



**A COMPARISON OF ENGLISH LEARNING STRATEGIES USED BY
LAW AND ENGINEERING STUDENTS IN ENGLISH FOR SPECIFIC
PURPOSES (ESP) CONTEXT**

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CONTEXT

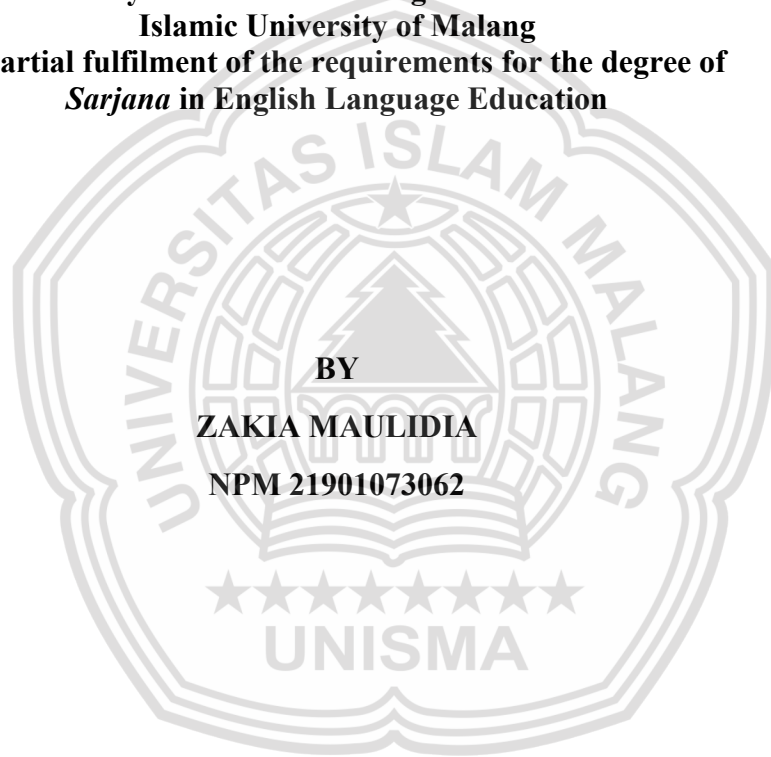
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BY

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ABSTRACT

Maulidia, Zakia. 2023. *A Comparison Of English Learning Strategies Used By Law And Engineering Students In English For Specific Puposes (ESP) Context. Skripsi.* English Education Departmen Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Prof. Drs. H. Junaidi Mistar, MPd.,Ph.D; Advisor II: Febti Ismiatun, S.Pd, M.Pd

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Over past few years, students' interest in learning English has increased. Along with the development of technology, people are required to learn English to compete with other people in this increasingly sophisticated era. English language learning is used in almost all fields, of course, those who are not familiar with English or non-native will find it difficult to learn English. Therefore, the right learning strategy is needed to achieve the desired learning. In achieving the desired learning, of course, we must choose the right learning strategy.

This study aimed to find out the learning strategies used by law and engineering students and to compare the learning strategies used between law and engineering students in ESP context. As we know that learning strategies are divided into two groups. The first is direct strategy that consists of memory, cognitive, and compensation strategies. Another strategy is indirect strategy that involves metacognitive, social, and affective strategies. The researcher used a quantitative approach using a survey adapted from Strategy Inventory for Language Learning (SILL) 7.0 by Oxford. Participants in this study were 32 law students and 31 engineering students. There are 50 items in it and the questionnaire is first translated into Indonesian to make it easier for students to fill it out. After getting an answer, the researcher analysed the data using Statistical Package for the Social Science (SPSS) Version 26. Using independent sample t-test data analysis techniques to find out the difference between them.

The results of this study showed that law students more often use metacognitive strategies ($M = 4.37$) and for strategies that are rarely used by law students are social strategies ($M = 4.16$). As for engineering students, learning strategies that are often used are affective strategies ($M = 4.44$) and for strategies that are rarely used are social strategies ($M = 4.23$). The results also showed that there was a significant difference in the use of affective strategies by both and H_0 is accepted and H_a is rejected ($p \text{ value} > 0.05$).



CHAPTER I

INTRODUCTION

This chapter provides the background elements of the study. This chapter consist of (1) the background of the study (2) the research problem (3) the objectives of the study (4) hypothesis (5) assumption (6) scope and limitations (7) significance of the research, and (8) the definition of key terms.

1.1 Background of Study

Over past few years, students' interest in learning English has increased. This is because the use of English is getting wider. In today's life, English has developed into a second language and a global language. Everybody's life has changed along with technology and the times. It can be said that learning by learning English, we can compete with other parties in this increasingly sophisticated era. The current use of English can be said to be flat in all fields. All aspects of education today are definitely in English. English language learning is used in almost all fields, of course, those who are not familiar with English or non-native will find it difficult to learn English. Therefore, the right learning strategy is needed to achieve the desired learning. In achieving the desired learning, of course, we must choose the right learning strategy.

Learning strategy according to Frelberg & Driscoll (1992) can be utilized to accomplish a variety of goals, including teaching subject information at multiple levels, for diverse students in various circumstances. In line with Oxford (1990) declare that learning strategies are acts students take to increase their own learning.

Oxford explains language learning strategies as the "specific steps done by the learner to facilitate learning that is more efficient, entertaining, self-driven, successful, and adaptable to changing situations. Then, Mistar & Zuhairi (2022) defines learning strategies as well as outward actions to make learning simpler and more efficient. All of the elements of the subject matter and the method used to support students in achieving specific learning objectives are included in the learning strategy. Learning strategies and learning objectives must be interrelated with each other, to obtain effective and efficient learning activity steps.

Based on the previous study, many academics have diverse definitions for language learning strategies. Oxford, Lavine, & Crookall (1989) claimed that language learning strategies is improved and facilitated by the usage of language learning strategies. They described language learning strategies as acts, behaviours, guidelines, or technique employed by learners to learning, such as looking for conversation partners in the targer language or encouraging themselves to take on challenging language task. Many academics have categorised language learning strategies. Language learning strategies have been categorised by many expert. Rubins (1987, cited in O'Malley & Chamot, 2001) reported language learning strategies into two different types of strategies, they are direct and indirect.

In this study, it refers to learning strategies that have been classified by Oxford (1990). He categorized learning strategies into several categories, namely direct and indirect. In direct learning strategies there are memory, cognitive, and compensation strategies. In indirect strategies there are metacognitive, affective, and social strategies. To be able to determine what strategy used, then Oxford create

Strategy Inventory for Language Learning (SILL). It is a arranged questionnaire with the purpose of identifying some frequently occurring learners who use the targeted language learning strategy. When learning English as a second or foreign language, the speaker introduces them to a mentor with a profile of their strategic learners and informs them of the type of strategy they use. Oxford (1990)

In general, English for Specific Purposes (ESP) or English for Special Purposes is differentiated from general English. Hutchinson and Waters (1987) assert that the approach to learning English known as “English for Specific Purposes” focuses on teaching the language in a way that is specific to the goals of the student. According to Basturkmen (2006) state that languages are learned to facilitate admittance or increase linguistic effeiciency in academic, professional, or workplace situations rather that for their own sake or to further one’s general education.”

It might be said that ESP is a method in teaching and using English for distinct areas of study in line with requirements of the scientific fields and the profession of the English user. For instance, English is utilized in the domains of law, medicine, psychology, engineering, economics, and so forth. It aims to equip students to utilize English for academic as well as professional objectives, including program design that is based on need analysis.

There are many studies that discuss the comparison of the use of learning strategies, be it differences in terms of major, gender and others perspective. Arslan et al (2012) in the result of their research stated that experienced students appear to employ more metacognitive strategies, which could also be connected to the result

of the research by O' Malley & Chamot (1990). Meanwhile, McMullen (2009) in their research stated that compared the use of LLS based on the field of social studies and exata found that the exact field of study where she used students majoring in Computer Science used more LLS compared to the field of social studies where she used students majoring in Management Information Systems. Another research is from Tse (2011) comparing the use of LLS based on their grades. He used a comparison between secondary students and university students. In his research got results that secondary students use memory strategies (moderate use) and first year university students adopt compensation strategies (moderate use).

Regarding the importance of LLS in learning ESP, it can be pointed out that to get a satisfactory score, of course, students must choose the right learning strategy. In addition, English language that may still be unfamiliar to non-English students must learn twice as much as English students in general. Therefore, within this research, hopefully it can help non-English students, especially Law and Engineering students in UNISMA learn English for Specific Purposes (ESP). Hopefully, this study can help the student to find out the best LLS to learn English.

1.2 Research Question

After discussing the background of this study, researcher them formulated the following research problems:

- 1) How is the language learning strategy used by Law students?
- 2) How is the language learning strategy used by Engineering students?

- 3) What is the most and the least regularly used of language learning strategy by Law students?
- 4) What is the most and the least regularly used of language learning strategy by Engineering students?
- 5) Is there any significant difference in the use of language learning strategy between Law and Engineering students?

1.3 Objective of the study

Based on the research problems above, this study has several objectives to describe as follows:

- 1) To know the language learning strategy used by Law students
- 2) To know the language learning strategy used by Engineering students
- 3) To know the most and the least regularly used of language learning strategy Law students
- 4) To know the most and the least regularly used of language learning strategy Engineering students
- 5) To know the significant difference in the use of language learning strategy between Law and Engineering students

1.4 Hypothesis

A sound and well-designed research require a research hypothesis. The study helps to resolve the investigation's central problem. Toledo et al (2011). Based on the definition, it can be assumed that a hypothesis is a formulation of a provisional answer about a society made to explain and can also direct further

investigation and research. A hypothesis is needed to determine the effect of partial free variables on their bound variables. Therefore, it is necessary to test the hypothesis that $H_0 = 0$ means that the hypothesis is accepted and H_a means that the hypothesis is rejected. The hypothesis is needed to answer the research question number 4. Based on the description above, the researcher used non-directional hypothesis that means $A \neq B$

H_0 : There are significant differences in learning strategies between law and engineering students

H_a : There is no significant difference in learning strategies between law and engineering students

1.5 Assumption

This fundamental presumption or assumption is an opinion, an estimate, a tentative conclusion, or a theory that has not yet been confirmed. According to Latief (2009) states that assumption is when any researcher considering investigating the relationship between two variables must understand that the relationship between the two variables in question exists and can be discovered.

Based on the definition above, it can be pointed out the assumption that stated in this research is both Law and Engineering students exhibited almost comparable variations in reported usage and awareness of strategies when they learn English although both of them are non-English students.

1.6 Scope and Limitations

The scope and limitation of this research focuses on the comparison of the language learning strategies used by Law and Engineering students in learning ESP. The scope of this research refers to the 2nd semester students of Law and Engineering.

For the limitation of this research is the absence of a sample process in the selection of the object of study. This study used heterogeneous sample of law and engineering students, there is no exactly semester used in this study. Therefore, the weakness in this research is the absence of a sample process, so it can be a consideration for future research to use the sample process in its research.

1.7 Significance of the Research

This research is intended to provide the following benefits to students, lecturers, and researcher both theoretically and practically. In this study, researcher hope to provide practical benefits as follows:

1) Students

The findings of this study can help the students in finding the right learning strategy to make it simpler for them to learn English. And for the benefit of the students, the researcher wants this study to improved comprehension of the language learning methods used by Law and engineering students to learn English.

2) Lecturers

This study can be a reference material for lecturers to analyze their teaching strategies and make changes

courses for the students. The researcher also hoped that it can be a starting line in which the lecturers should begin to organize the employment of language learning strategies.

3) Researcher

The result of this research is expected can simplify future research on learning English for Specific Purposes for non-English students.

Theoretically, the researcher hopes this study can validate the results of research related to the differences in the use of LLS based on various contexts. In prior studies, it was proven that there were significant differences in the context of gender, levels, proficiency and other contexts. Therefore, researcher hope that the results of this study can validate the finding of prior studies.

1.8 Definition of Key Terms

To prevent miscommunication, the researcher would like to define some key terms as follows.

1) Learning Strategy

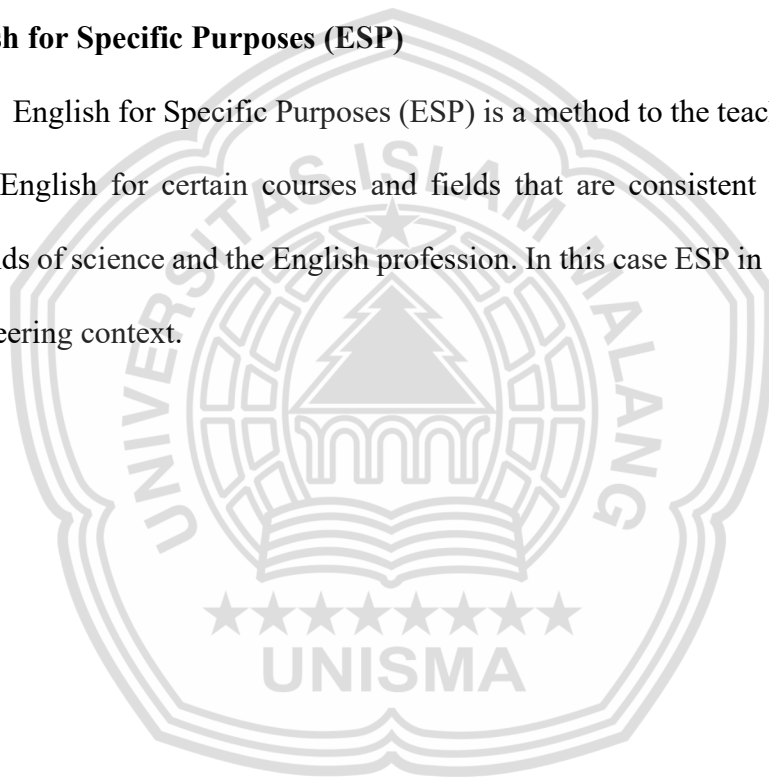
Learning strategy is an action carried out by students in order to encourage learning process to be able to achieve certain goals. In this study, it focuses on learning strategies used by Law and Engineering students in studying English for specific purposes.

2) Types of Learning Strategies

There are numerous types of learning strategies that have been classified by experts. This study focuses on the learning strategy by Oxford. Oxford (1990) divide learning strategies into 2, there are direct and indirect strategies.

3) English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is a method to the teaching and using English for certain courses and fields that are consistent with the demands of science and the English profession. In this case ESP in Law and Engineering context.



CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion is presented in this chapter and discussion in the previous chapter and also the advice of the author. Additionally, recommendations for additional research and the implementation of the mixed learning strategy are also covered at the chapter's conclusion.

5.1 Conclusion

This study examines the differences in the use of learning strategies used by law students and Engineering students. This research is also to inspect the learning strategy used by students majoring in Engineering and also students majoring in machinery. As discussed in Chapter 4, it was found that there are significant differences in the use of learning strategies among them. The difference is in the use of memory strategies (p-value = .020), compensation strategies (p-value = .033), metacognitive strategies (p-value = .036) and for the last is affective strategies (p-value = .032). The difference is in affective strategies with scores for law students (p-value = .054) and for engineering students (p-value = .054). This kind of strategies concerned with controlling both positive and negative emotions that is reducing anxiety, motivating oneself, and assessing one's emotional state.

This research also attempts to to ascertain the learning strategies used by law and engineering students. As discussed in chapter 4, discovered that law students used more metacognitive strategies (M = 4.37) and Engineering students used affective strategies (M = 4.44). In metacognitive strategies focused on

strategies to aid pupils in becoming more conscious of their thought processes while they learn. While Oxford (1990) defines affective strategies as strategies that focused on the learner's emotional needs, such as their level of confidence, are taken consideration through affective strategies.

5.2 Suggestion

Based on the conclusions that have been described earlier, researcher want to provide some suggestions that hopefully can provide practical benefits and even positive impacts on some of the following aspects:

1) The students

Based on the explanation that has been explained, students must be more aware in selecting the right learning strategy for their learning process. Faisal (2013) sees that learning strategies have a good impact on student progress

2) Lecturers

This study can be a reference material for lectures to assess their teaching methods and transform courses for the students. The researches also hoped that it can be a starting line in which the lecturers should begin to organize the employment of language learning strategies.

3) Future Researcher

Researcher hope that in future studies other researcher will use more samples in various objects such as students of other majors who also learn English, like accounting students, management students and others. And it is also expected that they use samples with the appropriate semester when they are studying ESP so that there will be no misleading information in filling out the questionnaire and



the results are more accurate. To address the research's limitations, other researcher are likely to be interested in employing additional genuine corpus.



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