

STUDENTS' BELIEFS ON THE ENGLISH LEARNING IMPORTANCES
FOR AGRIBUSINESS MAJOR STUDENTS
AT ISLAMIC UNIVERSITY OF INDRAGIRI

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Abstract

Keywords: Students' belief on language learning have an impact on students' performance in the class while there is a phenomenon in which agribusiness students of Islamic University of Indragiri have low achievement in English subject. Therefore this research aimed to know students' beliefs toward the importance of English Learning for Agribusiness students at Islamic University of Indragiri. The research design was qualitative approach. There were 15 students of Agribusiness major took part as participants in this study. To collect the data, 17 open-ended questionnaire was distributed to them using 5 themes: language learning aptitude, difficulty of learning language, nature of language learning, learning and communication strategies, and motivation and expectations. The answers of the questionnaire were analyzed in four steps, namely data collection, data reduction, data display, and verification. The result of this study shows that the students of agribusiness major believe that learning English is very important for them. By mastering English they can get a bigger job opportunity.

Kata Kunci: Keyakinan siswa, pembelajaran bahasa inggris
Abstrak Keyakina siswa pada pembelajaran bahasa berdampak pada kinerja siswa di kelas sementara ada fenomena dimana mahasiswa agribisnis Universitas Islam Indargiri memiliki nilai yang rendah pada mata kuliah Bahasa Inggris. Karen itu penelitian ini untuk bertujuan untuk mengetahui keyakinan mahasiswa terhadap pentingnya Pembelajaran Bahasa Inggris bagi mahasiswa Agribisnis di Universitas Islam Indragiri. Desain penelitian adalah pendekatan kualitatif. Ada 15 mahasiswa jurusan Agribisnis yang mengikuti penelitian ini. Untuk mengumpulkan data, 17 kuesioner terbuka dibagikan kepada mereka dengan menggunakan 5 tema: bakat belajar bahasa, kesulitan belajar bahasa, sifat pembelajaran bahasa, strategi pembelajaran dan komunikasi, dan motivasi dan harapan. Jawaban kuesioner dianalisis dalam empat langkah,

yaitu pengumpulan data, reduksi data, display data, dan verifikasi. Hasil penelitian ini menunjukkan bahwa mahasiswa jurusan agribisnis percaya bahwa belajar bahasa Inggris sangat penting bagi mereka.

INTRODUCTION

At Islamic University of Indragiri, English is a compulsory subject that has to be taken by all students in the first and second semester. There is no exception for students of Agribusiness major. In the first semester, they study the Basic English called *Bahasa Inggris 1* which the vocabulary adapted to the agriculture field to meet the students' needs. The topics are self-introduction, part of speech, tenses, and reading comprehension. A very Basic English is taught to them considering that they come from different high schools and have different English understanding level. By studying those materials, the students are expected to be able to comprehend and implement the basic theories whenever they need it in their daily life and even in their future working life.

After passing *Bahasa Inggris 1*, the students must take *Bahasa Inggris 2* focuses on TOEFL material. It is undeniable that many workplaces require applicants to have a TOEFL certificate with a certain score. Therefore in *Bahasa Inggris 2* class, the students are introduced to what TOEFL is. It discusses to recognize the forms of questions that often arise and how to answer those such questions.

Studying English in two semesters make them have a big question on why they need to study English though they are in non-English major. They perceive English as a really difficult subject because they have to memorize and construct English Sentence (Iftanti & Maunah, 2021). They feel forced to study English because it is a compulsory subject (Budiana and Djuwari, 2018). They are asking the needs of English for their work in the future. Though in this modern era English is the only language that is used in almost all the fields, such as science and technology, engineering, medicine, pharmacy, education, tourism, entertainment, information and technology, business, trade and commerce, the internet, employment, to name a few (Srinivas, 2019).

Learners' beliefs can have a significant role in developing learner autonomy and be an essential factor in successful language learning (Benson, 2011). As learners' beliefs are considered as one of the individual difference variables, each learner has different points of view and sometimes changes them according to his or her experiences and circumstances (Shibata, 2019). This variation can both motivate and demotivate them to learn English as the target language. Consequently, while some agribusiness students are successful in developing their language skills, others have difficulty improving them. It is reflected by the low score they achieved. Therefore this study aims to reveal how they believe the importance of learning English.

Students Belief

Beliefs in this study refer to “psychologically held understandings, premises, or propositions about the world those are felt to be true” (Richardson, 1996 as cited in Bernat, 2006). Ellis and Shintani define learner beliefs as “the beliefs that language learners have about what is involved in learning a language, how to learn it and their own language-learning ability” (Ellis & Shintani, 2014). Therefore, learner beliefs can be considered as requiring “strong factual support and open to change through rational explanation or persuasion” (Dömyei & Ryan, 2015).

Moreover, belief as the psychology aspect of the individual learner takes a central position in L2 learning. As Deneckere (2010) states, “Each learner has his/her own personality, abilities, awareness, thoughts and emotions that affect process of L2 acquisition. Learners’ views on how one should learn L2, their emotional stances towards the L2 and its speakers and their reasons for learning the language will determine how they engage in the L2 learning task and can account for individual differences in language learning. In this study belief is the most important aspect in building a commitment and a promise that is realized if it means the future. So it can be briefly interpreted. Beliefs are important factors that can be realized which will later be meaningful.

In EFL learning context, the learners belief is said to have a big impact on their language learning (Abdi and Asadi, 2015) because what learners believe will affect their language. In other words, whether the learners will learn or not will depend on the belief that they hold. Horwitz (1987) defined beliefs about language learning as language learners' preconceived ideas or notions on a variety of issues related to second or foreign language learning. Beliefs about language learning consist of "general assumptions that learners hold about themselves as learners, about factors influencing language learning, and about the nature of language teaching" (Victori & Lockhart 1995, p. 224). Horwitz proposed five themes to represent statements in the BALLI (Beliefs about Language Learning Inventory). The BALLI assesses learners' beliefs in five major areas:

1. Learning Language Aptitude

The traditional definition of language aptitude views it as "an individual's initial state of readiness and capacity for learning a foreign language, and probable facility in doing so given the presence of motivation and opportunity" (Carroll, 1981) while Singleton (2017) suggests that our approach to language aptitude needs to make room for acceptance of the proposition that language aptitude is not as "given" as we may have once thought, and that what happens to us postnatally may influence it very considerably. A recent study proves Singleton's view that it, in turn, raises the intriguing possibility that L2 aptitude could in fact be amenable to training, a prospect which directly contradicts the notion that L2 aptitude is an immutable gift of the fortunate few (Chalmers, et. al., 2021).

2. The Difficulty of Language Learning

Learning a foreign language is one of the hardest things a brain can do. What makes it very difficult is the effort that the learners have to make to transfer between linguistically complex structures. It is also challenging to learn how to think in another language. Above all, it takes time, hard work, and commitment. Lado (1957) was concerned with the concept of difficulty in language learning. Starting out from the common-sense observation that the learner will find some features of a new language difficult and other easy, he argued that the key to

degrees of difficulty lies in the comparison between the native and the foreign language (H. H. Stern, 1983).

Hartshorne (2018) found that it's nearly impossible for language learners to reach native-level fluency if they start learning a second tongue after age 10 — though that doesn't seem to be because language skills go downhill at this age. It means that the older someone's age, the more difficult their ability to learn language. Another finding supports it that the non-English students perceive English as a really difficult subject because they have to memorize and construct English Sentence (Iftanti & Maunah, 2021).

3. The Nature of Language Learning

Chaer (2015) explains that term language learning is used because some experts believe that second language can be master by learning the language intentionally and consciously. This is different from the first language and mother tongue which is acquired naturally and unconsciously without a formal setting. The term of language acquisition is used because it is believed that second language or third language is acquired either formally or informally. Chomsky argues that language acquisition in humans is due to nature, meaning that every human being has language skills. Every human being is not born like an empty plate (*tabula rasa*), which only accepts language messages. However, every child is armed with a Language Acquisition Tool that naturally has been owned since birth (Soenjono Dardjowidjojo, 2005).

4. Learning and Communication Strategies

Learning strategy is a method that is applied to understand, learn and facilitate the teaching and learning process. Learning strategies are divided into 2 namely cognitive (direct) such as exercise, memorization, and monitoring and, and meta-cognitive (indirectly) such as planning, setting goals first, and self-management (Oxford, 1990). Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning (Richard, 2009). Strategies used may include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification (Ellis, 1997). These strategies, with the exception of switching languages, are also used

by native speakers (Vanpattern, 2010). Learning and communication strategies mean the way used in learning a language both by memorizing, and learning to speak in English.

5. Motivation and Expectation

Motivation is one of the most important factors in language learning. According to Gardner (1985), motivation is the combination of attempts plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. While expectations (White, 1999) influence how individuals react to, respond to and experience a new environment. In other words, learners' beliefs, which are formed through their experiences, guide them in their conceptualizations of language learning and influence the approaches they adopt to L2 learning.

The Importance of English Learning

As an international language, the use of English has been growing rapidly from time to time because it is the medium for communication in many countries. English is also used widely in the literature and media section to publish books, most the writers write in the English language due to the vast majority of readers know only the English language and they can describe their ideas best in the English language. Learn English is significant as it empowers you to communicate effectively with your kindred worldwide residents (Nishanthi, 2018).

The English language also has an essential role in life as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, and improve the quality of life by providing job opportunities. It is well known that English language skills depend upon four core skills. These skills are essential for learning the English language which is Listening, Speaking, Reading, and Writing. If a student masters these four skills, then his English will automatically improve and gain confidence in presenting his skills.

The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture (Lauder, 2008). Crystal (2003), for example, suggests that English is important in particular because of the extent of the role it plays in the following areas:

- a. Economics and business: The USA's position as the world's number one economy exerts a pull on global business. Organizations that wish to enter the international market are not likely to be able to do so without using English. The tourist industry in particular is dependent on English, but any multinational business with international offices must have staffs who can work in English.
- b. International relations: English is one of the official languages of the United Nations and other key international bodies. Diplomats may learn a number of languages during their careers, but when it proves impossible to learn the language of a country, then English may be used as a lingua franca.
- c. The media – the world of current information and popular culture: A significant proportion (57%) of the world's newspapers are published in countries where English has a special status. The majority of major advertising agencies are US-owned. English dominates global television and radio broadcasting. English language films dominate cinema with the bulk (80%) of all feature films given a theatrical release in 2002 being in English. In popular music, in the 1990s, 99 percent of all groups worked exclusively in English. The English lyrics of some singers have attained a symbolic, socio-political (Bob Dylan) or even literary status (Leonard Cohen), and some musical events have reached global audiences (1984 Live Aid).
- d. Education: A large proportion of the scientific papers published in all subjects are in English. English is also increasingly used as a medium of instruction in schools and universities, with subjects such as management, information technology and the humanities making particular use of English. English is

also taught widely as a foreign language for students intending either further study in an English speaking country or as a requirement for employment.

- e. Communications: Much of the world's communications are done in English. 80% of the world's electronically stored information is in English. Although the internet can now handle a variety of languages and Non-Roman scripts (Hussain et al., 2005), it is difficult to envisage being able to make the maximum use of the resources on line without a good knowledge of English.
- f. International travel and safety: English is the language used for navigation at sea and for air traffic control.

METHOD

To obtain the data the researchers used qualitative approach. It is an inquiry approach useful for exploring and understanding a central phenomenon. It involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. It is used to understand how people experience the world.

The subject of the study was the students of agribusiness major who already taken English subject at Islamic University of Indragiri. There are 15 students of this major. They had taken *Bahasa Inggris 1* in the first semester and *Bahasa Inggris 2* (TOEFL) in the next semester. To get the information related to agribusiness major students' belief toward the importance of learning English at Islamic University of Indragiri, the researchers used open-ended questionnaire. It was spread through Google form. The writer prepared the questions of opinion from students by used Indonesian language.

The researchers used four techniques to make the data analysis comprehensible. They are data collection, data reduction, data display, and verification. Firstly, the data were collected form all participants then it was simplified chosen the main data related to the topic. The data reduction was used to reduce the inappropriate data from data collection by filtering the important data based on the objectives of the study. In the third step, the relevant data were

reported and confirmed. The last was verification. The data were summarized and concluded based on the problems and objectives of this study.

FINDING AND DISCUSSION

1. Foreign Language Aptitude

The researchers spread a questionnaire to 15 students of Agribusiness majors in semester 2. There were 4 questions given related to foreign language aptitude.

The first question was “Apakah anda percaya dengan kemampuan bahasa inggris anda?” (Do you believe in your English skills?). There were 7 students wrote that they were not good at English. Student 11 said “*Tidak, karena saya merasa kemampuan bahasa Inggris saya belum fasih lagi dalam pengucapan nya*” (No, I don't. I think that I cannot pronounce the words very well). Student 5 said “*Kemampuan saya dalam bahasa Inggris masih sangat kurang,tapi dengan adanya matakuliah bahasa Inggris saya percayah bahwa kemampuan dalam bahasa Inggris saya akan sedikit bertambah pengetahuan saya dalam berbahasa Inggris*” (My ability in English is very poor, but by taking this subject I believe that my English skills will increase as well as my English knowledge). Students 5 seemed more optimistic than the other 6 students who really not confident with their ability in English Learning. While the 8 other students said that they were good enough at English. Student 10 said, “*Ya, saya percaya dengan kemampuan bahasa inggris saya*” (Yes, I believe in my English ability).

The second question was “Bagaimana pendapat anda tentang beberapa orang yang memiliki kemampuan berbahasa inggris? (What do you think about some people who have special abilities to learn foreign languages)” All of the participants had good respond to this question. Student 1 responded with “*luar biasa*” (It's great). Student 8 said “*Sangat bagus karena akan berguna*” (It is very good because it will be useful someday). Student's 5 respond “*Menurut saya seseorang yang mempunyai kemampuan khusus bahasa Inggris sangat bagus ,maka dari itu seseorang tersebut harus tetap mempelajari bahasa Inggris lebih mendalam,karena seseorang yang mampu berbahasa Inggris akan sangat di*

butuhkan untuk kedepannya (In my opinion someone who has a special ability in English is very good, therefore that person must keep studying English more deeply, because someone who is able to speak English will be very much needed in the future). There were 2 students realizing that English will be very useful for someone's future life.

The third question was "Menurut anda, apakah penting bagi Mahasiswa Agribisnis untuk belajar bahasa Inggris?" (In your opinion, is it important for agribusiness major students to learn English). The all participants agree that it is very important for all students, not only agribusiness students, to learn English. As what student 12 thought "*Penting ,ya karena takut nya nantik mau bekerja di perusahaan luar negri kan disana dominan orang berbahasa Inggris jadi ya wajar kita harus bisa berbahasa inggris*" (It is important. It is possible that one day we look forward to work abroad. All people there speak in English so it is no wonder that we have to be able speaking English) . Student 14 commented "*Era zaman sekarang penting*" (In this era English is very important). Student 8 said "*Penting ,bukan agribisnis saja semua mahasiswa sangat penting mempelajari b Inggris*" (It is important, not only for agribusiness major but also all students at university). Student 9 said "*Sangat penting ,karna kemampuan berbahasa Inggris itu sangat di butuhkan ,di zaman sekarang seseorang yang akan melamar pekerjaan harus mampu sedikit banyak dalam berbahasa Inggris,begitu juga untuk mahasiswa jurusan agribisnis sedikit banyak harus bisa berbahasa Inggris terutama untuk pemasaran produk*" (Very important, because the ability to speak English is really needed, nowadays someone who is going to apply for a job must be able to speak English more or less, as well as students majoring in agribusiness must be able to speak English more or less especially for product marketing).

The fourth question was "Apa kemampuan khusus yang anda miliki untuk mempelajari bahasa inggris?" (What is your special ability to learn English?). 3 students believed that they didn't have any skill or ability to learn English. As what one of them said "*Tidak mempunyai kemampuan apa-apa. Tapi saya mempunyai keinginan yg sangat besar untuk bisa memahami apa itu bahasa Inggris*" (I don't have any ability. But I have a big desire to understand English).

It means that this student has high motivation to learn English. In contrast student 7 answered “*Sedikit banyak nya kemampuan yang saya miliki dalam mempelajari bahasa Inggris yakni cara cara membaca kalimat dalam bahasa Inggris, penulisan dalam bahasa Inggris, perbedaan perbedaan kalimat* “ (More or less the ability that I have in learning English, namely how to read English sentences, write in English, and the various types of sentence).

Based on the ansit can be concluded that to have good abilities in English, it is not enough to rely on the aptitude itself. A student who is even said to have linguistic intelligence that has t has the ability to learn and understand foreign language learning, it is still that he must not stop learning to improve the abilities in spoken and written form. Undeveloped abilities will wear off and even disappear. Especially for EFL learners whose English is not their mother tongue. They must have a much greater effort than when they learn their own mother tongue. Indonesian students have to study twice as hard and even more to have good English abilities. Although almost 50% of them said that their English is bad but they are aware that having good English skills is very useful for their future life especially in the field of agribusiness where they have to know how to market agricultural products. By having good English skills, they can expand their marketing abroad.

2. The difficulty of language learning

The next points of the questionnaire were 3 questions related to the nature of language learning. The first question was “*Bagaimana pendapat anda bahwa bahasa inggris lebih mudah dipelajari daripada bahasa yang lain* (How do you think English is easier to learn than other languages)?”. 4 participants disagree that statement. They thought that English more difficult than other languages. It should be noted that beside English, they also took Bahasa Indonesia and Arabic language subject in semester 1. It means that according to them, learning English is more difficult than learning Arabic language and Bahasa Indonesia for sure since it is their native language. As what student 7 said “*Tidak, bahasa Inggris lebih sulit dari pada bahasa yang lainnya* (No, it is not. English is much more

difficult than other languages)". Student 4 added "*Bahasa Inggris lebih susah* (English is more difficult)". The rest of participant agreed that learning English is easier than learning other languages. English has been studied since they were in elementary school to high school so English is not something new for them. Especially for students who come from Islamic schools, usually they have also studied Arabic. for them English is easier than Arabic. It is what student 3 argued "*Lebih mudah karena dari sekolah dasar hingga saat ini bahasa inggris menjadi salah satu pembelajaran wajib* (It's easier because from Elementary School up to now English has become one of compulsory subjects)" and student 11 answered "*Mudah, tetapi harus mempunyai pemahaman yang baik untuk mempelajarinya* (It's easier but we have to have good understanding at it)".

The second question was "*Apakah anda percaya bahwa anda dapat belajar berbicara bahasa Inggris dengan sangat baik* (Do you believe that you can learn to speak English very well)?". Surprisingly all of the participants had the same answers. They say that they believe to be able speaking English. Student 15 said "*sangat percaya sekali* (I am pretty sure)". Student 12 answered "*Inshaallah iya klaau selalu belajar dan selalu cari informasi bagaimana saya bisa untuk bisa speking b.inggris yang bagus* (God willing, if I always learn and look for information how to be able to speak in good English)".

The third question was "*Menurut Anda, manakah yang lebih mudah antara menulis, berbicara, membaca dan memahami bahasa Inggris* (In your opinion, which one is easier between writing, speaking, reading and understanding English?)". 4 students answered that Speaking is easier than others, 4 students said Writing is the easier one, 4 other students chose Reading as the easier skill, 1 student said that all those skills were difficult, and 2 students stated that understanding English is easier. Student 6 said "*Menurut saya yakni memahami dalam bahasa Inggris itu lebih muda karena sebelum nya kita cari arti dalam bahasa Inggris ke Indonesia, setelah itu kita akan lebih mudah memahami materi materi nya atau soal soal tersebut* (In my opinion, understanding English is easier because before we look for meaning in English to Indonesian, it will be easier for

us to understand the material)". He meant that understanding English can help students to be good at all English skills. It comes first to master other skills.

3. The nature of language learning

There were 3 questions respondedn by participants in this topic "*Apa menurut anda penting untuk mengetahui tentang budaya berbahasa Inggris agar dapat berbicara bahasa Inggris* (Do you think it's important to know about English-speaking culture in order to speak English?)". There were 14 students that had the same voice to be agree that it is important to know English-Speaking culture. Student 2 said "*Dikarenakan Bahasa Inggris Menjadi Bahasa Internasional, Jadi menurut saya penting* (It is important since Englis is an international Inaguage)", student 5 said "*Penting agar dapat lebih mendalami bahasa Inggris* (it is important so that we can understand English better), and student 12 said "*Penting karena itu ibarat nya syarat bagaimana kita sopan dalam berbicara b.inggris* (It is important because it is like to know how to be polite in speaking English).Understanding the culture of speaking English is very important because every country has a different culture, including Indonesian and English cultures, ranging from how to communicate to what topics should not be brought up when speaking with native speakers. In Indonesia it is commonplace to ask personal questions to another while in England this is not allowed.

The second question was "*Bagaimana menurut anda tentang bagian terpenting dari mempelajari bahasa inggris adalah dengan mempelajari kosa kata dan tata bahasanya* (What do you think about the most important part of learning English is to learn vocabulary and grammar?)". Student 6 said "*Bagian terpenting dalam mempelajari bahasa Inggris yakni kosa kata karna itu ada bagian dasar dalam permukaan belajar bahasa Inggris* (the most important thing in learning English is vocabulary because it is the foundation of learning English)". Student 15 had the same opinion "*Kosa kata merupakan hal dasar berbahasa Inggris yang kemudian merujuk kepada tata bahasa/grammar agar bahasa Inggris menjadi baik dan benar* (Vocabulary is the basic thing in English and learning grammar is the later so we can have proper English). Actually there was

no one of participants rejected that statement. For them learning vocabulary is the first thing to do and learning grammar is the next. The importance of mastery vocabulary has been investigated by many researchers regarding the four skills of English need it

The last question in this part was “*Apa pendapat anda tentang bagian terpenting dari belajar bahasa Inggris adalah bagaimana belajar menerjemahkan bahasa sehari-hari anda ke bahasa inggris* (What do you think about the most important part of learning English is how to learn to translate your daily language into English?)”. First step to get easy in learning language is starting with the simple sentences or simple text. Student 2 answered “*Untuk Awal Awal Sebaiknya Terjemahkan Kata Kata Yang Sempel Sempel Saja Dulu* (for the beginning step, it is better to translate simple words)”. Student 6 said “*Dengan ada nya google translate kita lebih mudah mencari atau menerjemahkan bahasa sehari-hari menjadi bahasa Inggris* (with google translate, we can easily find or translate into English)”. Another student felt that translating Bahasa Indonesia into English is very difficult. He said “*Itu sangat sulit bagi saya, untuk menerjemahkan bahasa Inggris sehari-hari* (It is very hard for me to translate daily language into English)” while student 8 said “*Sangat bagus karna akan terbiasa* (it is good to do so we will get used to it). Almost all participants think that translating everyday Indonesian into English is very good to do. This can make them familiar with English. Especially in this age of technological advancement, with the internet, many translation applications or online dictionary can help.

4. Learning and Communication Strategies

The next part is Learning and communication strategies. It had 4 questions. The first was “*Bagaimana menurut anda cara terbaik untuk belajar bahasa Inggris* (What do you think is the best way to learn English?)”. Various answers were given by the participant, it is possible from their own experience. Student 1 answered “*Sering mencoba bicara menggunakan bahasa inggris, mendengarkan lagu2 favorite bahasa inggris, dll* (I often try to speak in English, listen to English songs, and etc). Student 4 gave more detain answer “*Dengan*

*mempelajari dasar dasar bahasa inggis dulu,baru mempelajari rumus” atau cara” mengabungkan kata” tersebut menjadi suatu kalimat (By learning the basic English first, then learn the formula or structure to put the words into a good sentence)”. 4 students answered that the best way to learn English is by memorizing vocabulary. There was also a participant said that taking English course is the best way to learn English. This opinion arises because to be able to speak English is not enough just to study at school. Additional time is needed beyond that. In addition, the environment also greatly affects the process of learning a person's foreign language. So one participant openly said that living in England is the best way to learn English. because like it or not the environment forced him to use that language. He said “*Tinggal di negara inggris (live in England)*”. A different way wa revealed by a participant, student 8 said “*jangan terlalu dipaksakan, belajar bahasa inggris juga bisa dilakukan dengan cara yang menyenangkan (don't be too forced, learning English can be done in a fun way)*”.*

The next question asked “*Bagaimana strategi Anda agar dapat berbicara bahasa Inggris (What is your strategy for speaking English?)*”. This question sounds the same as the previous, however, it was more specific in asking what strategies the students have done to be able speaking English. Student 2 said “*Mencoba mengganti beberapa bahasa sehari Hari menggunakan bahasa inggris (I try to switch my daily language into English)*”. Student 6 had different strategy for speaking English, he said “*Belajar dengan cara pengucapan,selain itu sering menonton YouTube cara cara mengungkapkan kata kata yang benar dan tepat (learn the pronunciation, beside that I often watch Youtube on how to pronounce the English words correctly)*. Student 11 and 13 had the similar strategy that is listening to the pronunciation by the lecturer or native speaker and imitate it. For them practice is much needed for speaking English beside memorizing vocabulary.

The third question was “*Menurut anda, seberapa penting untuk mengulang dan banyak berlatih bahasa Inggris (In your opinion, how much important is it to repeat and practice English a lot?)*”. Based on the answers to that question, the 15 participants believe that repeating and practicing English is

totally important. Student 4 responded “*Sangat penting kerna agar menambah besik atau skil dalam berbahasa Inggris* (It is very important in order to add basic skill in English)”. Student 6 explained “*Menurut saya mengulang dan sering berlatih itu lebih baik karna dalam bahasa Inggris semakin sering kita mengulang dan berlatih maka semakin mudah kita memahami, dan kemampuan berbicara kita akan semakin terlatih* (I think, repeating and practicing often is better because in English the more often we repeat and practice, the easier we will understand, and we will be more skillful in speaking)”.

The last question was “*Apa yang Anda lakukan ketika Anda tidak memahami materi pelajaran bahasa Inggris* (What do you do when you don't understand English subject matter?)”. Each student had their own strategy to understand English. Eight students said that whenever they got difficulty understanding English material, they would ask their friends or the lecturer as what student 8 said “*Berusaha bertanya ke temen* (I try to ask my friend). Other students chose to repeat the material by themselves or to browse the material on the internet. They also said that they had to translate the material into Bahasa Indonesia to get comprehension.

5. Motivation and Expectation

Related to this indicator, the researchers given 3 questions. The first question asking about the greater chance to find a job by studying English, “*Setujukah anda jika belajar bahasa Inggris dengan baik, anda akan memiliki peluang yang lebih besar untuk memperoleh pekerjaan* (Do you agree that if you study English well, you will have a greater chance of finding a job?)”. someone who has the ability of English will get more job opportunities. The job opportunities may be very limited if someone only speak in her or his first language. When they have English skill moreover in speaking they are able to look for jobs outside of their home country, which increases the size of the job market dramatically, even many workplaces in Indonesia requires the job applicant to be able speaking English. Student 7 gave the answer “*Ya, saya sangat setuju dengan belajar bahasa Inggris dengan baik, agar saya bisa lebih mudah*

memperoleh pekerjaan (I agree that by studying English seriously I can find a job easily)". The same with it student 10 said "*Iyaa,karna bahasa Inggris itu bahasa yg sangat dibutuhkan di pekerjaan apapun* (I agree, because English is a language that is needed much in any kind of jobs)".

"*Apakah anda ingin belajar berbicara bahasa Inggris dengan baik* (Do you want to learn to speak English well?)" was the sixteenth asked in the questionnaire. all participants answered that they really wanted to learn to speak in English. If they had been given the opportunity to learn English speaking they will not refuse it. Student 3 said "*Iyaa sangat ingin belajar bahasa Inggris dengan baik,cara berbicara, penulisan, pemahaman* (ya, I really want to learn English well, how to speak, write, and understand it)".

The third question was "*Apa harapan dan motivasi Anda dalam mempelajari Bahasa* (what are your expectations and motivations in learning English?)". Based on the results of the interviews above, it can be concluded that all research subjects answered related questions about hope and motivation in learning English. First, they hope that they are can speak English correctly and fluently, and secondly, their motivation is to make it easier to find work, both in their country or abroad, have foreign friends and also want to go abroad or around the world.

CONCLUSION

The students of Agribusiness major believe that learning English is very important for them and they believe that to have good English skills, learning must be carried out continuously, not relying on the existing abilities. They also know the benefits of having English skills. Regarding to their field is that marketing agricultural products, they can reach international market by mastering English. In this study their belief on the importance of English is not in line with their English score. Many factors effect the students' English achievement and it is possible to be investigated deeper by the next researchers.

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