

## ABSTRACT

**Prastika, R. Maharani. 2023.** English Language Learning Strategies Used by Low Achievers at Senior High School Level. Thesis. Master Program of English Education, Faculty of Teacher Training and Education, Universitas Jambi. Advisors: **Eddy Haryanto S.Pd., M.Sc.Ed, MPP., Ph.D.** and **Dr. Sri Wachyunni, S.S., M.Hum., MA.**

**Keywords:** *Language Learning Strategies, low achievers, gender, academic major.*

This research aimed to investigate the use of language learning strategies and discover any significant differences in the use of language learning strategies based on gender and academic major at one of the high schools in Muaro Jambi. The design of this research was survey research involving 138 students enrolled in three different classes (language, social science, and natural science). Proportionate stratified random sampling was used in determining the sample of this research.

Moreover, this research employed the Strategy Inventory for Language Learning (SILL) version 7.0 adapted from Oxford (1990) in collecting the data. There were 45 items that consisted of the group of memory, cognitive, compensation, metacognitive, affective, and social strategy. The data collected was analyzed using descriptive statistics including mean, frequencies, standard deviation, and inferential statistics analysis; One-Way ANOVA. The results of this finding investigated that metacognitive strategies (3.42) were the most frequently strategies used by low achievers followed by social strategies (3.41), memory strategies (3.39), affective strategies (3.36), cognitive strategies (3.24), and compensation strategies (3.04).

Moreover, further analysis found that there was a significant difference in the use of overall strategies between males and females learners. Females employed memory, cognitive, metacognitive, affective, and social strategies higher than males. An interesting result showed that males only reached a greater mean score than females in one strategy, namely the compensation strategy.

Furthermore, in regards to LLS and academic majors, no statistical difference was found among academic majors in utilizing overall language learning strategies. The difference only occurred between social science and science students in applying affective and social strategies. In addition, language learning strategies were used more frequently by social science (3.41) followed by language (3.37) and natural science (3.19). In contrast, in terms of the least strategy use, language, social science, and natural science all utilized compensation strategy.

Since the limitation of the data in this current research, future research is recommended to be conducted in an attempt to complete the limitation of sources in this study. Therefore, the information regarding students' language learning strategy would be more accurate and more beneficial to readers.