

**LANGUAGE LEARNING STRATEGIES USED BY MALE AND  
FEMALE STUDENTS OF INTERNATIONAL  
UNDERGRADUATE PROGRAM OF FACULTY OF  
ADMINISTRATIVE SCIENCE UNIVERSITAS BRAWIJAYA**

**SCIENTIFIC ARTICLE**

**BY:  
HIDAYATUS SHOLICHAH  
NIM 0911110182**



**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
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**Hidayatus Sholichah**  
**Study Program of English, Faculty of Cultural Studies**  
**Universitas Brawijaya**

**Abstract**

This study is designed to figure out the degree of learning strategies applied by 2012 academic year students of International Undergraduate Program of Faculty of Administrative Science. It also examined the significant relationship between gender and the choice of language learning strategies used by 2012 academic year students of International Undergraduate Program of Faculty of Administrative Science. The participants of this study were 31 students including 12 male and 19 female students. The findings revealed that students mostly used metacognitive strategies compared with other strategies. On the other hand, memory strategies were the lowest frequently used ones. Furthermore, although there are differences in the mean score for the overall language learning strategies used by male and female students, the statistical t-test and chi-square result showed that there is no statistically significant difference in learning strategies used by male and female students. It means that there is no significant correlation between gender differences and the choice of language learning strategies.

**Key words:** Language Learning Strategies, Gender, and Strategy Inventory for Language Learning (SILL)

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