

Unsustainable English Learning

Riadatus Solihin¹, Hidayatul Hamdiah²

¹ Universitas Hamzanwadi, Indonesia

² Universiti Kebangsaan Malaysia, Malaysia

Corresponding Author:  solihinriadatus@gmail.com

ARTICLE INFO

Article history:

Received

February 11,
2021

Revised

February 21,
2021

Accepted

March 04, 2021

ABSTRACT

This study aimed at knowing some factors contributing to students' learning English unsustainable. Designed as a case study, this study examined 40 students as the participants that were selected through certified random sampling. Observation, questionnaires, and interview were the instruments used to collect the data. The collected data were analyzed by instructive model technique which consists of three components they are reduction of the data, presentation of the data and data verification. The result of the data analysis showed that the majority of the students did not learn English continually. There were three main factors that contributed to the students' unsustainable English learning: those are lack of English basic knowledge, unsupported of environmental, and inappropriate English teaching material.

Keywords: *Unsustainable English Learning, English Learning, Factor Unsustainable English Learning*

How to cite

Solihin, R., & Hamdiah, H., (2021). Unsustainable English Learning. *Attractive : Innovative Education Journal*, 3(1). 24-31.

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by

CV. Creative Tugu Pena

INTRODUCTION

Learning English is very important because English has become an international language which is used by most communities in the world, it based on Larunia (2011). In other words by mastering English either actively or passively, students can grasp this world, not only in business world but also in education. Many countries use English as their second language. Larunia (2011) & Anna, UHL, Chamot (2005) also states that It plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology, and so on. These are conducted within human in society. Considering English is as an international language used by many people around the world. It is very important as tool of communication used to communicate between two or more people in carrying out their daily activities to make people understand (Balla, 2016; Ary et al., 2010). Many countries use English as their second language. It plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology, and so on. These are conducted within human in society.

In fact, learning English as the foreign language is very difficult because students are going to learn someone else language. There are so many complex problems and students difficulties in studying English, especially for foreign learners, it because English language use in certain condition not in daily life (Cozma, 2015; Herlinawati, et

al., 2018; Moule, P., & Hek, G. 2011). It clearly shows that students' difficulties in learning English is because English is a foreign language that we are not familiar with.

Based on the theory, it shows that to master English language we need to learn English continually, and practice it in our daily life as our habitual. Learning English is not enough by only in the class or listen to what teacher explained without repeat it in outside of the class. It is because English language is a foreign language so we need to make it as our behavior in our life.

Furthermore, a previous study was input to this current research. It was Fikri Megawati's study, (2016) conducted in Muhammadiyah University Sidoarjo by qualitative research design, titled "The students' Difficulties in English language Active Achievement" The purpose of this research was to know students' difficulties in learning English. The subject of this research was the students of Elementary School Study Program faculty of teacher training and Education of Muhammadiyah Sidoarjo University. Briefly, some previous study have conducted for instance, Megawati (2016) who study students' difficulty in English language active achievements. The participants used the students of Elementary School Study Program faculty of teacher training and Education of Muhammadiyah Sidoarjo University. While this current research focus on to analyse the Unsustainable English Learning and students' difficulties in Learning English. Then the participants was 40 students of mathematics and science Faculty at Hamzanwadi University.

Due to, this research is essential to be conducted to get wider problems that actually occur and how to solve them or in other words produce products that can be used by the educational community as a whole and useful. In the same way, based on the researcher small survey showed the students of Mathematics and Science Faculty at *Hamzanwadi* University did not learn English continually and independently. They only learn English in the class and they stop to learn English when they finished the class. The result was, they cannot use the material that they learned. Furthermore, Most of them forget all the material that they have learning in six months. Based on those cases, the researcher interested to find out the factors why they stop learn English, and why they never learn English independently. The result of this research expected to contribute a lot to solve those cases.

Based on above phenomenon, researcher interested to analyze the factors of unsustainable English learning in Faculty of Mathematics and Science at *Hamzanwadi* University. This research aimed at finding out the factor of unsustainable English learning and to know whether the material trigger the students to learn English or not, at Mathematics and Science Faculty of *Hamzanwadi* University in academic years 2018-2019.

METHODS

This research used qualitative research design, and applied case study (Anan Sutisna, 2021).. The researcher used case study because this research focuses on very special issue which existed naturally and the research looked for the detail factors of unsustainable English learning. Where in this research, the researcher analyzed and showed the factors of unsustainable English learning student of Mathematics and Science Faculty at *Hamzanwadi* University which have been learning English for six months. In this study, the researcher observed and drew the phenomenon as clear as possible without manipulating. Furthermore, the researcher determined and reported the result of this research related to the unsustainable English learning student of Mathematics and Science Faculty at *Hamzanwadi* University.

The participants of the study were 40 students of mathematics and science Faculty of *Hamzanwadi* University that have been taken from each of study program of Mathematics and Science Faculty. In this case, the present researcher took ten students from four study program (mathematics, Biology, Physics, and Information Technique) Faculty of Mathematics and Science *Hamzanwadi* University in academic year 2018-2019. The participants of this research have been selected by stratified random sample.

The instruments of data collection of this research were used three kinds of instruments, those are observation, questionnaire and interview. The observation used to collect the data based on what present researcher discover both inside or outside the classroom, in this the present researcher took a note during the observation. The questionnaire used to ask participants' personal perspective about their behavior in learning English. In this case the researcher arrange eighteen questions related to three aspects those were students' motivation in learning English, the English teaching material, and the method and the strategy of lecturer in teaching English.

The Interview used to get more data, and to recheck trustworthiness of the previous information. In this case the researcher also arrange eighteen questions related to three aspects those were motivation in learning English, their perceptions about English material that they learn, and participants' perception toward lecturer strategy in teaching English.

Technique for collecting data is close ended questionnaire. The researcher applied close ended questionnaire test as one of the instrument of this study. Present researcher arranged eighteen statements related to unsustainable English learning. In this case, the present researcher arranged the statements in three aspects they were motivation of students in learning English, the English teaching material, and the method and the strategy of lecturer in teaching English. The present researcher asked the participant to answer the questionnaire based on their own perspective. They could choose the answer in multiple choices. The result was checked by the present researcher to know the factor of unsustainable English learning.

To get valid data, beside questionnaire the researcher also conducted interview test to the participants to confirm their previous answers. The present researcher used semi structure-interview. Semi structure-interview aims at knowing students' motivation in learning English, their perceptions about English material that they learn, and to know participants' perception toward lecturer strategy in teaching English. The present researcher did his own research by interviewing 40 participants in Indonesia language to avoid misunderstanding. The present researcher did once interview and also asked participants in informal situation and friendly way. Before conducting the interview, a list of question as the guidance was prepared. Also, the present researcher used recording to record the participants' answers. The researcher compared the result of questionnaire with interview section to get valid data and decide the factors of unsustainable English leaning.

Technique of data analysis used in this research was descriptive qualitative. In this part, the researcher used the descriptive qualitative in analyzing the data. Wersma, (1991, p.85) states that "data analysis in qualitative research is a process of categorization, description, and synthesis". Based on the theory, it was clearly showed that qualitative analysis is a process of collecting data and put them base on the category, pattern, and specific unit. In this case after the researcher collected the data in good pattern the researcher clarified the data to find out the research result. Hek and Moule. (2006) state that "Trustworthiness consisted of four things". They are credible, transferable, confirmable, and dependable.

RESULT AND DISCUSSION

In other to know students activity and instruction both outside and inside the class, the researcher observed for 5 days from 14 to 15 of May 2019 in faculty of Mathematics and Science at *Hamzanwadi* University. The researcher conducted by observing students' activity and instruction both outside and inside the class (teaching and learning process). The researcher took note in other to know the factor of unsustainable English learning.

During teaching and learning process, most of students used Indonesia language to communicate both with their friends and their lecturer. They never practice and discuss about English inside the class. Furthermore, they only learnt English when their lecturer attended to the class, yet if the lecturer did not attend the class or they finished the class they never discussed, practiced and repeat the material both with their friend and independently.

The researcher did not only observe students' activity inside the class but also the researcher observed students' activity outside the class. Students' activity outside the class was mediocre. They kept interaction with their friend using Indonesia language they never practice, repeat the English material and they never discuss about English language. They usually discussed about their task which provided based on their study program background. From this result, the researcher concluded that they learn English only in the class they never learnt English outside the class independently.

The researcher assumed up that in teaching and learning process the lecturer have to support the students by always giving them motivation in learning English and the study program also has to support the students by made good environment which support them in learning English.

There were eighteen items of questionnaire provided into three aspects which were related to unsustainable English learning which were answered by forty students of Mathematics and Science faculty at *Hamzanwadi* University. The questionnaire was designed by five scales they were strongly not agree, not agree, natural, agree, and strongly agree.

After collecting data by observation and questionnaire, the researcher conducted the interview that was held on 22 to 24 of May, 2019. This interview was aimed at strengthening the students' responses. The researcher conducted the interview in semi structured by eighteen questions related to unsustainable English learning. Most of the students said that they never learnt English independently outside the class. They also said that they never repeat the English material, they never discussed and practiced English. Furthermore, they said that there were some factors which made them learn English unsustainably, they do not have strong English basic to learn English independently, they need a teacher or facilitator to learn English. Learning English privately by having personal trainer is not an easy as it look because we have to consider the payment, and the time which quite complicated problem as college students. Those problems make them lazy to learn English, so that they did not learn English. Furthermore, they also focus on their subject based on their study program, and they had so many assignments.

In addition, based on the interview result the material that they learn were not from basic level, but the lecturer started by teaching them hard topic such as how to write an essay. This topic did not appropriate with their level. They are basic level students, so when they found the hard material they would bored and lazy to learnt English, and it made them did not learn English anymore.

Referring to research result, the researcher concludes that the majority students of Mathematics and Science Faculty at *Hamzanwadi* University was learnt English unsustainably or did not learn English continually. It was because some factors, those were low interest of students in learning and mastering English language, teaching material, environment factor, they learnt English based on their study program curriculum, and they have many assignments in their own study program.

Those can be proved by the results of the observation, questionnaire, and interview. In observation they only learn English in the class, they never learn English independently outside the class, practiced, repeated, and discussed about English language. Furthermore, both outside and inside the class, the students were active in discussing the subject based on their study program, while they never repeat and talk about English subject.

Furthermore, the questionnaire result showed that the majority of the students responded strongly agree and agree that indicated that they learn English unsustainably or they did not learn English continually. So that, it can be concluded that most of the student did not learn English continually or they learn English unsustainably. It was because of low interest in learning and mastering English, and the material did not meet the need of students. It was not thought from basic level, it makes the class was boring and decrease students' motivation in learning English. Furthermore the lecturer's strategy in teaching English which used lecturing method and more emphasize students in read and writing a text also effected on decreasing students' motivation in learning English as the basic level.

The result of interview also showed that they only learn English inside their class when their lecturer attended the class they never learn English independently outside class. It seemed they learnt English only to fulfil the university subject. It was because some factors, those were they low interest in mastering English, to learn English they need tutor or facilitator to teach them English because they do not have strong English basic to learn English Independently they need someone to teach them, the environment did not support them to learn English, and they focused in learning their subject based on their study program.

The environment factor was one of the factors on unsustainable English learning. Most of them said that they never practice and use English to communicate in English because most of them did not understand. The environment also did not trigger them to learn and master English, it is because there were no some programs from study program related to English learning such as English Study Club, English Zone, and any kinds of program that trigger them to learn English.

Another factor of unsustainable English learning was the time. They did not learn English because they have limited time they have to focus on mastering their subject based on their study program. They also had so many assignments of the study program subject, so most of their time they spent to discuss their assignment with their friends so that they did not have much time in learning English.

In addition, the material that lecturer thought was not from basic level but the lecturer thought them the hard material such as make an essay, write the story, otherwise they did not have basic English so when they found the hard English materials they assumed that English is very difficult subject. It decreased their motivation in learning English, made them lazy in learning English, so that they did not Learn English independently and continually.

Having looked at the result of observation, questionnaire, and interview, unsustainable English learning should be solved by any kinds of elements, such as the

lecturer has to motivate the students to learn and master English and teaches the students by proper method, strategy and teaches the students from basic level. Furthermore, study program has to design good environments by providing any kinds of program that will trigger the students to learn and master English, the study program also has to give more chance for students to learn English by providing them special time and facilitator to learn English.

Briefly, this research shows there are some factors of unsustainable English learning those are: Not interest in learning English (Souriyavongsa et al. 2013) and mastering it, they focus on mastering their subject based on their study program curriculum, many college assignments based on their own study program curriculum, and the environment factor (Stanzione & Schick 2014) as most influential factor as the main finding that the cause of Unsustainable English Learning that (Herlianawati et al. 2018) they learn English only in the classroom. They never learnt English outside the class (Nan 2020) independently. Consequently, they forget the vocabularies (Geoffrey, et al., 2003) or the materials. Furthermore, Most of them forget all the material that they have learning in six months. Besides that, the English speaking environment outside the class, they never found it. While the results of learning English in class were very limited or very ineffective result. English lectures did not help them much to be able to communicate using English properly, correctly and fluently. Moreover, the learning process was not with interesting and interactive materials and methods. Most alarmingly, the majority of the languages they found were national languages, namely Bahasa and regional languages, namely Sasak. This is what can be summarized briefly and thoroughly from the three data collection techniques.

Meanwhile, the result of the previous study was all the students have various perceptions about the most difficult English skill, yet based on the result speaking is the most difficult of English skill. It is because they have lack of vocabulary, hard to memorize, difficulty in pronunciation, students' anxiety, and lack of grammar understanding.

CONCLUSION

Based on the research result that have discussed in chapter the researcher can conclude that this research shows that there are some factors of unsustainable English learning those are: low students interest in learning and mastering English, they focus on mastering their subject based on their study program curriculum, many college assignments based on their own study program curriculum, and the environment factor. Based on this research, those factors made the students did not learn English independently and continuously, so that they learn English passively, and they were not be able to speak English. They learn English only to fulfil the subject matter. In short, the result of those factors caused the students not able to speak English even they learn English for one semester. In addition, based on the research result the teaching material was mediocre, so it did not trigger the students to learn and master English. Thus, they did not have high motivation to learn English. \While, based on the research result the teaching method was so good. The lecturers taught fun, good strategy and method, and easy to understand.

ACKNOWLEDGMENTS

Greatest debts of gratitude are owed to the following people, because of their enlightening comments, continued encouragement, so the researcher expresses thanks to Maman Asrobi, M.Pd. as the first advisor who has given precious time, his power,

guidance and assistance to help the writer, even he has very busy with his work. Ari Prasetyaningrum, M.Pd. as my second advisor who has also given much guidance, reference, book, help, support, to the writer in finishing this thesis and All the college Students of Mathematics and Science Faculty of *Hamzanwadi* University, thanks for the contribution and assistance.

AUTHOR CONTRIBUTION STATEMENTS

This research contributed significantly of the study both in theoretical and practical. The research hoped that these significant of the study would useful to researcher and to reader who want improving their English Language. Theoretically, the result of this research expected to contribute on theory on how the unsustainable English learning toward student. Practically, there some of the significances study of this research might be useful both for the teacher, students, and the further researcher. For the teacher, this study would help the teacher to know the case of unsustainable English Learning and design some other strategy to solve unsustainable English learning. For the student, this study would investigate unsustainable English Learning. It might help student to learn English easily by finding their problem in English learning and For further researcher the result of this research might be useful as the reference of the research especially in unsustainable English learning.

REFERENCES

- Anna, UHL, Chamot. (2005). Language learning strategy instruction: current issue and research, *annual review of applied linguistic*. Volume 25, No. 1, p. 12-130. Retrieved 06 May, 2019. From: <https://doi.org/10.1017/S0267190500061>
- Anan Sutisna, M. P. (2021). *Metode Penelitian Kualitatif Bidang Pendidikan*. UNJ PRESS. [Google Scholar](#)
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education*. USA: Wadsworth. [Google Scholar](#)
- Balla, Ervin. (2016). A general outlook of the importance of the English language in the world today. *Academic journal of inter disciplinary studies*. Volume 5, No. 3, p. 499-503. Retrieved 04 May, 2019. <http://dx.doi.org/10.5901/ajis.2016.v5n3s1p499>
- Cozma, Mihaela. (2015). The challenge of teaching English to adult learners in today's world. *Procedia-social and behavioral sciences*. Volume 197, p. 1209-1214. Retrieved 04 May, 2019. <https://doi.org/10.1016/j.sbspro.2015.07.380>
- Herlianawati, A., Lestari, L., & Suwono, M. (2017, October). Learning English through the Use of Classroom Language in Community Service. In *Social Sciences, Humanities and Economics Conference (SoSHEC 2017)* (pp. 81-86). Atlantis Press. <https://dx.doi.org/10.2991/soshec-17.2018.16>
- Kattlen Cotton . (2001). *Principals and students achievement*. Alexandria: association for supervision and curriculum development. [Google Scholar](#)
- Lightbown, P.M, and Spada, N. (2006). *How language are learned*. Oxford: Oxford university press
- Marguerite, Lodico, Pean. T, Spaulding, Ketherine. (2006). *Methods in educational research from theory to practice*. San Francisco: Josses-bass.
- Megawati, F. (2016). Kesulitan mahasiswa dalam mencapai pembelajaran bahasa Inggris secara efektif. *PEDAGOGIA: Jurnal pendidikan*, 5(2), 147-156. <https://doi.org/10.21070/pedagogia.v5i2.246>
- Moule, P., & Hek, G. (2011). *Making sense of research: An introduction for health and social care practitioners*. Sage.

- Nan, L. 2020. A Survey on Thai University Students ' Use of English Outside of the Classroom : A Survey on Thai University Students ' Use of English Outside of the Classroom : A Case Study (August). [Google Scholar](#)
- B., Geoffrey, Brumfit, C., Falvell, R., Peter, H., and Pincas , A. (2003). *Teaching English as foreign language*. University of London institute of education: Routledge London and New York [Google Scholar](#)
- Souriyavongsa, T., Rany, S., Jafre Zainol Abidin, M. & Lai Mei, L. 2013. Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos. *International Journal of English Language Education* 1(1): 179–192. [Google Scholar](#)
- Scollon, Ron. (1991). Topic confusion on English-Asian discourse. *Suzanne wong-scollen*. Volume 10, No. 3. p. 456-465. Retrieved 03 April, 2019. <https://doi.org/10.1111/j.1467-971X.1991.tb00145.x>
- Stanzione, C. & Schick, B. 2014. Environmental language factors in theory of mind development: Evidence from children who are deaf/hard-of-hearing or who have specific language impairment. *Topics in Language Disorders* 34(4): 296–312. doi:10.1097/TLD.0000000000000038. [Google Scholar](#)

Copyright Holder :

© Solihin, R., & Hamdiyah, H., (2021)

First Publication Right :

© Attractive : Innovative Education Journal

This article is under:

