

ABSTRACT

Irmayani Sandi, 2017 *The Differences of Male and Female Students' Language Learning Strategies in Classroom Interaction at the Second Grade Students of SMA Negeri 22 Makassar*. Thesis. English Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Guided by H.M. Arif Paturusi and Hj. Ilmiah.

6

The objectives of this research are to find out the most strategy used and to ascertain the difference between male and female students in the use of language learning strategies in SMA Negeri 22 Makassar.

The method of this research was descriptive Quantitative. The subject of this research was the Second Grade Students of SMA Negeri 22 Makassar, consisted of 49 male students and 50 female students. The instrument of this research was SILL Questionnaire consisted of 50 items. This research used random sampling technique.

The findings of this research showed that the most strategy used by male is compensation strategies followed by metacognitive, social, affective, cognitive and memory strategies. While the most strategy used by female is metacognitive strategies followed by compensation, affective, social, memory and cognitive strategies. And there is no significant difference on memory, cognitive strategies, compensation, metacognitive, and social strategies preference in the use of language learning strategies. Meanwhile, there is a significant difference on affective strategies preference in the use of language learning strategies between male and female students. Finally, it is concluded that the most strategy used by male students is Compensation Strategy while the most strategy used by female students is Metacognitive Strategy. And there is a significant difference on affective strategies preference in the use of language learning strategies between male and female students.

Key Words: Male and Female Students, Language Learning Strategies, Classroom Interaction.