

Analyzing non-English major students' needs, attitudes, and English language learning strategies

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ABSTRACT

Students learn English with different educational backgrounds at university level. Through this course, students can get the opportunity to develop their English competence for their learning success and future professional needs. To maximise the attainments of the goals, ESP teachers need to design ESP courses relevant to the students' needs and conditions. This study surveyed 180 non-English major students to investigate their needs in learning English, learning attitude, and language learning strategies. The results reveal students still lacking in all English skills and language use. Therefore, ESP teachers should provide learning materials and inputs that can develop students' English competence. ESP teachers need to struggle to make non-English major students hold a positive attitude toward English language learning. This finding showed that even though the students had confidence and motivation in learning English, they felt anxious and insecure during the teaching and learning process. Since this study involved non-English major students from different educational backgrounds, it was found that students' language learning strategies were various. The results did not show certain strategies used by the students in learning English in higher education. ESP teachers should provide a variety of teaching techniques that can help students maximise their English language learning.

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1. Introduction

English has increasingly become significant in today's global era. It influences all aspects of human life such as science, education, trade, technology, etc. Thus, English language learners had better improve their English proficiency so that they can use English for communication with foreigners, absorb abundant information from reading various English texts, attain more knowledge to support academic performance, and develop self-potential to achieve success in a career.

Meanwhile, being proficient in English is not easy. English language learners will encounter many problems and challenges in learning English especially for those who learn English as a foreign language. Du and Guan (2016) identify a number of factors that limit the efficacy of English language instruction and learning in an EFL context, including cultural considerations, classroom variables like class size and time, teacher English proficiency, assessment, a dearth of vocabulary mastery, and ignorance of the true educational needs of the students. In addition, Chostelidou (2010) states that students' previous learning experiences influence their current English proficiency. Students can be demotivated in learning English because of their displeasing experiences. Most EFL learners take part as non-English majors in higher education.

Nevertheless, they must take English courses as an educational requirement to finish their study. In other words, students learn English with different educational backgrounds at university level. The English course, which is offered by the university has some purposes such as English for General Purposes (EGP), English for Academic Purposes (EAP), and English for Specific Purposes (ESP). Some faculties prefer providing ESP courses. Five goals for teaching ESP are listed by Basturkmen (2010, 133). These goals are to disclose language use in subject knowledge, create target performance competencies, educate underlying information, establish strategic competence, and nurture critical awareness. Teachers of ESP courses should be able to link students' background to the teaching materials in order to meet the students' needs. Through this course, students can get the opportunity to develop their English competence for their future professional needs.

Considering non-English major students' needs in ESP teaching is very necessary. It should cover not only academic study needs but also workplace related learning needs. Budianto (2004) found that students needed the materials relevant to their study. They also needed to improve their speaking and reading skills for their future career. Besides, they took English courses for certain goals such as developing a career, finishing study and widening international relationships. Unfortunately, students had poor and low motivation towards the English program because English is taught with some assumptions from the teachers rather than based on the students' needs analysis. Whereas needs should be seen as an indispensable aspect of syllabus design. As a result, students

have difficulties in college English learning content. Therefore, doing needs analysis is very beneficial to provide suitable English course materials for non-English major students.

Furthermore, the attitude of the students is crucial for maximising learning and teaching outcomes. As a collection of attitudes on language use and its place in society, learners' attitudes can be categorised (Ahmed, 2015). Meanwhile, Mamun, et al. (2012, 200) further affirm that specifically, linguistic behaviour is explained by a concept called attitude toward language. It is undeniable that learning attitude influences students' academic performance. Latif, et al. (2011) found that attitude has a beneficial effect on performance in the English course. It reveals that there is a strong relationship between attitude and students' English achievement. However, having a positive attitude towards English language learning doesn't guarantee that students actively engage in the learning process. Noora (2018) claims that even though the vast majority of the college students had positive attitudes in English language learning in general, they had negative attitudes to college language courses. This condition may be brought on by unfavourable emotions or dread related to the learning process in the classroom. Hence, ESP teachers are suggested to create an effective learning atmosphere and engage students in an active learning environment.

Moreover, ESP teachers need to be aware of learning strategies used by non-English major students so that they can adjust their teaching strategies that can be used to help the students succeed in learning English in higher education. Nowadays, English language learning aims to be more self-directed and learner-centred. To meet the new demands of the curriculum, students at tertiary level need to be adequately aware of learning strategies. According to Ilma (2014), students' language learning techniques significantly influenced their level of English proficiency.

From the explanation above, this study mainly focused on analysing non English major students' needs, attitudes, and English language learning strategies. The results of the study can be the reference for ESP teachers to design ESP courses relevant to the students' needs. Teachers are also encouraged to bring the opportunities for the students to have a positive attitude toward English language learning and develop effective teaching practice to accommodate students to maximise their language learning strategies. Therefore, ESP learning in higher education can meet students' future professional needs.

2. Literature review

2. 1. Students needs in higher education

Hutchinson and Waters (1987) advocated the utilization of three comprehensive subcategories of needs during the process of needs analysis in language educational settings. Necessities: The linguistic abilities and knowledge that learners must possess in order to effectively operate within a specific context. Wants: Examination of learners' self-perception about knowledge requirements. While there may be variations in

individual preferences and these preferences may be influenced by the perceived requirements of course designers, it is important to acknowledge that learners' preferences have an impact on the effectiveness of learning and so warrant consideration. The lack lies in the disparity between the desired level of language proficiency that learners aim to achieve and their current level of proficiency. The lack refers to the skills that learners consider as inadequate.

Based on the three classifications of needs, the teachers might examine the needs, wants and necessities in the level of higher education. According to Garcia (2002), students' needs are not only required English communication skills for performance duties, but also the performance skills that could help increase students' motivation for learning English and prepare the students' future jobs as being the target situation where English is going to be used, for example, making an appointment, contract and correspondence. Moreover, students are required to increase English language proficiency for students to use English and communicate meaning in spoken and written context at their universities.

Some researchers confirmed that students' needs in higher levels included language skills and learning preferences (Liu, Chang, Yang, & Sun, 2011). Badruddin (2015) states that reading activities are the most preferred and deployed in the class, while speaking and listening are mostly preferred by students. However, the perceptions of the needs of students and teachers are significant discrepancies, especially students of higher education (Eslami, 2010). The teachers could determine the students' needs and challenges by analysing students' needs. Need analysis in higher education could be used in determining the language course. According to Salazar (2017), needs analysis findings will help the ESP instructor find important data about the students. The instructor will be aware of their potential language-related professional needs, language-related needs, and language-related shortcomings. Liu, Chang, Yang, and Sun (2011) points out that need analysis could be hierarchical levels for instructional curriculum development. In addition, Brown (1995) needs analysis collected by subjective and objective information to construct and validate the curriculum instructions that fulfil the language learning requirement of students in the particular institution.

2.2. *Language learning attitudes*

An important component affecting language performance is attitude. Attitudes could construct linguistic behaviour in particular and lead to consistent behaviour (Mamun, et al., 2012, p. 200). Learning behaviours and performance are both impacted by learners' attitudes. A significant correlation between attitude and success has also been shown in numerous studies on language attitudes. According to Mamun, et al. (2012), the respondents' good attitudes toward the English language can be linked to the fact that they were instrumentally motivated to learn the language.

Based on the previous studies, a positive attitude or negative attitude brings success and failure in learning English. According to Yosinta (2020), these attitudes could

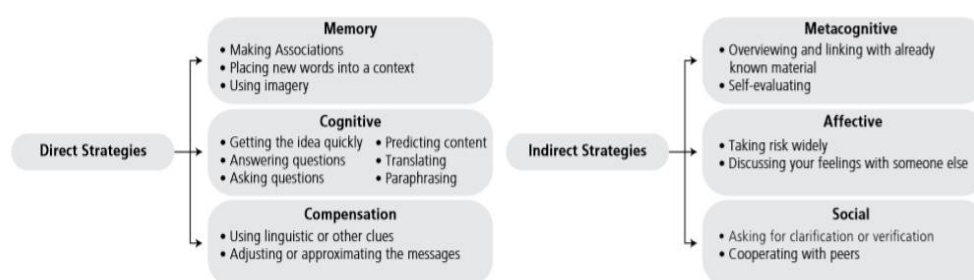
influence students' behaviour toward English learning. In this case, the positive attitudes to English tend to desire and optimistic feelings to learn English that can give a positive impact on English achievement, while negative attitudes tend to feel stress and anxiety that can bring failure in learning English (Peric & Radic, 2021; Moritanos-Johnston (2018).

In the context of the classroom, attitudes toward the learning setting are acknowledged as a key determinant of the learning process and final success. However, because most students from non-English majors felt uncomfortable or were afraid of following instructions in class, they did not actively participate in the learning process (Tran & Duong, 2013). In addition, Noora (2018) discovered that the vast majority of these students enrol in college English classes merely because it is a requirement for admission to every university. In other words, people see language learning positively overall but negatively toward college-level language courses. Based on their exposure and experiences in the academic settings and work field can encourage students' attitudes towards English language.

2.3. English Language Learning Strategies

Language learning techniques are viewed as deliberate choices made by students to speed up language acquisition (Ehrman & Oxford, 1990). Additionally, Cohen (1998) claimed that language learning strategies are the process that students selected to take actions in learning second or foreign languages through direct strategies and indirect strategies. There are two categories of language acquisition strategies: direct strategies and indirect strategies, according to Oxford (1990).

Figure 1. Learning Strategies (adapted from Oxford, 1990)



According to Cheng et al. (2007), engineering students prefer to use cognitive techniques more often than social/affective strategies. Surprisingly, metacognitive strategies are also rarely used. Their learning preferences, learning style, and the social environment in which they are learning English as a foreign language all have a significant role in how they choose particular learning tactics. They also firmly believed that such strategies would benefit English language learning. Their limited learning objectives include meeting emotional requirements, increasing score increases, improving reading and listening comprehension, and last but not least, memorization of words and phrases.

3. Method

3.1. Research design

This study used a descriptive study aimed at describing non-English major students' needs, attitudes, and learning strategies towards their English language learning at university level. To collect the descriptive data, this study used a survey method with a cross-sectional design. Creswell (2005) explains that a cross-sectional design is used when the researchers collect the data at one point in time. In addition, Mathers, Fox and Hunn (2009, p.5) state that cross sectional survey provides a snapshot of what is happening in a group at particular time. The survey was developed by using Google Form and the link was shared among students via WhatsApp.

3.2. Sampling method

This study was conducted at one of universities in South Sumatera Indonesia for an undergraduate program. There are 4 faculties (Faculty of Economics, Engineering, Agriculture, and Teacher Training and Education) with 11 study programs (Management, Accounting, Civil Engineering, Mechanical Engineering, Electrical Engineering, Industrial Engineering, Architecture, Agro technology, Agribusiness, English Education, and Indonesian Language Education). However, the English education study program was excluded since the population of this study was non-English major students at the university.

In choosing the sample, this study used non random sampling - convenience or opportunistic sampling. This sampling is defined as a sampling technique in which the respondents are selected purely because they are easily accessible (Mathers, Fox & Hunn, 2009). It means that all non-English major students at the university were possible to be the sample of this study. However, the researchers limited the number of the sample. There were 180 students involved in this study. The participants comprised female students (67%) and female students (37%). The distribution of the sample of this study is presented in Table 1 below.

Table 1
Sample of the study.

No	Faculty	Study Program	Number of Students	Percentage
1	Faculty of Economics	Management	36	20%
		Accounting	33	18,3%
2	Faculty of Engineering	Civil Engineering	20	11.1%
		Mechanical Engineering	16	8.9%
		Electrical Engineering	13	7.2%
		Industrial Engineering	9	5%
		Architecture	19	10.6%
3	Faculty of Agriculture	Agro technology	11	6.1%
		Agribusiness	7	3.9%
4	Faculty of Teacher Training and Education	Indonesian Language and Literature Education	16	8.9%
		Total	180	100

Questionnaire is the common instrument used for a descriptive survey study. There were three kinds of questionnaires used in this study: (1) students' needs questionnaire, (2) learning attitude questionnaire, and (3) language learning strategies questionnaire.

3.3. Data collection

There were some procedures in conducting this study. First, researchers identified problems of the study. It was found that English was taught based on ESP teachers' preferences and the lens of their teaching experiences without considering non-English students' needs, attitude, and English language learning strategies. Second, the instruments were developed based on the purposes of this study. There were three kinds of questionnaires used in this study: (1) students' needs analysis questionnaire, (2) learning attitude questionnaire, and (3) English language learning strategies questionnaire.

Before the instruments were given to the sample, they had been translated into Indonesian since the respondents of this study were non-English major students. Third, researchers organised the instruments using Google Form to make it easier accessed by the students. Fourth, researchers arranged the research schedule and determined the sample. They coordinated with the lecturers from 10 study programs of the university. Fifth, researchers collected the data by sharing the link of the Google Form to the lecturers. Then, the lecturers distributed the link to their students via WhatsApp. Since 17 out of 197 of the responses were not completely filled in by the students, there were 180 responses that were analysed by researchers.

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3.3.1. Students' needs questionnaire

The needs analysis survey gathered participants' basic characteristics, such as their gender, academic programmes, semester, and occupation. Meanwhile, the students' needs questionnaire used in this study was developed by using eight aspects from a complete model of needs analysis in ESP proposed by Dudley-Evans and ST John (1998), Xing (2018), and Wu and Lou (2018). There were 28 items of the questionnaire consisting of professional information, personal information, English language information, learners' lacks, language learning information, target situation, learners' needs from the course, and learning environment.

3.3.2. Learning attitude questionnaire

To investigate non-English major students' learning attitude, this study used a language learning attitude questionnaire written by Orwig (1995) from SIL International. There were 36 statements distributed to students consisting of 6 aspects measured: self-image, inhibition, risk-taking, ego permeability, motivation, and ambiguity.

3.3.3. *Language learning strategies questionnaire*

This study used a questionnaire of Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL) from Oxford (1989). There were 50 statements in form of Likert Scale consisting of six learning strategies: memory, cognitive, compensation, metacognitive, affective, and social.

3.4. *Data analysis*

Data analysis is deployed by using descriptive analysis to answer research questions. The researchers administered the needs analysis questionnaire, learning attitudes questionnaire and language learning strategies questionnaire. Then, the students' responses to the questionnaires were analysed using percentage analysis to classify students' needs, learning attitudes, and language learning strategies. The highest percentage of the answers of each question is considered representing students' needs, attitudes, and learning strategies. The tables are used to display the results and data results were presented descriptively.

4. Findings

Findings and discussion section is where you report the results of your study based upon the methodology you applied to obtain significant information regarding your research focus. This section should state the findings of the research arranged in a logical sequence without any bias interpretation. The discussion will always connect to the introduction by ways of the research questions you have posed and the theories or literature you reviewed, but it does not simply reiterate or rearrange the introduction; the discussion should always explain how your study has relocated the readers' understanding of the research questions or problems from where you left them at the end of the introduction section.

4.1. *Results of students' needs analysis*

4.1.1. *Professional information about the learners*

There were 111 (61.7%) students strongly agreed that learning English inside and outside the class can help their education and career while 68 (37.8%) students agreed, and 1 (0.5%) students moderate. No student disagreed and strongly disagreed with this statement.

4.1.2. *Personal information about the learners*

Students considered the importance of learning English at the university level for different reasons. 43.3% of the students thought that learning English could support the success of their future career. 37.2% of the students learned English because it helped them communicate with foreigners. 16.1% of the students agreed that learning English could support the success of their study. While only a few students learned English for

other reasons such as determining graduation (2.2%), learning international language (0.5%), and increasing vocabulary about the field of study (0.5%).

4.1.3. English language information about the learners

This aspect investigated students' current skill (listening, speaking, reading, and writing) and language use (vocabulary, grammar, pronunciation). Students admitted that they had average ability for reading (48%), vocabulary (44%), grammar (43%), and pronunciation (47%) while they considered that their listening (41%), speaking (49%), and listening (47%) abilities were in good level. The results are illustrated in the following diagram.

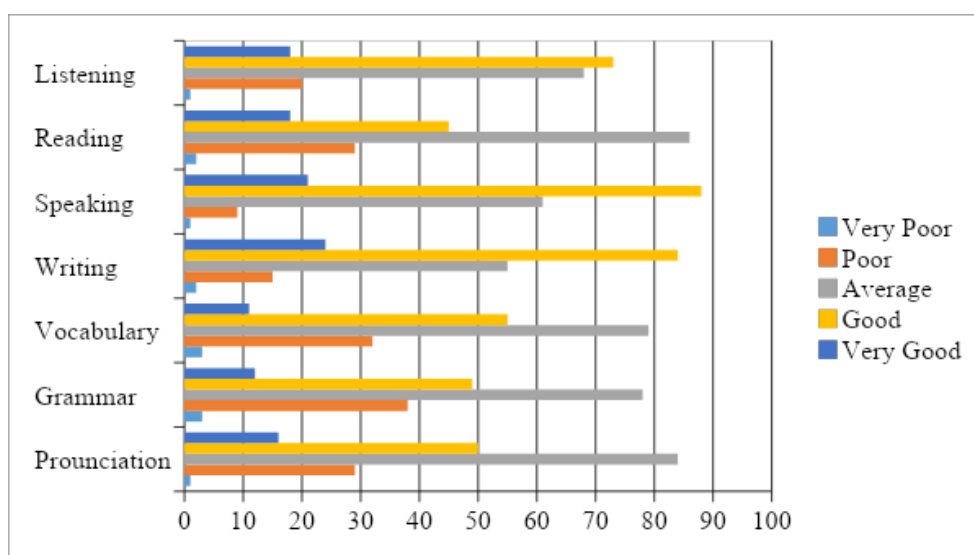


Figure 2. Students' current skill and language use

For the English proficiency level, there were 44 students (24%) in lower basic level, 67 students (37%) in upper basic level, 48 students (27%) in lower intermediate level, 21 students (12%) in upper intermediate, and no student was in advanced level.

4.1.4. The learners' lacks

After asking the learners to list skills and language uses from the hardest one, students answered that level of difficulty in learning English as follows: grammar (24%), listening (22%), pronunciation (20%), vocabulary (14%), speaking (13%), writing (4%), and reading (3%).

4.1.5. Language learning information

Students' answers for this aspect could be used to find effective ways of learning the skills and language use determined by the lack. The aspects used adapted the theory of Xing (2018) attempt to determine English course activities to obtain their weaknesses and strengths based on their preference activities. The information was about the students' preferences for learning activities to have input in order to increase their language skills

including listening, speaking, reading, writing and supplementary language skills consisting of vocabulary, grammar and pronunciation. In summary, the students' preferences are a variety for each skill. The results for this aspect are summarised in Table 2.

Table 2

Language learning information.

No	ASPECT	ACTIVITIES	TOTAL	PERCENTAGE
1	Listening activity that the students like	identify things related to dialog/monologue	74	41,1%
		identify expressions related to dialog/monologue	43	23,9%
		answer questions in written from dialog/monologue	32	17,8%
		answer questions orally from dialog/monologue	31	17,2%
2	Speaking activity that the students like	discuss certain topic or problem	65	36,1%
		practice dialogue in front of class with partner	54	30%
		role play	33	18,3%
3	Reading activity that the students like	share information with friends in group	27	15%
		comprehend the text by translating it into Indonesian	59	32,8%
		read aloud the text by using correct pronunciation and intonation	44	24,4%
		discuss the content of the text in group to comprehend it	42	23,3%
4	Writing activity that the students like	read the text individually and answer questions about the text	29	16,1%
		analyze new vocabulary	6	3,3%
		arrange sentences into one correct paragraph	99	55%
		identify and correct sentence structure errors	39	21,7%
		write the text that is similar to the text given	25	13,9%
5	Learning activity that can enrich the students' vocabulary mastery	identify and correct punctuation errors in the text	17	9,4%
		match English words or expressions with provided meanings	80	44,4%
		predict the meaning of new words based on the context that was read or heard before	28	15,6%
		match English words or expressions with pictures	27	15%
		complete sentences or paragraphs using own words based on knowledge	23	12,8%
6	Learning activity that	complete sentences or paragraphs with the words given	22	12,2%
		write sentences based on patterns that have been learned	69	38,3%

	can improve the students' grammar mastery	identify sentence structure errors	60	33,3%
		justify sentence structure errors	51	28,3%
7	Learning activity that can improve the students' pronunciation	imitate the pronunciation exemplified by the lecturer	100	55,6%
		discuss with classmate or small group about the correct pronunciation	43	23,9%
		read aloud by looking at the phonetic transcription	33	18,3%
		practise English pronunciation by having dialog in English	1	0,5%
		watch DVD	1	0,5%

4.1.6. Target situation

The aspects of the situation analysis questionnaire are adapted from the theory Wu and Lou (2018). Target situation presents the expectation of English used in future works. There are two aspects showing the activities of students in their future careers based on their necessities. The information about how language use and skills are used in the target situation. From the questionnaire results, it was revealed that the interaction using English with the clients and customers are needed to accommodate their future careers. Besides their priorities, written English and read English texts had chosen to support their career in the target situation.

Therefore, communicative skills using English are necessary to learn at present for future time. Communication in written and spoken English are crucial to support their careers in any work field. As a consequence, the teachers and stakeholders should consider the demands in the work field.

Table 3
Target situation.

No	ASPECT	ACTIVITIES	TOTAL	PERCENTAGE
1	English subject is supposed to make students use English more often to ... at work later	interact using spoken English well at work later	128	71,1%
		understand what is delivered by client or boss from abroad at work later	71	39,4%
		use sentence structure (grammar) well	50	27,8%
		interact using written English well at work later	48	26,7%
		understand texts related to work later	38	21,1%
		master vocabulary related to the expertise area	36	20%
		interact using spoken English with clients or customers	112	62,2%
		read English texts to expand work skill	32	17,8%
		join job training and international seminar	22	12,2%
		interact using both formal and informal written English (correspondence)	13	7,2%

interact using both spoken and written English with clients and boss 1 0.5%

4.1.7. Learners' needs from the course

This aspect contains information about what is wanted by the learners from their English class. For the learning topic, most students prefer to have learning materials related to daily life, their field of study, and education. Only a few students like the learning topic about current issues and hobbies. The summary of the results is displayed in the following diagram.

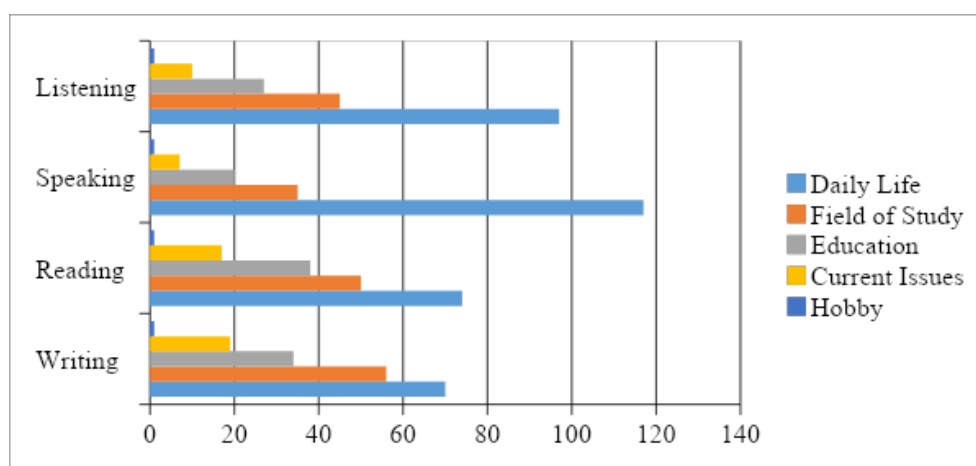


Figure 3. Students' learning topic preferences

Meanwhile, most students have interest in learning general vocabulary that can be used in daily life (71,7%). While the others (28,3%) prefer the technical terms or vocabulary related to the field of study. The same result also happens to the learning of grammar. 86% of the students are interested in learning grammar that can be used for general communication and 14% prefer learning grammar about scientific discourse related to their field of study. In addition, most students (90,6%) realized the importance of learning English pronunciation.

Furthermore, students expect some learning inputs that they need from the course. The results are summed up in Table 4 below.

Table 4
Learning input.

No	ASPECT	LEARNING INPUT	TOTAL	PERCENTAGE
1	Listening	listen to the lecturer or instructor	87	48,3%
		listen to the presentation or discussion of national and international seminar	70	38,9%
		listen to authentic materials such as news, radio broadcasting, film, and song	69	38,3%
		comprehend test (TOEFL, examination, etc)	63	35%
		daily conversation	1	0.5%

2	Speaking	monolog and dialog that provide list of new vocabulary and phonetic transcription	100	55,6%
		monolog and dialog that provide pictures	62	34,4%
		commonly used authentic materials	34	18,9%
		monolog and dialog	25	13,9%
3	Reading	read textbook	82	45,6%
		read English information from internet	58	32,2%
		read assignment	57	31,7%
		read journal / academic publication	46	25,6%
		read manual or product description	37	20,6%
		read office documents such as letters or contract documents	31	17,2%
		read instructions, rules and notes in the lab	27	15%
4	Writing	write report or assignment	64	35,6%
		write scientific articles, papers, proposals	57	31,7%
		answer written examination	48	26,7%
		write duties at work (memo, correspondence)	41	22,8%
		write job application letter	38	21,1%
		write instructions (messages, direction)	38	21,1%
		write resume	31	17,2%
		describe product	28	15,6%
		describe diagram, table, chart	18	10%

4.1.8. Learning environment

This analysis tells the information about the environment in which the course will be run. In the process of learning English, students prefer to work on assignments/learning activities in groups (43%), class discussion (47%), individually (16%), and in pairs (14%). Meanwhile, during the process of learning English in class, students would prefer to discuss problems or do assignments (61%) rather than writing all the information explained by the lecturer (23%) and just listening to the lecturer's explanation in class (16%). Moreover, in doing English assignments in class, students prefer the lecturer to give examples about certain discussions then give assignments (37%), provide questions then discuss them (33%), and observe students' work and then provide answers if students get difficulty (26%). Just a few of them (4%) like the lecturer who goes around the class and gives comments on students' work.

4.2. Results of students' learning attitude

In general, non-English major students of this study had a negative attitude toward their English learning at university level. They showed a positive attitude only for self-image and motivation while inhibition, risk taking, ego permeability, and ambiguity hold negative attitudes. Table 5 presents the result.

Table 5

Results of students' learning attitude.

No	ASPECT	MEAN	POSITIVE		NEGATIVE	
			TOTAL	PERCENTAGE	TOTAL	PERCENTAGE
1	Self- Image	1.2	81	45%	99	55%
2	Inhibition	-1.3	26	14.0%	154	86%
3	Risk-taking	-1.05	11	6%	169	97%
4	Ego Permeability	-0.06	45	25%	135	75%
5	Motivation	2	107	59%	73	41%
6	Ambiguity	-0.2	23	13%	157	87%

4.3. Results of students' language learning strategies

The result from language learning strategies questionnaire indicated that non-English major students of this study used different kinds of English language learning strategies: 1) Metacognitive (58,6%), 2) Memory (52,5%), 3) Affective (51%), 4) Social (49,3%), 5) Compensation (47,6%), and 6) Cognitive (44,1%). The results can be seen in Table 6 below.

Table 6
Results of students' language learning strategies.

NO	STRATEGIES	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
1	Memory	3,5%	11,7%	32,3%	35,7%	16,8%
			15,2%		52,5%	
2	Cognitive	5,5%	14,7%	35,7%	31,5%	12,6%
			20,2%		44,1%	
3	Compensation	8,2%	13%	31,2%	35,3%	12,3%
			21,2%		47,6%	
4	Metacognitive	3%	8,6%	29,8%	31,7%	26,9%
			11,6%		58,6%	
5	Affective	9,8%	10,8%	28,4%	30,4%	20,6%
			20,6%		51%	
6	Social	6,7%	14,1%	29,9%	31,8%	17,5%
			20,8%		49,3%	

5. Discussion

The results of the study reveal some important points related to non-English major students' needs, learning attitude, and English language learning strategies. First, English is taught for the students from different educational backgrounds in higher education to help students succeed both in education and their future career.

Second, most non-English major students in this study had average and good ability for the English skills and language use. Meanwhile, their English proficiency level was in the upper basic level. Chostelidou (2010) states that students' previous learning experiences influence their current English proficiency. It indicated that students had not maximally achieved the learning objectives from the previous English course yet.

Third, students still lacked all English skills and language use. Therefore, ESP teachers should provide learning materials and inputs that can develop students' English competence. For the learning materials, students' learning preference is about the topic of daily life and field of their study. Budianto (2004) affirms that students needed the materials relevant to their study. Students could engage more in the learning process when they are familiar with the topic discussed. For the learning inputs, students need more learning activities that can direct them to be independent learners. According to Septiana, Petrus & Inderawati (2020), the expected activities based on students' needs could lead to the successful English achievement of students. Hence, ESP teachers should provide opportunities for the students to explore and practise more on their English mastery.

Fourth, students prefer to have collaborative learning during the study and discuss the materials by using the examples from the real contexts. This finding reveals that contextual teaching and learning can benefit non-English major students to comprehend more the topic so that they can use English to support their future professional needs.

Fifth, ESP teachers need to struggle to make non-English major students hold a positive attitude toward English language learning. This study reveals that even though the students had confidence and motivation in learning English, they feel anxious and insecure during the teaching and learning process. ESP teachers need to create an effective learning atmosphere and engage students in an active learning environment to bring the opportunities for the students to have a positive attitude toward English language learning as Latifah et al. (2011) found that attitude plays a positive impact on performance in the English course.

Sixth, since this study involved non-English major students from different educational backgrounds, it was found that students' language learning strategies were various. The results did not show certain strategies used by the students in learning English in higher education. Meanwhile, Ilma (2014) found that students' language learning strategies made a significant contribution to their English proficiency. Therefore, ESP teachers should provide a variety of teaching techniques that can help students maximise their English language learning.

6. Conclusion

After conducting a survey about non-English major students' needs, attitude, and English language learning strategies, the results show that English teachers need to design ESP courses relevant to the students' needs. The course should cover not only academic needs but also workplace related learning needs on the basis of students' needs analysis not on the basis of the teachers' intuition and assumptions. Moreover, most non-English major students still hold a negative attitude toward English language learning. ESP teachers need to create an effective learning atmosphere and engage students in an active learning environment to bring the opportunities for the students to have a positive attitude toward English language learning. Furthermore, ESP teachers need to adjust their teaching strategies with language learning strategies used by non-English major students.

Since students employed various strategies in learning English. In short, ESP teachers must fit their teaching practice with the students' needs and conditions.

Considering the results of this study, researchers proposed some suggestions. First, English is taught to the students with different educational backgrounds in higher education. Hence, ESP teachers need to do needs analysis to select appropriate teaching materials and activities before designing their ESP class. Teachers need to realise that they should accommodate their teaching practice optimally to help non-English major students achieve their learning objectives. Second, ESP teachers need to create an effective learning atmosphere and engage students in an active learning environment to bring the opportunities for the students to have a positive attitude toward English language learning. Third, ESP teachers are demanded to develop effective teaching practice to accommodate students and maximise their language learning strategies. Fourth, students at university level need to learn English to support their success both in education and future professional needs. They have to be aware of their attitude and strategies in learning English to help them direct their own learning.

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