

Chapter four

Research Findings and Discussions

This chapter presents and discusses the findings and discussions of this study. This study aims to explore two research questions which are about the strategies used by non-English department students to learn English and the effective strategies used by non-English department students to learn English.

The Strategies Used by Non-English Department Students to Learn English. In this part, the research presents the findings about the strategies used by non-English department students in learning English. The findings are divided into five categorizations which are including by reading, speaking, listening, writing and also watching movies. The explanations are presented as follows:

By speaking English. Based on the interview result, there are several types of speaking strategies which are practice speaking with friend and lecturer, practice speaking with the foreigner, and practice speaking by self-talking. The explanations are presented in the following paragraphs:

Practice speaking with friends and lecturers. Practice speaking with friends becomes one of the strategies in learning English for non-English department students. They practice speaking English with their classmates because it can improve their self-confidence. In practicing speaking English, they do not only speaking, but they also check their grammar and fix the error. The third participant said, “ Another speaking practice is talk to friends. It is like develop self-confidence and check the grammar if there is grammatical error, we fix it ” (p.3.10).

Practicing speaking English with lecturers is also done by non-English department students, because it can improve their speaking skill. However, the students can speak English with their lecturers only in special chance such as in the classroom or when they need to ask something with their lecturers. The third participant stated, “*After that like I said that I use the chance to talk with my friend or perhaps have a conversation with my lecturer and do presentation, those all assessing my speaking*” (p.3.9).

Practice speaking with somebody else such as a friend or lecturer is the part of social strategy because it involves another person to help student improving English speaking skill. This strategy is important because learning in English language always involves other people or as known as a form of social behavior (Hardan, 2013). Then, Oxford (2003) said that:

Meta-cognitive strategies are employed for managing the learning process (identifying one’s own learning style preferences and Needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) (p. 12).

Practice speaking to the foreigner. During the interview session, one of the participants said that practice speaking English with foreigner is one of the strategies. It helps to improve listening skill. Moreover, by speaking with foreign people, the pronunciation and grammar also increase. By practicing speaking English with foreigner, the participant is accustomed to listening to native speaker.

Practice speaking to the foreigner is the part of social and affective strategies which means it apply communication to increase English skill and involve another person from different

country, The first participant said, “*Yup, talking to foreigner, Speaking and listening are worked*” (p.1.2). Besides that maintaining communication to the foreigner is same as building the communication to share the culture or other social. It is in line with Oxford (2003)who said:

Social strategies are help the learner work with others and understand the target culture as well as the language (asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) (p. 14).

However, the differences of English speaking culture could give us new knowledge, and it could be something interesting for non-English department students to learn English. Speaking English language has an own accent in each country and that term also known as second language acquisition or Non native speaker. The foreigner does not have better English language then us sometimes but the student could learn on the differences of any aspect in their live such as their culture, art, food, and their social at least. The first participant mentioned, “*I prefer to practice speaking with my foreigner friend. That really works for English language learning, it’s like more productive and effective*” (p.1.8).

Practice using English of self-talking. One of the participants mentioned that practicing speaking English by self-talking becomes one of the strategies.

There are several ways to practice speaking English by self-talking. One of the examples is by imitating the dialogue from film or movie. The students can practice the dialogue in front of the mirror.

During the interview session, participant three said:

In my opinion about speaking is firstly after watch the talk show or short video such as speech contest and presentation then I repeat to practice. Furthermore in front of the mirror, whether trust me or not but it's true, after watch that show I see another text or find another text then I repeat to practice again in front of the mirror (p.3.8).

Furthermore, self-talking is still part of affective strategies in English learning process actually, which reducing anxiety by using mental techniques that has own benefit like make one feel competent and also confident to do learning task or in practicing task (Chamot&Kupper, 1989).

By reading English. The researcher also found the strategies in learning English by reading. The several findings are reading a novel and short stories, reading the journal, an articles and, E-news paper, and reading anything kind of book. The findings are presented below:

Reading novel and short stories. One of the reading strategies is by reading novel or short stories. A short story can be read in single sitting, thus reader receives instant gratification. Besides that, the short stories combine objective matter or perhaps a fact description of poetic mood. The types of short stories such as adventures stories, detective stories, horror stories, and romance stories. Sometimes, the short stories are suitable for intermediate level of English learners, because the words of the short stories are easy to understand, and perhaps it is more interesting since it involves the picture in the short stories. The first participant said, "*The novel is an intermediate level. Always there is a thin English novel or as we call by short stories*" (p.1.15),

Besides short stories, another kind of interesting book for learning English is a novel. Novel is kind of book that has a lot of the lovers because reading novel can create an actual social bond between reader and the characters of the novels. The third participant stated:

This is how the work, it is like as we first reading in one page or more that we do not understand. However that is the challenging on how to understand, so I try to make an under line in page or just write it and find the translating of the vocabulary (p.3.3).

There is a recommended kind of English novel for English learner like a fiction novel, for example Harry Potter. The third participant said:

“Actually all kind of novel is all the same although the more easy is kind of a fiction. However, the fiction is rather to real live. The sentence truly describe with little bit of difficulties but a fiction kind of imagination which it’s same such as the writer imagination and that’s more fun to read. Then get more new vocabularies” (p.3.18).

It can be said that short stories and also novels have benefit for English learners to help them learning English. For example, it can stretch student imagination and help with language. Besides that, it could improve the grammar while speaking English and also helping student to learn more about the new vocabularies of the novel and short stories. The first participant stated, *“If formerly, I read a novel while I had time and been diligent to read a novel to improve English language” (p.1.14).* Therefore, reading novels and short stories is kind of extensive reading which is easy for English learners to learn. It does not take a long time and the English learners could read at any place that they want. The student can find book in library, website, or public library. A simple English book such as short stories, novels, articles, and magazines are parts of extensive reading. Extensive reading is language teaching procedure where learners are

supposed to read large quantities of materials or global text understanding. In extensive reading, learners can choose the book that they want and read in any conditions (Kredatusova, 2007).

Reading academic article and E-newspaper. The kind of academic article and newspaper are using English language. Reading academic article and newspaper have benefit for English learners to improve their English skill because reading is the part of input process in learning. The student can find the academic article and newspaper in any website or in public library

Furthermore, reading English academic article and newspaper develop English learner autonomy which that there is no best way to develop an autonomy learning except reading. Moreover, by reading English academic article and newspaper consolidates and sustains vocabulary growth. Vocabulary is not learned by a single exposure. Reading with English academic article and newspaper allows multiple encounters with words and phrase in context thus making possible the progressive of them to find the meaning and then they would find the new vocabulary based on the word of academic article and also newspaper. The second participant said:

Lately, I often read. My lecturer asks us to find a journal which is from foreign country. Therefore, we should understand the content of the journal such as the discussion. Usually, the language is hard to understand. After all, I feel the impact from reading journal (p.2.1).

Besides that, the third participant said she is interested in reading an article and E news paper, “*And also reading in website such as an article or kind of journal like an electronic newspaper*” (p.3.17).

The academic article and E-newspaper are the part of extensive reading which has own benefit for readers. Nuttall (1982, as cited in Kredatusova (2007)) said, "The best way to improve your knowledge of a foreign language is to go and live among its speakers and the next best way is to read extensively in it" (p. 6). A simple English book such as short stories, novels, articles, and magazines are parts of extensive reading. Extensive reading is language teaching procedure where learners are supposed to read large quantities of materials or global text understanding. In extensive reading, learners can choose the book that they want and reading in any conditions (Kredatusova, 2007).

Practice reading English book. Applying extensive English reading truly helps English learners to improve their English skill. There are a lot of advantages in reading any kind of book for non-English department students in learning English especially. For example by reading any kind of book can make English learners become better reader and get new knowledge. It is widely accepted that English learners become better reader through reading, and that learning how to read should mean a primary focus of attention of the meaning rather than the language of the content. The third participant stated, "*And also reading too. However if we take a long time in reading, we could understand because we get accustomed to read the sentence in the paragraphs. Then we save the content of the book indirectly*" (p.3.15).

Furthermore, another benefit in practice any kind of book are English learner learn more vocabulary and also improve their writing and speaking too. Probably the most cited benefit of practice reading is that it can extend and sustain student's vocabularies growth. Moreover, this is probably because students encounter more language, more frequently, through practice reading, their language skill mechanism is primed to produce on speaking and writing. The second participant said, "*If myself just starting all from reading. With reading, we would like to know a*

new vocabularies then listening music with unknown vocabularies sometimes. We can try to understand and that can help in English writing” (p.2.9).

By writing English. Based on the results, the researcher found that there are strategies for non-English department students to help them improving their English with writing skills. The writing skills mentioned by the participants are writing a caption (caption on social media) with English language or diary, writing new vocabularies then memorizing, and writing an academic writing or free story. The explanations are presented as follows:

Writing a caption and diary. Caption is a little brief explanation appended to an article, illustration, cartoon, or poster. Writing a caption might be sound too simply for helping English learners to improve their writing skill. Actually started from doing the simple things can help student improving their writing skill. The first participant stated, *“I think only write about a caption using English language. However, I often use Bahasa. It is such a caption. Sometimes I like to make a long story (caption) using English language too” (p.1.6).*

Besides writing a caption, other strategy which helps English learner improving their writing skill is writing a diary. Diary is writing in which someone keeps personal musing about life, the people in it and then other things that someone cares about. There are a lot of advantages in writing diary using English language for English learners such as the learner can write an poetry every day; they can write a diary depends on their mood or feeling with writing diary; English learner can increase their vocabulary. The third participant said, *“Rather to tell of self story, actually such as diary” (p.3.14)* .It is in line with Krashen (1993) who said, “I wanted to write and I did not even know the English language. I bought English grammars and found them

dull. I felt that I was getting a better sense of the language from novels than from grammars” (p. 28).

Writing and memorizing the new vocabulary. Writing vocabularies is the second strategy of English writing skill for non-English department students. Sometimes English learner find the new vocabulary in any way they learn such hearing from other somebody’s conversation, from reading a book, watching English movies, listening to music. After they find the new vocabulary in any way of strategy they choose, English learners could write the new vocabulary in their note book of vocabularies. Furthermore, after the English learners write in them their vocabulary’s book, they can memorize the new vocabulary by practicing step by step.

The way the students practice writing and memorizing the vocabulary is by writing some words and then memorize the. The first participant said, “*Formerly, when I had time for learning I write ten vocabularies then I memorize them*” (p.1.7).

Writing an academic paper and free of writing. The last writing strategies mentioned by the participants are writing academic paper and free of writing. Writing an academic writing sometimes only used for international student college such as the students of International Relation. Usually, the non-English department students get homework to make paper using English language. Furthermore, writing academic paper can assess their writing skill, though their grammar is still not good enough, and they still make mistakes.

Besides that, the other benefit in writing an academic paper for English learners is it can develop their output of learning process based on how far they have read and how many vocabularies they have memorized.

Besides writing academic paper, the other strategy to improve writing skill for non-English department students is free writing. Free writing might be like writing diary, simple story, or writing caption as mentioned before. The third participant said, *“Rather to academic paper, usually I have as a preference of free story, though only for self consumption to assess of obscurity in writing”* (p.3.13). Krashen (1993) said, “I wanted to write and I did not even know the English language. I bought English grammars and found them dull. I felt that I was getting a better sense of the language from novels than from grammars” (p. 28).

By listening English. In this part, the researcher explains the strategies in learning English with listening skills mentioned by the participants. The findings are listening to somebody else talking (friend and lecturer), listening to the foreigner who talks English (Native/Non-native speaker), and listening to music. Those strategies are discussed below:

Listening to friends and lecturers talk. The first strategy to improve listening skill is listening to somebody else talking. Listening somebody else talk is some as like maintain communication between two or more person because they response the conversation each other. *“Listen to their speaking about”* (p.1.3), said the first participant. Besides that, while English learners maintain the communication or conversation with English language, they also listen to their speaking. The first participant said, *“Talking each other about her/him live there so I listen too, that is a listening”* (p.1.4).

The English learners could learn from that moment and use that chance to improve listening skill with the partner or the lecturer. The other benefits of listening to somebody else talking are they heard directly how the pronunciation of the word from somebody else, and they can correct the word each other while listening and giving response. Furthermore, listening to

English lecturer can motivate English learners how to be good English learners as like the English lecture. The first participant said about good impact of listening somebody else talk about, *“However, if listen to somebody talk, it would directly understand. However, it better listening somebody” (p.1.9)*. Furthermore, listening to somebody else talking is the part of affective strategies which is hearing the conversation each other to improve English skill for listening especially and response the conversation after hearing their speaking too. Affective strategies are interactions among learners and teachers or another student to keep trying solving the problem or another exercise of affective strategy with their own learning behaviors (Chamot&Kupper, 1989).

Listening to foreigner in person (Native/non-native speaker). The second strategies to improve non-English department students’ listening skill are listening to the foreigners who talk English language in person.

The advantages of this strategy are the students can learn the accent which is different from every country, and the students can also access both their listening and speaking skill. The first participant said, *“The foreigner, it is not only native speaker. It could be native or non-native because the accent is also different with Indonesian. That’s good for me to” (p.1.10)*.

Furthermore, listening to foreigner are the part of social and affective strategies, because listening and speaking involve another person to help English learners improve their English skill. This strategy is important because learning English language always involves other people or as known as a form of social behavior (Hardan, 2013).

Social strategies are help the learner work with others and understand the target culture as well as the language (asking questions to get verification, asking for clarification of a

confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms)” (p. 14).

Listening to music. The next listening to music. Listening to the music can help English learner to improve their English skill because it is also easy to find and to learn. The third participant said, “*Moreover, perhaps just listening to English song*” (p.3.4).

Learning English through listening to English music has a lot of benefits for non-English learners such as there is considerable scientific evidence that demonstrated how music can help non-English department students acquire grammar, vocabulary, and also the spelling of the English word. Besides that, music is everyday language and colloquial speech which contains a lot of useful vocabulary, phrase, and expression.

Moreover, by listening to music, the students will get familiar with the sound of English. Moreover, music can teach English learners about the culture of the differences of English speaking and also how English speaking people think and feel. The second participant stated, “*Well, when I listen to music and listen to movies conversation, I think the vocabulary same as like this then I check it and that is true. However, I do not learn more in listening but I learn from reading*” (p.2.7).

Furthermore to find the vocabulary from listening to the music, the students need to pay attention to the lyric of the music then find the meaning. It might be truly useful for English learners to improve their English skill through listening to the music. The third participant explained, “*it is like listening to western song then it is impossible to only listen to music, but we also know the lyric and then find the meaning of lyric or if we want to be more challenging, just*

give the word or perhaps the vocabulary that we don't know then get the meaning" (p.3.5). The Hong Kong Special Administrative Region (2010) acclaimed that:

There are three aims while listening music for English learners especially for Non-English student department are strengthen students' skills of understanding and appreciating the themes, structures, features and language in a range of songs; help students to respond to and give expression to the imaginative ideas, moods and feelings expressed in songs through written, oral and performance means; and enable students to apply the knowledge and skills they have learned in their own creative production and critical appreciation of songs (p. 4).

By watching movies and talk show. Based on the interview results, the researcher found the strategies in learning English that by watching movies and watching the talk show. However, watching movies and talk show are the part of visual strategy in learning English.

Visual strategy becomes a famous strategy in English learning process to improve English learners' skills. The second participant said, "*Besides reading, probably I watch a movies or film" (p.2.2).* Miller (2012) mentioned, "The potential effectiveness of visual clues in the learning environment is documented in several scientific theories and educational perspectives" (p. 10).

Many English learners use the visualization strategy based on their interest because each English learner has different way on how to improve and learn English language. For example, sometimes English learners just use the easy movies like colossal genre because those movies are good and ease them to learn English language. The second participant stated, "*For me, I prefer kind of colossal film such as The Lord of The Ring and like what I mentioned before, Harry*

potter. Those all really motivate me in learning English. The simple movies which meant by no politic think in those Movies” (p.2.3).

Another example in visualization strategy is watching talk show. Many English learners use that chance to improve and learn English language by watching talk show, because in their perception watching talk show is more interesting and also easier in learning English than listening music.

Moreover, by watching movies and talk show gives a lot of advantages for English learners in learning English such as they can get more vocabulary from watching movies, and also they can learn and hear the sound of pronunciation from the native or non-native of character speakers in the movies. Furthermore, the way to use visualization strategy for English learners is different. Many English learners use subtitle of the movies for second language English learner. Actually, using subtitle is the best way to learn English by watching movies or talk show, because English learners can directly know the new vocabulary, and they also know what the character talks. The third participant said, *“Sometimes I watch talk show from foreign country such as the event of Alan talk show then it’s too many such randomly. Then the most important using English language and could be increase my listening skill” (p.3.6).*

Learning English by visualization is in line with several experts’ statement such as Smith (1997) and Miller (2012) who said that learning English by watching movies could become effective and successful when a student is able to develop new knowledge in the form of new vocabulary or pronunciation with visualization or audio from the movies (as cited in Aloqaili (n.d)).

The Most Effective Strategies Used by Non-English Department Students. In this part, the research presents the findings about the most effective strategies used by non-English department students in learning English. Based on interview result, the researcher found that there are three findings in this part. Those findings are involved by practice speaking English with lecturers and friends, by reading a book, journal, and novel, and by listening to music and lecturers talks. The explanations are presented as follows:

By practice speaking English with lecturers, friends, and foreigner (Native/Non-native). The first effective strategy used by non-English department students based on result of the interview is by practice speaking with the lecturer, friend, or foreigner. The most point in this effective strategy is Practice speaking because assessing English skill with practice speaking is truly working and also concrete strategy used by Non English department as commonly. Besides that, practicing speaking English for English learners is one of the fun ways and rewarding parts of learning English .The second participant said, *“The most effective way is reading and practicing speaking” (p.2.12).*

Once English learners can speak even little English which meant that just confident and speak as often as possible to as many people learners can.The first participant said, *“Speaking. That’s indirectly like asses you to speak easily. Ok, in the beginning, the grammar was broken but later more become regular grammar. So I think prefer in speaking” (p.1.17).* The more English learners practice the better and more confident the English learners in pronunciation and vocabulary. The second participant said, *“Speaking encourage us the most important just self confident, no matter whether is it true or not” (p.2.13).*

Furthermore, another reason that practice speaking English with friend, lecturer, and also foreigner becomes one of the effective strategies because English learners will be practicing English with them; English learners will be exposed to kinds of idioms, dialect and slang. Especially when English learners maintain communication with native speaker, they will get impact on accent and also the differences of how to pronounce. Moreover, maintaining communication with native speaker is like English learners practice speaking English with native speaker more, English learners will hear and understand their opinion and feelings about certain topics. The first participant said, *“No more, I prefer speaking to other skill. However, speaking to native speakers is more effective” (p.1.18)*. Furthermore, practice speaking with friend and lecturer has several impacts for English learners like they can fix the grammar while practicing speaking English. The third participant said, *“Because interaction with the pair and if truly have desire to improve our skill in speaking, so let know to the friend first if get the wrong grammar just fix it” (p.3.23)*

Practice speaking English with friend, lecturer, and also Foreigner foreigner(native or non-native) is the part of Social and affective strategy which involves another person to help them in improving their English skill in speaking especially. Oxford (2003) said:

Social strategies are help the learner work with others and understand the target culture as well as the language (asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms)(p. 14).

Moreover, social and affective strategies are interactions among learners and teachers or another student to keep trying solve the problem or another exercise of affective strategy with their own learning behaviors (Chamot&Kupper, 1989).

By reading a book, journal, and novel. The next effective strategy in learning English for non-English department students is by reading book, journal and novel. The second participant said, “*The most effective is reading and practicing speaking*” (p.2.12). Reading book, journal, and also novel is the part of extensive reading which meant by reading as many easy books as possible for pleasure. Extensive reading has become the effective strategy for non-English department students to help them learning English. The third participant mentioned, “In my opinion the most effective strategies are reading a book and listening the music” (p.3.19).

Moreover, there is a lot of benefit in reading books such novel and journal. Because reading is input process in language learning. The most beneficial impacts for English learners through extensive reading are help them to grow up the vocabulary and also improve their writing skill. The second participant said:

Then, reading is pushing us to understand another skill like the one I said before. From reading we can understand about listening, understand vocabularies, at least the unknown vocabulary such “Oh like this and like that, and also writing because the vocabulary also increases (p.2.14).

Furthermore, another reason why reading becomes effective strategy is because when student learn through reading, it provides the autonomy learning. For example is when English learners try to find the meaning of the book that they read, it develops their autonomous learning. The third participant said, “*I think by reading a book, is it impossible we read a book without*

don't know the meaning indirectly? However, we should find the meaning of the word or sentence then identifying the grammar" (p.3.20). Reading strategy is the part of cognitive language strategy, because it develops reading skill for helping them improve English skill such as try to find the summarizing of the story, analyses the book, and also translation translate the meaning. According to Oxford (2003),

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally (p.12).

By listening to music and lecturer talk. The last effective strategy in study for non-English department students in learning English is by listening to music and lecturer talk. The third participant said, *"The effective strategy is listening music and lecture talking"* (p.3.12). It becomes an effective strategies for them, because it is easy and comfortable to listen to both of them. For example is when English learner listen to the music, it make them curious with the meaning of the lyric, and then they will try to find the meaning. Besides that, English learner can learn how to pronounce. The third participant said, *"Especially for listening because it is easier to listen to music and also curious with the lyric just get it. It is just like listen to the music then find it "this is how to spell and next the pronunciation is like this one"* (p.3.21).

Furthermore, listening the lecturer talk has same benefit as listening to the music. English learners can listen to how to pronounce directly and also can develop their speaking. The Hong Kong Special Administrative Region (2010) acclaims that:

There are three aims while listening music for English learners especially for Non-English student department are strengthen students' skills of understanding and appreciating the themes, structures, features and language in a range of songs; help students to respond to and give expression to the imaginative ideas, moods and feelings expressed in songs through written, oral and performance means; and enable students to apply the knowledge and skills they have learned in their own creative production and critical appreciation of songs (p. 4).