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Exploring Reading and Listening Strategies of Students Based on Gender in Indonesian Language Learning in Higher Education

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Abstract
Reading and listening skills play essential roles in developing students' academic competence in language learning. The diversity of student characteristics highlights the need for instructional strategies that accommodate individual learning needs. This study aims to explore students' reading and listening strategies in Indonesian language learning in higher education from a gender perspective. A descriptive qualitative approach was employed, involving first-semester students of the Indonesian Language and Literature Education Study Programme at Universitas Muria Kudus. Data were collected through interviews, observations, and documentation, and analysed through data organisation, coding, thematic categorisation, and interpretation. Data validity was established through technique triangulation. The findings reveal that male participants tended to focus on factual information and provide direct responses, whereas female participants tended to interpret contextual meanings and process information more reflectively. These findings indicate variations in learning strategies within the research context rather than fixed or universal characteristics associated with gender. This study highlights the importance of fostering inclusive language learning environments by providing diverse instructional materials and learning activities that accommodate students' individual characteristics and learning needs.

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Introduction

Reading and listening skills constitute a fundamental component of language learning that plays a vital role in developing students' academic competence, particularly in the Indonesian Language and Literature Education Study Programme (PBSI). Both skills fall within the receptive language skills that enable individuals to acquire, comprehend, interpret, and evaluate information through various sources. Reading assists students in gaining knowledge through written information, whereas listening enables students to comprehend and process information conveyed orally (Zhang & Sun, 2019). Mastery of both skills is essential because most learning activities in higher education involve comprehending academic texts, following lecturers' explanations, and participating in scholarly discussions. Reading and listening skills also possess a complementary relationship in supporting the learning process, both inside and outside the classroom (Maulina & Purnamasari, 2023). For students of Indonesian Language and Literature Education as prospective educators, mastery of these skills not only supports academic achievement but also serves as a foundation for developing professional competence. Therefore, language learning in higher education must devote attention to the development of reading and listening skills by taking into account the diversity of students' characteristics and learning needs (Wulandari, & Anggraini, 2022; Kurniasari, & Pratama, 2019).

Reading is a skill that involves a series of cognitive activities in recognising, comprehending, interpreting, and evaluating information contained in texts. In the context of higher education, reading is oriented not merely towards the ability to acquire information but also towards the ability to develop critical understanding of various sources of knowledge. Students may employ diverse reading strategies, such as identifying main ideas, locating specific information, connecting text content with prior knowledge, and reflecting on the meaning of a text. This diversity of reading strategies constitutes an important aspect of understanding how students process information and construct understanding of learning materials (Fuchs & Fuchs, 2021). In addition to reading strategies, students also exhibit preferences for particular types of reading materials that may be associated with their interests, experiences, academic needs, and individual study habits. Nevertheless, preferences for a particular type of reading material and the speed of completing reading activities cannot be directly employed as indicators of students' reading proficiency. An understanding of the diversity of reading strategies is necessary so that lecturers can design learning activities that provide opportunities for all students to develop their reading abilities analytically, critically, and reflectively.

In addition to reading, listening is a language skill that occupies an important position in supporting the continuity of the learning process in higher education.

Listening is an active process involving attention, reception, comprehension, interpretation, and evaluation of information conveyed orally. In lecture activities, listening skills enable students to comprehend lecturers' explanations, follow arguments in discussions, and provide relevant responses to learning materials (Zhang & Sun, 2019). Students may apply various listening strategies, including noting important information, posing questions, seeking clarification, and reflecting on information before providing responses. This diversity of strategies indicates that students' engagement in listening activities can be manifested through various forms of participation, both verbal and through cognitive and reflective activities. Students who do not immediately provide verbal responses do not necessarily exhibit low learning engagement, as the process of comprehending information may occur through note-taking or reflection. Accordingly, listening instruction must be developed through pedagogical strategies that provide opportunities for students to comprehend, process, and respond to information in accordance with their learning needs.

The diversity of reading and listening strategies in language learning can be examined through various perspectives, one of which is gender. In the context of education, gender relates to social and cultural constructions that shape individuals' roles, experiences, expectations, and patterns of interaction within society (Gultom, 2025). Studies on gender in language learning devote attention to the possible variations in students' experiences and approaches in comprehending and processing information (Kurniasari & Pratama, 2019). A number of studies have also devoted attention to the relationship between gender and reading comprehension and listening skills in various learning contexts (Chen et al., 2023). Nevertheless, variations in students' learning strategies cannot be explained solely on the basis of gender categories, as educational experiences, motivation, social environment, interests, and study habits are also aspects that must be taken into consideration. The absolute grouping of students based on particular characteristics potentially produces generalisations that disregard the diversity of individual abilities and experiences. Therefore, the gender perspective in learning research must be employed critically to understand variations in students' learning experiences without reinforcing stereotypes regarding the cognitive abilities or learning characteristics of males and females.

In the context of learning among first-semester students of the Indonesian Language and Literature Education Study Programme at Universitas Muria Kudus, reading and listening activities constitute an important part of participating in various academic activities. Students face demands to comprehend reading materials, process information conveyed by lecturers, participate in discussions, and complete assignments requiring the ability to interpret learning materials. Research findings reveal variations in students' preferences for reading materials, ranging from texts

oriented towards the presentation of facts to texts that provide space for interpretation and reflection. Diversity is also evident in listening activities, particularly through the ways in which students take notes, pose questions, provide responses, and reflect on lecture materials. Such variation presents pedagogical challenges for lecturers in designing learning activities capable of accommodating students' needs proportionally. The use of uniform instructional strategies potentially provides insufficient space for students to develop various approaches to comprehending written and oral information. This condition indicates the importance of research exploring the diversity of students' reading and listening strategies as a basis for developing language learning that is more responsive to learners' characteristics.

A number of previous studies have devoted attention to the relationship between gender, reading skills, listening skills, and language learning strategies. Zhang and Sun (2019) examined the relationship between gender and information comprehension through reading and listening activities, whereas Kurniasari and Pratama (2019) devoted attention to differences in reading and listening comprehension among university students. Fuchs and Fuchs (2021) more specifically discussed variations in reading strategies based on gender and their implications for the learning process. Furthermore, Wulandari and Anggraini (2022) examined students' reading and listening strategies through a gender perspective, while Maulina and Purnamasari (2023) devoted attention to differences in students' reading and listening styles. The study conducted by Chen et al. (2023) further expanded the discussion of gender differences in reading comprehension and listening skills through a meta-analytical approach. Based on the focus of this literature, there remains scope to deepen understanding of how variations in reading and listening strategies are manifested in daily learning activities and how such findings can be utilised without producing stereotypical groupings of students. Accordingly, this study is directed towards enriching the study of language learning through a contextual exploration of students' reading and listening strategies by positioning the diversity of learning experiences as an important element in the development of pedagogical strategies.

Based on the aforementioned issues, this study aims to explore the diversity of students' reading and listening strategies from a gender perspective in Indonesian language learning in higher education, particularly among first-semester students of the Indonesian Language and Literature Education Study Programme at Universitas Muria Kudus. This study focuses on preferences for reading materials, strategies for comprehending texts, processing of oral information, and patterns of student engagement in learning activities. The novelty offered lies in the examination of reading and listening strategies in an integrated manner through students' experiences, learning activities, and learning outcome documents within a single research context. The

gender perspective is employed as one analytical category for understanding the diversity of students' learning strategies, rather than as a basis for establishing absolute learning characteristics or abilities. Theoretically, this study is expected to enrich the study of language learning, particularly regarding the diversity of strategies for developing receptive language skills in higher education. Practically, the findings are expected to serve as a consideration for lecturers in designing materials, methods, and learning activities that accommodate the diversity of students' needs. Through this study, the development of reading and listening instruction is expected to become increasingly oriented towards the principles of inclusivity, equality of learning opportunities, and the development of the academic potential of all students.

Method

This study employed a qualitative approach with a descriptive research design to explore the diversity of students' reading and listening strategies from a gender perspective in Indonesian language learning in higher education. The study was conducted in the Indonesian Language and Literature Education Study Programme (PBSI) at Universitas Muria Kudus, involving first-semester students as the primary participants and course lecturers as supporting informants. Participants were determined using a purposive sampling technique based on students' direct involvement and experience in reading and listening learning activities. Data were collected through semi-structured interviews to explore students' learning experiences and strategies, observations to observe activities and interactions during the learning process, and documentation of learning materials, syllabi, lecture notes, and student assignments. Data were analysed through the stages of data organisation, information coding, thematic grouping, interpretation of findings, and drawing conclusions based on the research focus. Data validity was examined through technique triangulation by comparing information obtained from interviews, observations, and documentation to ensure the consistency of research findings. The results of the analysis were interpreted contextually to understand the diversity of students' reading and listening strategies and their implications for the development of inclusive language learning without generalising learning characteristics based on gender.

Results and Discussion

Results

The findings indicate a diversity of reading and listening strategies employed by first-semester students of the Indonesian Language and Literature Education Study Programme at Universitas Muria Kudus in participating in the learning process. This diversity was identified through interviews, observations of lecture activities, and analysis of learning documents that describe students' various approaches to

comprehending written and oral information. In reading activities, variations in strategies are evident through preferences for reading materials, methods of identifying information, processes of interpreting texts, and presentation of comprehension outcomes. Meanwhile, in listening activities, variations in strategies are evident through the ways in which students attend to information, take notes on materials, pose questions, and provide responses during the learning process. From a gender perspective, certain tendencies are observable among male and female participants in applying reading and listening strategies. Nevertheless, these tendencies cannot be understood as characteristics inherently and absolutely attached to each group, but rather as a depiction of the diversity of learning strategies within the research context. This diversity provides a basis for understanding students' needs in language learning and for developing more inclusive pedagogical approaches.

Interview results indicate variations in students' preferences for the types of reading materials used in academic activities and independent reading. Several male students expressed a tendency to select reading materials that present information directly, such as scholarly articles, news reports, and research reports. This preference is associated with the need to obtain factual information and to identify main ideas relevant to reading purposes. Meanwhile, female students in this study demonstrated a tendency to select reading materials that provide broader space for interpretation, such as novels, reflective essays, and short stories. Such materials enable students to explore narrative plots, social contexts, and meanings contained within texts. This variation in reading material preferences can be understood within the context of the diversity of students' approaches to reading activities, as addressed in the study by Maulina and Purnamasari (2023). This finding implies that the provision of diverse reading materials is necessary to broaden students' reading experiences and to develop their ability to comprehend texts with various characteristics.

The diversity of reading strategies is also evident through observations of students' activities in completing reading assignments during the learning process. The male students observed demonstrated a tendency to complete reading assignments based on factual information in a relatively shorter time. The strategies employed were more oriented towards searching for specific information and identifying main ideas contained in texts. Meanwhile, the female students observed tended to devote more time to comprehending the content of readings and reflecting on the meaning of the information obtained. This approach is evident through students' tendency to consider the message and context contained in reading materials. This variation in strategies can be discussed within the framework of reading strategy studies and their implications for instruction as proposed by Fuchs and Fuchs (2021). Nevertheless, differences in the time taken to complete reading assignments cannot serve as a basis for determining students'

proficiency levels, as the quality of comprehension requires assessment of the accuracy of interpretation, depth of analysis, and ability to evaluate information.

The results of document analysis in the form of students' assignments and reading summaries reveal variations in the ways in which written information is organised and presented. The male students in this study tended to present the outcomes of reading comprehension through descriptions emphasising factual information and main ideas. Such presentation of information generally employs a more concise structure by identifying a number of important pieces of information within the text. Meanwhile, female students demonstrated a tendency to present the outcomes of comprehension through narrative descriptions accompanied by personal interpretation of the reading content. This approach provides space for students to develop reflections on moral messages, social contexts, and meanings contained within texts. This diversity in the presentation of comprehension outcomes is relevant to the scope of the study of students' reading strategies from a gender perspective discussed by Wulandari and Anggraini (2022). Based on these findings, reading instruction must provide opportunities for all students to develop the ability to organise information systematically while also interpreting reading content critically and reflectively.

In the perspective of language learning, the variations in reading strategies identified indicate the importance of developing students' ability to process information through various approaches. Reading strategies oriented towards the identification of facts can support students' ability to locate specific information and organise main ideas systematically. Meanwhile, reading strategies oriented towards interpretation can support students' ability to comprehend context, connect information, and reflect on the meaning of a text. Both approaches possess complementary functions in the development of academic reading skills. The study of variations in reading comprehension based on gender can serve as one perspective for discussing the diversity of students' approaches to comprehending written information (Kurniasari & Pratama, 2019). Nevertheless, the development of reading skills should not be directed towards the separation of learning activities based on gender, but rather towards the expansion of opportunities for students to master various reading strategies. Therefore, lecturers can design reading activities that integrate the identification of factual information, analysis of argumentation, contextual interpretation, and critical reflection as part of the development of students' language competence.

In addition to the diversity of reading strategies, the findings indicate variations in students' listening strategies in participating in classroom learning activities. Based on observations, the male students in this study demonstrated a tendency to engage directly through activities such as posing questions, offering comments, and responding to information conveyed by lecturers. These activities represent one form of student

engagement in clarifying information and developing understanding of learning materials. Meanwhile, the female students observed demonstrated a tendency to listen through activities such as noting important information and considering the content of materials before providing responses. Interview results also indicate that several female students felt more confident when provided with time to process information before expressing opinions. This variation can be discussed within the context of the study of information comprehension through reading and listening activities that has been the focus of Zhang and Sun (2019). This finding indicates that listening activities can be manifested through direct verbal engagement as well as through reflective information-processing processes.

Discussion

Patterns of student engagement in listening activities are also evident through the ways in which students respond to information conveyed during the lecture process. Students employing an interactive approach tend to provide responses directly through questions, comments, or arguments regarding learning materials. This approach can provide opportunities for students to obtain clarification and develop understanding through interaction with lecturers and fellow students. Conversely, students employing a reflective approach tend to process information first before providing responses to the materials received. This approach provides opportunities for students to consider the relevance of information and to formulate responses based on their understanding. Although the verbal engagement patterns of the two approaches differ, the frequency of providing direct responses cannot serve as the sole indicator of the quality of listening skills. Therefore, the assessment of listening skills must take into account the quality of comprehension, accuracy of interpretation, ability to evaluate information, and relevance of the responses provided by students.

The diversity of students' listening strategies has implications for the development of language learning activities that accommodate various forms of learning engagement. Students accustomed to providing direct responses can be facilitated through question-and-answer activities, interactive discussions, and clarification of information conveyed during lectures. Meanwhile, note-taking activities, the provision of thinking time, and the preparation of written responses can provide opportunities for students to develop understanding reflectively. Both forms of activity need not be separated based on gender, as every student can develop listening skills through various approaches. The discussion of the diversity of reading and listening comprehension based on gender can serve as one perspective for evaluating language learning needs (Chen et al., 2023). In the pedagogical context, lecturers must provide balanced opportunities for all students to develop listening skills through interactive and reflective activities. Accordingly, listening instruction can be directed towards the development of the ability to

comprehend, evaluate, and respond to information appropriately in accordance with learning objectives.

The integration of interview, observation, and document analysis results provides a depiction of the diversity of students' reading and listening strategies within the context of Indonesian language learning. Interview results provide information regarding reading material preferences and students' experiences in receiving and comprehending information. Observation results provide a depiction of students' activities when completing reading assignments, following lecturers' explanations, and participating in classroom discussions. Meanwhile, document analysis results reveal variations in the ways in which students organise information and present the outcomes of comprehension of learning materials. These three data sources provide mutually complementary information in identifying patterns of reading and listening strategies among the research participants. This diversity of findings is presented in Table 1 to illustrate the tendencies of students' learning strategies based on the activities observed, rather than based on the labelling of personal characteristics. This integrated presentation of data provides a basis for discussing the diversity of students' strategies and their implications for the development of language learning.

Table 1. Diversity of Students' Reading and Listening Strategies in Indonesian Language Learning

Aspect of Analysis	Tendency of Male Participants	Tendency of Female Participants	Data Source
Preference for reading materials	Selecting scholarly articles, news, and research reports	Selecting novels, reflective essays, and short stories	Interview
Reading orientation	Identifying facts and specific information	Interpreting meaning and context of readings	Interview and observation
Completion of reading assignments	Relatively faster on fact-based assignments	Devoting more time to reflecting on reading content	Observation
Presentation of reading outcomes	Organising information in the form of factual summaries	Presenting narrative descriptions and personal interpretation	Documentation
Listening strategies	Posing questions and offering comments directly	Noting information and considering the content of materials	Observation
Response patterns	Providing responses directly	Processing information before providing responses	Interview and observation
Presentation of comprehension outcomes	Using points of specific information	Using narrative descriptions and personal comments	Documentation

The findings presented in Table 1 indicate that the gender perspective can be employed as one analytical category in understanding the diversity of students' reading and listening strategies. The tendencies identified among male and female participants provide a depiction of variations in approaches to acquiring, comprehending, processing, and presenting information. Nevertheless, these tendencies do not indicate that analytical thinking abilities are possessed only by male students or that reflective abilities are possessed only by female students. Students' learning characteristics constitute a complex phenomenon that may be associated with educational experiences, study habits, interests, motivation, and social and academic contexts (Indawati, et al., 2025). The study of reading and listening strategies based on gender must take into account the diversity of individual characteristics so as not to produce generalisations that oversimplify students' learning experiences (Wulandari & Anggraini, 2022). In this study, other such factors have not been specifically examined, and therefore their relationship with students' learning strategies cannot yet be explained empirically. Accordingly, the interpretation of the findings must be limited to the tendencies identified within the context of the participants and the learning activities studied.

The pedagogical implications of this study point towards the importance of developing language learning strategies that are inclusive and responsive to the diversity of students' needs. In reading instruction, lecturers can provide various types of texts, such as scholarly, factual, argumentative, narrative, and reflective texts, to provide a more comprehensive reading experience. Learning activities can be designed by integrating tasks involving the identification of main ideas, evaluation of argumentation, interpretation of context, and composition of reflections on reading content. In listening instruction, lecturers can combine interactive discussion activities, note-taking, preparation of written responses, and the provision of time to reflect on materials. Collaborative learning strategies can also be employed to provide space for students to exchange perspectives, discuss comprehension outcomes, and develop communication skills. The development of instructional strategies based on the diversity of reading approaches can form part of efforts to enhance the quality of students' learning experiences (Fuchs & Fuchs, 2021). Through such an approach, all students are expected to obtain equal opportunities to develop reading and listening skills without being constrained by assumptions regarding learning characteristics based on gender (Lestari, et al., 2025; Gultom, 2025).

Overall, this study contributes to the study of language learning through the depiction of the diversity of students' reading and listening strategies based on learning experiences within the context of higher education. The use of interviews, observations, and document analysis provides mutually complementary perspectives in understanding activities involving the processing of written and oral information. The

contribution of this study lies in its effort to connect the diversity of students' learning strategies with the need for the development of inclusive language learning. Nevertheless, this study has limitations in that it was conducted within the context of first-semester students in a single study programme and has not measured the level of reading or listening skills through specific assessment instruments. The descriptive qualitative approach employed was also not intended to prove causal relationships between gender and language skills or to test the effectiveness of the recommended instructional strategies. Future research may broaden the research context by taking into account learning experiences, motivation, reading habits, language competence, and environmental factors. Accordingly, the development of language learning in higher education can be increasingly directed towards the fulfilment of individual learning needs and the optimal development of all students' language competence.

Conclusion

The findings indicate a diversity of reading and listening strategies among first-semester students of the Indonesian Language and Literature Education Study Programme at Universitas Muria Kudus, as reflected in preferences for reading materials, information processing, text interpretation, and patterns of engagement in learning. In reading activities, male participants tended to prioritise the identification of facts and specific information, whereas female participants tended to devote greater attention to the interpretation of meaning and the context of readings. In listening activities, male participants demonstrated a tendency to provide responses directly through questions and comments, while female participants tended to process information reflectively before providing responses. These tendencies cannot be interpreted as characteristics inherently and absolutely attached based on gender, but rather as a depiction of the diversity of learning strategies within the research context. The research findings contribute to the development of language learning by positioning the diversity of students' characteristics as a consideration in designing materials, methods, and learning activities. Lecturers are advised to integrate critical reading activities, reflective listening, collaborative discussion, and the use of varied reading materials to provide equal learning opportunities for all students. Accordingly, the development of language learning in higher education must be directed towards an inclusive pedagogical approach that is responsive to individual needs and supports the development of reading and listening skills without reinforcing stereotypes based on gender.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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