

ENGLISH LEARNING EXPERIENCE PROFILES OF ENGLISH LANGUAGE EDUCATION STUDENTS

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ABSTRACT

This study aims to obtain a comprehensive profile of PBI students' English learning experiences, both formal, non-formal and informal learning experiences in several aspects of learning in the form of programs, teachers or instructors, materials, infrastructure, as well as techniques, procedures, methods or approaches used. This research is a survey research of students of the 2018 PBI Study Program who took the ELTM course as the respondent. The data was collected through an instrument in the form of a questionnaire. The questionnaire contains questions related to student experience in learning English covering all aspects of learning. The results showed that 66.7% of respondents started learning English formally from an early age, when they were in kindergarten and the rest (33.3%) started learning English after attending SD and SMP levels. The learning experience in kindergarten was quite varied in terms of the materials, media, activities, methods, and learning techniques they got was quite varied in terms of the materials, media, activities, methods, and learning techniques. At the elementary level, learning was more complex, especially in terms of materials. The learning technique was more formal and structured. The learning experience in SMP was colored by the use of technology with increasingly complex learning materials. At the high school level, their learning experience was more complete with the use of language laboratories and other supporting facilities. At the university level, they reflected that they became increasingly independent in their own learning. Learning was increasingly focused on them as learners. The materials being studied were getting more specific and deep.

Kata Kunci: *learning experience, formal, informal, non-formal*