

CHAPTER I INTRODUCTION

A. Background of the Study

English is international language. It means that people in many countries use English to communicate with the other people from other countries. English is the most important language in the world. It is widely used for keeping up with the developing of modern technology and science of various countries. Especially in Indonesia, people should be able to communicate in English. People in Indonesia may study English starting from school, because the government decides to give English lesson as one of the lessons in school. The government also decides that English lesson is one of the lessons in national examination.

In learning English, strategy is needed in order to understand the materials well. The strategies used in learning helps the learner to understand the materials. It also helps the learners to increase the easy learning. According to Riding (2002:79),

learning strategies are formed as a response part within the individual to meet the environment demands. Learning strategies may be seen as the cognitive tools particularly helpful for the individual for completing a specific task successfully. This approach leads us to the strategic learner's concept.

Each person has a different learning style to acquire language skills such as writing, listening, speaking and reading. Each aspect of skills might be studied in different way. Generally, people use different way to study different materials. At this resesarch, the researcher only focuses on learning strategies to learn materials in English.

When the students use the appropriate strategy to some materials, they can understand the content and remember it easily. Some of the students easily find the appropriate strategy, and the others feel difficult to find the appropriate strategy to learn and to study the materials. The students who easily find the appropriate strategy have good up to excelent scores. The other students, who

haven't find the appropriate strategy, may feel hard to understand the materials, and sometimes they get bad scores. The high score achiever student may have different learning strategies with the low achiever students. Although they use the different strategies, they have the same purpose to get the good or best score. It is necessary to find the appropriate strategy to make the materials being understandable to learn.

Muhammadiyah University of Surakarta has many departments, such as Mathematic Department, English Department, Chemical Engineering Department, etc. In some faculties English skill is important since the references for the subjects being taught are written in English. There are many subjects in Chemical Engineering at UMS. Three of them are using English book as their reference. Those subjects are KR-Homogen (4th semester), KR-Heterogen (5th semester), and Reaktor (6th semester). Even those subjects are in the different semester, they use only a book and are taught by the same lecturer. The book used in those subjects is *Elements of Chemical Reaction Engineering* by Fogler.

They have to master these materials because the materials will be used by them to do their research and final examination in the seventh semester. The book is used to get the materials for their presentation, in KR-Heterogen, and the assignments are from the book. For KR-Heterogen, there is only one chapter to be learned by the students. This chapter is the tenth chapter, CATALYSIS AND CATALYTIC REACTORS. This chapter consists of seven sub chapters. The first is introduction, and the second until seventh is the materials. Each subchapter consists of concepts, formulas, examples and exercises. All of the materials are connected, so they have to understand start from begin. To answer the exercises, they have to understand the materials, because the exercises are about the final reaction in chemical using catalyst. They have to study the materials in English to master the subjects using learning strategy.

To get the best score, the students of chemical engineering of UMS have to master the materials by learning using the appropriate strategy. Some of the

chemical materials are written in English. To understand the content, students have to learn them. The students have to read and understand the content, because reading is one of the ways to get the information from written text or other printed text. Based on Sutarsyah (2014:45), there are many kinds of reading techniques such as skimming, scanning and SQ3R (Survey, Question, Read, Recite, and Revise). According to Kennedy (1981:5):

reading is the individual ability to recognize a visual form, associate it with a sound and or meaning acquired in the past, and on the past experience basis, understands and interprets its meaning. In reading from some books, it is usually necessary to recognize, understand and interpret several words in a series.

They usually use dictionary to understand the content. It cannot be denied, because dictionary is helpful in translating words. Some students try to find out word by word using dictionary, and the others are just guessing the meaning of the words. Even they use the different ways to understand the content by reading and/or translating the written materials, all of them do some reading techniques to find out the content without using dictionary.

In this opportunity, the researcher is interested in conducting the research in Chemical Engineering of Muhammadiyah University of Surakarta. The researcher assumes that they have different learning strategies between high and low achiever in learning materials by reading. From the description above, the researcher is interested in carrying out the study on **LEARNING STRATEGIES USED BY STUDENTS OF CHEMICAL ENGINEERING OF UMS TO LEARN MATERIALS IN ENGLISH.**

B. Scope of the Study

In order to limit the research, the researcher limits the study on analyzing the learning strategies used by high and low achiever students of Chemical Engineering of Muhammadiyah University of Surakarta in year 2014/2015 to learn materials in English. The researcher also limits the research on reading comprehension to understand the materials in textbook.

C. Problem Statement

Based on the background of the study above, the researcher states the problems as follows:

1. What learning strategies are used by high and low achiever students of Chemical Engineering to learn materials in English?
2. How do they use the learning strategies to learn materials in English?

D. Objective of the Study

The objective research is to describe the differences of learning strategies used by high and low achiever students of fifth semester of Chemical Engineering of Muhammadiyah University of Surakarta in learning materials in English and to describe how they implement those strategies in understanding the content of textbook by reading.

E. Significance of the Study

1. Theoretical Significance
 - a. The researcher expects the result of this research study can give the contribution to the educational process in common education aspects.
 - b. The researcher expects the result of this research study can be used as the referent for another researchers who want to study about the students' learning strategies.
2. Practical Significance
 - a. The researcher expects the result of this research study will give the readers knowledge of learning strategies to learn the materials in English.
 - b. The researcher expects the result of this research study may be useful for the student and lecturer who learn materials in English.
 - c. The researcher expects the result of this research study may give the consideration for the lecturer to find the way teaching materials in English.

F. Research Paper Organization

The research paper organization is given to help the readers understand the content of the research paper written by researcher. In this research paper, the reasearcher gives the outline as follows:

Chapter I is introductions. It consists of background of the study, research problem, limitation of the study,benefit of the study, and research paper organization.

Chapter II is review of related literature. It contains review of previous study, notion of learning, strategy, learning strategy, notion of reading comprehension, reading skill, and reading component.

Chapter III is research method. This chapter consists of six points. The researcher presents type of research paper, data and data source, object and subject of the study, technique of collecting data and technique of data analysis.

Chapter IV is analysis and discussion. In this chapter the researcher shows the implementation of learning strategies used by students of Chemical Engineering to learn materials in English. In this chapter, the researcher also will discuss the finding of the research.

Chapter V is conclusion and suggestion. The researcher in this chapter draws conclusion and proposes the suggestion taken from the research result.