

## **Chapter One**

### **Introduction**

This section explains the introduction of study. There are some crucial points in this section. First is background. In the background part, the researcher writes the desire to find out English and non-English Language Education Department students' difficulties in learning English language. This section also includes the research questions as the guidance of the study especially for the case itself. The objectives of the research describe the purposes of why the research is conducted. The significance of research presents the benefits of conducting this research that really affect to particular people. The last is organization of the research. This section shows description of each chapter that the researcher will explain later. In other words, each chapter has overviews of the study.

### **Background of Research**

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 such as Malaysia, India, and Singapore, English language has been used as their second language. In Singapore, the citizens speak English language even though they have several languages namely Tamil, Malay, and Mandarin because English language is the wider language that is spoken in some countries around the world. Hence, English has become a global language. As a wide and global language, English language is used as a means of communication between “non-native speaker” and “native

speaker”. This happens because people around the world have different mother tongues (Van Parijs, 2011).

Beside as a means of communication, English language has been adopted in academic subject. CAP (Changing Academic Profession) survey reported 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. The students are mandated to learn English language as the compulsory subject in their academic routines because English language has been one of the subjects that students should pass in their examination especially National Final Examination which is known as UAN. Furthermore, learning English language is not only in Junior and Senior High School but also in higher education or university. In fact, some universities necessitate their students to take English language as their compulsory subject.

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. We can see it when they were asked to present in front of their classmates. They were 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).

In a private Islamic university where the researcher wants to investigate the issue, she finds departments that offer their students to learn English in the processes of their study. The departments can be categorized into two types. 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).

As mentioned before, students must face difficulties in learning English and they have different strategies to learn English language. However, the researcher finds that no study from her major has made an analysis on the comparative investigations on the difficulties of English Language Education Department (ELED) and non-English Language Education Department (Non-ELED) students in learning English. Therefore, the researcher intends to conduct a study on this topic.

### **Statement of the Problem**

Students of higher education also still face difficulties in learning English. The difficulties include having low level speaking skills (Sawir, 2005), lack of vocabulary, low grammatical mastery, and improper pronunciation (Megawati, 2016). Other problems also can come from writing (Prihatmi, 2017; Wigati, 2014). Based on the researcher's experience, when the researcher studies together with some students

from English language Education Department and non-English Language department they have their own difficulties. Those problems can be minimized by using suitable strategies. Therefore, the strategies are such important things to learn English language.

### **Limitation of the Problem**

Actually, there are a lot of aspects that the researcher can investigate in learning English language. Nevertheless, this study will focus on students' difficulties and their strategies to deal with the difficulties in learning English language.

### **Research Questions**

The researcher has written two questions as guidance to investigate this case deeply. Those following questions are:

1. What are the difficulties faced by English and non-English Language Education Department students in learning English language?
2. What are the strategies implemented by English and non-English Language Education Department students to deal with difficulties in learning English language?

### **Objectives of Research**

English language has four main skills namely Reading, Listening, Speaking, and Writing skill. Each skill has its own difficulties in learning it. Therefore, the researcher wants to find out the difficulties faced by ELED and Non-ELED students in learning English language. In addition, the researcher also wants to find out the

strategies that are implemented by ELED and Non-ELED students to deal with the difficulties in learning English language.

### **Significance of Research**

This research can contribute many benefits for several parties including teachers, students, and other researchers. The benefits are listed below:

**For teachers.** Teachers are able to know and understand deeply about students' difficulties in learning English language and the teacher could implement the appropriate strategies according to students' preference. Besides that, the teacher can anticipate the difficulties by preparing the design of activities by using the strategies to minimize the difficulties.

**For students.** Students are able to know, identify, and analyze their own difficulties so they can choose and adopt which strategies are suitable with the students in learning English language.

**For other researchers.** This research can be used as another reference or source to help other researchers to investigate the similar case. The researcher hopes that the next researchers can continue this research deeper so they can find various students' difficulties and strategies in learning English language.

### **Organization of Research**

This research consists of five chapters. Each chapter has several main points that help the readers to understand the research. Chapter one discusses the introduction of study. This chapter consists of the background of research, statement of problem, limitation of problem, research questions, objectives of research,

significance of research, and organization of research. Chapter two discusses literature review. In the literature review, the researcher discusses the theories of learning English language, methods in learning English language, difficulties in learning English language, strategies to deal with the difficulties in learning English language, review of related studies, and conceptual framework. Chapter three discusses the research methodology. This chapter consists of research design, research setting which is divided in to two types, namely: setting of place and setting of time, research participants, data gathering techniques, data gathering procedures, and data analysis. Chapter four discusses the findings and discussion. In this chapter, the researcher discusses the findings and discussion after doing data analysis. Finally, chapter five discusses the conclusion. In this chapter, the researcher concludes all the content and the result of this research.