

Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia

Suryanto^{1,*} Zahra Eka Sari²

¹ English Education Department, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia

² English Education Department, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia

* Email: suryanto@umy.ac.id

ABSTRACT

Two different contextual backgrounds may yield other influences. This research aimed to examine the difficulties of the English Language Education Department (ELED) students and non-English Language Education Department (non-ELED) in learning English language and their strategies to cope with their difficulties. This research utilized a qualitative approach and employed interviews as a means to gather data. In this research, the researcher involved 6 participants 3 from ELED and non-ELED, respectively. Both ELED and Non-ELED Students shared common problems in learning English related to the issues of vocabulary shortage, grammar difficulties, pronunciation problems, low speaking and listening skills. The noticeable difference was seen on the difficulty in developing ideas that is only faced by ELED students while difficult in all aspects of writing skills faced by non-ELED students. The strategies implemented by both ELED and non-ELED students included jotting down the unknown words, learning English using Google, learning English through social media, reading journals, using subtitles, watching movies that use English as a medium of communication, listening to English movies, singing English songs, joining English courses, making imitation, and practising their English writing and speaking skills. The strategies to deal with the difficulties that were implemented by ELED students were reading online comic, memorizing vocabulary, reading English article or essays, listening to podcast, telling a story using English language, increasing confidence, and memorizing form of verbs. Meanwhile, the strategies that just implemented by non-ELED students are joining English activity programs, doing English exercises, getting used to the English language, and using the correct English language.

Keywords: *Influence of the English Language, Students' Difficulties in Learning English Language, The Strategies to Deal with the Difficulties*

1. INTRODUCTION

English language is a global language as no language is spoken as wide as English Language today [1]. 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 since, among other languages spoken in this country like Tamil, Malay, and Mandarin, English is widely utilized as their means of communication.

Besides, as a means of communication, the English language has been adopted in an academic subject. CAP

(Changing Academic Profession) survey reported that 51 per cent of institutions use English language for researches and 30 per cent for teaching [2], [3]. 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. 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 [4]. Sawir [4] 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 about their pronunciation or performance. Another problem comes from teachers in teaching the English language at school [4]. He said that their teachers do not familiarize student to have a chance to perform conversation inside a classroom or teacher do not familiarize himself or herself to speak with his student using the 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 [5].

In a private Islamic university where the researchers investigated the issue, they found departments that offered 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 is 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). Such conditions take place in the nationwide as the context of this study, i.e., Indonesia. This article focused on studying difficulties and different strategies in learning English by students from these two different contexts, English Language Education Department (ELED) and non-English Language Education Department (Non-ELED).

2. LITERATURE REVIEW

This section reviews literature related to the topics of this study. The reviews include issues concerning learning English language and aspects that affect it. The next deals with the elaboration of English and non-English Language Education Department students. The following part discusses the difficulties and the strategies in learning English language by those students of ELED and Non-ELED ones.

2.1. Learning English Language

English language has been used as a means of communication, especially between the native and non-

native speaker [6]. Many countries also have applied English language as their second language after their mother tongue. In other words, English language is known as an international language for communication, a Lingua Franca. Many people intend to learn English language. Ahmed [7] stated that some people want to learn English language because they think that English language can give them a chance of improving their lives. Some people think that they will get a better occupation if they master at least two languages other than their mother tongue.

Ahmed argued that learning English language needs motivation [7]. Motivation plays a significant role in learning English language. Students who have a big motivation in learning English language will succeed in whatever circumstance they study. According to Suryasa, Prayoga, and Werdistira [8], there are two motivations which affect to learning English language, namely integrative and instrumental motivation. Integrative motivation is the desire from ourselves to learn the English language to communicate with people from different culture that speak the same language.

In contrast, instrumental motivation is the desire to learn language for specific goals such as getting a job and passing an examination. Besides motivation, learning English language also needs self-efficacy and self-regulation, especially for teachers. This aspect will help the instructor or teacher to have a better competence in teaching students about English language [9].

2.2. English and non-English Education Department students

Learning English language in university is commonly classroom routines that should interact with a school setting [10]. English Language Education is also one of the 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. In this major, the students are taught about making and applying lesson plan in a good way because at the end of the semester each student is supposed to teach Elementary, Junior High School, and Senior High School so that the students can learn how to make and apply lesson plan according to the students level that the students want to teach. Besides teaching, the students also are taught about English language courses like Grammar, Listening and Speaking for Daily and Formal

Setting, and some subjects related to English skill. As the students of English Language Education Department, they are supposed to maintain their English skill because they are obliged to learn it. Besides that, the materials which are used by students are entirely in English. The students should understand the material to gain knowledge from the materials.

Since English language has been an academic subject in university, it is not only learnt by students from English Language Education Department but also learnt students by non-English Language Education Department. In other words; the English language is the academic subject that requires students of non-English Language Education Department to learn it. DiCerbo, Anstrom, Baker, and Rivera said that Academic English becomes the language that helps students to acquire and used their knowledge which is used in school. Non-English Language Department students are those who are not from English Language Education Department [10]. This suggests that the English language is used in academic routines and the teaching and learning process [11]. Non-English language Department students not only learn about vocabulary but also complex grammatical structure and discourse pattern, both of which assist incoherent and cohesion in communication [10].

2.3. Difficulties in learning English language

There are three elements which have an essential role in learning the English language, especially in supporting four English skills, namely; pronunciation, vocabulary, and grammar [12]. Those three elements are called micro-skills of English skill. Students have difficulties in learning these skills. In 10 pronunciation, students find some factors that cause bad impacts on their pronunciation skills. According to Soleh and Muhaji [13], the factors that cause poor 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. Besides students, negative factors also come from teachers. Negative factors which come from a teacher are: 1) Teachers ignore to correct students' pronunciation; 2) Teachers are too lazy to correct students' pronunciation whether the students' pronunciation is right or wrong; and 3) Teachers are not aware that pronunciation is essential in English communication [13].

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" [14]. 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 the right condition, such as how to use simple tense and simple continuous tense in proper ways [15].

Other than micro-skills, the English language also has macro skills. They are four main skills in learning the English language, namely reading, listening, writing, and speaking skills. Corresponding to micro-skills, students find difficulties in learning them. Yet, the difficulties of macro skills are still related to micro-skills.

In reading skills, students find pronunciation as a common problem when they read aloud [13]. According to Sholeh and Muhaji [13] students have difficulties in pronouncing certain words because of the strong influence from students' mother tongue and get unaccustomed to English environment. Another difficulty that students face in learning reading skills is their understanding. Rahmawati [12] argued that students have a lack of understanding about the materials because the students consider that reading skills are difficult.

In listening skills, students get difficulties because they have a shortage of understanding and difficulties in controlling the speed of words when the speakers deliver the message through their pronunciation. This condition causes the students to have bad listening ability because the listeners cannot ask the reader in a listening lesson to replay what he/she read before. This statement is in line with Megawati [12], who said that lack of understanding and problems in controlling the speed of words pronunciation is responsible for the difficulties in learning the English language.

In writing skills, students face difficulties concerning grammar and vocabularies—students who are bad in writing skills that generally lack vocabularies and grammar knowledge. Wigati [16] argued that good writing depends on how we structure the sentence well. Another difficulty in writing skills is that the students are difficult to relate one sentence to another sentence because they possess limited knowledge about the topic

that the students want to write. Prihatmi stated that students are confused to relate a sentence to others because they have no enough understanding on the topic [14].

In speaking skills, the students face difficulties to deal with pronunciation, vocabulary, and grammar. These three micro-skills are supported by each other in speaking skill. The better one's performances on each micro skill, the better the ability to speak in English the students have [13].

Strategies to deal with the difficulties in learning English language. There are some strategies that teachers and students can use to overcome the difficulties in learning the English language. To overcome the pronunciation difficulties, the students and teachers can use songs as an aid to practice pronunciation [17]. Song also can be used as an aid to practice a listening skill. Teachers can give an incomplete lyric of a song then command the students to complete it by listening to songs. Besides songs, watching English movies can be used to improve listening skill [18].

In vocabulary, teachers and students can use a flashcard to improve vocabularies. According to Hung, flashcard can be used as an aid to maintain vocabulary [19]. The reading approach can also be used in vocabulary to emphasize and control it [20]. Vocabulary note-taking also can be useful in learning vocabulary since this strategy can develop a student's vocabulary [21]. The reading approach can also be used in reading skill because this activity allows students to read, read, and read. Day said that reading approach allows students to read, read, and read especially extensive reading [22]. In other words, this approach trains student's pronunciation skill as well when students read the reading materials loudly. Reading English journals or article can be included in extensive reading because it allows students to read and read. Nevertheless, extensive reading is not only used in reading skill but also in mastering grammar [23]. According to Furthermore, in writing and speaking skill, the teacher can give feedback to students' writing works and to students' speaking practices to improve their skill [24].

3. METHODOLOGY

3.1. Research Design

The researcher used a qualitative approach to conducting the research. Creswell stated that a qualitative approach is one research type which explores

the problem and develops a detailed understanding of a central phenomenon [25]. This statement is in line with the purpose of research. The purpose of this research is to explore the difficulties and to find out the strategies used by ELED and non-ELED in learning the English language. In this research, the researcher used descriptive qualitative design because the result of this research is opinions or prospective people that are not quantifiable. Lambert and Lambert defined that descriptive qualitative design is "theoretical" of the qualitative approaches in research [26]. By using descriptive qualitative design, the researcher can attain detailed information regarding the issue or topic.

3.2. Research Setting

This research took place at one private Islamic university, which is located in Kasihan, Bantul, Yogyakarta. There were two reasons why the researcher conducted this research. Firstly, the private Islamic university that the researcher investigated necessitates each student to study the English language for academic purposes. Secondly, there is an office called the Language Training Center (LTC) in which each student can learn several languages, including the English language, especially for non-English Language Education Departments.

The researcher conducted this research in two months and fourteen days, starting from December 2018 to February 2019. This range of time included data collection and data analysis. The researcher gathered the data from the participants for about twenty-nine days and analyzed the data for about one month and sixteen days.

3.3. Research Participants

The participants of this research were English and non-English Language Education Department students of a private Islamic university in Yogyakarta. The researcher took 10 participants, including 5 participants from ELED students and 5 participants from non-ELED students, who came from the majors of Agriculture, Pharmacy, and Economics major. According to Creswell, qualitative data collection is based on a small number of individuals, so the participants' views are obtained [25].

The researcher selected students from ELED and non-ELED students because the participants have their difficulties and strategies in learning the English language. Besides that, their nature is also different.

There were three criteria for both ELED and non-ELED participants. For ELED students, the first criterion was the participants had taken 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. The second criterion was that the participants had a minimum GPA of at least 3.50 for ELED students. The third criterion was that the participant had taken a non-formal English course outside the institution.

Meanwhile, for non-ELED participants, the first criterion was that the participants had taken the English language as an academic subject. The second criterion was and 3.00 for non-ELED students. The third criterion was that the participant had taken a non-formal English course outside the institution 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.

The researcher used pseudonyms in reporting the result of each participant to protect the participants' identity. The pseudonyms of the participants were Jenny as the first participant, Brie as the second participant, and Jisoo as the third participant. Those three students were from ELED students, meanwhile for non-ELED students were Selena as first participant, Daniel as the second participant, and Joe as the third participant.

3.4. Data Gathering Technique

In this research, the researcher administered interviews as a means of gathering data. The reason for using interview was because the researcher can achieve in-depth information from each participant. Based on Kvale, "Interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasize the social situatedness of research data" [27]. The researcher made interview guidelines to help the researcher in conducting the interviews with the participants. The researcher used the standardized open-ended interview as one type of interview. The researcher used standardized open-ended because the interview was structured. Lincoln and Guba stated that a structured interview is useful when the researcher does not know about certain things. Therefore he/she makes several questions to supply the knowledge [27].

In this research, the researcher used open-ended questions because it allowed the researcher to investigate deeply about the issue or to clear some misunderstanding of statements. Cohen, Manion, & Morrison figured out that there are some advantages of a standardized open-ended interview, such as allowing the researcher to get in-depth information or clarifying the misunderstanding of statements [27]. The researcher used indirect questions format for interviewing to collect participants' view generally. In addition, the participants could think generally about the issue based on their perception. Cohen, Manion, and Morrison stated that the indirect question format asks for the participants' view in general [27]. This research also used unstructured response as the response mode. This technique allowed participants to give their answer as long as they want. According to Tuckman (1972), unstructured response allows participants to answer the question in whatever way they choose [27]. The following characteristics of interview guideline were based on the research questions. Firstly, it was about the difficulties of learning the English language faced by ELED and nonELED students. Secondly, it was about the strategies used by ELED and non-ELED students.

The researcher used Indonesia language in the interview toward participants to ease the researcher and the participants to communicate. The interview took about thirty minutes for each participant. The researcher used a mobile phone in the interview to record the statements from the participants.

3.5. Data Gathering Procedure

The researcher asked the participants regarding the criteria of the participants. The researcher asked the ELED students about the basic English subject that they had taken in the second semester, their GPA not least than 3.50, and their confirmation in joining non-formal English course outside the institution. As same as ELED students, non-ELED students were asked about the criteria of the participants. The students were asked about their confirmation in enrolling the English language as an academic subject, their GPA not least than 3.00, and their confirmation in joining non-formal English course outside the institution. When the students have fulfilled the criteria of participants, the researcher chose the students who have fulfilled the requirements as the participants.

After that, the researcher asked their willingness as an agreement for being participants, and fortunately, all

the participants from both ELED and non-ELED students agreed. Then, the researcher made an agreement and appointment to participants about the date, time, and place that they were available and reachable to do the interview. The researcher contacted the participant through Whatsapp. The interview took place at a private Islamic university at Yogyakarta. The interview took one month to gather the data from all participants. The researcher used Indonesia language in interviewing the participant because it was easier for the researcher and participant to ask and to answer the questions. The researcher used a cell phone to record the sound and to collect the data from participants. The interview took twenty up to thirty minutes for each participant.

3.6. Data Analysis

To analyze the data, the researcher did some steps to analyze data from participants. The first step was the researcher transcribed the interview into written documents. The researcher used a pseudonym to each of participant. In transcribing, the researcher transcribed the recording into some statement given by participants. After it finished, the researcher showed the result of an interview with the participants to make sure the data from the interview were right. From the member checking, the researcher found uncertain statements from participants then the researcher made a small note about the question that needs to be asked to participants to clarify the unclear statements then the researcher asked the participants about the unclear statements again to clarify the unclear statements.

The next step was coding. In this step, the researcher constructed the unstructured sentence into the right one. In this part, the researcher also gave a code to each statement that comes from participants. By providing a code of the statements helped the researcher to simplify statements. In this part, the researcher accidentally found some uncertain statements even though the researcher was done with the member checking beforehand, some unclear statements appeared. So, the researcher had to ask the participants for twice.

The next step was categorizing. Categorizing is classifying the codes that had similar meaning and explanations. Saldana stated that coding is a method that allows the researcher to organize similar principles into categories that have similar characteristic [28]. In this step, the researcher classified the code that had identical meanings and explanation into one category. The last

step was the theory. In this part, the researcher related, generalizes, and elaborates the findings to the related theory from some previous expert's theory. The researcher related the categories to several theories that had similar meaning and explanation with the researcher's categories.

4. FINDING AND DISCUSSION

This chapter discusses the finding of this study, followed by some experts' or other researchers' statements which support the findings. The findings of this study were collected through interviews. The data were collected from six participants. Three students were from ELED students while the rest were from nonELED 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 the English language.

4.1. The difficulties of ELED and non-ELED students 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 the English language. Nevertheless, students learn the English language as their subject; they always encounter problems which in overall obstruct the students to learn the English language [29]. 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 into five categorized, namely vocabulary, grammar, pronunciation, listening, and speaking. The detail explanations on the difficulties are as follows: 26

4.1.1. Difficulties in learning the English language faced by both ELED and non-ELED students

a) *Vocabulary.* In this part, participants from ELED and non-ELED faced difficult in vocabulary. Jenny, as the 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 said that that the lack of vocabulary will affect the 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 [30]. Jenny mentioned that "I often forget its meaning the next day" (Jenny). According to Ye, the forgetting phenomenon becomes a serious matter for most students because it will be hard for them to recall their memories after long periods [31]. Jenny said because there is no implementation of vocabulary so, she will forget the vocabulary. Jenny informed me 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 difficulties in vocabulary when learning the English language. They had a limited vocabulary. First statements come from Selena who mentioned that "When I want to talk there is whether some words that I didn't know the meaning of, so it difficult for me to convey my message" (Selena). She also added, "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 a similar difficulty 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 Alqahtani, who said that limited vocabulary could obstruct the success of communication since vocabulary has a crucial role in a language learner [32]. The researcher summarized that whether ELED and non-ELED students felt difficult in vocabulary. Even though they faced difficulties in vocabulary, but ELED students have difference difficult with non-ELED students.

b) Grammar. In this part, the participant from ELED and non-ELED felt difficult in grammar, especially when they learn the English language. Jenny, the student from ELED, found a problem in grammar, especially in mastering grammar theory. She said, "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 the participants from ELED students, Joe, as the participant from non-ELED, also faced difficulties 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 [33]. They stated that grammar is one of the difficulties in mastering a foreign language, especially in countries where the English language is still considered as a foreign language. Another statement comes from Yusob 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 [34].

Other difficulties in grammar are difficult to speak and select the appropriate words because of grammar. Brie and Selena face this phenomenon. 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 Toumas, many students are afraid to speak in the English language because they keep thinking of grammar and are anxious about grammatical errors [35]. Furthermore, Brie mentioned that "It makes me confused to place the suitable place words for daily, formal, and academic situation" (Brie). Leong and Ahmadi supported this statement by saying students feel difficulty in expressing their idea because they can't find the appropriate words and expressions that present their idea [36]. Other difficulties in grammar are writing a relevant text based on the right grammar. Brie, Jisoo, and Joe face this phenomenon. 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 informed that one of the most difficult features 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 [37]. 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). Effective writing needs the use of a complex of grammar and the awareness to choose vocabulary, grammar pattern, and structure of sentences [38].

Other difficulties in grammar are tenses mastering. Brie faces this problem. Brie stated that "Until now, I

still have not mastered grammar, especially tenses” (Brie). Rahman and Ali 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 [39]. Next difficulties in grammar are the use of varied conjunction. Brie faces this problem. 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 [40]. The last problems in grammar are distinguished between verbs and adjectives. Joe faces this problem. Joe mentioned that “I also still don’t know how to distinguish between verbs and adjectives” (P3. 46).

c) Pronunciation. In this part, the participant from ELED and non-ELED find pronunciation difficulties when learning the English language. The problems that the participant faced in pronunciation are difficult to pronounce the word in the right way. Jenny and Jisoo face this problem. Jenny is confused about how to pronounce the words in the 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, 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[41].

Another statement about the pronunciation difficulties comes from Jisoo. Jisoo mentioned that “The most difficulties that I most often face are pronunciation (Jisoo). Based on Gilakjani and Sabouri, English pronunciation is an essential part of foreign language teaching because this part can take effect on learner’s performance and communicative skill [42].

Other difficulties in pronunciation are mastering the pronunciation that is different from the writing. Jisoo faces this problem. 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 [43]. According to Ismail and Kareema, English spelling is a complicated and difficult problem, especially for some interrelated skills like reading and writing [44].

The last problems that the researcher finds in pronunciation are differences of accents. Two participants face these problems; 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). McGee supports this statement mentioned that non-English native speaker does not necessarily need to accept these new species of English [45].

d) Speaking. In this part, the participant from ELED and non-ELED find difficulties in speaking when learning the English language. The first problems that the researcher finds in speaking are conveying meaning by using the English language. Jisoo and Selena face this problem in learning the 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, who stated indeed, adult EFL learners are poor in speaking skill, especially in fluency, cultural comprehension, and control of idiomatic expression [46]. The next problems in speaking are speaking spontaneously. Jenny and Joe face this problem in learning the 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 the English language [47]. Desfitranita also added that if we have many pauses in communication, it means that we are likely not good in English [48].

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 classroom affects students' performance, especially in speaking skill. According to Melnichuk, Osipova, and Kondrakhina, speaking in front of the classroom will make students go blank, fail to control the audiences, and the students will forget their line. 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 [49].

e) *Listening*. In this part, the participant from ELED and non-ELED find difficulties in listening when learning the English language. The first problem that the participants faced in listening are listening to English conversation from a 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 me that “I have difficulties in listening because in listening there are many pronunciations which are similar” (Daniel).

These statements are supported by Megawati[12], who stated that lack of understanding and the control of the speed of pronunciation are included as the difficulties in learning English. Stressing and pronouncing precisely like native speakers, is one of the factors that affect listening comprehension [50].

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 feels 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 [51]

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

“When I listened to films, I can understand the point of it, like 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 stated that a lack of understanding and controlling the speed of words influence listening ability[12].

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

Developing idea. This problem faced by ELED students in learning the 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 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, a lack of ideas affects students' writing skill [52].

Another problem that the participant faced in developing an idea is feeling blank to find the idea. According to Herdi and Abbas, pouring the idea into writing is a complex problem [53]. 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 [54].

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

Writing. These difficulties faced by non-ELED students in learning English language. The first problems that the participants met 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, students do not know about the function of tenses [15]. He also added that students don't know how to use the tenses in the right condition.

The last difficulties in writing are sentence arrangement. Daniel and Selena face this problem. 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 a problem that the participants faced in learning writing skills. Besides that, good writing depends on how well we structure the sentence [16]. The result of the difficulties faced by ELED and non-ELED students in learning the English language can be summarized into this table below:

Table 1. Similarities and differences of ELED and non-ELED students' difficulties in learning the English language

English language problems	Similarities and Differences in students' difficulties	
	ELED	Non-ELED
Vocabulary	√	√
Grammar	√	√
Pronunciation	√	√
Developing Idea	√	
Writing		√
Speaking	√	√
Listening	√	√

4.2. 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 cope with the difficulties in learning the 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.

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

a) *Taking note of the unknown words.* Jenny, Selena and Joe implement this strategy. 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 said 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.

b) 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 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 [55] 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 [55]. 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 [56].

Besides looking for the meaning of vocabulary and pronunciation, Google can be used in learning grammar. Jenny implies this strategy in learning the English language. She informed that "Sometimes I used Google to look for the right grammar" (Jenny). Learning through Google can be involved in extensive reading because it allows students to read, read, and read [22].

Learning English through social media. Brie, Jisoo, and Selena use this strategy. 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, "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. 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[9], [57].

c) Reading books. This strategy is implemented by Jenny, Brie, Selena, Joe, and Daniel in learning the 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).

The statements 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 [23]. Besides learning grammar, Joe used to read a 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 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[58].

d) Reading English journals. Jenny and Joe implement this strategy in learning the 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 ideas. In conclusion, reading journals is very useful in writing activities because it helps students to train themselves to develop and understand the ideas (Winiharti, Herawati, & Rahayu, 2014). They also added that reading journals could increase students' comprehension.

Unlike Jenny, who implied reading journals as the strategy in developing the idea, Joe read a 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 to deal with the difficulties in grammar. Besides learning grammar, reading journals can help students to comprehend the main idea in reading materials [59]. Reading journals is considered as extensive reading as well because it allows students to read, read, and read [22].

e) Using subtitles. Jenny and Daniel implement this strategy. 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 [60].

In contrast with jenny, Daniel used subtitle to practice listening. Daniel informed me 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 [61]. They also added that by using subtitles, students would be familiar to listen to native speakers, so their listening ability improves automatically.

f) Watching English movies. Jenny, Selena, and Daniel implement this strategy. Jenny and Selena used this strategy in pronunciation while Daniel and Jenny as well used this strategy in listening practice in learning the 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). 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[62].

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 Safraj [63]. Learning the English language through films or movies improves students' listening ability, and students can get a better understanding of the English culture[18].

g) Listening to English songs. Jisoo, Jenny, and Selena use this strategy. 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). Listening to English song

doesn't only comfort the listeners but also can be a media to learn English grammar[64].

h) 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). Stancula and Bran stated that songs could be used as a tool in learning pronunciation because of the song focus on some aspects in pronunciation, such as focusing on sounds, words, and connected speech[65].

Selena added a statement regarding the use of this strategy in listening skill. Selena said, "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 an English song can be used in learning listening skill. The teacher can give students incomplete lyrics of songs and then command them to fill it up by listening to the song[66].

i) *Singing English songs.* Brie and Selena use this strategy. Brie stated that "For speaking training, I sing English song" (Brie). From this statement, the researcher finds out that singing English songs is an effective way for the participant to learn speaking skill. The students with high speaking performance tend to sing English song to maintain their English skills [67]. 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,

The use of singing helps students to improve their pronunciation. Joining English courses. Brie and Selena implement this strategy. Brie said 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 in Problem-Based Learning in which the teaching method is students-centred, and the educator becomes the facilitator.

j) *Imitation.* Jisoo, Joe, and Jenny implement this strategy. 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, Apliaswati, and Bunau who said that imitating the modal of a native speaker's voice helps the learner to increase their pronunciation[68].

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, "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 of learning the English language. Based on Gani, Fajrina, and Hanifah 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 [67].

Writing and speaking practice. This strategy is implemented by Brie, Jenny, and Joe in learning the English language. Brie used this strategy in mastering grammar.

Brie mentioned that "I usually practice writing and speaking to learn grammar" (Brie). Re-examining grammar roles which is exhibited in English learning in improving students' grammar abilities especially for non-native speakers. 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. Real English speaking practice can improve students' speaking skill. Besides practice, teacher's feedback can be useful toward student's speaking practice to improve their speaking skill [24].

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

a) *Reading online comic.* Jenny implements this strategy in learning the English language. Jenny mentioned that "To increase my vocabulary, generally I read Webtoon (online comic). I like to read them in two version, English and Indonesia version" (Jenny). This statement approves that reading a comic is the strategy that the participant used in learning vocabulary. Reading comic books give positive effects not only in motivation and reading but also in writing and developing vocabulary and grammar[69].

b) *Memorizing vocabulary.* Jenny uses this strategy in learning the 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 to memorize vocabulary are by using objects [32] and vocabulary notebooks [21].

c) *Listening to a podcast.* Brie implements this strategy in learning the 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 stated that listening to podcasts is an effective way of learning vocabulary and grammar[70].

d) *Telling stories using the English language.* Jisoo uses this strategy in learning the English language. Jisoo pointed out that, "Storytelling by using the English language is the strategy that I applied in learning speaking skills" (Jisoo). Using storytelling, students could improve their speaking skill. Telling stories improves students' speaking skills, especially when also using pictures because it makes the story more alive.

e) *Increasing confident.* Jisoo implements this strategy in learning the English language. Jisoo mentioned that "My strategy to improve my speaking ability is increasing my confidence" (Jisoo). One of the ways in increasing confident is role play [71]. 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 [72].

f) *Memorizing forms of verbs.* Jisoo implements this strategy in learning the 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 forms of verbs are useful in learning the English language. The drill of a verb of formation can develop learner's English verb mastery[73].

g) *Reading English articles or essays.* Jenny implements this strategy in learning the English language. Jenny said, "I also learn to develop ideas through English essays or articles" (Jenny). The same as reading journals, reading English articles or essays are considered as extensive reading which allows students to read, read, and read[22]. By reading English articles or essays, the learners are motivated to read more.

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

a) *Joining English activity.* Joe implements this strategy in learning the English language. Joe's statements can be seen below:

"There is an activity in my major which is called "Plenary discussion" in which students like us can try to speak out using the 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 the English language [47]. He also added that by joining English activities, it could lighten the problem of poor speaking skills.

b) *Doing exercises.* Daniel implements this strategy in learning the 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 of 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, grammar worksheet can be a useful contribution toward students' language learning[74].

c) *Getting used to the English language.* Joe implements this strategy in learning the 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 speaking English, individuals themselves have a crucial role since motivation influences learning motivation. Learning English needs the motivation to encourage ourselves to learn the language because motivation plays a significant role in learning English[24].

d) *Using the correct English language.* Selena and Joe use this strategy. Selena stated that "For writing skill, I should often write with good sentence arrangement" (Selena). In this part, feedbacks from the teacher play a crucial role in improving participants' writing. Tuan and Mai (2015) stated that the teacher's feedback toward the student's writing works improves students' writing skills [24]. 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 the English language is implementing the English language into 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 are effective in increasing students' productive skills [74]. The result of the strategies used by ELED and non-ELED to deal with the difficulties in learning the English language can be summarized in this table below:

Table 2. Similarities and differences of ELED and non-ELED students' strategies to deal with the difficulties in learning English

√English Learning strategies	Similarities and Differences in 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	√	√
Memorizing 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 the English language	√	
Writing and speaking practice	√	√
Increasing confident	√	√
Doing exercises	√	√
Getting used to speaking the English language		√
Using the correct English language		√
Memorizing forms of verbs	√	

From the discussion above, it can be concluded that ELED and non-ELED students have various difficulties in learning the English language. The difficulties are vocabulary, grammar, pronunciation, developing ideas, writing, speaking, and listening and developing ideas faced by ELED students only while writing faced by non-ELED students. Besides students' difficulties, this study also finds strategies implemented by ELED and non-ELED students to deal with the difficulties in learning the English language. The strategies that were

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

5. CONCLUSION

Based on the two research questions of this study, this research aims 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. This research demonstrates the difficulties faced by ELED non-ELED students and their strategies 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 ideas, writing, speaking, and listening. Each participant, whether ELED or non-ELED students, faced those difficulties aside from developing idea and writing. ELED students only face the difficulty in Developing ideas in writing. In developing ideas, ELED students mentioned that it's hard to write and pour the idea in 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 implemented by both ELED and non-ELED students are jotting down the unknown words, learning English using Google, learning English through social media, reading English journals, using subtitles, watching movies that used English as a medium communication, listening to English movies, singing English songs, joining English courses, making an

imitation, and practising English writing and speaking skills. The strategies that were implemented by ELED students to cope with the difficulties in learning the English language are reading online comic, memorizing vocabulary, reading English articles or essays, listening to English podcast, telling a story using English language, increasing confidence, and memorizing forms of verbs. Meanwhile, the strategies just implemented by non-ELED students are joining English activity, doing English exercise, getting accustomed to using the English language, and using the correct English language.

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