INTRODUCTION

A. Background of Research

Language Learning strategies become the main issues in this global society. Learning strategies are strategies used by the learners to master and comprehend the material effectively and easily. Learners should know what kind of strategy to use so that they can oversee and evaluate the effectiveness of the strategy and develop problem solving skills.

According to Chamot (Gimeno, 2002), “learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate learning, recall of both linguistic and content area information.” Every learner has their own strategy for facilitating them self and it is assumed that there are some differences that are influenced by many factors.

Learning strategies have been studied from different perspectives, based on which it is concluded that numerous individual variables affect the selection of learning strategies, such as gender, age, motivation for language learning, cognitive learning style, maturity level, previous experience in language learning, learners’ belief and other factors.

There is an interesting effect of gender differences in learning strategies, as all society know that in this era of our modern society, it would
appear that women are equal with men. However the harsh reality tells us that women are not provided with an equal opportunity even for discussion, due to the fact that two sexes respectively command different communication styles. For instance, females are more passive than males. If they are talking, they tend to show that they are not sure about what they are saying. The passiveness and tentativeness of females in communication are affirmed by Vanfossen (2001: 2), who showed that females like using tag questions, disclaimers, and questions as directive statements. In other words, the language female’s use is different from the one that males use.

Based on the explanation above, the writer would like to conduct a research entitled “Gender Differences and Learning Strategies in English Class” (A Descriptive Study on the Forth Semester Students of Muhammadiyah University of Purwokerto in Academic Year 2013/2014).

B. The Reasons for Choosing the Topic

The reason in choosing the topic is based on my curiosity about the influence of gender differences in choosing English language learning strategies. Most of previous research only revealed the learning strategies which were used by the learners. Consequently, it is interested to investigate whether or not the gender differences correlates to English language learning strategies.
C. The Problems of the Research

Based on the reasons which have mentioned before, there are two problems of research as follow:

1. Do male learners use different learning strategies from the female learners?
2. Is there any correlation between gender differences and the use of learning strategies by the learners of forth semester students of English class?

D. The Aims of the Research

This study aims at finding out:

1. The learning strategies which are used by male and female learners.
2. The most strategies which are used by male and female learners on forth semester students of English class.
3. The correlation between gender differences and the choice of language learning strategies.