

## ABSTRACT

**Lestari, Trinanda Mahdiyah. 2020. An Analysis of Language Learning Strategies Used by EFL Student Teachers at English Language Education Program Universitas Negeri Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa da Seni. Universitas Negeri Padang.**

The current study was carried out with the intention of investigating the EFL student teachers' Language Learning Strategies (LLS) in learning English. This study also aims for exploring the level of using LLS and identifying the most and least preferred strategy employed by EFL student teachers of English Language Education Program at Universitas Negeri Padang. This descriptive research used a quantitative descriptive method. The total sampling technique is used to all participants of EFL student teachers at International classes of 2019/2020 academic year. The data was gathered through Strategy Inventory for Language Learning (SILL) questionnaire version 7.0 developed by Oxford and administered to 82 international EFL student teachers. SILL consists of 50 statements which have six categories as well as *Memory, Cognitive, Compensation, Metacognitive, Affective, and Social*. The data was analyzed through M.Excel and SPSS version 25. The result indicated all international EFL student teachers employed all strategies categorized as the High level with the average (M=3.80). The most frequently used is *Metacognitive* strategy (M=4.01) and the least frequently used is *Affective* strategy (M=3.53). It can be concluded that language learning strategies are important in raising the learners' learning awareness and improve the educators' teaching preference.

**Key words:** Learning Strategies, Language Learning Strategies, Strategy Inventory for Language Learning (SILL), higher education, student teachers, Indonesian context