

**LEARNING STRATEGIES USED BY STUDENTS  
OF CHEMICAL ENGINEERING OF UMS  
TO LEARN MATERIALS IN ENGLISH**



**RESEARCH PAPER**

**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

by

**DEBY SELVIA RAHMAT NURVITASARI**

**A320122006**

**FACULTY OF TEACHING TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2016**

**APPROVAL**

**LEARNING STRATEGIES USED BY STUDENTS  
OF CHEMICAL ENGINEERING OF UMS  
TO LEARN MATERIALS IN ENGLISH**

**RESEARCH PAPER**

by

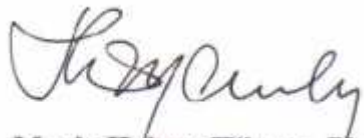
**DEBY SELVIA RAHMAT NURVITASARI**

**A 320 122 006**

**Approved to be Examined by Consultant**

**Consultant I**

**Consultant II**



**Mauly Halwat Hikmat, Ph. D**

**NIK. 727**



**Nur Hidayat, M. Pd**

**NIK. 771**

**ACCEPTANCE**

**LEARNING STRATEGIES USED BY STUDENTS  
OF CHEMICAL ENGINEERING OF UMS  
TO LEARN MATERIALS IN ENGLISH**

**RESEARCH PAPER**


Written by


**DEBY SELVIA RAHMAT NURVITASARI**  
A 320 122 006

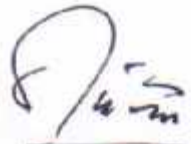
Accepted and Approved by Board of Examiners  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta  
on April , 2016

**Team of Examiners:**

1. **Maully Halwat Hikmat, Ph. D.**  
NIK. 727  
(Chair Person)
2. **Nur Hidayat, M. Pd.**  
NIK. 771  
(Member I)
3. **Drs. Djoko Srijono, M. Hum.**  
NIP. 195906011985031003  
(Member II)

(  )

(  )

(  )

Dean,



**Prof. Dr. Haryo Joko Prayitno**

NIP. 19650428199303001

## PRONOUNCEMENT

On this occasion, the researcher states that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain Bachelor Degree of University, nor there are opinions or master-pieces which have been written or published by others in this research paper and mentioned in the bibliography.

If it is proved that there are mistakes in the writer's statement above later in the future, the researcher will be fully responsible.

Surakarta, April 2016

The researcher,



Deby Selvia Rahmat Nurvitasari

A 320 122 006

## **MOTTO**

**Yesterday is history, Tomorrow is mystery, but Today is a gift.**

**(Master Oogway, Kung Fu Panda)**

**Miracle is another name of an Effort**

**(Anonymous)**

## **DEDICATION**

This research paper is dedicated to:

Her beloved mother, *Ponirah*,

Her beloved father, *Wahyono*,

Her beloved brother, *Massahid Galih Da'I Ramadhan*,

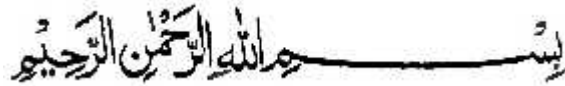
Her beloved family,

Her beloved friends,

Her beloved lecturers, and

Her almamater.

## ACKNOWLEDGMENT



*Assalamualaikum Wr.Wb.*

*Alhamdulillah* rabbil ‘Alamin, all praises to Alloh S.W.T, the Most Glorious, the Most Merciful, Lord of the Universe, who gives a million blessing, miracle and uncountable gifts to the researcher, so she can accomplish her research paper entitled **LEARNING STRATEGIES USED BY STUDENTS OF CHEMICAL ENGINEERING OF UMS TO LEARN MATERIALS IN ENGLISH** as the requirement for getting bachelor degree of education in Department of English Education of Muhammadiyah University of Surakarta.

Peace is upon to Muhammad SAW., the Alloh’s last messenger, who will be the hero for all his followers in the life after. The writer realizes that this research paper would never be possible without other people’s help, so that the writer would like to extend her gratitude and appreciation to:

1. **Prof. Dr. Harun Joko Prayitno**, Dean of the School of Teacher Training and Education of Muhammadiyah University of Surakarta,
2. **Mauliyah Halwat Hikmat, Ph.D.**, Chief of Department of English Education of Muhammadiyah University of Surakarta and as the first consultant who has given a valuable guidance and suggestion during the completion of this research paper,
3. **Aryati Prasetyarini, M.Pd.**, Secretary of Department of English Education of Muhammadiyah University of Surakarta who helps the researcher in consulting the lectures schedule and other help,

4. **Nur Hidayat, M.Pd.**, Chief of Microteaching Laboratory of Faculty of Teacher Training and Education of Muhammadiyah University of Surakarta and as the second consultant, for being good consultant and giving the researcher suggestion in correcting this research,
5. **Drs. Djoko Srijono, M. Hum.**, as the third examiner who has given me correction and valuable guidance in finishing this research,
6. **Titis Setyabudi, S.S., M.Hum.**, the academic adviser who has patiently guided the researcher,
7. **All of the lecturers of English Department**, for precious knowledge and experience given to her,
8. **The researcher's beloved parents, bapak Wahyono and ibu Ponirah**, for the love, pray, support, learn, advice, force, hugs, happiness, experiences given to her,
9. **The researcher beloved brother, Massahid Galih Da'i Ramadhan**, for the support, happiness, share, pray and laugh,
10. **The researcher's dearest family**, for togetherness, happiness, supports, and prays,
11. **The researcher's best friend, Rizky Shinta Wulandari**, for being like a sister, laugh, friendship, inspiration, support and prays,
12. **The researcher's dearest friends in EDSO**, all generations, support, pray, laugh like a family,
13. **The researcher's dearest friends in English Department 2012**, for, support, pray, laugh, and friendship like family,



14. **The team of The Eclipse Production Drama Performance of Hedda Gabler**, for the great experiences,
15. **The researcher's friends in Kost Fatimah**, thanks for the spirit, laugh, and experience like family in her second home,
16. **The all team of Field Work 2014 in SMK N Banyudono**, for the togetherness, happiness, family, and supports,
17. **All of the people**, who cannot be mentioned one by one, thanks for everything.

The researcher realizes that this research paper is still far from being perfect, so all suggestions and criticisms for improving this research paper are accepted widely and happily. Hopefully, this research paper will be useful for the readers and prospective researchers.

*Wassalamualaikum Wr. Wb.*

Surakarta, April 2016

**Deby Selvia Rahmat Nurvitasari**

## TABLE OF CONTENT

	<b>page</b>
<b>TITLE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>ACCEPTANCE</b> .....	iii
<b>TESTIMONY</b> .....	iv
<b>MOTTO</b> .....	v
<b>DEDICATION</b> .....	vi
<b>ACKNOWLEDGMENT</b> .....	vii
<b>TABLE OF CONTENT</b> .....	x
<b>SUMMARY</b> .....	xii
<b>CHAPTER I: INTRODUCTION</b> .....	1
A. Background of the Study .....	1
B. Scope of the Study .....	3
C. Problem Statement .....	4
D. Objective of the Study .....	4
E. Benefit of the Study .....	4
F. Research Paper Organization .....	5
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b> .....	6
A. Previous Study .....	6
B. Learning Strategy .....	8
1. Notion of Learning Strategy .....	8
2. Learning Strategy .....	8
C. Reading .....	9
1. Notion of Reading Comprehension .....	10
2. Reading Skill .....	11
3. Reading Component .....	12
D. Material in English .....	13
E. Theoretical Framework .....	13

<b>CHAPTER III:</b>	<b>RESEARCH METHOD .....</b>	<b>15</b>
	A. Type of the Research .....	15
	B. Objet of the Research .....	15
	C. Subject of the Research .....	15
	D. Data and Data Source .....	16
	E. Method of Collecting Data .....	16
	F. Credibility of the Data .....	17
	G. Technique for Analyzing Data .....	17
<b>CHAPTER IV:</b>	<b>RESEARCH FINDING AND DISCUSSION .....</b>	<b>19</b>
	A. Research Finding .....	19
	1. Low Achiever Students .....	20
	2. High Achiever Students .....	44
	B. Discussion .....	77
<b>CHAPTER V:</b>	<b>CONCLUSION AND SUGGESTION .....</b>	<b>84</b>
	A. Conclusion .....	84
	B. Pedagogical Implication .....	85
	C. Suggestion .....	85
<b>BIBLIOGRAPHY .....</b>		<b>xiv</b>
<b>APPENDIX</b>		

## SUMMARY

**Deby Selvia Rahmat Nurvitasari. A 320 122 006. LEARNING STRATEGIES USED BY STUDENTS OF CHEMICAL ENGINEERING OF UMS TO LEARN MATERIALS IN ENGLISH. Research Paper. School of Teacher Training and Education. Muhammadiyah University of Surakarta. 2016**

This research is aimed at showing the differences of learning strategies used by high and low achiever students of Chemical Engineering of Muhammadiyah University of Surakarta. The subjects of the research are six students, three of them are high achiever students and the three others are low achiever students. This research is done by classifying the data using the learning strategies classification conducted by O'Malley and Chamot. The type of this research is qualitative case study. The data are gotten from the interview and document to the subjects. The result of this research shows that the subjects use various learning strategies classified by O'Malley and Chamot in learning materials in English. Those learning strategies used by the subjects are similar and the others are not. Even they use same strategies, some of those strategies are implemented differently. The differences of learning strategies used by the subjects are in metacognitive and cognitive strategies. The learning strategies that only used by high achiever students are: advance organization (metacognitive strategies), grouping, auditory representation, and transfer (cognitive strategies). The other learning strategies are used by both high achiever and low achiever students, even by one of each achiever. Beside the differences in learning strategies used by high achiever and low achiever students above, there are some strategies that are implemented differently by those subjects. The differences in implementation can be seen in metacognitive strategies (organizational planning, self-monitoring, self-evaluation, and self-management), in cognitive strategies (resourcing and elaboration), and both of the socioaffective strategies.

Keywords: Language Learning, Learning Strategy, Materials in English, Strategy

## ABSTRAK

**Deby Selvia Rahmat Nurvitasari. A 320 122 006. LEARNING STRATEGIES USED BY STUDENTS OF CHEMICAL ENGINEERING OF UMS TO LEARN MATERIALS IN ENGLISH. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Surakarta. 2016**

Tujuan dari riset yang dilakukan adalah untuk menunjukkan perbedaan dari strategi belajar yang dilakukan oleh siswa yang mendapat nilai tinggi dan rendah di teknik kimia UMS. Subjek dari penelitian ini ada enam siswa, tiga diantaranya adalah siswa yang mendapat nilai tinggi dan tiga yang lain adalah siswa yang mendapat nilai rendah. Penelitian dilakukan dengan mengklasifikasikan data menggunakan klasifikasi strategi belajar oleh O'Malley dan Chamot. Studi kasus kualitatif adalah

jenis studi ini. Hasil studi menunjukkan bahwa para siswa menggunakan bermacam strategi dari klasifikasi O'Malley dan Chamot saat belajar. Beberapa strategi belajar yang digunakan sama dengan yang lain, dan ada pula yang berbeda. Meski mereka menggunakan strategi belajar yang sama, namun aplikasinya dapat berbeda. Perbedaan strategi belajar yang digunakan ditemukan di metacognitive dan cognitive strategies. Strategi belajar yang hanya digunakan oleh siswa yang mendapat nilai tinggi adalah: advance organization (metacognitive strategies); grouping, auditory representation, and transfer (cognitive strategies). Sedangkan strategi belajar yang lain digunakan oleh para siswa, meskipun hanya digunakan oleh satu siswa dari para siswa yang mendapat nilai tinggi atau rendah. Selain perbedaan pada strategi belajar yang digunakan, ada beberapa strategi yang diaplikasikan secara berbeda oleh para siswa yang menggunakannya. Perbedaan tersebut dapat terlihat di metacognitive strategies (organizational planning, self-monitoring, self-evaluation, and self-management), cognitive strategies (resourcing and elaboration), dan kedua strategi di socioaffective strategies.

Kata kunci: Belajar Bahasa, Materi dalam Bahasa Inggris, Strategi, Strategi Belajar