

CHAPTER 1

INTRODUCTION

1. Background

English has been an important language to learn in English as a Foreign Language (EFL) country. On a national dimension, English is playing a crucial role in national modernization and development, while on an individual dimension, English is used for career advancement and improving personal quality (Yuntao, 2019). English is widely used in all fields of life, which opens doors, provides opportunities, and helps human beings to live fully to their dignity gained by education in this modern era (Philominraj et al., 2018).

On the other hand, there was a non-major English student who found joy in learning English and won a couple of English essay competitions on a national scale. This influenced the researcher to look into this phenomenon within the context of his process of learning English. Furthermore, the participant was recruited because he was a non-English major college student and had better English Language skills than other non-English major college students at University. It is proven by the achievement of "The Outstanding Student" at the National level and even he beat other English major college students in English tests such as English Essay, CBT, TOEFL EPT. It became an interesting notion for the researcher to be investigated.

English language learning experiences have been extensively investigated by many researchers. For example, He (2015) stated that Chinese students with poor listening competence usually have great trouble communicating with English speakers. Chinese non-English majors' English teaching has always put too much emphasis on students' scores in reading writing instead of their communicative abilities (He, 2015). Meanwhile, in Indonesia, English as the most important global language has become a compulsory subject in developing countries such as Indonesia (Yulia, 2013). Indonesian students would be more efficacious or highly motivated to learn English if they were involved in many English competitions or contests (Lubis, et. al 2018). In their research, Lubis et. al (2018) stated that such experiences would trigger students' motivation to boost their English skills. English teachers need to pay attention to this particular situation to hone the quality of their teaching and learning practices.

Furthermore, Boonchuayrod et. al. (2019) investigated the fact that most Thai students are unsuccessful in developing proficiency in English despite having studied English since they were in kindergarten or primary school. In their research, they argued that English major students who seemed to be motivated to learn English at the beginning and wanted to graduate in English tended to lose their interest can be identified and addressed (Boonchuayrod et. al. 2019). In addition, Ulum et. al. (2020) contended that Turkish students frequently can comprehend English but they cannot speak it. The researcher revealed that communicative-based questions should be prepared and designed to motivate learners to use English effectively and efficiently (Ulum, et. al. 2020).

Dealing with the problems, the researcher found a gap, in which there is no enlightenment about students' English language learning experiences from a non-English major to be investigated. To fulfill this gap, this study was conducted. More specifically this study aims at investigating the English language experiences of a non-English major college student in an Indonesian university.

2. Formulation of Problem

The formulation of the problems in this research was "What are the English language learning experiences of a non-English major college student in Indonesia?"

3. Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provided some definitions related to this study, as follows:

1. **Student's Learning Experiences:** Any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of-school locations, outdoor environments).
2. **The non-English Major College Student:** Student who took an English lesson class at Economics Development major in an Indonesian university.
3. **English Language Learning:** A process in which students from non-native speakers study English

4. Aim of the Research

This study aimed at investigating the English language experiences of a non-English major college student in an Indonesian university.

5. Significances of the Research

- a. **Theoretical Use:** This study contributed theoretically to the existing theories in English language learning experiences, particularly in the EFL context.
- b. **Empirical Use:** This study contributed to students learning English in the classroom and their performances.
- c. **Practical Use:** This study provided information for students about how to manage their English language learning based on non-English major students' experiences.