

Chapter four

Finding and discussion

This chapter discusses the finding of this study followed by some experts' or other researchers' statements which support the findings. The finding of this study was done by collecting data through interview. The data was collected from six participants. Three students were from ELED students while the rest were from non-ELED students, such as Economic, Agriculture, and Pharmacy students. The first finding is to find out the difficulties faced by ELED and non-ELED students in learning English language and the second is to find out the strategies that implemented by ELED and non-ELED students to deal with the difficulties in learning English language.

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

After collecting the data through some steps, the researcher finds several difficulties faced by ELED and non-ELED students in learning English language. Nevertheless, students learn English language as their subject; they always encounter problems which in overall obstruct the students to learn the English language (Khajloo, 2013). In this part, the researcher discussed those difficulties in order, which are then followed by some experts' or other researchers' supporting statements. The difficulties that are faced by both ELED and non-ELED can be categorized in to five categorized, namely vocabulary, grammar, pronunciation, listening, and speaking. The detail explanations on the difficulties are as follows:

Finding 1. Difficulties in learning English language faced by both ELED and non-ELED students

Vocabulary. In this part, participant from ELED and non-ELED faced difficult in vocabulary. Jenny as participant from ELED felt difficult with unfamiliar vocabulary. She said that, “If I find new words or unfamiliar words, I will firstly find the meaning, then I will know how to use it” (Jenny). Aclan and Azis (2015) said that that the lack of vocabulary will affect fluency of speaking, speed and reading process, listening and writing because they would often need to pause a lot to look for the meaning of the words. Besides unfamiliar toward vocabulary, Jenny also kept forgetting the vocabulary. Jenny mentioned that, “I often forget its meaning the next day” (Jenny). According to Ye (2016), the forgetting phenomenon becomes a serious matter for most of students because it will be hard for them recall their memories after long periods of time. Jenny said because of there is no the implementation of vocabulary so, she will forget the vocabulary. Jenny informed that, “I had already written the vocabulary and the words were already read but because there weren’t any implementation, I soon forget them” (Jenny).

Selena and Joe as the participant from non-ELED students also faced difficult in vocabulary when learning English language. They had limited vocabulary. First statements come from Selena who mentioned that, “When I want to talk there is whether one or two words that I didn’t know the meaning of, so it difficult for me to convey my message” (Selena). She also added that, “Because I am not used to speak English language in my daily that’s way it’s hard” (Selena). Another statement from

Selena was, “In the story, there were some words that I didn’t know and understand the meaning of” (Selena). Joe also has the similar difficult with Selena in vocabulary.

The statement can be seen below:

“Maybe the grammar type is different, or maybe it is the same grammar type, or it can be the fact that my vocabulary is limited. Also, I didn’t know which one is the most suitable tense I should use even though I know it is probably simple past tense.” (Joe).

“In writing, sometimes I had my task to compose a story but actually it comes back again to the grammar. The problem that I faced in composition is vocabulary because of my limited vocabulary; I didn’t know what I should write in my story” (Joe).

This statement is in line with Alqohtani (2015) who said that limited vocabulary can obstruct the successful of communication since vocabulary has a crucial role for language learner. The researcher summarized that whether ELED and non-ELED students felt difficult in vocabulary. Even though they faced difficult in vocabulary but ELED students have difference difficult with non-ELED students.

Grammar. In this part, the participant from ELED and non-ELED felt difficult in grammar especially when they learn English language. Jenny, the student from ELED, found a problem in grammar especially in mastering grammar theory. She said that, “I also often forget the theories of grammar or its formula” (Jenny). Brie also has similar difficult with Jennie in grammar. Brie mentioned, “Grammar is the biggest challenge and I still cannot master it until now” (Brie). Besides Jenny

and Brie as participant from ELED students, Joe as participant from non-ELED also faced difficult in grammar. She stated that, “In school, we learn many times; I am still confused in completing the exercises” (Joe). Those statements are supported by Iskandar and Heriyawati (2015) who stated that grammar is one of the difficulties in mastering a foreign language especially in countries where English language is still considered as a foreign language. Another statement comes from Yusob (2018) who informed that if a learner is unsuccessful in comprehending grammar rules, it can be predicted that the learner will be unsuccessful in communication as well.

Other difficulties in grammar are difficult to speak and select the appropriate words because of grammar. This phenomenon faced by Brie and Selena. Brie stated that, “Because my grammar is still not mastered, I am still not confident and still lacking in terms of speaking” (Brie). According to Thomas (2015), many students are afraid to speak in the English language because they keep thinking of grammar and are anxious of grammatical errors. Furthermore, Brie mentioned that, “It makes me confused to place the suitable place words for daily, formal, and academic situation” (Brie). Leong and Ahmadi (2017) supported this statement by saying students feel difficult in expressing their idea because they can’t find the appropriate words and expressions that present their idea.

Other difficulties in grammar are writing an appropriate text based on right grammar. This phenomenon faced by Brie, Jisoo, and Joe. Brie mentioned that, “In writing, the most difficult aspect is the word order” (Brie). Next statement comes from Jisoo who stated that, “For grammar, it’s difficult to arrange the sentence,

because its arrangement is different with Indonesia language” (Jisoo). According to Anceta and Simagala (2017) informed that one of the most difficult feature in learning the English language is grammar rules because English grammar assumed a system of syntax which decided the sequence and pattern of words placed in a sentence. Joe also stated that, “Actually I already know the grammar, but when I want to apply it in writing it is difficult especially when I was given the exercise” (Joe). According to Alfaki (2015) as cited in Hedge (1988), effective writing needs the use of complex of grammar and the awareness to choose vocabulary, grammar pattern, and structure of sentences.

Other difficulties in grammar are tenses mastering. This problem faced by Brie. Brie stated that “Until now, I still have not mastered grammar, especially tenses” (Brie). Rahman and Ali (2015) who stated that there are a lot of Foreign Language Learners (EFL) who fail to master tenses even though they have tried and spent their time to master them. Next difficulties in grammar are the use of varied conjunction. This problem faced by Brie. She informed, “I am still confused in using the varied kinds of conjunction” (Brie). A text can be cohesive when it is considered to be meaningful to the reader and when the elements are glued together (Bahaziq, 2016). The last problems in grammar are distinguished between verbs and adjectives. This problem faced by Joe. Joe mentioned that, “I also still don’t know how to distinguish between verbs and adjectives” (P3. 46).

Pronunciation. In this part, the participant from ELED and non-ELED find difficulties in pronunciation when learning English language. The problems that the

participant faced in pronunciation are difficult to pronounce the word in right way. This problem faced by Jenny and Jisoo. Jenny is confused about how to pronounce the word in right way. The statement can be seen below:

“So, I am still confused about how to pronounce the word. Is this right or wrong? Especially for its pronunciation” (Jenny).

“We know this word so we are familiar with this word, but when we want pronounce it we got confused or in doubt with its pronunciation. Is it right or wrong? So, I need to check the dictionary first and listen to the pronunciation so that it can be relevant” (Jenny).

Based on Sayedabadi, Fatemi, and Pishghadam (2015), being able to notice similarities and differences in the sounds and rhythm of words, students can understand the similarities and differences which are represented by the hornbook. Another statement about difficulties in pronunciation comes from Jisoo. Jisoo mentioned that, “The most difficulties that I most often face are pronunciation (Jisoo). Based on Gilakjani and Sabouri (2016), English pronunciation is the most important part of foreign language teaching because this part can take effect to learner’s performance and communicative skill.

Other difficulties in pronunciation are mastering the pronunciation that is different from the writing. This problem faced by Jisoo. Jisoo stated that, “I need to memorize vocabulary and its pronunciation which is different from its writing because most often vocabulary writing is different from its pronunciation” (Jisoo). Pronunciation tends to be related to spelling (Wardah, 2005). According to Ismail

dan Kareema (2013), English spelling is a complicated and difficult problem especially for some interrelated skills like reading and writing.

The last problems that the researcher finds in pronunciation are differences of accents. This problems faced by two participants, they were Jisoo and Selena. Jisoo mentioned that, “Right now there are many differences of accents that appear in pronunciation. For instance British and America accent and sometimes they are hard to imitate” (Jisoo). Next statement comes from Selena who stated that, “In pronunciation, there are some points I still didn’t get, especially regarding accents, what accent should I use? British or America? (Selena). This statement is supported by McGee (2009) mentioned that non-English native speaker do not necessarily need to accept these new species of English.

Speaking. In this part, the participant from ELED and non-ELED find difficulties in speaking when learning English language. The first problems that the researcher finds in speaking are conveying meaning by using English language. This problem faced by Jisoo and Selena in learning English language. Jisoo mentioned that, “My difficulty when I was speaking using English language is that I need to rethink my sentence again whether or not it’s understandable” (Jisoo). Next statement comes from Selena. She mentioned that, “I feel difficult in speaking mastery because in my head I always think which word I should use” (Selena). These two statements are supported by Shumin (2002) who stated indeed adult EFL learners are poor in speaking skill especially in fluency, cultural comprehension, and control of idiomatic expression.

The next problems in speaking are speaking spontaneously. This problem faced by Jenny and Joe in learning English language. Jenny mentioned that, “In speaking, I am lack on training in order for me to speak using the English language spontaneously” (Jenny). Next statement comes from Joe. She informed that, “The difficulty that I often faced is like public speaking. In public speaking, we can’t speak English spontaneously or fluently” (Joe). Lack of communicative training and linguistic competence will lead to trouble of speaking using English language (Gudu, 2015). Desfitranita (2017) also added that if we have many pauses in communication it means that we are likely not good in English.

The last problems that the researcher finds out are feeling nervous. This problem faced by Brie. Brie’s statement can be seen below:

“For speaking, I feel nervous, so when I had a public speaking or presentation in front of class I felt absolutely nervous and my voice is shaking then I don’t focus so, I forget what I need to say” (Brie).

From the statement above, the researcher finds that feeling nervous when speaking in front of the class room affects students’ performance especially in speaking skill. According to Melnichuk, Osipova, and Kondrakhina (2017), speaking in front of the class room will make students go blank, fail to control the audiences, and the students will forget their linea. They also inform that shyness involved in applying English speaking skill in real context is because the students lack confidence, so it will make students nervous and uncomfortable.

Listening. In this part, the participant from ELED and non-ELED find difficulties in listening when learning English language. The first problem that the participant faced in listening are listening to English conversation from native speaker. This problem faced by Jenny, Selena, and Daniel. Jenny stated that, “In listening skill, my difficulty is in what the native say. Sometimes, they talk too fast” (Jenny). Next statement comes from Selena. Selena’s statement can be seen below:

“Another difficulty that I faced in learning the English language is listening. This is because discussions I have with Indonesian people is totally different with native speakers. Actually, the pronunciation is clear when I speak with Indonesian people while native speakers who have smooth tongues are hard to understand, especially with their speed and accent” (Jenny).

Another statement comes from Daniel. Daniel informed that , “I have difficulties in listening because in listening there are many pronunciations which are similar” (Daniel).

These statements are supported by Megawati (2016) who stated that lack of understanding and the control of speed of pronunciation are included as the difficulties in learning English. Stressing and pronouncing exactly like native speakers is one of the factors that affect listening comprehension (Hadijah & Shalawati, 2016).

The next problems in listening are listening to English language conversation completely. This problem faced by Jenny. Jenny mentioned that, “Sometimes I only

listen the end of the line, so only the end of sentence of the line I hear because the intonation was too fast” (Jenny).

From the statement above, the researcher finds out that Jenny feel difficult in listening to English conversation completely because the intonation was too fast. It means that intonation is involved in listening skill. listening skill not only focuses on pronunciation but also on intonation (Khaghaninejad & Maleki, 2015).

The last problems in listening are delivering the English conversation based on what have been listened. This problem faced by Jenny. Jenny’s statement can be seen below:

“When I listened to films, I can understand the point of it, liek this one talked about this thing, but if I was commanded to repeat the conversation about what he/she talked about, I can’t, because I only understand about the point of conversation.” (P1. 10)

From this statement above, the researcher finds out that the speed of a native’s utterance will affect learners of English language as a foreign language listening skill. according to Megawati (2016) stated that lack of understanding and controlling the speed of words influence to listening ability.

Finding2. Difficulties in learning English language faced by ELED students only

Developing idea. This problem faced by ELED students in learning English language. The problems that the participants faced in developing idea are difficult to

pour idea through writing. This problem faced by Jenny and Brie. Jenny's statement can be seen below:

“For example, like weekly essays. We've been given the topic. Actually in my brain I have organized what needs to be written. I want to explain about this, but in fact, to pour my idea into writing is still difficult for me, such as where should I need to begin my writing in order for my writing to be orderly.” (Jenny).

Jenny also stated another statement regarding to developing ideas in writing. It can be seen in the statement below:

“Right now I am writing the proposal for my research. The constructing of idea is difficult, like how should I begin this project. I mean, in order for my writing to be organized orderly” (Jenny).

The next statement comes from Brie. Brie mentioned that, “Sometimes when I wrote something I get stuck in an idea” (Brie). According to Fareed, Ashraf, and Bilal (2016), a lack of ideas totally affects students' writing skill.

Another problem that the participant faced in developing idea is feeling blank to find the idea. According to Herdi and Abbas (2018), pouring the idea into writing is a complex problem. This problem faced by Brie. Brie's statement can be seen below:

“When the lecturer mentioned the idea and the theme, at that time the idea arise in my head but suddenly when I want to write it down, I can't, whether I don't really understand the material or that the theme is hard.” (Brie).

This statement approves that the participant feels blank when developing ideas. This is called mind-blanking. Ward and Wegner (2013) informed that when someone is in a blank state, they are not aware of any stimuli, either internal or external. In conclusion, the participant goes blank in developing ideas, probably because her mind is not with her at that time.

Finding 3. Difficulties in learning English language faced by non-ELED students only

Writing. This difficulties faced by non-ELED students in learning English language. The first problems that the participants faced in writing are the use of tenses. This problem faced by Selena. Selena informed that, “In writing a paragraph, I am confused at placing tenses. For instance, I begin the story with past tense but suddenly I continue it by using present tense” (Selena). From this statement, the researcher finds out that the participant feels difficult in using the tenses. Based on Lubis (2017), students do not know about the function of tenses. He also added that students don’t know how to use the tenses in right condition.

The last difficulties in writing are sentence arrangement. This problem faced by Daniel and Selena. Daniel stated that, “The difficulty that I find in learning the English language is when I arrange a sentence” (Daniel). Next statement comes from Selena. Selena’s statement can be seen below:

“Like this, when we want to arrange a good sentence, we learned that there are subjects, verbs, and objects. Those three components are crucial in

arranging the sentence, but unfortunately I am still confused about the right placement of subjects, verbs, and objects (Selena).

From the two statements above, it can be concluded that arranging sentences correctly is considered as problem that the participants faced in learning writing skills. Besides that, good writing depends on how well we structure the sentence (Wigati, 2014). The result of the difficulties faced by ELED and non-ELED in learning English language can be summarized in to this table below:

| English language problems | Similarities and Differences of students' difficulties | |
|----------------------------------|---|-----------------|
| | ELED | Non-ELED |
| Vocabulary | ✓ | ✓ |
| Grammar | ✓ | ✓ |
| Pronunciation | ✓ | ✓ |
| Developing idea | ✓ | |
| Writing | | ✓ |
| Speaking | ✓ | ✓ |
| Listening | ✓ | ✓ |

Figure 2. Similarities and differences of ELED and non-ELED students' difficulties in learning English language

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

This research finds out about some strategies which are implemented by ELED and non-ELED students to deal with the difficulties in learning English language. In this part, the researcher will discuss those strategies in order, which is then followed by some experts' or other researchers' supporting statements.

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 Jenny, Selena and Joe. Jenny mentioned that, "I will write the words that I don't understand, then after that I translate all the unknown words and try to remember them" (Jenny). Other statements come from Selena and Joe. Selena stated that, "So, if there is a new vocabulary, I will write it down" (Selena). Joe also stated that, "Then, I will write down the unknown words" (Joe). From these statements above, the researcher finds out that vocabulary note taking is still used by the participant to enrich their vocabulary. Walters and Bozkurt (2009) mentioned that note-taking vocabulary is an effective way in enriching and developing vocabulary.

Learning English through Google. This strategy is implemented by Jenny, Selena, Daniel, Joe, Brie and Jisoo. Jenny mentioned that, "I will look for the meaning through Google" (Jenny). Selena also stated that she used Google to look for the meaning. She mentioned that, "Oh yes, sometimes I often look for the meaning of

new words through Google” (Jisoo). Other statements come from Daniel, Joe, and Brie. Daniel informed that, “If I don’t understand the vocabulary, I will look for the meaning through online dictionary or printed dictionary” (Daniel). Joe also stated that, “I will look for the meaning through Google to make it easier” (Joe). This statement is in line with Huang, Yang, Chiang, and Su (2016) who stated that looking for the meaning of new words through mobile learning enables learners to focus on comprehending the meaning of new words and remember the meaning of new words without looking for meanings in printed textbooks or dictionaries. Unlike Jenny and Selena, Jisoo used Google to learn pronunciation. She used Google translate in this state. The statements can be seen below:

“I often use Google translate to deal with the difficulties in learning pronunciation.” (P3. 11)

“Based on my opinion, it’s better to learn pronunciation from Google translate immediately.” (P3. 20)

Other than translation, Google translate can be used for pronunciation. Google translate can pronounce the words if we input the right and accurate spelling (Medvedev, 2016).

Besides for looking for the meaning of vocabulary and pronunciation, Google can be used in learning grammar. This strategy is implied by Jenny in learning English language. She informed that, “Sometimes I used Google to look for the right grammar” (Jenny). Learning through Google can be involved in to extensive reading because it allows students to read, read, and read (Day, 2013).

Learning English through social media. This strategies is used by Brie, Jisoo, and Selena. Brie mentioned that, “I watch YouTube to learn grammar” (Brie). Other statements come from Jisoo and Selena. Unlike Brie who learns grammar through social media, Jisoo used social media to learn pronunciation while Selena used to learn vocabulary. Jisoo’s statements can be seen below:

“I often open YouTube because there a lot of people that make YouTube channels about how to pronounce words in right way” (Jisoo).

“Other than YouTube, I did open Instagram because it usually gives out the differences in pronunciation, for example “beach” and “bitch” (Jisoo).

Another statement comes from Selena who used social media to learn vocabulary. Selena said that, “By opening YouTube from someone who used to teach English language gives me an improvement in vocabulary” (Selena). In social media, there are many things that learners can acquire especially in learning the English language. According to Lin, Warschauer, and Blake (2016) as cited in Lee (2006) learners get a positive influence in their oral performance, syntactic comprehension, and vocabulary when learners use social media as a media to learn the English language.

Reading books. This strategy is implemented by Jenny, Brie, Selena, Joe, and Daniel in learning English language. Jenny mentioned that, “So, I learn grammar through reading grammar books, see it, and memorize the formulas” (Jenny). Jenny also stated another statement regarding the implementation of this strategy by saying, “To deal with the difficulty in grammar, I surely open the theories in the grammar

book” (Jenny). Other statements come from Brie. She mentioned that, “I usually read the top grammar books to learn grammar” (Brie). Joe also gave her statement about this strategy. The statements can be seen below:

“The strategy to learn grammar is reading a lot of books in my opinion” (Joe).

“An important strategy to improve my grammar is reading a lot of books” (Joe).

“So, in the English language subject at LTC, I read book in which the grammar is completely right” (Joe).

“I read like lesson books which already has neat and good grammar” (Joe).

Those statement above approve that reading books can be an effective way in learning grammar. Reading books can be a solution in reading approach which affects not only for reading competence but also in gaining knowledge (Lee, Schallert, & Kim, 2015).

Besides for learning grammar, Joe used to read book to improve her writing. Joe informed that, “Actually, I used the same strategy in learning grammar as the strategy in learning writing as well” (Joe). Another statement comes from Daniel. Daniel said that, “For the book, I buy like guide book for learning English because the grammar is already correct” (Daniel).

Kirin (2010) find out that reading book can be incorporate it in writing skill because in reading, students are encouraged to read a lot to enhance their writing ability. Besides that, reading can be an opportunity to intricate students’ ideas to emphasize students’ writing skills.

Reading journals. This strategy is implemented by Jenny and Joe in learning English language. Jenny's statement can be seen below:

“For writing, especially in developing ideas, I applied the advice from my tutor in the past. My tutor suggested us to read many journals so that we could understand the writing style.” (Jenny).

“To help me in constructing my proposal for my research, I read many journals.” (Jenny).

From these two statements, the researcher finds out that reading journal is an effective way to develop idea. In conclusion, reading journals is very useful in writing activities because it helps students to train themselves to develop and understand the idea (Winiharti, Herawati, & Rahayu, 2014). They also added that, reading journals can increase students' comprehension.

Unlike Jenny who implied reading journals as the strategy in developing idea, Joe read journal to learn grammar. Joe mentioned that, “I used Pharmacy in improving my grammar because I believe the grammar is already correct” (Joe). Another statement that stated by Joe is that, “In scientific journals the grammar ought to be right, it has already been noticed” (Joe).

From these statements above, reading journals is implied in order to deal with the difficulties in grammar. Besides learning grammar, reading journals can help students to comprehend the main idea in reading materials (Aliponga, 2013). Reading journals is considered as extensive reading as well because it allows students to read, read, and read (Day, 2013).

Using subtitles. This strategy is implemented by Jenny and Daniel. Jenny used subtitle to learn new vocabulary. Jenny stated that, “I used Indonesian subtitles. However, I did not see the subtitle first. I see the subtitle when I did not understand what the actor was talking about” (Jenny). This statement approves that the participant used subtitle in learning vocabulary. The use of subtitles in watching movies or videos can help learners to develop their vocabulary (Harji, Woods, & Alavi, 2010).

In contrast with Jenny, Daniel used subtitle to practice listening. Daniel informed that, “I used subtitles in watching movies to practice listening” (Daniel). Using subtitle helps students to recognize the words that the students listen with the correct spelling (Mulyadi & Mutmainnah, 2015). They also added that by using subtitles, students will be familiar to listen to native speakers, so their listening ability improves automatically.

Watching English movies. This strategy is implemented by Jenny, Selena, and Daniel. Jenny and Selena used this strategy in pronunciation while Daniel and Jenny as well used this strategy in listening practice in learning English language. Jenny informed that, “For pronunciation, I like to hear from English movie conversation” (Jenny). She also added her statement by saying, “I also listen to the dialogues films to learn pronunciation” (Jenny). Another statement comes from Selena who stated that, “I also used to watch movie that I like the genre to learn pronunciation” (Selena). Based on Yaseen (2015), when watching English movies, students 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.

Besides pronunciation, watching English movies is used in listening. Jenny's statement can be seen below:

“For listening, my strategy is watching movies because in the past, my tutor said in the TOEFL subject that listening to music was not effective because there was the intonation, and some songs are also quite fast, thus I sometimes could not hear clearly” (Jenny).

“Actually, there are two strategies that I implied in learning listening skills. First is watching movies and second is listening to English songs” (Jenny).

Another statement comes from Daniel who said that, “For listening skill, well, I used to watch English movies” (Daniel). Those statements are in line with Safranj (2015). Learning the English language through films or movies improves students' listening ability, and students can get better understanding about the English culture (Safranj, 2015).

Listening to English song. This strategy is used by Jisoo, Jenny, and Selena. Jisoo used this strategy in grammar, pronunciation, and listening. Meanwhile, Jenny and Selena used this strategy only in pronunciation and listening. Jisoo mentioned that, “There are a lot of strategies I used in in mastering grammar, such as memorizing verb forms and listening to English song” (Jisoo). This statement is in line with Hasanah (2017) who said that listening to English song don't only comfort the listeners but also can be a media to learn English grammar.

Furthermore, for pronunciation, Jisoo mentioned that, “I often to listen to English songs to learn pronunciation” (Jisoo). Another statement comes from Selena about the use of this strategy in pronunciation. She said that, “For pronunciation, I like to listen to English song” (Selena). According to Stancula and Bran (2015) who stated that song can be used as the a tool in learning pronunciation because song focus on some aspects in pronunciation, such as focusing on sounds, words, and connected speech.

Selena added a statement regarding the use of this strategy in listening skill. Selena said that, “For listening skill, the strategy is the same as pronunciation. It is listening to pronunciation” (Selena). Jenny also stated that, “Actually there are two strategies that I implied in practicing the listening skill. The first is watching movies and second is listening to English song” (Jenny). Based on the statements, listening to English song can be used in learning listening skill. Sukmawati (2015) pointed out that teacher can give students incomplete lyrics of songs and then command them to fill it up by listening to the song.

Singing English song. This strategy is used by Brie and Selena. Brie stated that, “For speaking training, I sing English song” (Brie). From this statement, the researcher finds out that singing English songs is the effective way for participant to learn speaking skill. The students with high speaking performance tend to sing English song to maintain their English skills (Gani, Fajrina, & Hanifa, 2015). Unlike Brie, Selena used this strategy for learning pronunciation. Selena stated that, “For pronunciation, I sing by myself” (Selena). She also added that, “I used to sing by

looking to at lyrics” (Selena). From the statements, the researcher concludes that singing English songs helps the participant to learn pronunciation. Gupta, Grunberg, Rao, and Wang (2017) mentioned that the use of singing helps students to improve pronunciation.

Joining course. This strategy is implemented by Brie and Selena. Brie mentioned that, “Since I was in the first semester I joined many courses, whether private or regular” (Brie). She also added that, “The effective strategy is when I joined a regular course in Kampung Inggris, Pare” (Brie). Another statement comes from Selena. Selena stated that, “Yesterday, I joined a course in Pare about mastering grammar” (Selena). Joining courses is included into Problem-Based Learning in which the teaching method is students-centered and the educator becomes the facilitator. By using Problem-Based Learning, students can help others to learn grammar easily (Zuhriyah, 2017).

Imitation. This strategy is implemented by Jisoo, Joe, and Jenny. Jisoo used this strategy in pronunciation. Jisoo said that, “After opening Google translation, I immediately imitate the pronunciation from native speaker” (Jisoo). This statement is supported by Shodiqin, Apliedswati, and Bunau (2014) who said that imitating the modal of native speaker’s voice helps the learner to increase their pronunciation. Unlike Jisoo, Joe and Jenny used this strategy in speaking skill. Joe stated that, “After watching some people who speak English from YouTube, I try to imitate them” (Joe). She also added that, “So, I watch native speakers from YouTube, I listen to their lines then imitate them” (Joe). Another statement comes from Jenny. Jenny stated that, “I

improve my English speaking skill through imitating the dialogue from English movies” (Jenny).

Based on the statements, the researcher finds out that imitating is one of the ways in learning English language. Based on Gani, fajrina, and Hanifah (2015) pointed out that with 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 implemented by Brie, Jenny, and Joe in learning English language. Brie used this strategy in mastering grammar. Brie mentioned that, “I usually practice writing and speaking to learn grammar” (Brie). Shen (2012) stated that re-examining grammar roles which is exhibited in English learning in improving students’ grammar abilities especially for non-native speakers. He also added that coming up with practical skills like writing and speaking in the correct grammar can be an effective way to embed students’ grammar knowledge. Unlike Brie, Jenny and Joe used this strategy for speaking. Jenny’s statements can be seen below:

“Because of feeling nervous in speaking, I need to practice English speaking a lot by myself or looking for someone else to practice it with.” (P1. 23)

“I maintain my English speaking skill with practice, for instance I try to speak with English-speaking visitors.” (P1. 54)

Another statement with similar phenomenon comes from Joe. Joe mentioned that, “To deal with the difficulties in speaking I just train my speaking like speaking

to myself” (Joe). She also added that, “I train myself to speak out in front of a mirror or probably if I crash in to someone else I tease him using English” (Joe).

From the statements above, the researcher finds out that English speaking is useful to maintain their English speaking skills. According to Alharbi (2015) as cited in Brown (2007), real English speaking practice can improve students’ speaking skill. Besides practice, teacher’s feedback can be useful toward student’s speaking practice in order to improve their speaking skill (Tuan & Mai, 2015).

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

Reading online comic. This strategy is implemented by Jenny in learning English language. Jenny mentioned that, “To increase my vocabulary, generally I read Webtoon (online comic). I like to read them in to two version, English and Indonesia version” (Jenny). This statement approves that reading comic is the strategy that the participant used in learning vocabulary. Based on the statement by Cimermanová (2015), reading comic books give positive effects not only in motivation and reading, but also in writing and developing vocabulary and Grammar.

Remembering vocabulary. This strategy is used by Jenny in learning English language. Jenny informed that, “Besides YouTube, I also remember the new vocabulary that I just got” (Jenny). Other than remembering vocabulary, some strategies that can be used in order to memorize vocabulary are by using objects

(Alqohtani, 2015) and vocabulary notebooks (Mokhtar, Rawian, Yahaya, Abdullah, & Mohamed, 2017).

Listening to podcast. This strategy is implemented by Brie in learning English language. She used this strategy in mastering grammar. Brie stated that, “I learn grammar through listening to podcast” (Brie). From this statement, the researcher finds out that listening to podcasts can be useful for mastering grammar. Bamanger and Alhassan (2015) stated that listening to podcasts is an effective way in learning vocabulary and grammar.

Telling stories using English language. This strategy is used by Jisoo in learning English language. Jisoo pointed out that, “Story telling by using English language is the strategy that I applied in learning speaking skills” (Jisoo). Zuhriyah (2017) mentioned that by using story telling students can improve their speaking skill. Another statement comes from Purwaningsih (2015) who stated that telling storyies improves students’ speaking skills especially when also using pictures because it makes the story more alive.

Increasing confident. This strategy is implemented by Jisoo in learning English language. Jisoo mentioned that, “My strategy to improve my speaking ability is increasing my confident” (Jisoo). One of ways in increasing confident is role play (Kurniawan, 2013). Besides that, increasing confidence can be obtained through positive interaction with native speakers, which can then construct students’ self-confidence because students can train their English skills (Wu & Marek, 2010).

Memorizing form of verb. This strategy is implemented by Jisoo in learning English language in grammar. Jisoo stated that, “I have a lot of strategies in learning English language. One of them is memorizing regular and irregular verbs” (Jisoo).

From this statement, the researcher finds out that memorizing form of verb is useful in learning English language. According to Prasetya and fahri (2015), the drill of verb of formation can develop learner’s English verb mastery.

Reading English articles or essays. This strategy is implemented by Jenny in learning English language. Jenny said that, “I also learn to develop ideas through English essays or articles” (Jenny). The same as reading journals, reading English articles or essays is considered as extensive reading which allow students to read, read, and read (Day, 2013). By reading English articles or essays, the learners are motivated to read more, and are able to comprehend the important details and the main ideas from the reading materials, and also the learner can think critically about the content itself (Aliponga, 2013).

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

Joining English activity. This strategy is implemented by Joe in learning English language. Joe’s statements can be seen below:

“Actually, there is an activity in my major which is called “Plenary discussion” in which students like us can try to speak out using English language. This activity is full of English discussions” (Joe).

Those statements approve that joining English activities can be an alternative way for learners to learn speaking skill because it can encourage students' active participation and motivate them to use English language (Gudu, 2015). He also added that by joining English activities, it can lighten the problem of low speaking skills.

Doing exercises. This strategy is implemented by Daniel in learning English language. Daniel's statements can be seen below:

“The effective strategy is doing exercises because in doing exercises we can analyze while looking at the guide book” (Daniel).

“Sometimes, I look at the answers key because in each exercise book there will be an answer key, so I look at the answer key” (Daniel).

Doing exercise can be an effective way in learning grammar because by doing exercises we can train our knowledge especially about grammar since the participants have supporting materials like guiding books in mastering grammar. According to Chamorro and Paz (2016), grammar worksheet can be a useful contribution toward students' language learning.

Getting used to English language. This strategy is implemented by Joe in learning English language. Joe mentioned that, “The effective strategy that I used in learning English is trying to get used to involve myself in English language in my daily conversation” (Joe).

In getting used to speak English, individuals themselves have a crucial role since motivation influences learning motivation. Ahmed (2015) mentioned that

learning English needs motivation to encourage ourselves to learn the language because motivation plays a big role in learning English.

Using the correct English language. This strategy is used by Selena and Joe. Selena stated that, “For writing skill, I should write often with good sentence arrangement” (Selena). In this part, feedbacks from teacher play a crucial role in improving participants’ writing. Tuan and Mai (2015) stated that teacher’s feedback toward student’s writing works improves students’ writing skills. Other statements come from Joe. Joe’ statements can be seen below:

“The implementation of grammar in speaking is the way to improve, especially if we get used to speak out” (Joe).

“Based on my opinion, the effective way to learn English language is implementing English language in to our daily life” (Joe).

Those statements acknowledge that using the correct English language theories especially in our daily life helps the participants to improve language skills. Interaction and communication is effective in increasing students’ productive skills (Chamorro & Paz, 2017). The result of the strategies used by ELED and non-ELED to deal with the difficulties in learning English language can be summarized in to this table below:

| Learning English strategies | Similarities and Differences of students' strategies to deal with the difficulties | |
|---------------------------------------|--|----------|
| | ELED | Non-ELED |
| Reading online comic | ✓ | |
| Taking note of the unknown words | ✓ | ✓ |
| Learning English through Google | ✓ | ✓ |
| Learning English through social media | ✓ | ✓ |
| Remembering vocabulary | ✓ | |
| Reading books | ✓ | ✓ |
| Reading English articles or essays | ✓ | |
| Reading journals | ✓ | ✓ |
| Using subtitles | ✓ | ✓ |
| Watching English movies | ✓ | ✓ |
| Listening to English song | ✓ | ✓ |
| Listening to podcast | ✓ | |
| Singing English song | ✓ | ✓ |

| | | |
|--|---|---|
| Joining course | ✓ | ✓ |
| Joining English activity | | ✓ |
| Imitation | ✓ | ✓ |
| Telling stories using English language | ✓ | |
| Writing and speaking practice | ✓ | ✓ |
| Increasing confident | ✓ | |
| Doing exercises | | ✓ |
| Getting used to speak English language | | ✓ |
| Using the correct English language | | ✓ |
| Memorizing form of verb | ✓ | |

Figure 3. Similarities and differences of ELED and non-ELED strategies to deal with the difficulties in learning English.

From the discussion above, it can be concluded that ELED and non-ELED students have various difficulties in learning English language. The difficulties are vocabulary, grammar, pronunciation, developing idea, writing, speaking, and listening. Developing idea faced by ELED students only while writing faced by non-

ELED students. Besides students' difficulties, this study also finds strategies that implemented by ELED and non-ELED 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.