

## **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 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.

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