



## LEARNERS STRATEGIES USED BY NON-ENGLISH DEPARTMENT STUDENTS IN LEARNING ENGLISH: STUDENTS' PERSPECTIVE

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**Abstract:** The learner's strategy in learning a language is one of the things that we must pay attention to, especially in learning a new language such as English. For students of English education who study English, they are usually given specific strategies starting from the classroom to everyday life. However, it is different from a student's non-English department. They must have their own perspective to learn English which they must know and understand for their own benefit. Both the English and non-English departments must have perspectives and strategies that match their criteria. This research aims to prove the presence of the different strategies they used. The method used in this study was descriptive qualitative. The researchers used a questionnaire as their instrument with a total of 32 participants. The finding underlines the two things: the difficulties and the strategies. The difficulties commonly faced by students of non-English department because they realized that English is important but they don't use English as their everyday life. Thus, it is considered difficult to be practiced. Meanwhile, there were strategic factors used by students both internal factors, self-taught learning using social media, and external factors such as courses. This research gives valuable to the teachers who want to teach their students especially for the learner's non-English department.

**Keywords:** Learner's strategy, non-English department, perspective

### A. INTRODUCTION

The ability to communicate in English is becoming more and more valued in today's worldwide society. In this era, mastering a foreign language, especially English, is important and mandatory, because it is one of the tools to communicate with many people (Hasan et al., 2022). Indirectly, speaking a foreign language is a requirement for us, especially since English has emerged as a universal language. Due to its widespread usage, English has emerged as a language of worldwide communication (Thariq et al., 2020). Currently, one of the most crucial languages to learn is English. This is so that we can keep up with the more sophisticated times. We might therefore draw the conclusion that



learning a foreign language is crucial in the present era. The issue is that while English is understood by the majority of people in this day and age, very few of them are able to converse in it (Sari, 2021). Students from non-English fields confront particular difficulties learning and mastering the language due to the growing significance of English as an international lingua franca (Ismawati & Triastuti, 2021). This study seeks to examine, specifically, from the viewpoint of the students themselves, how students outside of the English department go about learning the language.

In order to create effective teaching strategies and support systems that meet the different requirements of these learners, educators and language specialists must have a thorough understanding of the strategies used by non-English department students (Agustina, 2022). This study aims to provide insight on the specific tactics used by non-English department students, their perceived efficacy, and the underlying variables impacting their decisions by investigating the learners' views and experiences. This research offers a thorough examination of the information gathered from a variety of non-English department students through observations, surveys, and interviews. The study attempts to offer important insights into the learners' approaches to English language learning by looking at the many tactics used by these students, including but not limited to vocabulary acquisition, grammar learning, speaking practice, and reading comprehension.

The sociocultural, educational, and individual aspects that affect the choice and application of particular learning strategies by students in non-English departments are also examined in this research. This study intends to shed light on how variables such language learning backgrounds, individual motivation, self-regulation, and exposure to English language resources affect the tactical decisions made by these learners by diving into the viewpoints of the students. The result of this study has important ramifications for curriculum designers, policy makers, and language educators. Teachers can modify their instructional techniques and create learning resources that specifically target the demands and obstacles experienced by these learners by knowing the strategies used by students in non-English departments to learn English. Additionally, this research sheds light on prospective areas for assistance and intervention to improve the efficacy and efficiency of English language instruction for students in non-English departments.

In light of the aforementioned above, the researchers are interested in looking into what difficulties faced by the students and also find any strategies in how to overcome these problems. Therefore, this study has two research questions as follows:



1. What are the difficulties faced by Non-English Department students in learning English?
2. What are the strategies that Non-English Department students used in learning English?

## B. THEORETICAL REVIEW

Learning is a composite of people, material, facilities, completeness, and procedures that interact to achieve the goal of learning (Lu et al., 2022). To achieve the goal, we often hear about teaching and learning. Both of words are two things that can be separated each other. It is designed and implemented in order to accomplish the learning objective.

Commonly, the teacher and students are the two most important variables in learning activities (Wolf & Brown, 2023). If these two variables are missing, no learning activities will take place. In learning activities, we often know some strategies of learning. Strategies or approach is always used in learning (Habók & Magyar, 2020; Hadromi et al., 2021). Some of those are teacher-centre learning and students centre learning (Lak et al., 2017). Teacher-centre learning are learning that oriented on teacher. This is called as traditional teacher-oriented learning paradigm. In this approach, the position of teacher is exclusive being instructor of learning. Meanwhile, in student centre learning, it is quite different. It is also well known as modern approach. In this approach, students are given opportunity to express their ideas or creativities so that they can show their potential related to their interests and desires. By reducing the use of exploration, enquiry, and inductive learning processes.

A learning strategy is something that a teacher must hold in order to create good and efficient teaching and learning activities (Widharyanto & Binawan, 2020). A teacher must have learning methods in order to provide effective and efficient teaching and learning activities. Learning strategy is a method of managing activities that incorporates learning activities, such as language learning. Language study tactics might help someone improve his/her foreign language skills. This method can help with internalisation, storing, learning, and using new languages. As a result, speaking ability is a very influential aspect in a person's ability to transmit information orally.

According to the modern learning model, students must be innovative in selecting or evaluating their learning (Veber, 2022). This type of learning paradigm can only be successfully utilised if the teacher develops an effective plan. As a result, selecting learning strategies cannot be haphazard; it must be done with attention and based on certain considerations and criteria. The following are some criteria to consider when selecting learning strategies:



centred on learning goals, the learning strategies are connected to workplace, and the learning media implemented engage students' sense as much as possible. Therefore, the utilisation of numerous tactics and approaches becomes critical in the future to ensure that the learning process runs smoothly.

### C. METHOD

The design of this study was descriptive qualitative. It was conducted to learn student's difficulties and strategies of non-English department students when learning English. The data was collected by using a questionnaire. According to Creswell (2009) questionnaires can be used in the survey if sample size is considered large. The researchers tried to use a questionnaire to find out the difficulties and strategies used by students using Open ended Questionnaire and Close ended Questionnaire. Respondents to open-ended questions can use their own language and provide as much or as little detail as they like in their responses. When asked a closed question, respondents are given a set of possible answers.

This study included 32 Non-English Department students from biology, psychology, science, communication science, Indonesian language and literature, electronics engineering education, state administration, civil engineering, mathematics education, development economics and accounting within the national scope with the participation of semester 2 to semester 10 students.

Looking for 32 respondents from non-English major colleges and programs allowed us to assess the data from the surveys. The researchers looked for the percentage and frequency that exist in the student's choices included in the questionnaire, then specified the interpretation of English for non-English department students and drew conclusions based on the findings. To conclude, researchers represented the English strategy patterns of non-English education students.

### D. FINDINGS AND DISCUSSION

There are so many difficulties faced by Non-English Department Students in learning English. However, this study seeks to learn what are the difficulties faced by Non-English Department Students and how they solve these difficulties with their strategy. This finding underlines the two strategic factors used by students both internal factors, self-taught learning and external factors such as courses. Some of the main points from the research question will be explained through the explanation and table below.

#### 1. The Difficulties in Learning English



In learning English each student needs a different time to master the language depending on the needs and goals he uses English. The use of English for lingua franca and not the second national language in Indonesia is a challenge in learning English. Moreover, sometimes students still have difficulty reading the correct pronunciation in table 1 listed below, the perspective of each student in believing that English is a difficult language to learn tends to be evenly distributed.

Table 1. Perceptions about English is difficult to learn

NO	Responses	Percentage
1	Strongly Disagree	9.4 %
2	Disagree	18.8%
3	Neutral	31.3%
4	Agree	28.1%
5	Strongly Agree	12.5%
Total		

The percentage listed in table 1, the perspective on English which is a language that is difficult to learn tends not to stand out and has the highest percentage at neutral as many as 10 people (31.3%). Then, there was 9 respondents (28.1%) agreed that English is difficult. While the remaining percentages are spread evenly, there are disagree, strongly disagree, and strongly agree. This shows that non-English still do not have a definite standard of how they learn English. This different perspective tends to illustrate that every student faces different challenges in learning English.

After knowing the percentage of existing difficulties, basically students tried to solve these difficulties. On the data that the researchers got, some of the majority answers were asking, internet as a problem solver, and analyze the problem. On the questionnaire data that has been collected, most of the respondents answered 'ask'. This is their way of when they don't find an answer or when they discover something they don't know about. Respondents gave responses that they would choose to ask friends or experts to solve their difficulties.

In addition, the second answer was the use of internet as a problem solver. The use of the internet is very common in this era of technological advancement. Its use also varies, for example as a means of solving English problems by non-English department student respondents. we can categorize the internet as e-learning. E-learning is well suited for distance learning and is flexible for different learning situations. Students tend to open google, online dictionaries and YouTube as a means of solving their problems. One of the respondents gave



their response in solving the problem by analyzing the problem. It is analyzed what things he doesn't know, what form the difficulty lies in, and once he knows the details about the problem, he will know what things he will do to solve the problem. The following table 2 are some of the questions listed on the questionnaire and the frequency of the answer.

Table 2. General Perspective of the Respondents

Statement	Agree	Disagree	Frequency
English skill is needed by to be learned by students of the Non-English departments	31	1	32
Deeper English must be studied by non-English Department students	20	12	32
Non-English department students need to study ESP in their study program	29	3	32
English is related to the student's future job	30	2	32

From table 2, it can be seen that most of respondents (31 respondents) agreed, English is needed by students to be learnt. Some of the reasons why students agreed that English had things to do with their future goals, the average respondent gave the reason that they wanted to be able to communicate in English in order to expand their network.

In the advanced English section, 12 people chose disagreed because they needed to learn English more deeply. One respondent stated that learning English is basic enough for daily communication, there is no need to go deeper. This shows the different goals that some respondents have and of course the strategies they have will be different.

Moreover, as many as 29 students agreed if ESP was given to their study program. This can help them focus more on the goals to be achieved because they are given basic English and English which is major in nature. Researchers think that if ESP is held in each study program, the strategies used by students will be stronger. Then, as many as 30 people agreed that English would be related to their future work. Especially in an increasingly advanced era, especially communication. Some students may intentionally or unintentionally touch English in the future.

## 2. The Strategies used in learning English by Non-English Department Students



In the majority of non-English department students' answers, they use social media platforms as a means to learn English. Most of the answers are linked to YouTube, movies and songs, Duolingo and Google Translate. In the answers to one of the respondents he mentioned the strategies he used to watch, imitate and understand. Researchers believe that this strategy is quite efficient in helping non-English speaking students learn English. In addition, it was found that 7 out of 32 respondents studied English because they had an English class in their study program which could be seen that ESP was applied to their study program. There were about 4 respondents out of 32 respondents who had English courses to support their English improvisation. There are also 14 students from existing respondents who use English platforms such as websites or English learning applications to support their English. Non-English students use strategies that focus on learning listening, speaking, reading and writing. Using existing social media and external platforms, respondents can apply these strategies so that they get their desired goals.

Researchers also wanted to know how much time respondents used to learn English. In the questionnaire, the researchers gave several options for how long the respondent studied English in a day. There are 10 minutes, 30 minutes, 1 hour and optional in their choice of learning time.

How much time do you spend learning English in 1 day (Berapa lama waktu yang Anda gunakan untuk belajar bahasa inggris dalam 1 hari)

32 responses

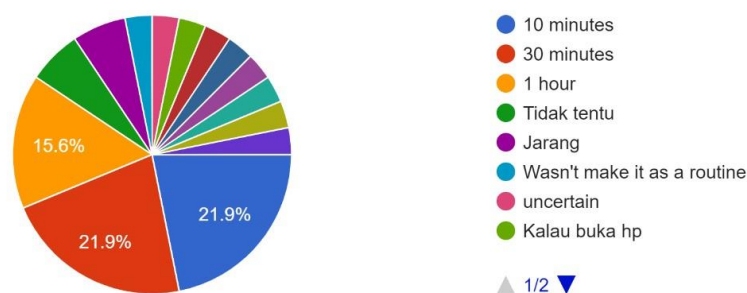


Figure 1. Spending time for learning English

In the figure 1, there is an average student time in learning English in a day is 10 minutes (21.9%) and 30 minutes (21.9%), followed by learning time of 1 hour (15.6%) and the rest study erratically or sometimes.

Then, researchers also wanted to know about their English level based on their perceptions. In the existing questionnaire, the researchers gave several choices to students to assess how far their ability to use English was. It can be seen in table 5 that around 71.9 % of students define themselves as beginners,



while there are around 28.1% of students who define themselves as intermediate. The percentage level of their skill can be seen in the following table 3.

Table 3. Ability level of the Respondents

No	Responses	Percentage
1	Beginner	71.9%
2	Intermediate	28.1%
3	Advance	-
Total		100%

In table 3, the percentage of advance is 0%. We can see that no one students who want to focus on English as the main thing to learn, but only as a distraction. For students who define themselves as intermediate, it can be seen that they have the ability to understand English on a daily basis. For students who choose beginners, their abilities may not be too honed in the field of English but have the opportunity to make improvements and learn English in the future.

Based on the result of the questionnaire, researchers found that the main students never attended a course to improve their skills in English (53.1%). They feel their progress so far in learning English is still at the beginner stage (71.9%) and they only spend about 10 to 30 minutes in one day (21.9%).

The students of Non-English Department learn English using an English platform (43.8%). By using an English platform, it was found that students were in a significant relationship with continuous intention (Zhao & Khan, 2022). The majority of their methods for learning English involve memorization of vocabulary. Additionally, they concur that learning English is crucial because they view it as a language that everyone should be able to speak. And when learning English is challenging, their method of problem-solving is to ask questions and use a dictionary or Google Translate and most of them use google translate to improve their English skills (6.3%). This is linier with a study done by Arochman et al. (2023) that students need online media to practice and improve their English skills. They agree that English is a difficult subject to learn (31.3%) but most of them also agree that English is one of the important elements in the study program taught by students (53.1%), and most of them agree that ESP in lectures as a strategy in learning English can be applied in their study program (40.6%).

The majority of them study English to become fluent in it and have aspirations for the future, like entering the workforce. The majority of them also think that students should focus on learning English in depth rather than just in general since they think it will help them at work. They concur that learning





English is essential for the future because they too think they will need it. And they believed that learning English can help them in the future because it is related to their job (40.6%).

The majority of them also believe that learning English can boost self-confidence because they believe that it is crucial to have this skill now. They also concur that learning English may be entertaining, but it all relies on the teaching approach.

## E. CONCLUSION

From this study, it can be concluded that students learning English is one of the important things to do because English is a bridge to achieve goals, especially for non-English students. Besides that, English students also study English because they already like English, so they have the perspective to keep learning English even though this lesson is different from their field. As for the English lessons, both students majoring in English and non-English have their own strategies. Besides that, both of them have their respective goals in learning English.

Regarding the present study, the result of this study indicates that students not majoring in English are still learning English even though it is not as complicated as students majoring in English. In addition, most students who are not majoring in English learning English use social media to help them. Students who are not majoring in English correctly use their motivation to learn English even though it is not their realm to return to using online platforms that they can understand.

However, as a limitation in this research, this research is still general. Therefore, the researcher gives suggestions so that if there are researchers who want to research almost the same subject, they can be specified again. In addition, the researcher also suggests that future researchers can use more varied data. For further studies, it is expected to be able to conduct research that compares data between students majoring in English department and students majoring in non-English department.

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