

## ABSTRACT

**Sarrah Nasution, Registration Number 2203121078, Student's Self-Regulation in Learning English at Grade XI of SMAS Amir Hamzah Medan, A Thesis, English Language and Literature Department, Faculty of Languages and Arts, Universitas Negeri Medan, 2024.**

This research aimed to analyze students' self-regulation strategies in English language learning and students' process of self-regulation in English language learning. A qualitative approach was employed in this research, involving observation, open-ended questionnaire, and semi-structured interviews for data collections. The instruments used were an observation checklist, questionnaire sheets, and interview guides. In this research, data analysis followed the qualitative techniques proposed by Miles, Huberman, and Saldana. The research subjects were 18 eleventh-grade, with students serving as the primary data source and relevant studies as secondary data. The results of this research reveal that students applied cognitive, motivation, and behavior strategies with repetition strategy, mastery-self talk, and help-seeking being the most commonly used strategies. However, students did not fully engage with all aspects of the three phases of self-regulation process; forethought, performance, and self-reflection. They focused mainly on the forethought and performance phases, emphasizing self-motivation and task completion which indicating that their self-regulation was underdeveloped. Consequently, these students cannot be categorized as self-regulated learners. This research highlights the complexity and interactive nature of self-regulation, revealing that it is a challenging process not only for students striving to meet their learning needs but also for teachers, who must maintain students' motivation and engage them in fostering effective self-regulation.

**Keywords: *Self-regulation, English Language Learning, Motivation.***

