

**SELF-REGULATED LEARNING STRATEGIES EMPLOYED BY HIGH
ACHIEVER ENGLISH STUDENTS OF LAMBUNG MANGKURAT
UNIVERSITY BATCH 2021**

SARJANA'S THESIS

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REG. NUMBER: 2010117220029



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
BANJARMASIN**

2024

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ACHIEVER ENGLISH STUDENTS OF LAMBUNG MANGKURAT
UNIVERSITY BATCH 2021**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the *Sarjana Pendidikan*
Program in English Language Education Study Program**

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This is to certify that the *Sarjana's* Thesis Proposal of Elisabeth Reg. Number 2010117220029 entitled "**Self-Regulated Learning Strategies Employed by High Achiever English Students**" has been approved by the advisor for oral examination.

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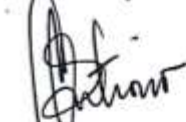
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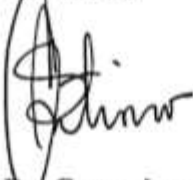
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ABSTRACT

Elisabeth. 2024. *Self-Regulated Learning Strategies Employed by High Achiever English Students of Lambung Mangkurat University Batch 2021*. Sarjana's Thesis, English Language Education Study Program, Faculty of Teacher Training and Education. Lambung Mangkurat University. The first advisor: Dr. Novita Triana, M.A., the second advisor: Dr. Cayandrawati Sutiono, M.A.

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In attaining academic achievement and overcoming difficulties, it is essential for English students to employ appropriate learning strategies. Several previous studies demonstrated the benefits of self-regulated learning strategies that positively influence students' academic achievement. However, there is a gap in the research concerning how high achiever students, specifically those majoring in English, employ these strategies. Therefore, this study aims to investigate how high achiever English students of Lambung Mangkurat University batch 2021 employ self-regulated learning strategies. This study employed a qualitative method. A questionnaire and an interview were used to collect the data.

The findings revealed that high achiever English students used cognitive strategies by rereading, summarizing, and connecting material to other courses and background knowledge. In applying metacognitive strategies, the students set learning goals and evaluated study methods. Both students used resource management strategies by maintaining consistency and seeking help from peers and lecturers. The application of these strategies was influenced by factors like the type of exam, kind of course, and individual needs.

It is suggested that English students actively employ self-regulated learning strategies to enhance academic achievement and adjust strategies to their individual preferences and goals. Additionally, future researchers are expected to explore the application of self-regulated learning strategies by high achiever students in other disciplines.

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The researcher realizes this study is far from perfect and needs improvement. Therefore, feedback and suggestions to improve this study are greatly appreciated. The researcher expects that this thesis may contribute to the development of English education.

Banjarmasin, August 2024

The Researcher

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