

Students' English Skills and Their Ways of Learning

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Abstract

This research aims to see and identify English language learning models for English language education students, at the Faculty of Languages and Literature, Makassar State University. The subjects of this research were fourth-semester students of the English Education Study Program, Department of English, because in that semester there were Learning and Teaching courses. This research wants to see what the student's language learning model is. Students in the fourth semester of the 2021/2022 academic year who took this course in 5 classes consisted of 210 students. However, this research was only carried out in 2 (two) classes, namely classes D and E with a total of 82 students. This research uses a qualitative approach, namely Qualitative Descriptive research. The results of this research show that Students' English language skills are obtained a little differently with only 2 (two) ways of learning English, namely formal and informal, Students' ways of learning English are slightly varied and utilize technology, including: Watching English films/videos; Listening to English songs; YouTube; TikTok; Internet/ Google; Memorizing vocabulary; English podcasts; Practice; Social media; book; and Games.

Keywords: English, Skills, Ways, Learning.

INTRODUCTION

English language proficiency is increasingly becoming a fundamental skill for college students worldwide. As the global lingua franca, English opens doors to academic success, career opportunities, and cultural exchange. However, mastering this language requires more than just attending classes; it demands a combination of skills and effective learning strategies tailored to the unique needs of students. In this article, we delve into the essential skills required and the strategies that can empower college students to excel in their English language learning journey.

For many college students, learning English extends beyond the confines of a classroom. It involves the development of listening, speaking, reading, and writing skills, each with its own set of challenges. Additionally, cultural and contextual awareness plays a significant role in becoming

proficient in English. In this context, understanding the importance of language immersion, effective communication, and cultural sensitivity is crucial. We will explore how these skills can be honed and utilized to enhance the learning experience.

Moreover, this article will shed light on various proven learning techniques and resources that college students can utilize to optimize their English language learning process (Atmowardoyo, 2021). Whether through language exchange programs, digital platforms, or engaging with authentic English materials, there are countless ways for students to enhance their language acquisition. Ultimately, the journey of mastering English is not only about language acquisition but also about personal growth, adaptability, and the ability to navigate an increasingly interconnected world. So, let's embark on this journey together and discover the skills and strategies that will empower college students to thrive in their English language studies.

METHOD

Research that uses a qualitative approach can be called by several names, depending on where the research is viewed. From the perspective of the nature being investigated, this research can be called Qualitative Descriptive research. Qualitative Experiment Design is a qualitative research design that attempts to describe and interpret objects according to reality. The descriptive method was implemented because data analysis was presented descriptively and findings were collected in written and not numerical format.

By referring to this definition, this research seeks to find answers to what the language learning model of English, FBS, UNM students is, both regional, national and foreign languages. This research was carried out by giving tests before and after the Study and Learning course; and analyzing student percentage files and student interaction files.

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As research that uses a qualitative approach, data collection and analysis activities are carried out interactively as can be adapted from Miles and Huberman. Data was collected and then analyzed. The results of the analysis are then presented and concluded. Furthermore, the temporary conclusions obtained are verified or supplemented with other evidence found through subsequent data collection activities.

FINDINGS AND DISCUSSIONS

Based on the results of data collection and analysis that was carried out on 82 students who took the Study and Learning course in the English Language Education Study Program, data was found from the third question regarding students' English-speaking skills, "You are also learning English, explain the differences in how to learn Bahasa Indonesia and English as a Foreign Language?"

Of all the student respondents have English language skills. The way students learn Indonesian consists of 2 (two) ways, namely formal and informal. Formal through conscious learning at school

from kindergarten to now on campus, and informal channels from the community where they live, parents, family, and friends. Meanwhile, their ways of learning English include:

- a. Watch English films/videos: S1, S8, S11, S16, S19, S22, S24, S30, S34, S53, S55, S60, S62, S75.
- b. Listen to English songs: S1, S8, S11, S16, S19, S22, S24, S34.
- c. YouTube: S8, S29, S53, S54, S64, S74.
- d. TikTok: S8.
- e. Internet/ Google: S8.
- f. Memorizing vocabulary: S14, S21, S63.
- g. English podcasts: S16, S61, S65.
- h. Practice: S19.
- i. Social media: S26, S41.
- j. Book: S30.
- k. Games: S38.

Differences in learning methods between students' learning Indonesian and English:

- a. English is more difficult: S3, S7, S9, S14, S15, S16, S17, S23, S34, S37, S46, S47, S56, S58, S65, S71, S73, S81, S82.
- b. English requires getting used to: S3, S6, S16, S18, S40, S67, S70.
- c. English only in formal/school situations: S4, S11, S12, S15, S17, S19, S20, S24, S26, S29, S41, S43, S57, S68, S69, S72.
- d. English takes a long time: S4, S27, S35.
- e. English has a different structure than Indonesian (Grammar): S5, S6, S7, S10, S14, S19, S25, S28, S34, S35, S36, S42, S44, S45, S47, S74, S76, S79.
- f. English foreign language: S6, S19, S23, S78.
- g. Different English vocabulary: S10, S21, S25, S35, S38, S45.
- h. Academic/work interest orientations: S13, S18, S25, S39, S48, S49, S77, S80.
- i. Learning method: S16.
- j. Different pronunciation: S33.
- k. Learn English more interactively: S37.

The results of the data analysis on the learning methods and skills of English among 82 students in the English Language Education Study Program reveal several noteworthy findings. The third question in the survey asked students to explain the differences in how they learn Indonesian and English as a Foreign Language (EFL). The data shows that students employ various strategies to learn English, including watching English films/videos, listening to English songs, using platforms like YouTube and TikTok, utilizing the internet and Google, memorizing vocabulary, engaging with English podcasts, practicing, utilizing social media, referring to books, and even incorporating games into their learning process.

These findings align with the theoretical framework of language acquisition, particularly the socio-cultural theory by Vygotsky (1978), which emphasizes the role of social interactions and cultural context in language learning. The students' informal learning methods, such as watching

English films and using social media, reflect the importance of immersion in real-life language contexts, promoting language acquisition beyond the classroom.

Moreover, the data also highlights the perceived difficulties in learning English compared to Indonesian. Many students find English to be more challenging, requiring time and effort to get used to, and often associate it primarily with formal or school situations. This aligns with Krashen's theory of language acquisition (1981), where students may experience a significant affective filter when learning a second language, which could explain their challenges and the time it takes to become proficient.

Furthermore, the mention of differences in English grammar, vocabulary, and pronunciation compared to Indonesian supports the theory that the structural aspects of a language, as discussed by Chomsky (1957), play a crucial role in language learning. These findings suggest that students are aware of the structural disparities between English and Indonesian, which can impact their learning strategies.

In conclusion, the data underscores the multifaceted approaches students use to learn English, which are influenced by their sociocultural context, perceived difficulties, and structural differences between the two languages. Understanding these patterns can help educators tailor their teaching methods to address these challenges and facilitate more effective language learning among students.

CONCLUSION

Students' English language skills are obtained a little differently with only 2 (two) ways of learning English, namely formal and informal, Students' ways of learning English are slight ly varied and utilize technology, including: Watching English films/videos; Listening to English songs; YouTube; TikTok; Internet/ Google; Memorizing vocabulary; English podcasts; Practice; Social media; book; and Games.

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