Non-English Department Students' Strategy in Learning English

A *Skripsi*

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Approval Sheet

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Statement of Work's Originality

I honestly declare that this *skripsi,* entitled "*non-English department student's strategy in learning English",* which I have written, does not contain the work of other people, except those cited in the quotations and references that are cite in regulation with ethical standards of scientist paper.

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Abstract. The strategies are needed by non-English department student to learn English language well. It helps non-English department student to solve some obstacles in the process of learning English. This research is aimed to explore English learning strategies of non-English department student and to find out the most effective English learning strategies of non-English department student. It focused on exploring language learning strategies, some obstacles often faced by non-English department student in learning English, the types of English learning strategies, and the types of the most effective English learning strategies. This research was conducted at English Language Education Department at one private university in Yogyakarta, and three non-English department students were interviewed to gather the data. The three participants are all females and have different level of English achievement, and they are from different majors at one private university in Yogyakarta. This research adopted qualitative method, and the data was analyzed using descriptive qualitative by coding analysis to present the findings. There were eight findings divided into two categories. The first category is non-English department student strategies in learning English consisting of five themes. Those themes are by speaking English, by writing English, by reading English, by listening English, and by watching movies. By speaking English consist of practice speaking with friend and also lecturer, practice speaking English with foreigner, and also practice speaking by self-talking. Then, by reading English consist of reading novel or short stories, reading journal, an article, or E-newspaper, and also practice reading with any kinds of book. After that, by writing English consist of writing a caption and

diary, writing and memorizing the new vocabularies, and writing an academic paper and free writing. The next is by listening English consist of listening to somebody else speaking (friend or lecturer), listening to the foreigner speaking, and also listening to music. The next is English visual strategy consists of watching movies and talk show. Moreover, the most effective strategies in learning English for non-English department consist of three findings. Those are practice speaking English with lecturer, friend, or the foreigner (native/non-native), reading a book, journal, novel, newspaper, and any kinds of book, and the last is listening to music and listening to somebody else talk (lecturer, friend, and the foreigner).

Keywords. Language learning strategy, challenges in learning English, and English language strategy

Introduction.

The categorization of student based on motivation in English learning is divided into two: non-English department student and English department student. The meaning of the motivation in this discussion is the aim or the purpose where they do something such what they learning for. According to Ishag (2016), "The study of motivation is basically the study of action, where motivation can be operational as goal-directed behavior, and hence the study of motivation is essential in understanding the psychology and behavior of the learner (p.12)". In this case, motivation in English learning is divided into two things; those are intrinsic motivation and extrinsic motivation. Ishag (2016) stated that:

Intrinsic motivation refers to motivation to perform a task because of personal interest, satisfaction and need for fulfillment. On the other hand, extrinsic motivation refers to the motivation to perform a task in order to achieve a certain goal such as a job promotion and budget at an instrumental (p. 16).

Intrinsic motivation is the motivation in which a person has his/her own interest with all things including the English department student. English department students are students enrolled in English language department with their motivation based on their interest and willingness in learning English especially with their special goal. In contrast, extrinsic motivation is a kind of motivation in which a person has an interest with another purpose as a necessary or something important that should be done such as their necessary in the job, the subjects having correlation with English, or terms of graduation. Therefore, non-English department students are included in extrinsic motivation. In this research, the researcher explored more in-depth on strategy in learning English especially for non-English department students. In this case, non-English department students are the students who are not enrolled in English department, but they have motivation to learn English. It is important to investigate the strategy of learning English for non-English department students. There are some reasons why the researcher was interested in doing this research.

The first reason is about the subject or course book which has strong relation with English language. It means that non-English department student, should be able to master English language, because it will ease them to understand the subject or course book which has relation with English. Based on their opinions, after mastering English language, they could understand easily the subject or course book which has relation with English. Mastering English language can improve non-English students' achievement, because their learning sources are in English.

The second reason is English subject is one of the requirements of graduation from the institution. All of the students must pass TOEFL test.

Permana (2014) said, "TOEFL stands for Test of English as a Foreign of Language. The TOEFL is a test that aims to measure level mastery of the English language proficiency of the person whose mother tongue is not English (p. 5)". There are a lot of students who learn English using many strategies in order to pass TOEFL test, so that they can graduate from the institution.

The third reason why this research was done is about globalization effect. Steger (2013) defined globalization as, "the interconnections of global economic, political, cultural and environmental processes that continually transform present conditions" (pp. 7-8). Globalization also gives impact on educational field. One of the aspects effected by globalization is the language which in this case in English language. Crystal (2000, as cited in Poggensee (2016)) claimed," One major that effected by globalization is the increased spread and interconnectedness of language , especially on particular of English language"(p.5). In addition, Steger (2003) defined globalization of language as, "the process of the spread of some languages that are used as international languages, and the disappearance of other languages that lack speakers" (p. 82). Moreover, English is not only a tool used for communication but itis also a part of social identity embedded without communities (Phillipson, 2008). Since globalization effects many aspects such as education, it becomes important for the students including non-English department students to master English language.

Methodology

This research was conducted at English Language Education Department at one private university in Yogyakarta, and three non-English department students were interviewed to gather the data. The three participants are all females and have different level

of English achievement, and they are from different majors at one private university in Yogyakarta. This research adopted qualitative method, and the data was analyzed using descriptive qualitative by coding analysis to present the findings.

Result and Discussion

The Strategies Used by Non-English Department Students to Learn English

The result showed that all of participants revealed that there were five findings consisting of four themes. Those were by speaking English, by reading English, by writing English, by listening English, and English visual. By speaking English strategies consisted of practice speaking with somebody else, friend, and also lecturer, practice speaking English with the foreigner, and also practice speaking by self-talking. Then, by reading English strategies consisted of reading novel or short stories, reading journal and E-newspaper, and also practice reading using any kind of English book. After that, English writing strategies consisted of writing a caption and diary, writing and memorizing new vocabularies, and then writing an academic paper and free writing. Listening English strategies consisted of listening of somebody else speaking (friend or lecturer), listening to the foreigner, and also listening to music. English visual strategy consisted of watching movies and talk show.

The Most effective Strategies Used by Non-English Department Students

There were three findings for the effective strategies used by non-English department student in learning English; those were practicing speaking English to the lecturer, friend, or the foreigner (native/non-native), reading a book, journal, novel, newspaper, and any kind of

book, and listening to music and listening to somebody else talk (lecturer, friend, and foreigner).

Conclusion

English learning strategy is the way on how to help non-English department student in learning English based on their motivation. There are several considerations and reasons for non-English department student in learning English such as their academic factors which ask them to learn English and requirement for graduation. The strategies in learning English are truly necessary for English learners to develop English language and also to help them to solve the problems they face in learning English.

Recommendations

In this part, the researcher provides recommendations. The recommendations are addressed for some parties such as teachers, students, institution, and other researchers. The explanations are presented as follows:

Teachers. It is necessary to know that the students need strategies in learning English. The teacher should know that mastering English is not easy for some students especially non-English department students. Thus, the researcher suggests that the teachers should apply strategies in English classroom. This study provides some useful strategies which can be used by English teachers such as using English movie or song, asking the students to read short stories or E-newspaper, asking the students to write something based on

their interest. By doing those strategies, the English classroom can be more interesting for the students

Students. This research shows several problems often faced by non-English department student in learning English and also the strategies on how to solve the problems in learning English as well. The researcher recommends the students to cope with their problems using the strategies provided in this research. In addition, the researcher divided the strategies based on the English skills so that it eases the students to find the strategies which are suitable with their problems.

Institution. The researcher recommends the institution to support English program by facilitating the properties that can help non-English department student to learn English well. The kinds of properties that can be used to help English learners in learning English such as any kinds of English book like comic, news paper, magazine, course book, and journal. Other facilities that can help English learners to learn English are any kind of English music and English movies.

For other researchers. The researcher recommends other researchers to explore more detail about problems often faced by non-English department student in learning English and also about English learning strategies. However, the researcher also recommends for other researchers to focus on exploring one by one of English learning strategies in each skills which are including speaking, reading, writing, and listening. Furthermore, the researcher recommends other researchers to find the more in-depth answers during interview section from the participants.

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