English Acquisition of a Female Syrian Immigrant Student of Islamic Elementary School in Indonesia

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Abstract

Second Language Acquisition (SLA) is of paramount importance in second or foreign language, in this case English, learning. Thus, it is necessary to figure out how a learner acquires English language in non-English speaking countries. This study was aimed at investigating how a female Syirian student living in Indonesia acquires English as her third language and how she enriches English vocabularies. This research was presented in qualitative approach. The participants were a Syrian female student, Louren Haidar, her parents, her friends and also her english teacher. To collect the data, observation, interview and documentation were conducted. The result of the study showed that Louren acquired English mostly from classroom activities where her teachers played the biggest role. To enrich vocabularies Laured did some strategies such as Arabic-English translation, writing down the new words, and reading a lot. One of the hardest challenges she faced was pronouncing certain sounds in English such as /p/ and /b/, /v/ vs. /f/, /tʃ/ and /dʒ/ ch + j.

Keywords: *word production, SLA, English, female Syirian student*

Abstrak

Second Language Acquisition (SLA) atau pemerolehan bahasa kedua merupakan bagian yang sangat penting dalam pembelajaran bahasa kedua atau asing, dalam hal ini Bahasa Inggrisr. Dengan demikian, kita perlu mengetahui bagaimana pelajar memperoleh bahasa Inggris di negara-negara yang tidak berbahasa Inggris. Penelitian ini bertujuan untuk menyelidiki bagaimana seorang siswa perempuan asal Suriah yang tinggal di Indonesia memperoleh bahasa Inggris sebagai bahasa ketiganya dan bagaimana ia memperkaya kosakata bahasa Inggris. Penelitian ini disajikan dengan pendekatan kualitatif. Para pesertanya adalah seorang siswa perempuan asal Suriah bernama Louren Haidar, orang tuanya, teman-temannya dan juga guru bahasa Inggrisnya. Untuk mengumpulkan data, observasi, wawancara dan dokumentasi dilakukan. Hasil penelitian menunjukkan bahwa Louren memperoleh bahasa Inggris sebagian besar dari kegiatan kelas di mana gurunya memainkan peran terbesar. Untuk memperkaya kosakata, Laured melakukan beberapa strategi seperti terjemahan Arab-Inggris, menuliskan kata-kata baru, dan banyak membaca. Salah satu tantangan terberat yang dia hadapi adalah mengucapkan suara-suara tertentu dalam bahasa Inggris seperti / p / dan / b /, / v / vs. / f /, / tʃ / dan / dʒ / ch + j.

Kata kunci: *produksi kata, SLA, bahasa Inggris, siswa imigran asal Suriah*

Introduction

In mastering a new language, one of the most vital things that children should master is the component of sounds, syllable, or a sentence which is a part of language acquisition process[1]. Subsequently, in acquiring a language, children engage not only natural features but also cognitive growth.

When it comes to word production, children undergo some stages. In the first year, the children start to speak or to produce a variety sounds. The first children's sound is called babbling[2], altough the sound sometimes heard discomfort but it is the beginning of making utterances. During the babbling stage, therefore, the child is doing two important things, namely trying out mechanism needed to speak, and establishing the sircuits by which motor activity and audotory impressions are determinedly connected together.

The following stage in development of speech in a child is the development of articulation[3]. Articulation absolutely plays an especially essential task. Meaning to say, through the articulation, children will hear sound and will try to say it again. In this term, children more frequently duplicate what they hear from adult people. During this period, the child is perfecting the motor skill. When the child tries to utter the word, he links this auditory memory with a very multifaceted model of activity.

When children are still at a very young age, they began acquiring at least one language[4]. Those languages that they produce are commonly known as first language. In acquiring this first language they do not need to think much and just require considerably little conscious endeavor or awareness. This is because, usually, when a child tries to produce his first language, he is in the same environment with first language itself. Knowing first language is indeed enough to communicate with other people. However, since in this globalized era where everyone from can travel to all parts of the globe for many reasons, learning second or foreign language becomes necessary.

One of situations for which children need to learn a new language is when they have to follow their family to move to other countries. New environment, people, culture and many other new things insist them to be able to talk in a language understood by the citizens of the country[5]. Only having an ability to speak in their native language might bring them into some possible problems. As a consequence, parents unquestionably play a greatly vital role[6] to direct their children and give them a wide opportunity to be trained a new language. This was undergone by a Syrian girl named Louren Haidar.

Based on interviews with her parents, Louren came to Indonesia with her family

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[1] Abdul. Chaer, *Psikolinguistik Kajian Teoretik* (Jakarta: Rineka Cipta, 2003).

[2] Mohamed Lahrouchi and Sophie Kern, 'From Babbling to First Words in Tashlhiyt Language Acquisition: Longitudinal Two-Case Studies', Canadian Journal of Linguistics, 63.4 (2018), 493–526 <https://doi.org/10.1017/cnj.2018.6>.

[3] May Bernhardt, Joseph Paul Stemberger, and Monique Charest, 'Intervention for Speech Production in Children and Adolescents', *Canadian Journal of Speech-Language Pathology and Audiology*, 34.3 (2010), 157–67.

[4] NAJA FERJAN RAMÍREZ, AMY M. LIEBERMAN, and RACHEL I. MAYBERRY, 'The Initial Stages of First-Language Acquisition Begun in Adolescence: When Late Looks Early', *Journal of Child Language*, 40.2 (2013), 391–414 <https://doi.org/10.1017/s0305000911000535>.

[5] Monica Boyd and Xingshan Cao, 'Immigrant Language Proficiency, Earnings, and Language Policies', *Canadian Studies in Population*, 36.1–2 (2009), 63–86 <https://doi.org/10.25336/p6np62>.

[6] Ismail Hakkı MİRİCİ, Rebecca Galleano, and Kelly Torres, 'IMMIGRANT PARENT vs. IMMIGRANT CHILDREN: ATTITUDES TOWARD LANGUAGE LEARNING IN THE US Ismail Hakkı M İ R İ C İ 1 , Rebecca GALLEANO 2 & Kelly TORRES 3', 7.2 (2013), 137–46.

as an illegal immigrant. This was due to the occurence of war in her country that forced them to run away. She and her family must survive in Indonesia to live, especially in term of communicating with Indonesian. Their mother tongue is Arabic. However, in Indonesia Lourens has mastered two languages, namely Indonesia and English. Indonesian language is because her environment is full of Indonesian people. In the other hand, she has also to master English, because The United Nation will move her to another country which accepts her as a sanctuary. In short, Louren is a Syirian female child, who learns second language is as a duty, her L1 is Arabic and she has to master English as her second language in Indonesian community.

In the process of language acquisition, both mother tongue and foreign language, children are required to learn the language in natural setting as well as in the formal class, in which they are guided by a teacher. It is usually found that children make some mistakes which are usually caused by their lack of understanding on the foreign language, in this case, English.

Second Language Acquisition (SLA) is a branch of language study that focuses on the examination of second or foreign language learning, especially how and why it occurs. In Indonesia, English is a foreign language, and it is primarily learn in classroom or other education class. In Indonesian context, though English is a foreign language[7], it has unique and important position, because there are English subject in every level education now, and English become compulsory subject.[8]

Communication with other people who can not understand her language was the reason why Louren learnt English language. She learnt English in her school with her friends or her teacher, and English became her favourite subject. In addition, there was a person who had an important role in helping her to improve her English. She was her teacher in Ruhama's Islamic Elementary School. Her teacher helped her in teaching vocabularies Louren did not know. For example, Louren wanted to know the word "stone", the teacher then described the "stone" in three languages, namely Arabic, Indonesian and English.

As it is generally accepted, ELT in Indonesia is still considered less successful in achieving its goals. Therefore, there is a need of new research-based information which helps succeed English teaching and learning, it is important to know and learn from real experiences undergone by a person who is also non-English speaker, in this case the Syrian girl. Thus, the writer conducted a research specifically on the word production by a Syrian girl.

There are growing body of prior research in children's language acquisition. Nevertheless, studies on how an immigrant child in Indonesia acquires a new language is still rare. This study is significant because it was to provide information and expanding theory in a field of word production and the perception of English learners. Besides, this study could enrich the source of word production. Therefore, it is expected that the

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[7] Allan Lauder, 'THE STATUS AND FUNCTION OF ENGLISH IN INDONESIA : A REVIEW OF KEY FACTORS', *MAKARA, SOSIAL HUMANIORA*, 12.1 (2008), 9–20.

[8] Azkia Muharom Albantani and Ahmad Madkur, 'Think Globally , Act Locally : The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia', *International Journal of Applied Linguistics & English Literature*, 7.2 (2018), 1–8 <https://doi.org/http://dx.doi.org/10.7575/aiac.ijalel.v.7n.2p.1>.

result of the study could enrich the source the word production.

Method

This study employed qualitative descriptive approach. The participants were a Syrian female student, Louren Haidar, her parents, her friends and also her English teacher. To collect the data, observation, interviews and documentation were conducted. Subsequently, the data collected were analyzed using Miles and Huberman Model[9] by which the writer gathered the data, reduced them by summarizing and selecting the specific related things, displayed and, lastly, verified them by making conclusion of the data.

Findings and Discussion

A. The Female Syrian child's Perception on English language

Some questions were given to Louren to know the importance of English in the perspective a young Syirian girl living in Indonesia. Knowing the students' perception is necessary because it is one of influential factors in learning. According to Lindsay & Norman, perception is the process by which someone interprets and organizes sensation to give birth to an important experience of the world[10].

1. Why does Louren English?

About her perception on English language, Louren said, "*I tried my best to learn Bahasa but I got better in English*" (IL. No.2). As a Syirian girl living in Indonesia, she had to adapt with the environment where she did her daily lives. To her, acquiring

English was relatively easier than learning *Bahasa.* However, because all of her friends were Indonesian, she is driven also to learn *bahasa.* This condition made her able to speak three languages, namely Syirian, English and *bahasa* Indonesia.

Then when asked about the reason why she learnt English, she stated that she learnt it to communicate with people who do not speak her language. Meaning to say, the main reason of her English learning was communication and survival. She perceived that if she mastered English, she can live well in Indonesia. Moreover, she was also able, even though not fluent, to speak *bahasa* Indonesia. Due to the importance of English for her, she told the writer that even though someday she might not live in Indonesia anymore, she would keep learning English. (IL. No3)

Different from many English learners who usually perceive the fact that English is an international language as the main reason of learning English, Louren simply answered that the reason of her learning English was to speak with her friends and teachers.

2. What English skill is the most useful one?

Shortly, Louren surely answered, "*speaking and listening*" (IL. No.5). She then elaborated that these two skills are like a package by which she could communicate with other people especially her friends and teachers here in Indonesia (IL. No.6). Why not reading and writing? These two skills were not used by Louren everyday. She wrote and read English in the classroom only. In other words, reading and writing were for her academic needs. Meanwhile, speaking and listening are the devices to survive and deal with her surrounding.

The writer could know that to be a young girl from an imigrant family living in

9 B Miles, M. and Huberman, A M, *Qualitative Data Analysis: A Sourcebook for New Methods (2nded.).*, 2nd edn (Tousands Oaks, CA: SAGE, 1994).

10 Ahmad Madkur, 'The Non-English Major Lecturers Speak English : The Barriers Encountered by Adult Learners', *Journal on English as a Foreign Language*, 8.1 (2018), 39–56 <https://doi.org/10.23971/jefl.v8i1.584>.

Indonesia was not an easy thing. This was said by her mother that,

"I needed more than one month to make them brave and confident to socialize and keep in touch with children here. I had to accompany her going to school and made sure fist whether her teacher could handle her" (IP. No.5).

From this statement, it could be known that how Louren must struggle to start living here with new atmosphere, new people, new friends, new culture and so forth. Therefore, when she knew that English could be a tool of communication with people around her, she became interested and spirited to master English more and more. Today, what she felt at the beginning like fear, uncnfidence, worry, and anxiety could be well managed and because of her speaking and listening skill, she could do many activities with her friends, such as playing, having study group, doing the school assignment and so on (IP. No.6).

B. The Source of Acquiring English language

Every foreign language learner has different learning style to acquire the language. This session was to get to know how Louren could understand and then be able to speak English. This is an important aspect of this study because as it is known, learning strategy is one of the influential factors in mastering a foreign language.

1. What Source to Learn English Language?

This question was responded by Louren by telling the writer that she learned from my friend and little from my school (IL. No.6). Here, the writer knew that Louren only learnt English language by interacting with her friends and following English lesson at school. Despite her big willingness to master English, Louren felt enough to learn from friends and school.

Most of English vocabularies she already acquired was from her teachers and few words from friends. Louren said, *"someone who teaches me English is teacher and friends"* (IL. No.7). In line with Louren, her mother stated that at home, Louren did not get a new English word because she communicated in Arabic language with family.

Meanwhile, her teacher at school argued that Louren is a kind of fast learner in English class. The teacher said, *"often, Louren understands some certain materials in English class faster than her classmates. In the class, she is an active and participative student"* (IT. No.5). This showed that Louren is a motivated EFL learner. Her strong needs on the English language acquisition could be one of thins that motivated her.

Regarding the learning schedule, Louren did not have specific schedule for learning (IL.No.6). It seemed like she learnt English everyday, at school and outside of school. She argued that the practical knowledge that she got outside of school was more than what she got at school. This was because at school, she learnt English in a limited time.

Then, in relation with her learning style, she said, *"learning in group is better and more fun than alone"* (IL. No.7). Louren preferred studying in group rather than individually because she thought that study group can make learning atmosphere more interesting and fun. It was certainly reasonable because she could directly practice her English and she could ask to her friends when she got confused of understanding some materials. Some other benefits she could get from the study group was that her ability of socializing with people got much better.

2. The Role of Louren's teacher

For Louren, her English teacher plays an important role in her English improvement. She said, *"For me, a teacher is*

very important, especially when I face difficulties in English lesson, I can ask to him/her" (IL. No.10). This means that, teacher's correction to her mistakes was undoubtedly essential in the process of Louren's steps of mastering English. Louren assumed that the lecturer's correction on her works on all English skills was very helpful.

Louren considered that materials at school were difficult. Therefore, she needed the teacher's guidance in understanding them. She exemplified writing essay as one of very difficult points in English lesson at school. This is in line with what her teacher stated that Louren was not really good at writing and reading (IT. No. 6). Louren often got confused of arranging sentences in a paragraph or catching the main points when reading English passage.

For Louren, the teaching method that her English teacher implemented in the classroom was satisfying (IL. No. 12). As it is commonly known that teaching method, with no doubt, surely influenced the students' academic achievement. The teacher stated that one of methods she often used inteaching English was problem-based learning (IT. No.7). She argued that this method can develop both linguistic and critical thinking skills. For example, to invite the students in the class to speak, the teacher gave an example of situation in which the students must choose. This instruction brought Louren and her friends to present different opinions.

In the classroom, the teacher said that Louren was not really active student (IT. No. 8). When confirmed by the writer about this case, Louren said that she was not too active. This was because she realized that her English was not easy to be understood by most of her friends. However, the teacher always encouraged Louren to be active in participating the class. This phenomenon showed that class participation is an imperative facet of students' learning. When students speak up in class, they learn how to communicate their ideas in a way that others can understand. When they ask questions, they learn how to gain information to augment their own understanding of a topic.

3. How did Louren's English vocabularies increase?

The significance of vocabulary is indisputable in mastering English. Being aware of this fact, Louren always tried to enrich her English vocabularies by doing some strategies.

a. Arabic-English translation

Since she is native Arabian, this way was the most repeatedly strategy that Louren attempted to enrich her vocabularies. She said, "*I translate an English word into Arabic*" (IL. No.16). Sometimes, she also used dictionary to know the meaning of an English word. At home, Louren seldom asked to her family because her parents and siblings preferred to speaking Arab or *bahasa* rather than English.

b. Writing down the word

According to Louren, she did this way to keep the difficulty vocabularies stay longer in her mind. She said, *"One method I like to use to remember new words, or at least words I'd like to use more often, is to* write *them into sentences."* (IL. No.17). Louren was practicing the words she had already known when making a sentence. Furthermore, she also enriched new vocabularies.

c. Reading

Even though not stated by Louren, her teacher said that the text in the English textbook was one of ways to

enrich her vocabularies (IT. No.13). Reading helped Louren build her vocabulary. The more she read, the stronger her vocabulary was. The fact that reading contribute to vocabulary building was also proven by Pigada and Schmitt through his case study of a learner of French[11]. They explored that targeted words can be enhanced through an extensive reading program.

Due to the emergence of technologocial devices, Louren also often used smartphone to read English. She could read lots of stuffs at internet. The reason for this was that, while reading she cannot only enrich her vocabulary, but could also understand the meaning of sentences or paragraphs as a whole. In this modern day and age, teachnological tools have extensively used to support pedagogical purposes[12].

C. Louren's Problem on English Pronunciation

As a Syirian whose native language is Arabic, Louren faced some difficulties in pronouncing English words (IL. No. 12). Specifically, her teacher elaborated some pronunciation problem that Louren encountered as a native Arab speaker (IT. No. 11).

a. Difficulty of pronouncing /p/ vs. /b/

Like other native Arab speakers, one of the most common problems for Lourenwas differentiating between the sound /p/ and /b/, which

are voiced and voiceless sounds. Indeed, she ccould pronounce /b/ successfully since it exists in Arabic, but the aspirated /p/ does not exist in Arabic. In English, pronouncing the sound /b/ instead of /p/ changes the meaning such as the difference between /bæt/ and /pæt/ (Alfehaid, 2015, p.581) /b/ sound is a voiced manner and has bilabial stop and produced by lips. Even though /P/ sound is a voiceless and a bilabial, Louren had difficulties pronouncing /p/ properly because she was not aware of the way how to produce it. /p/ is a voiceless and produced by lips and speaker should push the air stronger outside the mouth). Example, beat has another meaning from peat. Louren should be more aware of the difference in meaning first and then try to pronounce them together and compare.

b. Difficulty of pronouncing /v/ vs. /f/

Another problem Louren encountered when pronouncing English was differentiating between the /v/ /f/ sounds. "Arabic doesn't have a contrastive /v/ sound, although the sound does occur as a positional variant of /f/ before voiced stops and affricatives" (Avery & Ebrlich, 1992, p.111). /f/ sound is a voiceless manner and has labiodentals place. Although /v/ sound has labiodentals, Louren had difficulties pronouncing /v/ correctly because she was not aware of the way how to produce it. /v/ is a voiced produced between lips and teeth, and speaker should vibrate the sound between the lips and the teeth. For instance, the word "fan" has another meaning from "van". Louren should be more aware of the

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[11] M. Pigada and N. Schmitt, 'Vocabulary Acquisition from Extensive Reading: A Case Study', *Reading in a Foreign Language*, 18.1 (2006), 21 <http://nflrc.hawaii.edu/rfl/April2006/pigada/pigada.pdf>.

[12] Kara Robinson, 'The Effect of Technology Integration on High School Students ' Literacy Achievement', *Teaching English with Technology*, 16.3 (2016), 3–16.

difference in meaning first and then try to pronounce them together and compare. Louren, like other Arab speakers, can pronounce /f/ easily because it is part of Arabic language. Even though she knew that the two sounds are different, they still found difficulties pronouncing the /v/ sound.

c. The difficulty of /tʃ/ and /dʒ/ ch + j

Louren dealt with this problem because in Arabic there is no /tʃ/ and /dʒ/ sounds, /tʃ/ is voiceless and /dʒ/ is voiced; both have affricate manner and take the palatal place of articulation. The problem is that Arabic does not have an affricate sound. This problem also carries over into reading English. Louren encountered different problems with different sound such as /k/ when it is written in form of /ch/ as in "Christin". At the beginning Louren over generalized the use of *ch* as it pronounced /tʃ/. For example, if Arab speakers read the word "characters", the first sound should take /k/. However, Because Arabic has a good sound –to- symbol correspondence; beginning learners might not identify the correct way of saying it.

The nature of English which is not equal between its spelling and its pronunciation also became one of her barriers. Being conscious of these difficulties, Louren tried to diminish the problems by frequently practicing (IL. No.15). She believed that pronunciation problem would be reduced by repeating using the words in everyday conversation with people or when she practiced by herself at home.

Discussion

1. Multilingualism and Students' Academic Achievement

Louren can speak in three languages, namely Arabic language, English language and Indonesian language. It means that Louren is a multilingual person. This brings her some advantages. Multilingualism cannot only help Louren to bridge gaps in communication, but it can also lead to more respect among people of different backgrounds. This shared respect for others of different cultural and social backgrounds can create cohesion within the world that has the potential to result in a better society.

Different from bilingual that is commonly noticed because there are many people who are able to speak two languages, multilingualism *is still not familiar among EFL learners. It is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages. In contrast with monolingualism, the ability to use only one language, a person who can speak multiple languages is known as a polyglot or a multilingual.*

Multilingualism is a social environment in which people speak more than one language. It is not uncommon to find multilingualism across the globe. In Indonesian context, many English learners are multilingual since they are not only able to speak local languages such as Javanese, Sundanese, Batak, Lampung and so forth, but also to speak national language, *Bahasa* Indonesia. So, when they learn foreign language, they become multilingual.

Louren's teacher stated that Louren was also good at some other lessons, such as math and chemistry (IT. No.17). It means that there was a correlation between her multilngualism and her academic achievement. This is inline with the study

by Ma, et al that the hypothesis of the positive correlation between multilingualism and students' academic achievement was proven.[13]

In the regard with the beneficial aspect of multilingualism, Milambing looks at students' personal assessments of their own multilingualism[14]. This particular study investigated students who wish to learn English as another language. After analysis of various assessments, the author determined that students benefited from language appreciation that helped to "bring one language to another," meaning that they used their language skills to help them when learning another language. While this study doesn't look at grade point average, it is clear that multilingualism is present among students and that it needs to be addressed properly.

The question is how far it is useful in the class room or how best an English teacher can utilize the situation linguistically and develop the English skills among the learners. He must see to it that multilingualism is a great boon bestowed on him to enrich the linguistic awareness among learners so as to make them learn the target language English much faster and more easily and happily besides knowing the nuances and niceties of one another's language and cultural differences. If the teacher is innovative, he/she can make use of the situation wonderfully and make the teaching of English truly a joy not only from himself or herself but also for the learners.

2. Affcetive Variables in Foreign Language Acquisition

The findings showed that Louren's English achievement was influenced by internal and external factors. The internal factors affecting her English were, among others, intrinsic motivation and attitude. These factors, according to Henter, are included in affective variables in foreign language learning[15]. He revealed that the correlations show that out of the affective factors, motivation and anxiety are strongly linked to English performance.

To see how motivation and attitude affect language learning, the socio-educational model of language learning by Gardner (1985) is the most common model in the research studied[16][17]. In Gardner's socio-educational model of SLA, motivation is conceptualized as a complex of variables, specifically "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language"[18].It is proposed that the individual's motivation to learn a second language has a direct effect on L2 achievement and is itself purportedly influenced by a number of other social psychological variables.

Regarding with the correlation of attitude and language learning, Oroujlou & Vahedi emphasize that it is imperative to realize that it is mandatory to take into

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[13] Andy Ma and others, *A Study of the Relationship Between Multilingualism and Academic Performance*, 2014.

[14] J. Milambling, 'Bringing One Language to Another: Multilingualism as a Classroom Resource', *English Teaching Forum*, 1 (2011), 18–35.

[15] Ramona Henter, 'Affective Factors Involved in Learning a Foreign Language', *Procedia - Social and Behavioral Sciences*, 127 (2014), 373–78 <https://doi.org/10.1016/j.sbspro.2014.03.274>.

[16] J. L. Cochran, R.S. McCallum, and S. M Bell, 'Three A's: How Do Attributions, Attitudes, and Aptitude Contribute to Foreign Language Learning?', *Foreign Language Annals*, 43.4 (2010), 566–582.

[17] P. Robinson, 'Aptitude and Second Language Acquisition', *Annual Review of Applied Linguistics*, 25 (2005), 46–73.

[18] D Atay and others, 'The Role of Intercultural Competence in Foreign', *Inonu University Journal of the Faculty of Education*, 10.3 (2009), 123–35.

account the place of the English language in the world today as the foundation of an attitude towards this language[19]. Also, if a student does not like to learn, does not like school, he can generalize this condition on language even before starting to learn it. Therefore, it takes positive attitude to increase students' efficiency in foreign language classes.

Meanwhile, when an EFL learner is not motivated and does not have good attitude toward EFL itself, the resulr of langugae learning is proven hard to be sucessful. Negative attitude and lack of motivation of learners can become obstacles to language learning.[20]

In Indonesia, many students are not interested in learning English because of some reasons. The case of Louren who has good motivation and attitude toward EFL learning should be a role model and recommendation for English teachers to pay attention to their students' motivation and attitude. Thy must be able to always maintain the students' motivation so that it can give positif impact to EFL learning.

3. Foreign Language Learning Strategies

The findings showed that Louren had specific learning strategies such as Arabic-English translation, writing new words into sentences, and reading. The theories on learning strategy explain that learning strategy has a significant effect on the language learning achievement. Indeed,

language learning strategies play in the learning a second or foreign language.[21]

In the case of Louren, her English teacher tried to understand Louren's learning strategies (IT. No.15). The teacher explained that her understanding was intended to help Louren, as one of her students, learn more successfully and develop Louren's learning autonomy. This is in line with what Lee states that the better the English teachers' understanding of language learning strategies, the better the teacher can help students to learn better.[22]

Talking about learning strategies, Oxford claimed that language learning strategies have the following features as shown in table 4.6 below.

Language learning strategies:
1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem-oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.

Table 4.6. Oxford's features of learning strategies

If we refer to these Oxford's features, Louren's learning strategies meet the features. First, Louren learnt English because she wanted to reach her goal and to be able to communicate in English with her new friends in Indonesia. Second, her learning strategies allowed Louren to be an autonomous learner.

[19] Nasser Oroujlou and Majid Vahedi, 'Motivation, Attitude, and Language Learning', *Procedia - Social and Behavioral Sciences*, 29 (2011), 994–1000 <https://doi.org/10.1016/j.sbspro.2011.11.333>.

[20] S Eshghinejad and K. Gritter, 'EFL Students' Attitudes toward Learning English Language: The Case Study of Kashan University Students', *Cogent Education*, 3.1 (2016), 1–13.

[21] Wen Jye Shyr and others, 'The Relationship between Language Learning Strategies and Achievement Goal Orientations from Taiwanese Engineering Students in EFL Learning', *Eurasia Journal of Mathematics, Science and Technology Education*, 13.10 (2017), 6431–43 <https://doi.org/10.12973/ejmste/76660>.

[22] K. Chien. Lee, 'An Overview of Language Learning Strategies.', *ARECLS*, 7 (2010), 132–52.

Third, Louren really needed the role of her English teacher in her learning English. Fourth, Louren was problem oriented because she often learned a new English word because she faced a problem when communicating with people.

Then, fifth, Louren had performed specific actions such as translation, writing words into sentences, and reading. Sixth, Louren involved many aspects of herself, not only the cognitive but aso other factors. Seventh, Louren supported learning both directly in the classroom and indirectly in her social interaction especially with her friends. Eighth, Louren's strategies were not always observable because sometime she learned autonomously.

Ninth, Louren was conciously learning English and because of that she could decide her learning styles and stratgies. Tenth, Louren's learning strategies could be taught by repeating them even it coud be imitated by other learners. Eleventh, her learning English was flexible in which she could learn English every day without exact schedule. Lastly, twelefth, Louren's learning strategies were influenced by internal and external factors.

It is previously stated that Louren was also a motivated learner. Motivation and learning strategies have a major role in language learning process in which they can influence the outcome of language learning[23]. Therefore, it is important in language learning instruction to develop learners' motivation to use learning strategies, and in return, the use of learning strategies can influence learners' motivation for language learning activities.

Can learning strategies be taught? According to Abhakorn, the answer is yes.

As mentioned earlier strategies like the complex skills of language learning, can be learned through formal instruction and repeated practicing[24]. According to social interactionist theory, learner's knowledge of strategies can be developed through the process of scaffolding.

Conclusion

From this study, it can be concluded that school contributed significantly to Louren's learning and improving English language skills. Only in school did she get help and support from his teachers and friends. She could practice the English skills without being afraid of being wrong. When she made mistake and faced problems in English, her teachers was always ready to help.

The mother's language of participant is Arabic. But, because he lived in an environment that uses Indonesian, she had strong willingness to learn Indonesian to communicate with his friends in the school environment and her home environment. The participant's desire to learn English is very strong, therefore for her English is more important than the Indonesian language. She acquired English by way of self-taught before she entered the world of education in Indonesia.

Based on the finding, it can be intereds that as an EFL Syirian learner, Louren had a positive perception toward English language learning. This perception positively affected Louren's English proficiency. Some internal factors influenced her English proficiency, namely intrinsic motivation, attitude, personality, cognitive style, and learning strategy. Then, the external factors of Louren's English learning were instruction,

[23] S.M. Kamarul, 'Language Learning Strategies and Motivation among Religious Secondary School Students.', *The International Journal of Language Society and Culture*, 29 (2009), 71–79.

[24] J. Abhakorn, 'The Implications of Learner Strategies for Second or Foreign Language Teaching', *ARECLS*, 5 (2008), 86–204.

curriculum, extrinsic motivation, and culture in her surrounding.

In relation with the word production that Louren had acquired all classes of English word with different level and quantity. Most words she acquired from the highest to the lowest were noun, verb, adjective, pronoun, adverb, conjunction, and interjection.

Regarding with Louren's step-by-step strategies in English learning, she acquired English by doing some strategies, such as translation, writing and reading. However, it was understood that the strongest reason why Louren could acquire English was because Louren consistently practiced English in her daily lives. Meanwhile, the school where Louren studied also supported Louren's efforts in learning English as a foreign language. At school, she had a wide chance and opportunity to freely practice her English.

This study also concluded that an imigrant student could have the stronger motivation in learning a foreign language. Louren could be a role model showing that even though she must struggle harder than Indonesian students. Despite her big challenges in not only the difficulties in learning new language but also the obstacles in adapting with new culture in Indonesia. Her multilingualism also gave a positive impact to her English proficiency both theoretically and practically.

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