**A PROFILE OF SUCCESSFUL ENGLISH LANGUAGE LEARNERS
(NON-ENGLISH DEPARTMENT)
(A CASE STUDY OF STUDENTS AT SEKRETARY
DEPARTMENT, ASM MATARAM)**

Lalu Isnaeni Rahman
STMIK MATARAM
lalugedeir.bhsing@gmail.com

ABSTRACT

This Journal was intended to find out what students' learning strategies at the non-English Department at ASM MATARAM. The case study method was used to approach the research data of 15 students at secretary class. The researcher collected the data through observation, taking notes and interviewing in one semester. Then, the researcher selected, simplified and organized the raw data which refer to the research problem being investigated. The findings of the research found that, ten of the students said that they started to learn English through experiences. To their case, they learn English by making chance to find opportunity with foreigners. And also, they always listen and repeat difficult words every single day. They listen to the songs that they do like. To them, repeating words loud is an effective way to get the good pronunciation. They also have got course to add their knowledge and make an English community to make them remember the words that they have through speaking activities.

Keywords: *Language Learning Strategies, Successful Learner*

1. INTRODUCTION

One basic question is that, there are good students and some are not good. A lot of research has been done in many countries and also many conclusions that have been produced by the researchers such as Oxford, R. L. (2002), Lightbown, P. M. and Spada, N. (1997), and Rubin. J. (1975). I have read books and journals from people who have researched this field and the results of their researches are very helpful in teaching English and can also be learned by other students. So that, it is very important that students know the strategies used by them and they must know what strategies exist and must be used in learning English. I tried to research in the ASM MATARAM.

What made my research different from previous study were; in this study I took non-english as my subjects. because as far as I concern, the previous researchers only took subjects from English students only. in their daily lives, my students are very enthusiastic learning English, they can speak and answer grammar correctly. the question that arises from my brain is, how can it be ?, this has led me to examine what strategies they use in learning languages. Are the strategies they use the same as the strategies used by good learner? Based on the reality above, the

researcher was interested in finding out what learning strategies they were using for getting high value and be considered as successful students.

2. REVIEW LITERATURE

In this below, I explained several previous studies that had examined the same thing. I describe their conclusions for the results of their research. and I try to analyze or look for problems that they haven't examined. I tried researching on campus where I taught. I want to know how students learn the language and strategies they use in learning for students with secretarial majors.

Some personality characteristics such as being willing to take risks and being inquisitive seem to be useful in describing the good language learner, a number of other characteristics like motivation seem to be of less use due to conflicting research results or unclear cause effect associations. Learning styles seem to be more useful in describing the good language learner. With some learning styles like ambiguity tolerance-intolerance, reflexivity-impulsiveness, and field dependence-independence, it seems that the good learner is the one who is between the two extremes of the constructs. For other styles like deductive-inductive or visual-auditory,

there does not seem to be any clear evidence that one style is better than the other. Clearer insights into describing a good language learner come from strategy research that seems to suggest that those who can employ more strategies effectively are better language learners.

While good language learners exist, creating a definition of the best language learner is a potentially impossible task. Language learning may turn out to be a perpetually evolving skill, with learners always one or a few steps away from some ideal for their situation. Thus, the good learner may simply be the learner who has an open mind, the willingness to honestly try new learning strategies and is always learning how to learn. The teachers' job may be to give students a toolbox of styles and strategies that appear to be beneficial along with the ability to select which work for them. Understanding the issues relating to good language learners is an important step in helping students learn more efficiently. Once these concepts are understood, the potential for learner training can be explored and teachers can approach their students with helpful well designed tasks to help their students become better language learners. Sewell (2003).

Yunus (2016) states that different learners use different language learning strategies to improve their language skills as well as their proficiency level. From the study, the learners preferred social and cognitive strategies compared to other strategies. According to Yunus, Sulaiman and Embi (2013), learning strategies are vital in second language acquisition and investigation on the learning strategies used by the learners provides an insight to the processes involved in language learning such as cognitive, social and affective processes. Although language learning strategies vary from an individual to another, teachers should not limit the learners' exposure to various strategies. Teacher should expose various strategies to the learners despite their proficiency level. Learners also should be given opportunity to choose and apply language learning strategies which suits them the best. Exposing low achievers to the language learning strategies preferred by good language learners minimizes the time needed for them to choose the best strategy and become good language learners and eventually reduces the proficiency gap between the learners.

Maftoon (2012) concludes that, in order to find the features common in good language learners and to help the poor language learners applying those strategies

and features, studies such as Naiman et al. (1978), Rubin (1975), and Stevick (1989) list some strategies and characteristics. Regarding those with good writing skill, some (Angelova, 1999; Beare, 2000; Victori, 1995) list some features such as language proficiency, L1 writing competence, use of cohesive devices, meta cognitive knowledge about the writing task as the common characteristics in good language learners in writing skill.

The purpose of this study was two-fold: first, it tries to identify the cognitive and metacognitive strategies of a successful learner in writing skill based on the list provided by (Arndt, 1987; Wenden, 1991). It was also aimed at finding whether Tina's reliance on her L1 writing influenced her L2 writing. The data collected from the think-aloud protocol and the interview showed that Tina made use of most of the cognitive and meta cognitive strategies listed by Wenden (1991) but she did not rely on her L1 writing for L2 writing. She was found to be very good at employing the prefabricated sentences and phrases learned from reading in her writing.

It can be concluded that in addition to language proficiency, the application of cognitive and metacognitive strategies and activation of prefabricated sentences and phrases characterize Tina's good writing. As the purpose of writing is to communicate one's ideas clearly and logically, writers should implement both cognitive strategies (clarification, retrieval, resourcing and verification) and metacognitive strategies (planning, evaluation, monitoring). It also accentuates the importance of teaching these strategies in writing courses to help the students to write more clearly and effectively. In Oxford's (2003) words, L2 learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning, so it is incumbent up on the teachers to acquaint the students with these strategies.

Behabadi (2013) finds that there is a high correlation between the good language learners' scores in the IELTS test and their obtained scores in the style inventories. In terms of style also the findings revealed that there is a high correlation between high scores in IELTS and possessing Kinesthetic, Auditory, and Visual styles. Analysis of the results also presented that the learners were interested in individuality rather than group work. In terms of Tactility style, of course the participants of the study recorded a high score.

Pedagogical Implications for this study is that, the style inventory results in the present study also represented the most eye catching

styles the learners (study participants) possess. Though limited the number of the participants was in the present study, these characteristics could be into some extent the representative features of advanced Iranian learners of English. Language teachers, curriculum developers, and teacher trainers might employ the findings of the present study in their work, enriching the task in hand to help the learners more proficiently. Paying attention to individual differences of the learners, learners' style of learning, and strategy enrichment processes could be of paramount importance when teaching and learning of English in the EFL context comes in. Employing the aforementioned findings of the study teacher of English could enrich classroom interactions and would help subsequent L2 development of the learners.

Thus, this paper is to give insights by exploring some profile of successful language learners and their learning strategies. It is crucial especially for language learners who want to get success in mastering foreign language. Students who are familiar with learning strategies of learning language will know what they should do with the language and why they do those strategies. Dealing with the previous statement, there are two problems need to discuss:

- a. What are learning strategies employed by the successful language learners?

3. RESEARCH METHODOLOGY

This study is qualitative in nature as descriptive data that are in the form of words collected through observation, fieldnotes and an in depth interview are required by the researcher to provide thick information about learning strategies of the learners. As it is claimed by Bogdan & Biklen (1998:6) that qualitative research concerns with process, this study also attempts to trace the processes that have been carried out by the respondents of the study. Thus, this qualitative study is concerned the process of employing the strategies in order to attain successful language learning. Therefore, in this study, the form of qualitative that is selected to approach the data is called qualitative case study.

Case study is the best design applied in this study due to the fact that this present study is aimed to examine and reflect as well the process of learning that has been carried out and has led the learners to be successful. Instead of working inside the laboratory, this present study requires interaction with the subjects being investigated. The case study

method is used to approach the research data about particular learners. As cited by Thomas (2003:33) case study consists of an entity and the entity's actions, so frequently it also offers explanation of why the entity acts as it does. This present case study focuses on the learner's learning experience in carrying out learning strategies before finally they come up as successful language learners. So the case study is selected to approach the data not due to the number of the subjects involved but the actions of the learners when learning strategies selected become affective and leading them to success.

4. FINDINGS

In getting satisfactory results, I first observed for one semester to get data that could make me sure that they were suitable for me to study. In the previous semester, their class was the highest in English. Second, I made a note to help me with my first data. Third, I made about 30 questions to find out more. One of my students submitted 30 questions, sometimes more because I wanted to know more about them.

Ten of the students said that they started to learn English when they were 14 years old while another students they learnt English when they were 16 years old which are not early age to learn language. To their case, they learn English with tourist in many places in Lombok such as Kuta, Gili Trawangan and Senggigi beach. In those places, it is easy to find tourists and they are very kindly and friendly. They like to listen and repeat words said by singers. They always listen to the songs that they do like. To them, repeating words loud is an effective way to get the good pronunciation. They also have got course to add their knowledge and make an English community to make them remember the words that they have through speaking activities. They always seek opportunities to use the language with me as their English lecturer. Outside the class, they watch western movies with English subtitles and listen then translating them.

They told me that, English Community has big influence for them, they have learnt about how to be a good public speaker, how to solve problems that when they stuck in speaking with others. They never think much about grammar and seem they not to worry of making errors. They also said that, the role of the teacher is very influential. The teacher can be a motivator for students who want to learn English. If the teacher is good the results will also be good. They always feel proud when they can speak English with his lecturers and

friends. In English class, they also seems to be active, joining a English communication, they built his great confidence and not worrying about making mistakes.

In 2014, I had researched the same thing, but I studied research in English. this year I tried to research non-English students, namely secretarial majors. this is what distinguishes my previous research from the present. with different subjects and different conditions.

In this study, the researcher conducted the research at the ASM MATARAM. In this class, there are 15 students, he subjects were in the 5th semester considering that they have already achieved enough experience from the previous semesters. The researcher conducted the interview into two sections: one section took approximately 2 hours to gain the subjects' experiences and the last section took 4 hours dealing with subjects' learning strategies.

5. CONCLUSION

Successful language learners are, overall, well-motivated and self-initiating, taking responsibility for their learning, and creating their own learning opportunities. From the profile, we can learn that what they do outside classroom have greater portion in improving their language competence. It is important to note that they actively involve in the classroom activities and do some other activities outside the class which are related to their interest and hobbies. Their reason is basically that they love and enjoy doing such activities.

They also have a strong desire to communicate, they are willing to guess and are not afraid of being wrong. They always try to practice: for instance, they try pronouncing words or making up sentences. They seek out opportunities to use the language by looking for partner or an expert. They try to make conversations with their fellows in the target language. They usually take advantage of every available opportunity to speak up either in or outside the class. They also pay an exceptional attention to the form and meaning in the target language. In short, the strategies that they used are: Those strategies are: reviewing well strategy, practicing, receiving and sending messages, overcoming limitations in speaking, centering learning, arraging and planning learning, lowering anxiety, taking emotional temperature and the use of cooperating with others.

For the teachers, they need to teach the students the strategies in learning language. They also are expected to use the strategies in their activities or their task. So

that, the students can adopt the strategies to be applied in their daily life. Additionally, for the next researchers, they are expected to find out the strategies which employed by the unsuccessful and successful learners in order to reveal the differences between them.

Understanding the issues relating to good language learners is an important step in helping students learn more efficiently. Once these concepts are understood, the potential for learner training can be explored and teachers can approach their students with helpful well designed tasks to help their students become better language learners. Sewell (2003).

6. REFERENCES

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