The Difficulties of English Language Education Department and Non-English

Language Education Department Students in Learning English

A *Skripsi*

Submitted to the Language Education Faculty

as a Partial Fulfillment of Requirement for the Degree of

Sarjana Pendidikan

Zahra Eka Sari

20150810116

English Language Education Department

Language Education Faculty

Universitas Muhammadiyah Yogyakarta

2019

Approval Sheet

The Difficulties of English Language Education Department and Non-English

Language Education Department students in Learning English

We hereby approve the *Skripsi* of

Zahra Eka Sari

20150810116

Candidate for the degree of *SarjanaPendidikan*

March 23, 2019

Dr. Suryanto
The *Skripsi* Supervisor

March 23, 2019

Ika Wahyuni Lestari, S.Pd., M.Hum.
Examiner 1

March 23, 2019

Mariska Intan Sari, S.S., MA.
Examiner 2

Accepted   Yogyakarta, March 23, 2019

Dr. Suryanto
Dean of Language Education Faculty

PUBLICATION SCRIPT

The Difficulties of English Language Education Department and Non-English Language Education Department Students in Learning English

Zahra Eka Sari

Student of English Language Education Department Faculty of Language Education Universitas Muhammadiyah Yogyakarta, Indonesia.

zahra.eka.2015@fpb.umy.ac.id

Abstract

Abstract

This research aimed to find out the English Language Education Department (ELED) students and non-English Language Education Department (non-ELED) students' difficulties in learning English language and their strategies to deal with the difficulties. This research used qualitative approach and interview as means in gathering data. In this research, the researcher involved 6 participants, 3 of them were ELED students and 3 of them were non-ELED students who came from Agriculture, Pharmacy, and Economic science. The first finding was about ELED and non-ELED students' difficulties in learning English language. The difficulties that faced by both ELED and non-ELED in learning English language were vocabulary, grammar, pronunciation, speaking, and listening. Difficulty in developing idea only faced by ELED students while difficult in writing faced by non-ELED students. The second finding was about the strategies that were implemented by students to deal with the difficulties in learning English language. The strategies that implemented by both ELED and non-ELED are taking note of the unknown words, learning English through Google, learning English through social media, reading journals, using subtitiles, watching English movies, listening to English movies, singing English song, joining course, imitation, and writing and speaking practice. The strategies that

implemented by ELED students only to deal with the difficulties in learning English language are reading online comic, remembering vocabulary, reading English article or essays, listening to podcast, telling story using English language, increasing confident, and memorizing form of verbs. Meanwhile, the strategies that implemented by non-ELED students only are joining English activity, doing exercise, getting used to English language, and using the correct English language.

Keywords: Influence of English language, students' difficulties in learning English language, and the strategies to deal with the difficulties

Background of study

English language is a global language because there is no language in the past that is spoken as wide as English Language today (Melitz, 2016). English language is one of languages that have been used in several countries. . In many countries, English language has been used as their second language. Beside as a means of communication, English language has been adopted in academic subject. According to CAP (Changing Academic Profession) surveys reports that 51 percent of institutions use English language for researches and 30 percent for teaching (Rosten, 2015). In Indonesia, teaching English language has been used in Junior and Senior High School.

Even though English language is an international language, students still have many problems in learning English language and one of the common problems is speaking (Sawir, 2005). Sawir (2005) mentioned students are not confident with their English language. They are not sure with their pronunciation or performance. Another problem comes from teachers in teaching English language at school (Sawir, 2005). He said that their teachers do not familiarize student to have a chance to perform conversation inside classroom or teacher do not familiarize himself or herself to speak with his student using English language. Frankly, factors that cause difficulties in learning English language do not come only from teachers but the factors also come from our environment. Sometimes their families do not support students themselves to learn English language (Sourivayongsa, Rani, Abidin, & Mei, 2013).

Learning English language not only learns by Junior and Senior High School but also Higher Education students are mandated to learn English language. There are two types of department who offer to earn English language in the process of their study. The first is a department that specialized in English language which is called by English Language Education Department (ELED). The second is departments that do not specialize in English language, yet they offer English Language as a

compulsory subject to learn. These departments are called as non-English Departments (non-ELED). Considering that learning English language is offered for students in higher education whether ELED students and non-ELED students, the students have their own difficulties and their strategies to deal with the difficulties in learning English language. Hence, by that reason the researcher is fascinated to conduct this research on the difficulties of English language education department and non-English language education department in learning English. Consequently, this research is crucial to be conducted because by conduction this research, we can know the significance difficulties that ELED and non-ELED students faced and their strategies to deal with the difficulties in learning English language.

Literature Review

English language has been used as a means of communication especially between native and non-native speaker (Holiday, 2009). Many countries also have applied English language as their second language after their mother tongue. Since English language has been the Lingua Franca, many people intend to learn English language. Ahmed (2015) stated that some people want to learn English language because they think that English language can give them a chance of improving their live. Some people think that they will get a better occupation if they master at least two languages except their mother tongue.

Learning English language is used for classroom routines and interacted with school setting (DiCerbo, Anstrom, Baker, & Rivera, 2014). English Language Education is also one of majors which learn English language in their classroom routines. This major teaches the students all things that are related to English language especially in education. English language do not only learnt by students from English Language Education Department (ELED) but also learnt students by non-English Language Education Department (non-ELED). In the other words; English language is the academic subject that requires non-ELED to learn it. Non-ELED students are those who are not from English Language Education Department.

This suggests that English language is used in academic routines and teaching and learning process (Rostan, 2015).

There are three elements which have an important role in learning English language especially in supporting four English skills, namely; pronunciation, vocabulary, and grammar (Megawati, 2016). In pronunciation, students find some factors that cause bad impacts to their pronunciation skills. According to Soleh and Muhaji (2015), the factors that cause bad pronunciation skills are; 1) strong influence from mother tongue; 2) difficulty to sound consonants and vowels properly; 3) difficulty to identify homographs and homophones and 4) difficulty to pronounce the vocab well. Learning English language also includes vocabulary as one of its difficulties. Students are lack of vocabulary in writing an essay. Therefore, the teachers find many unstructured sentences because the students prefer constructing their idea through "Google Translate" (Prihatmi, 2017). Similar to pronunciation and vocabulary, teachers also still find many grammatical errors in students' works. Sometimes students do not know about the function of tenses. They do not know how to use them in right condition such as how to use simple tense and simple continuous tense in proper ways (Lubis, 2017). Corresponding to micro skills, students find difficulties in learning them. Yet, the difficulties of macro skills are still related to micro skills.

There are some strategies that teachers and students can use to overcome the difficulties in learning English language. To overcome the difficulties in pronunciation, the students and teachers can use song as an aid to practice about pronunciation (Farmand & Pourgharib, 2013). In vocabulary, teachers and students can use flashcard to improve vocabularies. According to Tin Hung (2015), flashcard can be used as an aid to maintain vocabulary. Reading approach can also be used in vocabulary to emphasize and control it (Abbasian & Ghorbanpour, 2016). Vocabulary note taking also can be useful in learning vocabulary since this strategy can develop student's vocabulary (Walters & Bozkurt, 2009). Reading approach can also be used in reading skill because this activity allows students to read, read, and

read. Day (2013) said that reading approach allows students to read, read, and read especially extensive reading. In other words, this approach trains student's pronunciation skill as well when students read the reading materials loudly.

Research methodology

This research used qualitative approach because it enables the researcher to explore the problem and develop a detailed understanding about the central phenomenon. . Creswell (2012) stated that qualitative approach is one research type which explores the problem and develop a detailed understanding of a central phenomenon. Furthermore, the researcher used descriptive qualitative design as a research design because it enables the researcher to attain detailed information regarding the issue or topic.

The research was conducted at one private Islamic university in Kasihan, Bantul, Yogyakarta. The participants involved six participants, three of them were ELED students and three of them were non-ELED students who come from, Economic studies, Agriculture, and Pharmacy. The researcher chose from ELED students who already signed up in the basic English language subject at the first and second semesters, they were Capital Selecta on Grammar, Listening and Speaking for Daily Conversation and Formal Setting, Basic Reading and Writing, and Academic Reading and Writing meanwhile, for non-English Language Education Department students, the participants had taken English Language as an academic subject. The researcher selected the participant had a minimum GPA at least 3, 50 for ELED students and 3, 00 for non-ELED students. The researcher selected the participant who had taken a non-formal English course outside institution in order to attain more in-depth information about the difficulties and strategies that are experienced by ELED and non-ELED students in learning the English language.

Finding and Discussion

ELED and non-ELED students' difficulties in learning English language

From the result of interview, all the participants stated that they were difficult in vocabulary, grammar, pronunciation, developing idea, writing, speaking, and listening in learning English language. Vocabulary, pronunciation, speaking, and listening were difficulties that faced by students whether ELED or non-ELED students in learning English language. In vocabulary, students felt difficult with unfamiliar vocabulary, forgetting the vocabulary, and limited vocabulary. In grammar, students felt difficult with mastering grammar theory, difficult to speak and select the appropriate words because of grammar, writing an appropriate text based on right grammar, and tenses mastering. In pronunciation, students felt difficult in difficult to pronounce the word in right way, mastering the pronunciation that is different from the writing, and differences of accents. In speaking, the students felt difficult with conveying meaning by using English language, speaking spontaneously, and feeling nervous. In listening, the students felt difficult with listening to English conversation from native speaker, listening to English language conversation completely, and delivering the English conversation based on what have been listened. Those problems above were the difficulties faced by ELED and non-ELED in learning English language.

Moreover, developing idea only faced by ELED students. In developing idea, students felt difficult with pouring their idea in to writing and feeling blank to find the idea. For writing, this difficult only faced by non-ELED students. In writing, the students felt difficult in using the tenses and sentence arrangement.

ELED and non-ELED strategies to deal with the difficulties in learning English language.

Finding 1. Strategies implemented by both ELED and non-ELED students to deal with the difficulties in learning English

      Taking note of the unknown words. This strategy is implemented by ELED students and non-ELED students to deal with the difficulties in learning English language especially for vocabulary. Vocabulary note taking can be an effective way to enrich students' vocabulary.

      Learning English through Google. This strategy is implemented by ELED students and non-ELED to deal with the difficulties in learning English language. The use of Google can be implemented for looking new meaning of words and for leaning pronunciation in order to find out the right way to pronounce.

      Reading books. This strategy is used by ELED and non-ELED students to deal with the difficulties in learning English language. Reading books can be a way to learn grammar and writing because by reading books students can learn the right grammar and structure of sentence.

      Reading journal. This strategy is implemented by ELED and non-ELED students to deal with the difficulties in learning English language. Reading journal can be a useful way in developing and understanding the idea. Besides that, it can be used in writing and learning grammar since journal already had right grammar and correct sentence arrangement especially for approved journal.

      Using subtitles. This strategy is used by ELED and non-ELED students to deal with the difficulties in learning English language. Using subtitles helps the students to improve their vocabulary. Besides that, it can be used for listening practice because the students can recognize the correct spelling and the way to pronounce the words.

Watching English movies. This strategy is used by ELED and non-ELED students to deal with the difficulties in learning English language. ELED students used this strategy in pronunciation while non-ELED students used it in listening practice. This strategy is useful to helps students' pronunciation because they can get the actor's pronunciation and appropriate vocabulary which is used in different scenes, so the students can train their pronunciation based on what they have watched. Meanwhile for listening practice, it improves students' listening ability, and students can get better understanding about the English culture.

Listening to English song. This strategy is used by ELED and non-ELED students to deal with the difficulties in learning English language. This strategy can be used in learning grammar since this strategy not only comfort the listeners but also can be a media in learning grammar. This media also can be used in pronunciation because song focuses on some aspects in pronunciation, such as focusing on sounds, words, and connected speech. Besides that, this strategy can be used in listening practice by giving students incomplete lyrics then command them to fill it up.

Singing English song. This strategy is implied by ELED and non-ELED students to deal with the difficulties in learning English language. This strategy can be used in speaking practice since the students with high speaking performance tend to sing English song to maintain their English skills. Besides that, this strategy can be used in pronunciation because that singing English songs helps the participant to learn pronunciation.

Joining course. This strategy is implemented by ELED and non-ELED students to deal with the difficulties in learning English language especially in grammar. Joining courses is included into Problem-Based Learning in which the teaching method is students-centered and the educator becomes the facilitator.

Imitation. This strategy is implemented by ELED and non-ELED students to deal with the difficulties in learning English language. This strategy can be used in pronunciation especially in imitating the model. Imitating the modal of native speaker's voice helps the learner to increase their pronunciation. This strategy also

can be used in speaking skill. By repeating or imitating the sentence or words in conversation, students can attain better comprehension and be successful in their language tasks.

Writing and speaking practice. This strategy is used by ELED and non-ELED students to deal with the difficulties in learning English language. This strategy can be used in grammar by re-examining grammar roles in order to improve students' grammar ability. Practical skill like writing and speaking in the correct grammar can be an effective way to embed students' grammar knowledge. Besides grammar, this strategy can be used in speaking practice because the real English practice can improve students' speaking skill.

Finding 2. The strategies implemented by ELED students only to deal with the difficulties in learning English language

Reading online comic. This strategy is used by ELED students to deal with the difficulties in learning English language especially for vocabulary. The student stated that learning by comic is interested because it has two versions, English and Indonesia.

Remembering vocabulary. This strategy also used by ELED students to deal with the difficulties in learning English language especially for vocabulary. The students stated after getting another new word, she will remember it as an input.

Reading English articles or essays. This strategy is used by ELED students to deal with the difficulties in learning English language especially for difficulties in developing idea. Reading English articles or essays help students to read more and comprehend the important details and main idea from reading materials.

Listening to podcast. This strategy is used by ELED students to deal with the difficulties in learning English language especially for grammar. Some researchers also stated that listening to podcast is the beneficial way in learning vocabulary and grammar.

Telling story using English language. This strategy is used by ELED students to deal with the difficulties in learning English language especially for speaking. Telling story is a good way to improves students' speaking skill.

Increasing confident. This strategy is used by ELED students to deal with the difficulties in learning English language especially for speaking. Role play can be a way to increase students' confident because in role play there are a lot of interaction that students can used to practice their speaking skill.

Memorizing form of verbs. This strategy is used by ELED students to deal with the difficulties in learning English language especially in grammar. Memorizing form of verb is a good way in order it can develop students' verb mastery.

Finding 3. The strategies that implemented by non-ELED students only to deal with the difficulties in learning English language

Joining English activity. This strategy is used by non-ELED students to deal with the difficulties in learning English language especially in speaking. Joining English activity can be a good way in learning English language especially for speaking because it can encourage students' active participation and motivate them to use English language.

Doing exercises. This strategy is implemented by non-ELED students to deal with the difficulties in learning English language especially in grammar. By doing exercises we can train our knowledge especially about grammar since the participants have supporting materials like guiding books in mastering grammar.

Getting used to speak English language. This strategy is used by non-ELED students to deal with the difficulties in learning English language. In here, motivation plays a big role since motivation has a big influence in learning English language.

Using the correct English language. This strategy is used by non-ELED student to deal with the difficulties in learning English language. Using the correct

English language theories especially in our daily life helps the participants to improve language skills.

Conclusion

Based on the two research questions of this study, the aim of this research is to display the difficulties faced by ELED and non-ELED students and also to display the strategies used by ELED and non-ELED students to deal with the difficulties in learning the English language. In this research, the researcher finds out that ELED and non-ELED faced difficulties in vocabulary, grammar, pronunciation, developing idea, writing, speaking, and listening. Each of participant whether ELED or non-ELED students faced those difficulties aside from developing idea and writing. Developing idea only faced by ELED students while writing faced by non-ELED students. In developing idea, ELED students mentioned that it's hard to write and pour the idea in to writing even though they already had the idea. Meanwhile for writing, non-ELED students mentioned that they were difficult in using the right tenses and word order.

This research also finds strategies implemented by ELED and non-ELED, only ELED students, and only non-ELED students. The strategies that implemented by both ELED and non-ELED are taking note of the unknown words, learning English through Google, learning English through social media, reading journals, using subtitles, watching English movies, listening to English movies, singing English song, joining course, imitation, and writing and speaking practice. The strategies that implemented by ELED students only to deal with the difficulties in learning English language are reading online comic, remembering vocabulary, reading English article or essays, listening to podcast, telling story using English language, increasing confident, and memorizing form of verbs. Meanwhile, the strategies that implemented by non-ELED students only are joining English activity, doing exercise, getting used to English language, and using the correct English language.

References

Abbasian, G.-R., & Ghorbanpour, E. (2016). The Effect of Flash Card-based Instruction on Vocabulary Learning by EFL Learners. *International Journal Of Humanities And Cultural Studies*, 1929-1938.

Ahmed, S. (2015). Attitudes towards English Language learning among EFL learners at UMSKAL. *Journal of Education and Practice*, 6-16.

Creswell, J. W. (2012). *Educatinal research: Planning, conducting, and evaluating qualitative and quantitative research* (4 th Edition ed.). Boston: Pearson.

DiCerbo, P. A., Anstrom, K. A., Baker, L. L., & Rivera, C. (2014). A Review of the Literature on teaching Academic English to English language learners. *Review of Educational Research, 84*(3), 446-482.

Day, R. (2013). *Bringing extensive reading into the classroom-into the classroom.* Oxford University Press.

Farmand, Z., & Pourgharib, B. (2013). The Effect of English Songs on English Learners Pronunciation. *International Journal of Basic Sciences & Applied Research, 2*(9), 840-846.

Holliday, A. (2009). Native/Non-native Divide: Politics, Policies and Practices. In F. Sharifian, *English as an International Language: Perspectives and Pedagogical Issues* (p. 21). UK: Great Britain by MPG Books Ltd.

Lubis, T. (2017). Faktor yang mempengaruhi kesulitan mahasiswa dalam menyelesaikan daily english vocabulary. *Jurnal Bisnis Administrasi, 06*(01), 29-36.

Melitz, J. (2016). English as a global language. In *The Palgrave Handbook of Economics and Language* (pp. 583-615). Palgrave Macmillan, London.

Megawati, F. (2016). Kesulitan mahasiswa dalam mencapai pembelajaran bahasa inggris secara efektif. *Jurnal Pedagogia, 5*(2), 147-156.

Prihatmi, T. N. (2017). English academic writing bagi mahasiswa di institut teknologi nasional malang: hambatan dan solusi. *Seminar Nasional Inovasi Dan Aplikasi Teknologi Di Industri* (pp. 1-4). Malang: ITN Malang.

Rostan, M. (2015). English as "Lingua Franca" and the Internationalization of Academe. *International Higher Education*, 1-6.

Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien High School. *Asian Journal of Educational Research, 3*(2), 8-23.

Sawir, E. (2005). Language difficulties of international students in Australia: The effect of prior learning experience. *International Education Journal, 6*(5), 567-580.

Souriyavongsa, T., Rany, S., Abidin, M. J., & Mei, L. L. (2013). Factors causes students low English language Learning: A case Study in the National

University of Laos. *International Journal of English Language Education,*
1(1), 179-192.

Sholeh, A., & Muhaji, U. (2015). Pronunciation difficulties encountered by EFL
students in indonesia: Sebuah studi kasus pada mahasiswa kelas integrated
course semester 1 fkip bahasa inggris Universitas Kanjuruhan Malang. *Jurnal*
Inspiraasi Pendidikan, 698-707.

Walters, J., & Bozkurt, N. (2009). The effect of keeping vocabulary notebooks on
vocabulary acquisition. *Language Teaching Research, 13*(4), 403-423.