and Teacher Training Faculty State Islamic University
(UIN) Walisongo Semarang

b. Informal Education

1. TPQ Nurul Yaqin Pamijen
2. Madrasah Diniyah Hidayatul Mubtadi'in Pamijen
3. Tutoring at Bina cendekia Bumiayu