English language becomes a key to enter the globalization because English is used in any international communication and business recently. Accordingly, it is the most important thing that should be mastered by the students especially students of English Department. Since internal and external factors of the students affect their strategies in learning English, the writer wants to investigate the strategies of the high achievers in learning English. The purposes of this study were to know the strategies employed, the most strategies employed and also the fewest strategies employed by the high achievers in learning English.

The design used was descriptive qualitative research design because the writer wanted to describe the strategies employed by the high achiever students in learning English. The respondents who were investigated were the seventh semester students of English Department of University of Muhammadiyah Malang in academic year 2006-2007 who had a cumulative GPA 3.60 and above. They were selected because the seventh semester was considered as a final phase of an ideal length-time-frame of study in English Department. Therefore, the students who had grade point average 3.60 and above which was based on academic guidance book 2006-2007 University of Muhammadiyah Malang which were included as cum-laude were considered as high achiever students. Afterward, they were delivered the questionnaire on learning strategies.

After collecting and analyzing the data, the writer found that high achiever students employed all the strategies which gave a good contribution to them in order to get success maximally in their learning process especially in learning English. Furthermore, the most or the highest mean scores among six strategies employed by high achiever students in learning English were metacognitive strategies accounted for 24.6 which was appropriate with their characteristics. Meanwhile, the fewest strategy employed was memory-related strategies for the mean score was 17.2 which means that they used it in the low frequency. Afterwards, the mean scores for the rest of the strategies were compensatory strategies (x = 24.5), cognitive strategies (x = 23), affective strategies (x = 23.3), and social strategies (x = 20.3) which were in the average of usage.