

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

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Abstract

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. 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 ($p \text{ value} > 0.05$).

Key words: Learning strategies, law students, engineering students, English for specific purposes

INTRODUCTION

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. 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. 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. 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. 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. 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, this research wants to investigate how is the LLS by law law and ngeeneering students, to know what is the most and least LLS used by law and engineering students, and to find out is there any significant differences in the use of LLS between them. Within this research, hopefully it can help non-English students, especially Law and Engineering students in UNISMA learn English for Specific Purposes (ESP).

METHOD

This research used quantitative approach. Cresswell (2004) stated that quantitative research is an approach to data collection, analysis, and report writing that differs from the conventional, quantitative methods. The procedure for gathering, evaluating, interpreting, and documenting a study's findings is known as quantitative research.. This study compares the use of learning strategies among students in the field of social studies and exacta in ESP context. For the field of social studies, researcher use students majoring in Law and for the field of exacta studies, researcher use students majoring in Engineering who are taking English for Specific Purposes (ESP) courses. This study was organized within the scope of the Islamic University of Malang. This study used 32 law student and 31 engineering students.

For the instrument of the research, this study used questionnaire developed by Oxford (1990) namely Strategy Inventory of Language Learning (SILL). To analyze the data, researchers used an independent sample t-test to answer questions in the research question.

RESULTS

1. Language Learning Strategy used by Law & Engineering Students

Table 1. Language Learning Strategy used by Law & Engineering Students

Strategy	Major	N	Mean	Std. Deviation	T	p-value	Level of Use
Memory	Law	32	4.24306	.210133	-1.249	.216	High
	Engineering	31	4.31183	.226658	-1.248	.217	High
Cognitive	Law	32	4.28125	.305716	-1.023	.311	High
	Engineering	31	4.34562	.174083	-1.031	.308	High
Compensation	Law	32	4.26042	.335844	.032	.975	High
	Engineering	31	4.25806	.246602	.032	.975	High

Metacognitive	Law	32	4.37153	.285881	.972	.335	High
	Engineering	31	4.30645	.242955	.975	.334	High
Affective	Law	32	4.27083	.420680	-1.966	.054	High
	Engineering	31	4.44086	.237847	-1.983	.053	High
Social	Law	32	4.16667	.521921	-.633	.529	High
	Engineering	31	4.23656	.329911	-.637	.527	High
Total	Law	32	4.26563	.243328	-1.011	.316	
	Engineering	31	4.31656	.142002	-1.019	.313	

The results of data analysis are represented in table 1 In the data answer research question number 1. *How is the learning strategy of Law students? and number 2. How is the learning strategy of Engineering students?* The average use of learning strategies used by law student is in the high-level category (M = 4.37). The table states that law students use metacognitive more often than other strategies in this strategy indicating that student tends to cantering, arranging, planning, and evaluating learning. Then, social strategy is a strategy that is rarely used by law student (M=4.16). Meanwhile, the engineering students use affective strategy with frequent intensity (M=4.44). It indicates that law students tend to lowering they anxiety, self-encouraging, and taking emotional temperature. strategy that rarely used by engineering student is social strategy (M=4.23). If we talk by category, there is a significant difference among them, namely the use of Affective strategies by law students (p-value = .054), engineering students (p-value = .053).

2. The Most and the Least Frequently LLS Used by Law and Engineering Students

To answer research questions number 3 and 4, the following table was made based on the results of the analysis using an independent sample t test

Table 2. The Most and the Least Frequently LLS Used by Law and Engineering Students

Law (n=32)		Engineering (n=31)	
Name	Strategy	Name	Strategy
MOST			
MET1	Trying to find many ways	AF2	Encouraging to speak English and not afraid to making mistake
AF2	Encouraging to speak English and not afraid to making mistake		
M2	Using new English words	COG11	Trying to find scheme in English
M1	Thinking about relationship between things that already know and new things	M1	Thinking about relationship between things that already know and new things
COG3	Practicing the sounds of English	MET8	Set objectives to advance your English

		AF5	Writing down feelings in diary
LEAST			
SOC5 M5 M8 COM4 COG1	Asking question in English When learning new words, use rhymes Reviewing English lessons often Being unable to seek up new words while read English Saying or writing new words several times	M7 SOC1 SOC5 MET9 COM1	Acting out new words Asking other person to slow down/say it again Asking question in English Considering about progress in learning Guessing unfamiliar English words

According to the findings of the analysis per item, researcher found several items of learning strategies that are often and rarely employ by law and engineering students. As stated in table 2 which states that law students often use metacognitive item no 1, affective item no 2, memory item no 1 and 2 and also cognitive item no 3. As for learning strategies that are rarely used is social item number 2. Memory item no 5 & 8, compensation item no 4, and cognitive item no 1. Meanwhile, engineering students Often uses affective item No. 2, cognitive item No. 11, Memory item no. 1, metacognitive item no. 1, and affective item no 5. Rarely used strategies are memory item no. 7, social item no. 1 and 5, metacognitive item no. 9, and for the last is compensation item no. 1

3. The Difference in the use of Learning Strategies Per Item

Table 3. The Difference in the use of Learning Strategies Per Item

Name	Strategy	Law		Engineering		T	p-value
		Mean	SD	Mean	SD		
M1	Thinking about relationship between things that already know and new things	4.47	.761	4.52	.570	.279	.781
M2	Using new English words	4.50	.622	4.32	.541	1.206	.232
M3	Connecting sound and image	4.22	.533	4.19	.543	.183	.856
M4	Making mental picture of a situation	4.09	.530	4.26	.729	1.026	.309
M5	When learning new words, use rhymes	4.06	.801	4.32	.653	1.411	.163
M6	Using flashcard to remember new words	4.19	.965	4.39	.715	.276	.356
M7	Acting out new words	4.22	.608	4.00	.894	1.138	.259
M8	Reviewing English lessons often	4.06	.669	4.42	.502	2.389	.020
M9	Remembering location on the page/board/street sign	4.38	.492	4.39	.667	.082	.935
COG1	Saying or writing new words several times	4.34	.701	4.35	.551	.070	.945
COG2	Attempting to speak English like a native	4.19	.821	4.23	.762	.192	.848

	speaker						
COG3	Practicing English pronunciation	4.47	.621	4.39	.667	.503	.617
COG4	Using English words in many ways	4.41	.712	4.32	.748	.455	.651
COG5	Starting English-language interactions	4.28	.729	4.39	.667	.601	.550
COG6	Watching English language TV	4.13	.707	4.23	.669	.581	.563
COG7	Reading for fun in English	4.22	.870	4.29	.739	.351	.727
COG8	Taking notes, messages, letters, or reports in English	4.44	.669	4.42	.620	.112	.912
COG9	Scanning an English passage and read carefully	4.13	.707	4.39	.558	1.512	.136
COG10	Looking for words in their own language	4.22	.751	4.39	.558	1.007	.318
COG11	Trying to find scheme in English	4.34	.787	4.55	.624	1.141	.258
COG12	Using the elements of an English word to assess its meaning	4.44	.716	4.29	.739	.803	.425
COG13	Trying not to translate word-for-word	4.34	.787	4.29	.643	.295	.769
COG14	Making summaries of information	4.00	.718	4.32	.748	1.746	.086
COM1	Guessing unfamiliar English words	4.28	.772	4.16	.779	.614	.541
COM2	Using gestures during conversation	4.44	.801	4.19	.833	.941	.241
COM3	Making up new words	4.25	.718	4.39	.761	.736	.465
COM4	Being unable to seek up new words while reading English	4.03	.782	4.42	.620	2.177	.033
COM5	Guessing next word the other person will say	4.38	.492	4.16	.638	1.492	.141
COM6	Using word/phrase that have same meaning	4.19	.644	4.23	.669	.232	.818
MET1	Trying to find many ways	4.59	.560	4.26	.682	2.139	.036
MET2	Paying attention in English errors and using that information to do better	4.44	.619	4.39	.715	.299	.766
MET3	Concentrating on what others are saying	4.44	.669	4.39	.715	.289	.774
MET4	Finding how to be better	4.25	.622	4.23	.762	.138	.891
MET5	Planning schedule	4.25	.762	4.19	.703	.305	.761
MET6	Seeking for people that can talk English	4.31	.693	4.35	.551	.148	.790
MET7	Actively seeking opportunities to read as much as you can	4.34	.653	4.33	.711	.968	.952
MET8	Set objectives to advance your English	4.31	.693	4.52	.626	.594	.226
MET9	Considering about progress in learning	4.41	.560	4.10	.831	.562	.087
AF1	Trying to calm down	4.38	.793	4.42	.620	.247	.806

	whenever feel afraid						
AF2	Encouraging to speak English and not afraid to making mistake	4.53	.621	4.32	.702	1.251	.216
AF3	Giving reward/treat when do well	4.25	.916	4.58	.564	1.719	.091
AF4	Noticing tense/nervous when study	4.09	.893	4.42	.672	1.631	.108
AF5	Writing down feelings in diary	4.09	.777	4.48	.626	2.191	.032
AF6	Talking to someone else about feeling	4.28	.813	4.42	.502	.809	.422
SOC1	Asking other person to slow down/say it again	4.13	.833	4.06	.998	.262	.795
SOC2	Requesting corrections from English speakers when speaking	4.16	.1019	4.29	.783	.584	.561
SOC3	Asking with other students	4.22	.792	4.42	.620	1.116	.269
SOC4	Asking for help from English speakers	4.28	.958	4.29	.529	.046	.963
SOC5	Asking question in English	4.09	.856	4.06	.680	.150	.881
SOC6	Trying to learn about culture of English speakers	4.13	1.008	4.29	.824	.711	.480
M	Memory Strategies	4.24	.210	4.31	.226	-1.249	.216
COG	Cognitive Strategies	4.28	.305	4.34	.174	-1.023	.311
COM	Compensation Strategies	4.26	.335	4.25	.246	.032	.975
MET	Metacognitive Strategies	4.37	.285	4.30	.242	.972	.335
AF	Affective Strategies	4.27	.420	4.16	.437	-1.966	.054
SOC	Social Strategies	4.17	.521	4.23	.330	-.633	.529
OS	Overall Strategies	4.265	.243	4.316	.142	-1.011	.316

The results of the independent sample t-test (Table 3) broadly indicate that, there are significant differences between the two in the use of learning strategies. The difference is in several items in each category. The first difference is the use of memory strategy items 9 Remembering location on the page/board/street sign which shows the results of the analysis ($t=2.389$, $p\text{-value}=.020$). The second difference lies in the use of compensation strategies 4 Being unable to seek up new words while read showing results ($t=2.177$, $p\text{-value}=.033$). Next is the metacognitive strategies item 1 Trying to find many ways showing results ($t=2.139$, $p\text{-value}=.036$), and the last difference is in the use of affective strategies item 5 Writing down feelings in diary showing results ($t=2.191$, $p\text{-value}=.032$). Based on some of the differences that have been described, it means that H_0 is accepted and H_a is rejected refer to basis of decision making.

According to the findings of the analysis per item, researcher found several items of learning strategies that are often and rarely employ by law and engineering students. As stated in table 4.3 which states that law students often use metacognitive item no 1, affective item no 2, memory item no 1 and 2 and also cognitive item no 3. As for learning strategies that are rarely used is social item number 2. Memory item no 5 & 8, compensation item no 4, and cognitive item no 1. Meanwhile, engineering students Often uses affective item No. 2, cognitive item No. 11, Memory item no. 1, metacognitive item no. 1, and affective item no 5. Rarely used strategies are memory item no. 7, social item no. 1 and 5, metacognitive item no. 9, and for the last is compensation item no. 1

DISCUSSION

Based on the overall results that have been found in finding, it may be said that law students and engineering students use learning strategies well with a level of use is high. In this case, both have their own strategies that are often used such as law students who often use metacognitive strategies. The same findings were found in a previous study by Yayla et al. (2016) which compared the use of learning strategies by monolingual and bilingual learners. In the study it was found that metacognitive is a learning strategy that is often used. This is also sustained by the results of research by Yan (2018) which states that the use of metacognitive strategies can help students learn English better and more efficiently.

In the results of the analysis above, it can be seen that law student use metacognitive more often than other strategies. Using knowledge of cognitive processes and high order executive skills, metacognitive methods are an attempt to control one's own learning by planning, monitoring, and assessing. Students can plan, monitor, and assess various elements of their learning with the use of metacognitive methods. Particularly for underprivileged students, explicit teaching of these tactics can significantly improve both primary and secondary student performance.

Meanwhile, engineering students more often use affective strategies where this strategy uses emotional strategies to learn languages are better able to relate the classroom to their individual learning strengths. In other words, when they learn the language, they will be able to handle any challenges that arise. The most effective strategies for encouraging students to acquire a second language is the emotional strategy. By encouraging themselves, students will be able to express their emotions and lessen the challenges they encounter.

CONCLUSION AND SUGGESTION

This study examines the differences in the use of learning strategies used by law students and Engineering students. 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. 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. 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.

Based on the explanation that has been explained, students must be more aware in selecting the right learning strategy for their learning process. This study also can be a reference material for lectures to assess their teaching methods and transform courses for the students. 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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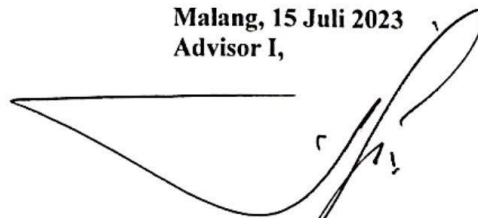
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