

**LEARNING STRATEGIES OF EFL STUDENTS ACHIEVING HIGH  
ACADEMIC SCORES**



**A THESIS**

Submitted to Fulfill the English Department in a Partial Fulfillment of the  
Requirement for S. Pd Degree

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ACADEMIC SCORES**

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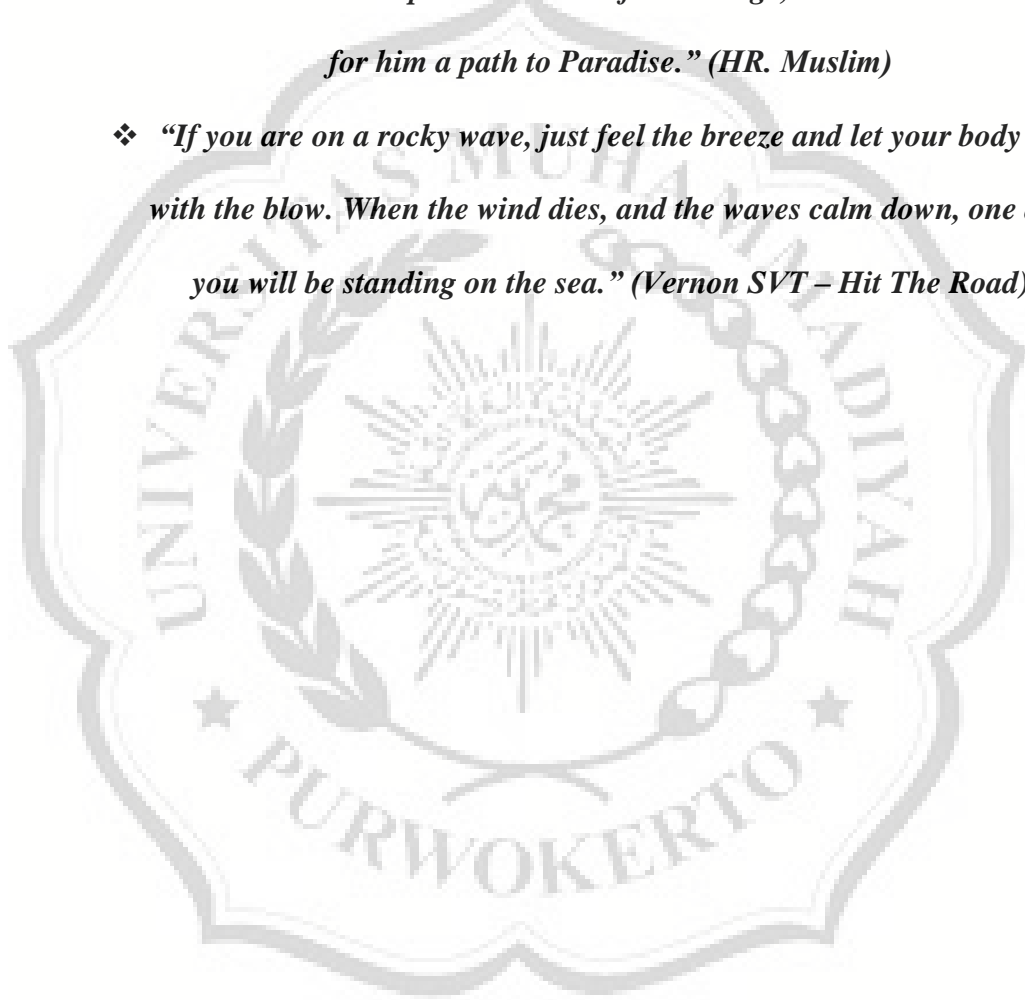
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## MOTTO

- ❖ *“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.” (QS. Al Insyirah: 5-6)*
- ❖ *“Whoever travels a path in search of knowledge, Allah will make easy for him a path to Paradise.” (HR. Muslim)*
- ❖ *“If you are on a rocky wave, just feel the breeze and let your body go with the blow. When the wind dies, and the waves calm down, one day you will be standing on the sea.” (Vernon SVT – Hit The Road)*



## DEDICATION

*This thesis is dedicated to:*

- ❖ *My deepest gratitude for my beloved parents (Mr. Suyarto and Mrs. Suprapti) who always take care and support me emotionally and materially with prayer, love, and patience since I was born until now,*
- ❖ *My beloved sister Febriana Utami, my brother Eko Puji Leksono, and my nephew Nizam Ghani Afkari. Thanks for always supporting me,*
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Finally, the writer realizes that this thesis is still far from being perfect. Therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Aamiin.

*Wassalamu'alaikum Wr.Wb.*

Purwokerto, 3 August 2020

The writer

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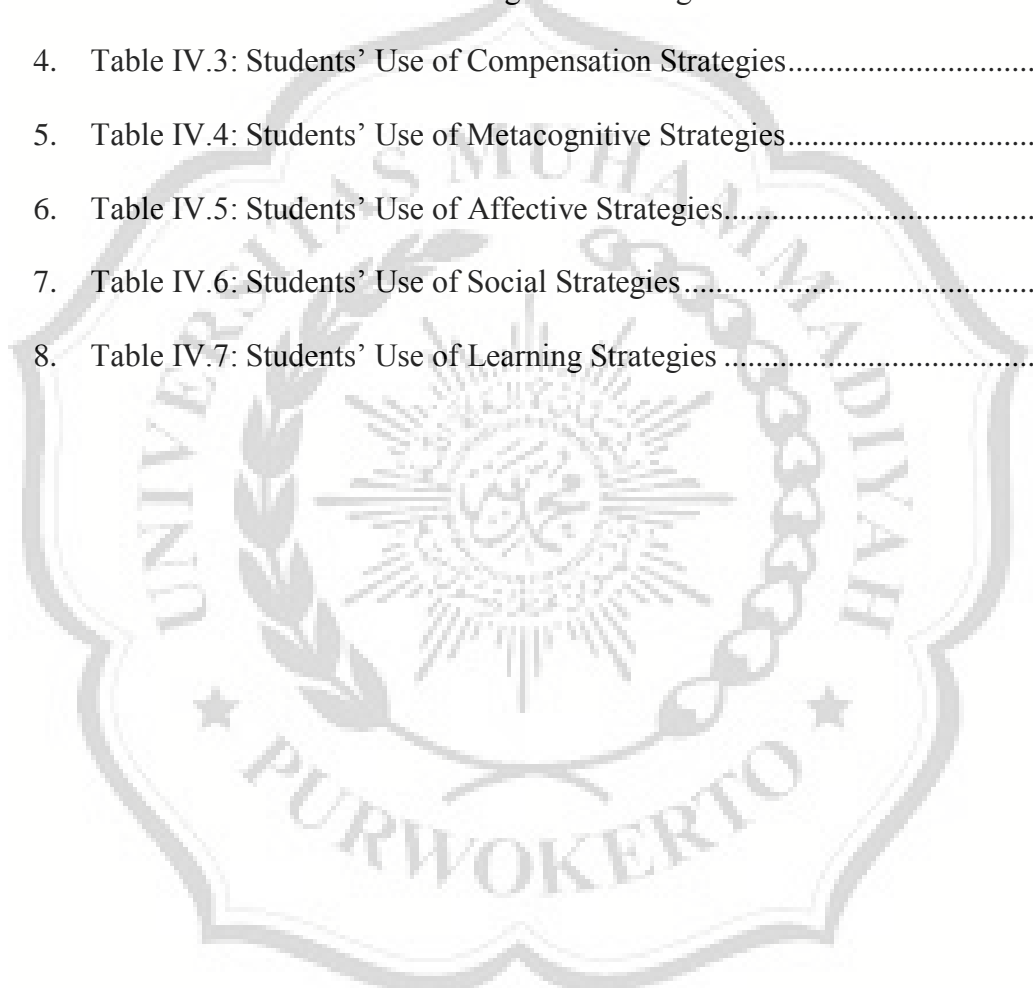
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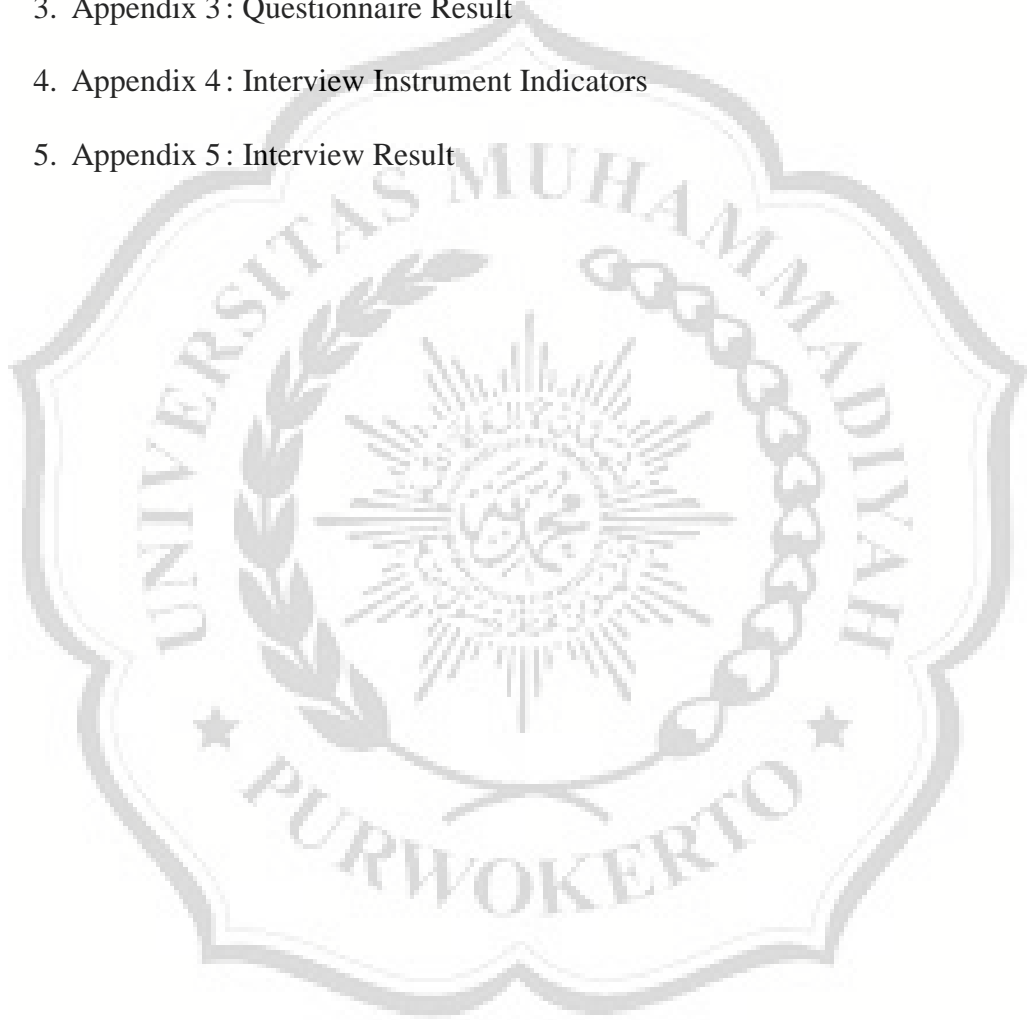
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## **ABSTRACT**

### **LEARNING STRATEGIES OF EFL STUDENTS ACHIEVING HIGH ACADEMIC SCORES**

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The aim of the study is to find out what learning strategies used by EFL students achieving high academic scores. The research was conducted in April 2020 to EFL students achieving high academic scores in class XII SMK Bhakti Husada Sumpiuh. The sample was six students and the method of the research was case study mixed methods research. This study found that EFL students used all the language learning strategies, but from the analysis it can be seen students' learning strategies on each aspect were memory strategies (89%), cognitive strategies (72%), compensation strategies (93%), metacognitive strategies (71%), affective strategies (83%), and social strategies (87%). The students also used many activities to improve their English skills and achieve their learning goals.