

## Non-English Students' Perception of Lecturer's CBT (Code Mixing, Body Moving, and Translating) Strategy of English Teaching

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### ABSTRACT

**Purpose** – This inquiry attempts to investigate non-English students' perception of lecturer's particular strategy in English teaching namely CBT standing for code mixing, body moving, and translating.

**Design/methods/approach** – The study is designed qualitatively. Data are collected through questionnaire by using purposive sampling.

**Findings** – Based on the questionnaire, three findings have been resulted. Firstly, CBT strategy is necessary because students can practice their listening and speaking of certain vocabulary directly. If they hear the mixing words between English and Indonesian regularly, so it is possible for them to achieve good communication skill, and improve their knowledge of English vocabulary as well as its literal meaning. Second, CBT is important affectively because it keeps them enthusiastic in which they can imitate English pronunciation. Third, in the most effective way, non-English students prefer "complexity" in which lecturer performs word verbally and nonverbally. Lecturer says, translates, and demonstrates body language at that time lecturer says the mixing words.

**Research implications/limitations** – This strategy could be recommended in teaching English for non-English students at basic or beginner level in school or university. However, this current research only focuses on non-English department students at this level of proficiency in which it still needs further research for the implication of CBT in intermediate and higher level or students with non-English department background.

**Originality/value** – This research facilitates one specific strategy in English teaching for non-English students at beginner or basic level of knowledge.

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## Introduction

Teaching English language as a basic subject in higher education for non-language department students possesses certain challenge. As a basic subject matter that has to be passed in the early two semesters in IAIN Bone, English must be taught for every discipline or major. It is common issue that these non-language department students neither raise high motivation nor get comprehension during study because of vocabulary shortage, grammar difficulty, pronunciation problem, and low speaking and listening skills (Suryanto & Sari, 2021). In addition, factors contributing non-English students in having problem in learning English according to research is anxiety (59%), shy of being intention (57%), lack of confidence (54%), lack of self-motivation (54%), environmental effect (54%), no preparation (53%), fear of wrong pronunciation (52%), fear of use wrong words (49%), factor of affective (48%), and anxiety of being bullied (44%) (Gusviyani et al., 2022). These problems are then called by Krashen (1982 as cited in (Si, 2019) as learning and not acquiring because non-English students cannot produce English independently and still need to be guided by teacher or lecturer. Furthermore, the motives could be both because English is not their concentration and it is not their favourite choice. In spite of these obstacles, English still must be taught for non-English department comprehensively.

In the other hand, English for non-English students is considered as an important aspect in education. Moreover, long back history tells that after the Dutch occupation in Indonesia, English had been taught in Indonesia for international importance (Zein et al., 2020). These days, English education is still preserved in education curriculum in order to achieve global competition. This spread of English as a foreign language in Indonesia is attributed to several factors such as technological, political, cultural, historical, and economical reasons (Jayanti & Norahmi, 2015). In futuristic point of view and for economical reason, when a person possesses good comprehension in more than one language mastery, she or he will be qualified in one entry or recruitment whether in enrolment for profession, university freshman, academic funding, etc. As a result, many students from natural or social sciences come into play in learning English. Unsurprisingly, non-English students will try to achieve this future objective.

In facing this challenging situation, alternative way to teach English should be considered creatively and wisely. Lecturer may create possible strategy related to language teaching in order to draw students' attention so they can participate fully in classroom activity. Students' participation in classroom learning will create good quality of learning process (Rifdah Hasan Parinduri & Riskang Aj Pahruzi, 2023). One of strategically practical ways that can be done is when the English lecturer delivers their language. She or he can mix language from one to another for the sake of students' understanding. In linguistic terminology, the phenomenon when a speaker changes the code or language she or he speaks is called code mixing or code switching. For consideration, code switching or CS is the process of alteration between two languages or more in a single conversation while code mixing or CM is the practice of mixing languages in a single utterance (Thara & Poornachandran, 2018).

Language strategy in the form of mixing word, phrase, or clause can be employed in the teaching and learning process in the classroom moreover, when the subject matter is English or other foreign languages. This mixing code is a crystal clear being a discussion of sociolinguistic study. Returning to the history of the first movement of sociolinguistics and education, it had been ever tried to resolve the problem of the poor black youngsters who were not getting expected benefits from public education. This assumption could be led to what Fasold stated that the aspects of social problem in education can always been accompanied with research on Sociolinguistics (Fasold, 1990).

Waves of researches and studies of code mixing and code switching were conducted related to their use in classroom teaching. First of all, there were studies conducted some scholars to know students perception of code switching in the class ((Zubaedah & Chojimah, 2023) (Lingua, 2021)(Wijaya et al., 2020). These studies revealed positive attitude and perception toward the use of code mixing in main activity of English teaching. Code switching could also increase their vocabulary mastery, could help them in understanding the lesson, could help them learn English language better, and could improve English speaking and listening skill. Types of code switching (Nur Fitria, 2022) (Rahmawati Upa et al., 2022) and functions of code switching and mixing in classroom teaching used by English teacher have been the next project of research on the use of code switching in classroom activity. Code switching and code mixing helped to facilitate teaching and learning activity ((Novianti & Said, 2021). In addition, code switching employed to assist lecturer in English teaching could make students felt more relaxed, like the class better, and they got more input regarding the subject (Alang & Idris, 2018).

Unlike those previous researches, this present research attempts to investigate non-English students' perception of one specific strategy consisted of code mixing, body moving, and word translating or it is also known as CBT. At the same case with mixed language, body language also plays substantial role in English learning. It can express speaker's intention, simplify the teaching instruction, stimulate student's interest, optimize teaching goal, enhance teaching effectiveness, and improve student's ability of listening, speaking, and reading (Tai, 2014).

Previous researches utilize code switching or mixing in classroom learning according to its various advantages and students' perception. However, this research combines code mixing along with two other ways altogether serving as one strategy to teach non-English students at basic level in university. This current strategy has not been widely explored before in classroom teaching for a basic level of English knowledge and it is hoped to become one innovative strategy in teaching English. This investigation would like to expose how this way of English teaching best works for students' point of view in lecturer's material delivery and at the same time in assisting lecturer to convey meaning during teaching process. In this research, English code mixing and its translation are employed with necessary non-linguistic aspect altogether. Body language is inserted at the time lecturer switches Indonesian to English and after that the mixing words are translated so the students can comprehend the literal meaning of the words. This also aims to familiarize

specific English instruction for non-English department students. In addition, the practical implication of this research can be utilized by English teacher or educator who teaches English for beginner both in formal or informal school. Besides, this research also tries to connect strategy of teaching-learning process as a part of education and code mixing, body moving, and word translating as subject matters of linguistic study enlarging the discussion of their theoretical implication.

## Methods

This study employs a descriptive qualitative approach aimed at exploring the application of Kahoot as an interactive learning medium in the Methods of Teaching the Qur'an and Tafsir course within the Qur'anic Studies and Tafsir (IAT) program at UIN Sunan Kalijaga Yogyakarta. This approach was chosen to allow the researcher to delve into the experiences, perceptions, and challenges faced by students in using Kahoot as part of the learning process. The research was conducted over the course of one month at UIN Sunan Kalijaga Yogyakarta.

### 1. Research Design

This research was designed qualitatively. Qualitative method is used to observe and study particular phenomenon by using observation, interview, or documents (Creswell, 2012). In addition, qualitative research is used to comprehend social reality and involving participants (Zhang and Wildemuth, 2005 as cited in (Nisa Syuhda & Emmas Mas Pupah, 2024). The researcher intended to investigate how sharia economic law students think the use of code mixing accompanied by body language and word translating in learning English. The lecturer mixed one language to another and at the same time performed body language when instructing something related to the material and assessment while delivering material.

After students were taught the material, first of all they were asked to answer simple question in a piece of paper. The question was whether they agreed the lecturer uses code mixing, body moving, and translating or not when they were learning English. Then, they have to submit their answer to researcher. From their answers on this question, the next stage was to get primary data from purposive sample. Subsequently, the selected samples filled an online questionnaire distributed via Google Form related to lecturer's strategy in using CBT. The question in Google Form was shared through *Whatsapp* class group. They just had to click, filled the answer space, and selected the available choice which best suits for them. After having their responses, the researcher classified their answer and created analysis based on.

### 2. Population and Sample

Population of this research consisted of three classes of Sharia Economic Law who had been taught Basic English I in their class. They were students in 2023 academic year in IAIN Bone also known as Sharia Economic Law group 1, 2, and 3. Each class of Sharia Economic Law consisted of 21 students. These groups of students from Sharia Economic Law 1 to 3 were asked to fill in the answer sheet to get preliminary data. The question is quite

simple whether they favour the use of code mixing, body moving, and translating or not and the reason. Based on the students whose answer yes for code switching, body moving, and translating or two of them, the researcher purposively took sample of students in the first year to be questioned further about their perception of lecturer's particular strategy called CBT in teaching English. The researcher used purposive sampling method to pick the sample in order to get deeper insight about the CBT phenomenon in classroom activity. Purposeful sampling is applied when researcher intentionally selects person or individual and site to study the central phenomenon. This sampling method can give best help to understand the phenomenon being studied (Creswell, 2015).

### 3. Data Collection Techniques and Instrument Development

First of all, three classes/ groups of Sharia Economic Law answered the question on the need to use CBT in English learning and teaching activity in a piece of paper. Polarized answer based on their preference was resulted. There were students who considered CBT was necessary or helpful and the rest preferred full Indonesian to be the language of instruction in Basic English I teaching. After having this preliminary datum, the next step was gaining primary data from selected sample. The selected ones were the students who preferred mixed languages, body moving, and translating came in practice. Then, they were requested to fill in their answers on an online questionnaire distributed via Google form. This needed to be done in order to get insightful reason or deeper understanding of how CBT is beneficial in comprehension building.

Relevant instrument of online form was hoped to give valuable portrait of what students thought about CBT practice. The students could spill their idea of what most favourable way of learning English. The purpose was crystal clear which was to get better understanding of the material being taught. In addition, before filling in the Google form, it was very obvious that the students should have mobile phone or laptop to access the form. The qualitative questions can be seen as follows in table 1.

Table 1

#### *Items of Question in Questionnaire*

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1. *Menurut anda, mengingat anda adalah mahasiswa non-bahasa Inggris, apakah memang penggunaan campur bahasa antara Indonesia - Inggris yang disertai dengan gerak tubuh dan terjemahan bahasanya perlu dilakukan ketika kuliah bahasa Inggris di kelas bersama dosen?*

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  2. *Alasan Anda?*

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  3. *Menurut anda, apakah penggunaan campur bahasa Indonesia - Inggris, gerak tubuh, dan terjemahan kata ketika kuliah di kelas bersama dosen membuat anda tertarik?*

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  4. *Alasan Anda?*

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  5. *Sebagai mahasiswa diluar bidang bahasa Inggris, apakah campur bahasa, gerak tubuh, dan terjemahan kata tsb membantu anda dalam belajar materi-materi bahasa Inggris?*
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6. *Dalam hal kognitif atau pemahaman, apa campur bahasa, gerak tubuh, dan terjemahan kata membantu anda dalam belajar bahasa Inggris?*
  7. *Dalam hal afektif atau sikap Anda dalam belajar, hal seperti apa yang Anda peroleh saat campur bahasa, gerak tubuh, dan terjemahan kata digunakan dalam belajar bahasa Inggris?*
  8. *Menurut anda, jika memang seharusnya diadakan, bagaimana penggunaan bahasa campur, gerak tubuh, dan terjemahan kata tsb dilakukan?*
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#### 4. Data Analysis Techniques

First of all, students' answers as primary data gained from questionnaire were read and analysed. Then, the researcher classified all answers into some items e.g. agreement of use, reason of interest, aspects of CBT advantage on, and the strategy of English teaching-learning is done. The researcher grouped them all. After that, the researcher created elaborative explanations and linked them to supported theory or findings from previous researches. Lastly, the researcher displayed the analysed response and proposed some suggestion related to lecturer specific strategy in teaching English.

### Result

Based on students' answers in questionnaire, the researcher selects 23 students of them to be questioned more about their previous answer. They are chosen to give their perception so that better understanding on the practical implication of CBT is achieved. In addition, they are chosen based on purposive sampling; they provide answer matching to the context and aim of research questions. The questions provided in form along with their answers can be seen as follows:

Table 2

#### Questions and Answers from Questionnaire

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##### NO. Question

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1.

*Menurut anda, mengingat anda adalah mahasiswa non-bahasa Inggris, apakah memang penggunaan campur bahasa antara Indonesia - Inggris yang disertai dengan gerak tubuh dan terjemahan bahasanya perlu dilakukan ketika kuliah bahasa Inggris di kelas bersama dosen?*

(Since you are non-English department student, according to you, is it necessary for the lecturer to conduct Indonesian and English code switching, body moving, and word translating while she is teaching English?)

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##### Answer and Explanation

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*Perlu.*

(Yes, it is necessary). As many as 23 students or all of them type "perlu" or "necessary" in their answer space in Google form.

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##### NO. Question

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2.

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*Alasan Anda?*

(tell me your reason/s please)

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### **Answers and Explanations**

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*Agar kita dapat paham beberapa kosa kata dlm bahasa inggris beserta artinya.*

(It was necessary to be done) in order to understand some English words with their meanings). 13 students agree on this reason.

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*Agar saya dapat terbiasa, mendengar dan mengucapkan bahasa inggris.*

(I can get used to hearing and speaking English words). There are 5 students assuming that they can train themselves and get used to using English language if they hear and speak English by the help of this strategy.

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*Karena dengan penggunaan campur bahasa indonesia dan bahasa inggris akan menambah pemahaman tentang penggunaan bahasa inggris dan akan lebih mudah di pahami dan dimengerti jika dipraktekkan secara langsung.*

(It is because the use of code mixing between English and Indonesian will positively contribute to our understanding of English language and it eases us to understand if it is practiced directly). 3 students give response that English is easier to understand if it is practiced directly through English and Indonesian code mixing.

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*Karena dapat meningkatkan dan memperluas wawasan komunikasi bahasa Inggris.*

(It is because it can elevate and expand (my/our) English communication insight).

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*Karena lebih seru dan menantang menurut saya.*

(It is more exciting and challenging).

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### **NO. Question**

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3.

*Menurut anda, apakah penggunaan campur bahasa antara Indonesia - Inggris yang disertai dengan gerak tubuh dan terjemahan bahasanya ketika kuliah di kelas bersama dosen membuat anda tertarik? (in your point of view, does the use of Indonesian and English code switching, body moving, and word translating during your learning process in classroom interest you?)*

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### **Answer and Explanation**

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*Tertarik.*

(Yes, it does)

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As many as 23 students or all of them type "tertarik" or in another word it could mean that the use of mixing language interests them in learning English.

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**NO. Question**

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4.

*Alasan Anda?*

(what is/are your reason/s?)

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**Answers and Explanations**

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*Tertarik karena dengan penggunaan bahasa Inggris, bhs Indonesia campur kita bisa mudah memahaminya.*

(Four students are interested in using English-Indonesian mixing languages (when learning English material) because they can easily understand)

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*Kesannya Keren gitu.*

(It sounds stunning)

There is a reason from a student saying that when mixing language is used, it sounds cool or stunning.

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*Agar mahasiswa tidak jenuh dalam berbahasa Inggris.*

(so student does not feel bored in speaking English)

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*Karena hal tersebut menyenangkan dan membuat kami semakin mengetahui makna-makna dalam bahasa Inggris.*

(Because it is fun and make us understand more about English word meaning). Five students response the question with this answer.

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*Karena dengan begitu mahasiswa bisa lebih terbiasa mendengar dan juga mengucapkan kata-kata dalam bahasa Inggris.*

(Because it can make students much to be accustomed in hearing and speaking English words)

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*Karena penggunaan campur bahasa dapat memperluas wawasan dan kemampuan berkomunikasi dalam bahasa Inggris.*

(The use of code mixing can enlarge student's insight and skill of English in communication) As many as three students say that the use of code mixing can enlarge their insight and skill in English communication.

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**NO. Question**

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5.

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*Sebagai mahasiswa diluar bidang bahasa Inggris, apakah campur bahasa antara Indonesia - Inggris yang disertai dengan gerak tubuh dan terjemahan bahasanya tsb membantu anda dalam belajar materi-materi bahasa Inggris? (As a student from non-English department, do code switching, body moving, and word translating help you in learning or understanding English materials?)*

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### **Answer and Explanation**

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*Iya.*

(Yes, they do)

As many as 23 students type “*iya*” meaning that the use of code mixing, body moving, and translating help the students in learning English materials.

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### **NO. Question**

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6.

*Dalam hal kognitif atau pemahaman apa campur bahasa, gerak tubuh, dan terjemahan kata membantu anda dalam belajar bahasa Inggris? (Based on cognitive aspect or comprehension, what kind of assistance does code switching, body moving, and word translating help you?)*

Based on this question, researcher provided students with options as follows:

- A. Vocabulary and meaning
  - B. Pronunciation
  - C. Knowing the English word classes such as noun, verb, etc.
  - D. All of those options
- 

### **Answers and Explanations**

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A.

Vocabulary and meaning

Four students answered that they were able to comprehend some vocabularies and their meanings based on code mixing strategy. One of the proper indicators of language ability is mastery of vocabulary (Krashen, 1989 as cited in (Moghadam et al., 2012). Comprehension of language can be achieved well if the learners actively acquire numerous vocabularies.

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B.

Knowing the English word classes is the next favourable option for two students. In practice, the use of code mixing accompanied by body moving and translating helps the students to classify word class for example when researcher gave order or instruction “*raise your hand kalau ingin menjawab*” while actually the researcher raised her hand up and at the same time, she repeated the same clause “*angkat tangan kalau ingin menjawab*” without uttering English words in that clause. This body movement would also

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help them understand that such clause "raise" and "your hand" contains verb and noun. This kind of vocabulary instruction along with nonverbal behaviour is used to improve English language learners' lexical comprehension (Durgunoglu et al., 2021).

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C.

All of those options

The rest of students chose this option dominantly. They assumed that their English comprehension would be better in vocabulary and meaning, pronunciation, and English classes of word by using CBT method in learning. This would ease them to understand the English material being taught.

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### **NO. Question**

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7.

*Dalam hal afektif atau sikap Anda dalam belajar, hal seperti apa yang Anda peroleh saat campur bahasa, gerak tubuh, dan terjemahan kata digunakan dalam belajar bahasa Inggris? (In the affective aspect or your personal learning attitude, what do you get when code switching, body moving, and word translating are used in English learning process?)*

This question was also provided with choices as follows:

- A. I feel enthusiastic in knowing English word pronunciation along with its meaning either new vocabulary or known vocabulary.
  - B. I am interested in listening English word pronunciation along with its meaning either it is a new vocabulary or known vocabulary.
  - C. I feel confident to speak.
  - D. All of those options.
- 

### **Answers and Explanations**

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A.

Enthusiasm

Four students felt enthusiastic in learning English utilized with CBT method. CBT promoted students' engagement in classroom teaching-learning process because every time lecturer applied mixing languages, moved part of body referred to those words, and translated them, students are easy to understand. This excitement fosters high motivation to follow the whole plot of teaching and learning track during lecture by listening or paying attention and later on called involvement (Bonwell & Eison, 1991).

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B.

Interest

Four students felt interested in learning English at classroom with CBT method. Keeping students to get involved in teaching-learning activity is fundamental (Filgona et al., 2020), furthermore if the subject is not their major background. This CBT strategy in English teaching is able to grow students' interest during lecture.

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C.

Confidence

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Two students felt worth to speak because CBT enabled them to understand easily and could practice by interacting to researcher. When the students understood how to pronounce certain English word and knew their meaning, the next reasonable possibility was that the students could practice speaking. In another word, their linguistic behaviour was started to build. The students wanted to try at a first place. Non-English students felt free to speak after stimulating them by translating words they probably want to say. CBT accommodated English words or phrases in simple sentence that can be predicted its entailment for student, for example researcher says "raise your hand if you want to speak" while at the same time she raised her hand too and followed with the Indonesian imperative sentence "*silakan angkat tangan kalau mau bicara*" right afterward. The entailment could be predicted as one of them starts to raise hand and say "me, mam". Another CBT example is when researcher said "sstt.. don't be noise, *jangan ribut*" while placing her point finger right in front of her lips indicating prohibition of creating unnecessary sound for students. Self-confidence can reduce anxiety and can increase students' passion for achieving goal (Akbari & Sahibzada, 2020) and also it is proved as one of key factors for English language proficiency (2024)

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D.

All of those options

Most of students chose this option. They felt excited, confident, and interested when learning English facilitated with CBT (code mixing, body moving, and word translating).

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#### **NO. Question**

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8.

*Menurut anda, jika memang seharusnya diadakan, bagaimana penggunaan bahasa campur, gerak tubuh, dan terjemahan kata tsb dilakukan?* (according to you, if code switching, body moving, and word translating should be done, in what way do you think it is the most favourable for you?)

- A. Code mixing only
  - B. Code mixing and translation
  - C. Code mixing and body language
  - D. Code mixing, translation, and body language
- 

#### **Answers and Explanations**

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A.

Code mixing only

Three students answered code mixing only was suitable way for them in learning English.

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B.

Code mixing and translation

Seven persons felt most favourable in this way. Utterances in the form of instruction, question, or statement used in teaching process are better delivered when lecturer mixed her languages and then translated them into bahasa Indonesia.

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C.

Code mixing and body language

None of the students chose this option.

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D.

Code mixing, translation, and body language

This way of English teaching for non-English department is the most favourable. Twelve students of Sharia Law department thought that English is better delivered when it was mixed with another language (or bahasa Indonesia) and at the same time, practiced non-verbally the words right away. Some studies have shown that non-verbal language contributes larger part in communication rather than verbal language (Pratolo, 2019). This rich strategy can ease them to understand English quickly and get them accustomed to hearing some particular English words.

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## Discussion

In this part, the researcher creates elaborative explanation of phenomenon related to students' perception toward the use of CBT in English learning process. There are three aspects that are underlined here based on research findings which at the same time are the important motives why English learning process had better undergone in that way.

It is known that lecturer plays great role in controlling the flow of learning process, handling method of teaching, and arranging duration of each step in classroom (Sultan, 2023), it is then the lecturer has to adjust strategy of his/her teaching so the message or point of the material can be understood by his/her students for instance an instruction from teacher or the way she or he arranges the classroom (Esmaeili et al., 2015). In this investigation, researcher tries to acknowledge what students think of CBT method done by lecturer in teaching and learning process of English for non-English department students. Students' perception will contribute to refinement strategy in English teaching which is most suitable and favourable for students out of English concentration in university.

Sharia law students consider method of CBT is important and able to assist them to comprehend English rather quickly than only deliver the material in one language. As a result, this method could be recommended as one method in teaching English. Cognitively, CBT method promotes English vocabulary along with its meaning (since the words are translated) so that students can enrich their vocabulary and English word class. Besides that, students can directly practice the words they hear by speaking. This complexity in delivering English material may enlarge students' insight and knowledge of communication skill. Students' vocabulary knowledge e.g. memorability and productivity of vocabulary has a tight relationship with cognitive development as it contributes to the great practical and theoretical implication of cognition and language (Chang et al., 2021). In affective aspect, CBT method brings positive reaction. Students experience enthusiasm, interested, and

confidence. With these positive attitudes, students give full attention in lecturer's material explanation and it is better when they begin to speak English words.

Code mixing has been applied before as a strategy of teaching English in a classroom activity. It is considered useful to make students comprehend English better and faster ((Zubaedah & Chojimah, 2023) (Lingua, 2021)(Wijaya et al., 2020) and it facilitates teaching activity ((Novianti & Said, 2021). These studies contribute certainly to this current research of the practical use of code mixing. They give broader insight that code mixing is not only a communication strategy in social life where people may come from various ethnic backgrounds but also in teaching and learning activity in classroom. However, this current research attempts to take further look that code mixing can be combined with body language and word translation as one specific strategy in English teaching. It facilitates practical implication for non-English students' in comprehending English vocabulary, meaning, and word class. Besides, these students show enthusiasm, interest, and confidence when reacting to instruction during teaching – learning process in classroom. These reasons lead to students' positive perception of CBT use in English teaching.

## Conclusion

The practice of code mixing between two languages, body language, and translation as particular strategy for English teaching in non-English department class brings expected result as one of alternative strategy of English teaching. It develops good response and perception from sharia law students who have experienced it in their classroom. Various benefits cognitively and affectively can be perceived by applying this method in which CBT strategy could provide them with fruitful understanding. Furthermore, looking at its implication in practical benefit, this alternative strategy can be brought in classroom when English is taught as foreign language (EFL) for non-English background students or if it is necessary, this could also be implemented to English students in beginner level since they begin to study English basic knowledge and they get some similar obstacles e.g. lack of courage and anxiety, insufficient English vocabulary, etc (Isik, 2023).

## Declarations

### Author contribution statement

The author contributes for the whole process in this article started from finding the problem of Basic English in Sharia Economic Law later on becomes the preliminary data along with the process of collecting primary data, analysis, and data result.

### Funding statement

This research is free from any single institution funding. It is fully funded by the author.

### Data availability statement

Research data is taken from participant observation in 3 classes of Sharia Economic Law in 2023 academic year as the preliminary data and this data is the starting point to be followed up as the primary data. Primary data is collected by using questionnaire and the student sample is decided as purposive sampling. This research can be applied for general use under confidential matter of student's identity. However, the data can be requested for academic reason officially to the author at arni.arsyad@iain-bone.ac.id.

### Declaration of interests statement

The author declares that she has no competing financial, personal, nor professional interests that could have influenced the data and its result reported in this paper.

### Additional information

This research focuses on the one specific strategy in English teaching for non-English department students in basic or beginner level. The author welcomes any discussion related to this research for further development in the future.

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