

Abstract

Language learning strategies is a specific action taken by learners to improve their language learning process. The use of language learning strategies can be varied based on a lot of factors, such as gender. This research aims at investigating the most frequently used language learning by the English Language Education Department students and the differences between the strategies employed by male and female students. This study utilized quantitative approach as a research design. Data were collected the data from 164 participants of English Language Department students batch 2019 of a private university in Yogyakarta. In addition, the researcher used The Strategy Inventory for Language Learning proposed by Oxford in 1990 to gather the data. The result revealed that the most frequently used language learning strategy by the students was indirect strategies ($M=2.57$), with metacognitive strategies ($M=2.94$) as the most used in sub-categories. Moreover, there was no statistical significance between male and female students in the use of LLS ($t=0.141$). Yet, still there are different tendency of male and female in the use of LLS. Male students mostly used direct strategies ($M=2.59$) based on the main category, and metacognitive ($M=2.94$) strategies based on the sub-categories. While female students highly performed indirect strategies ($M=2.55$) based on the main category, and metacognitive strategies ($M=2.94$) based on the sub-categories.

Keywords: language learning strategies, gender differences, learning strategies, improving English