

## TEACHING OF ENGLISH AS A GENERAL SUBJECT AT MUHAMMADIYAH UNIVERSITY LUWUK

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### **Abstrak**

*Penelitian ini bertujuan untuk memberikan gambaran yang jelas tentang pengajaran bahasa Inggris sebagai mata kuliah umum di Universitas Muhammadiyah Luwuk. Penelitian ini menggunakan rancangan penelitian kualitatif dimana kuesioner dan interview digunakan sebagai instrument untuk mengumpulkan data. Kuesioner berjumlah 20 item dan wawancara berisi 10 pertanyaan. Instrument tersebut ditujukan kepada mahasiswa dan dosen. Peserta dalam penelitian ini berjumlah 44 orang, terbagi dalam 2 kategori; responden pada sesi kuesioner dan informan pada sesi interview. Reponden berjumlah 40 orang dari 3 program studi di Universitas Muhammadiyah Luwuk, terdiri dari 15 orang dari program studi Akuntansi, 15 orang dari program studi Kepemrintahan dan 10 orang dari program studi Pendidikan Agama Islam. Mahasiswa tersebut memprogramkan mata kuliah bahasa Inggris di semester genap tahun akademik 2014/2015. Sementara informan sesi wawancara terdiri dari 2 orang dosen, 1 orang dari program studi Akuntansi dan 1 orang dari Pendidikan Agama Islam. Data kemudian di analisis secara deskriptif dengan menggunakan perhitungan sederhana. Berdasarkan temuan hasil penelitian dari kusioner bahwa 95% responden memberikan respon yang sangat baik atau sangat setuju bahwa dosen menciptakan suasana pembelajaran yang menyenangkan, 72.5% responden memberikan respon yang baik atau setuju bahwa dosen menggunakan media, 55% reponden memberikan respon cukup ketika dosen dan mahasiswa tidak tepat waktu dan 40% reponden memberikan respon rendah atau tidak baik terhadap dosen yang jarang memberikan tugas. Sebagai kesimpulan, proses pengajaran bahasa Inggris di Universitas Muhammadiyah Luwuk dapat mennghasilkan respon yang sangat baik sekali apabila dosen mampu mendesain materi yang berkenaan dengan program studi mahasiswa serta menggunakan strategi, metode atau pendekatan yang tepat.*

**Kata Kunci:** *Pengajaran dan Bahasa Inggris Bahasa Inggris MKU*

For years, Indonesian students are accustomed to traditional method. In which all learning activities are focused on teacher or “teacher center”. This one-way communication makes students dependent on the teacher as the only one sources of knowledge. Therefore, the government makes an extra effort to change the paradigm from teacher-center to learner center, as well as, education lately more concerns with the curriculum 2013.

In Indonesia, English for specific Purposes is mostly offered at tertiary level of education. Meanwhile, in UML, ESP is offered to students who have passed general

English, and it settled as compulsory subject that should be programmed by the UML students. MKU English is provided in curriculum of each study program, and it is available from the first up to the fourth semester. In Economics faculty for example, English can be found in two semesters, in the First semester students programmed English I (General English) and English II (English for Specific Purposes) in the second semester. MKU English subject has function as an adaptive subject. In this case, the students are trained to be familiar with English, in the context of their major or academic field and prepare students to compete in the work force.

All students of UML are not majoring in English, besides they are mostly adult and have some acquaintance in English. Half of them are employed students; as a result, they are taking bachelor degree only to fulfill the requirements from their offices. They thought that learning English would not give much effect and benefit to them as non English majoring students. In Fact, English is very important to be learned whatever their field of study. In this case, lecturers play an important role to explain the importance of English and attract the students' attention by using some strategies or approach in teaching MKU English. In addition, creating materials of MKU English which are related to ESP and relevant to the students' major of study is the best way in attracting their attention in learning English. However, non English department students learn English not because they are interested in English language or English language culture, but it is because they need English for study or work purposes (Robinson, 1991).

When I conducted a pre-observation in one of the MKU English classrooms, on Monday September 15<sup>th</sup> 2014 in Law Department which was taught by Mr. Nursin, I saw that when the teaching and learning process running, he did not deliver the learning objectives in the beginning, and he taught only about general English, without mentions any English terms which have relevance with the students' major. In fact, teaching at non English department should be accordance with the students' needs and interest, for example; English Agriculture for agriculture students. Furthermore, the classroom's condition is very quite. The students just listen, no interaction among them, and lack of participation in the class. The lecturer looked difficult in making the class alive. At the end of the class, I tried to ask some students, why they were not enthusiastic in learning English, most of them argued that English is very difficult subject to learn, they were also afraid of making

mistakes and then they felt ashamed of asking questions even there is something that they did not understand about English lesson.

In Fact, as a lecturer, it is better to organize both materials to be taught and the situation during the teaching and learning process by using some strategies or method which appropriate with the students. The lecturers are supposed to deliver the material in accordance to method and then apply it on teaching MKU English, and see how far the students are involved in the process of learning activities. Lecturers are expected to be facilitators and motivator in the classroom activities. Thus, lecturers who conduct the MKU English teaching at non English department students should consider about that, because if everything manage well, it will create an effective and interesting classroom. "... Knowing the students will give the teacher a good idea of how to provide a program of balanced activities that will be most motivating and most beneficial to the students. (Harmer: 1991)". In line with the statement, both teacher and lecturer are also expected to have ability to know the students well in order to be wise in making plan for the teaching-learning activities, especially when conduct the teaching of MKU English.

Based on the information above, I am interested in carrying out this research because I am a lecturer candidate of UML. I have observed for the last four years, and I found that these problems always happened from time to time. By conduct this research, I hope the problems could be overcome. Finally, I formulate the title of the research as follow "Teaching of English as a General Subject at Muhammadiyah University Luwuk".

The Objectives of the research, therefore, first, it is expected to find out the teaching strategies that the lecturers used in teaching MKU English. Second, it gained the information about the students' response regarding the teaching of MKU English. Third, the research aimed as knowing

students' opinion about the Instructional Materials of MKU English that the lecturer used. In this article, the researcher discusses the definition of learning strategies, classification of learning strategies, approach in learning, and the definition of ESP. Then, objective of teaching and learning MKU English, syllabus design for MKU English and the Instructional material of MKU English are briefly discussed.

### **Learning Strategy**

In academic setting such as a university level, learning strategy is very important to apply, because it can make the students independent learning. When learners start to learn something, they have the ability to respond to the particular learning situation and to manage their learning in an appropriate way. Many researchers and specialists have defined learning strategies in various ways; Wenden (1987) state "Learning strategies are the various operations that learners use in order to make sense of their learning". Williams and Burden (1997) indicate that when students are involved in a learning task, they have several resources which they use in different ways to finish or solve the task. Oxford (1990) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". In other words, when learners start to learn something, they have the ability to respond to the particular learning situation and to manage their learning in an appropriate way. So, it can be conclude that learning strategy is a kind of learning skills, thinking skills, problem skills or, in other words the methods which learners use to intake, store, and retrieve during the learning process. By employing English learning strategy will help students access English more easily.

### **Classification of Learning Strategy**

There are many language learning strategies which have been studied and classified in various ways by many

researchers. Naiman (1978) first classifies the language learning strategy into some steps, they are; active task approach, realization of language as a system, realization of language as a means of communication and interaction, management of affective demands, Monitoring second language performance. Moreover, Rubin (1987) divides it within two parts; strategies which directly affect learning such as clarification, monitoring, memorization, guessing, deductive reason and practice and the strategy that contribute indirectly to learning just like create opportunities for practice and production tricks. An alternative clarification proposed by Brown and Palinscar (1982) and O'Malley (1985). They have the same classification of language learning strategy. It involves cognitive, metacognitive and social-affective strategy. The last classification done by Oxford (1990), this is the most popular one, which consist of direct strategy (memory, cognitive and compensation strategy) and indirect strategy (metacognitive, affective and social strategy). In conclusion, language learning strategies are steps taken by students to enhance their own language learning. There is significant relationship between using language learning strategies and language learning results. That is why student have to know and used language learning strategies because it is enable them to become more independent and autonomous lifelong learners.

### **Approach in Learning**

Besides using appropriate strategy, there are also some approaches which can be apply into language learning. In America, There are two pedagogical approaches in learning, they are: "*Teacher centered and learner centered*". Here are some differences between the two approaches; *First*, in teacher-centered approach, the method in conducting teaching and learning is only lecture, while in learner-centered approach, beside lecture, there are also group discussion both small or large group, and then application of theory.

*Second*, the role of teacher is become source of knowledge, making clarification and interpretation of the written text. In contrast, using learner-centered approach, students become independent learning. Here, the roles of teacher just present the content, facilitate and demonstrate the skills. *Third*, the learners' roles is listen to the lectures, take notes, read assigned texts, memorize content, demonstrate memorization in tests and papers. Furthermore, in learner-centered approach, beside those activities, students need to think critically about content, express perspective in class, participate in dialogue, and demonstrate their understanding. *Fourth*, the learning process only directed by the instructors. In contrast with learner-centered approach, not only instructor, students also take part in direct the learning process. *Fifth*, Using of computer is only as an adjunct to backup the lecturer's activities. it is different from learner-centered approach, computers totally become a part of the course objectives. *Sixth*, in teacher-centered approach, the learning mode using top-down means the instructor is the only one who imparts the knowledge to students, while in learner-centered approach, there many kinds of learning mode such as cooperatives, participatory, and interactive between instructor and students. *Seventh*, the method of evaluation occurs only in two sections; written and oral exams, while in learner-centered approach, the evaluation could be in written, oral, self-participation, class participation, papers, quizzes, group project, and classmate evaluation where the students can evaluate each other. *Eighth*, in teacher-centered approach, only instructor could evaluate the students. While in learner-centered approach, not only instructor evaluates the students, but also the students can evaluate the instructor and the students evaluate each other. *Ninth*, furthermore in teacher centered approach, the outcomes only memorize texts and absorb the knowledge, while in learner-centered approach, what the students have learn about the concept and it

should be apply into new situation by using their critical analysis skills (Eland: 2004). In my opinion, university students as well as college students are commonly adult and they have their own, so it is prefer to apply the learner-centered approach. Moreover, they can obtain more information by themselves, while a lecturer only a facilitator. Overall, by using learner-centered approach, students are expected to manage their own learning and to be self motivated.

### **The Definition of ESP**

In teaching of English as Foreign Language or Second Language (EFL/ESL), ESP is known as a language-restricted function approach. It is specifically designed to meet learner's need to communicate in English in specific discipline, jobs, or task in a certain field. The ESP is also known as a learner-based teaching. Frioto (2005) defines it as follows:

ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job related functions. An ESP therefore built on an assessment of purpose and needs and the functions for which English is required.

### **Objectives of Teaching and Learning MKU English**

The main objectives of teaching and learning MKU English is to enable the students in order to communicate a set of professional skill and to perform particular job-related function. Consider that universities students are commonly adult which already have some English background. So, MKU English design for students who preparing study to enter the profession. MKU English course is built on purposes and function for which English is required. It is concentrates more on language in context than teaching grammar and structures. In other words, the goal of teaching MKU English is more to the

practical aspect, such as applying the language in a specific related situation.

### **Syllabus Design for MKU English**

MKU English lecturers are obliged to design syllabus. A syllabus is a plan of work and it is essential for the lecturer as a guideline in teaching and learning process. There are values in showing the syllabus to students, so they can have route map of the course (Robinson, 1999). In other words, a syllabus is a document which says what will or what should be learnt (Hutchinson and Waters, 1987). It means, statement of what will be learnt passes through several different stages before it reaches its destination. A well-designed course syllabus is a necessary component of a successful language teaching program, both lecturer's and student's point of view. For the lecturer, the course syllabus provides direction and guidance in the scope, sequence in the classroom activities. For the students, it provides a glance profile of the semester's work and the expectation for successful completion.

### **MKU English Materials**

A syllabus must be follow by constructing the instructional materials. Hutchinson and Waters (1987) give a suggestion that MKU materials should cover a wide range of content areas, having the opinion which grammar, language functions, discourse organization, language skills and strategies of any discipline share the same traits. It may provide information about real-life situation or events. On this side, learning is more refers to the subject content, which is useful, both the teacher and the learner.

## **METHOD**

### ***Design of the Research***

In this research, I used descriptive qualitative method. It was used to describe the data that was founded through the research process and instrument of data collection. The characteristic of qualitative involved the analysis data in the form of word. This

research implemented *field research*; in which the data were obtained through questionnaire and interview.

### ***Setting of the Research***

The subjects of this research were all students of non English Department, who already taught MKU English in even semester, 2014–2015 academic years. The respondents and informants were chosen randomly and consisted of 42 undergraduate students of each study program, they were; Accounting, Governance and Islamic Education Study Program and also 2 lecturers who taught MKU English at those study program. The total of the participants of the research were 42. This research was carried out at Muhammadiyah University of Luwuk, located in Jl. K.H Ahmad Dahlan no. 79, Luwuk, Banggai Regency.

### ***Procedure of Data Collection***

In order to collect the data, I conducted; class observation, questionnaire and interview. The use of combination of those data collection techniques among them can be done in qualitative research (Sugiyono, 2012). Taking data or source of information through variety of methods generally can be used in qualitative studies (Denzin, 1970). In the first stage, a questionnaire was administered to the forty students which consisted of twenty statements. The purpose of finding out the students' perception/response on the teaching of MKU English, gained information about teaching strategies and content of the instructional material that the teacher use in the classroom. I provided answer in each item of the questionnaire, and the students asked to choose one. The questionnaire used Indonesian language in order to get accurate data from the students.

The second stage was interview part with two students and two lecturers. The students and lecturers were randomly chosen from the study programs which enrolled MKU English at even semester 2014/2015 academic years. In this session, I selected those students based on their involvement,

who always present and quite active in the classroom. So, they can express their idea precisely and clearly. Students were also encouraged to give comments or other additional information which did not cover in interview question. While the lecturers that I interviewed were the lecturers who taught MKU English to those study programs. The interview used Indonesian language too, in order to support the questionnaire. Form of interview was divided into two: *a student interview form* and *a teacher interview form*. Each interviews consisted of ten questions which design in semi-structured with open-ended questions, in which I as the interviewer allowed to bring up in a new question. I conducted the interview only once of each informant (both students and lecturer) and it spent about 15-30 minutes. Furthermore, the interview took place in campus of UML on office hours. The last stage, I have to conduct classroom observation in order to support the questionnaire and interview.

**Technique of Data Analysis**

The data collected in the research were reduced in form of selecting, categorizing, reducing, displaying and interpreting data. After reducing data, I laid the data into tables or graphics in order the data can easily understood. The results of data analysis were displayed as the findings of the research. The

**Data Presentation and Analysis**

**Research Findings**

**Table 1 the result of the questionnaire from the students' answer in each item**

Number	Students' Answer					Percentage (A+SA)
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
1	-	-	6	24	10	85%
2	-	-	8	22	10	80%
3	1	4	19	13	3	40%
4	3	2	18	14	3	42.5%
5	-	1	6	20	13	82.5%
6	2	1	8	20	9	72.5%
7	1	3	14	14	8	55%
8	-	2	6	17	15	80%

last step was interpreting or drawing conclusion. The description of data analysis includes data reduction, data display, and drawing conclusion (Miles and Huberman: 1994)

In analyzing data of questionnaires items I applied percentage formula by Sugiono (2009).

$$P = \frac{\epsilon f}{N} \times 100$$

Where:

P = Percentage

$\epsilon f$  = Sum of Frequency

N = Number of Sample

After that I identified based on the students answer. The choice answer was one of the following options:

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
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Finally, the result of the percentage I measured by using simple calculation as suggested by Arikunto (2005) as follows:

Percentage	Category
81% - 100%	Highest
61% - 80%	High
41% - 60%	Average
20% - 40%	Low
Less than 20%	Lowest

9	-	-	2	16	22	95%
10	-	-	2	18	20	95%
11	-	-	13	14	13	67.5%
12	-	-	4	22	14	90%
13	1	-	5	20	14	85%
14	-	-	3	20	17	92.5%
15	-	-	8	23	9	80%
16	-	-	7	23	10	82.5%
17	-	-	6	26	8	85%
18	-	1	15	20	4	60%
19	-	-	8	20	12	80%
20	2	-	7	14	17	77.5%

**Discussion**

This subchapter discusses the result of the data presented in the previous section. In explained the results of this research, the researcher combined the result of questionnaire and interview discussion, There were four categories of answer of my Research Findings: they were: Highest, High, Average and Low as presented below:

*First*, the highest response from the respondents found in item number 10 in relation with the question “whether English lecturer create a joyful learning” as shown in table 4.1.1.j. From 40 respondents, there were 38 or 95% respondents agree and strongly agree with the statements. *Second*, the High response from the respondents found in item number 6 in relation with the question “whether English lecturer used media or not” as shown in table 4.1.1.f. From 40 respondents, there were 29 or 72.5% respondents agree and strongly agree with the statements. It can be assumed that almost all English lecturers of UML used media in taught MKU English. *Third*, the average or enough response found in item number 7 concerning about whether lecturer and students come on time when attend the MKU English class as shown in table 4.1.1.g. the percentage showed that only 55% or 22 respondents chose agree. It means that, almost half of them (both lecturer and students) always come late or did not come on time. *Fourth*, low or bad response found in item

number 3 from the students in relation with the question “whether the lecturer often give the students homework” based on the data obtained, from the total respondents, the percentage showed that 47.5% or 9 respondents chose undecided or neutral and only 40% chose agree and strongly agree with the statements. It can be assumed, only a few lecturers gave the students homework or assignments. (See table 1)

Furthermore, in terms of answer the research objective about strategy, instructional material and the students’ response. *First*, about the method, strategy or approach the lecturer uses. Based on the result presented that about 85% (see the result of questionnaire number 1) students was agree that their English lecturers were used a learning strategy in taught English. It is proved when the researcher observed the classroom; both of English Lecturer used an appropriate strategy in taught English at that time and the students are very active and enjoy attended the teaching and learning process. Most commonly method or strategies which the UML lecturer always used were snowball and discussion method.

The advantages of Snowball were encouraging the students to be active in speaking participation in the classroom, because this method contains a rich communication where students must be active. This technique also has positive effect on the students’ memory development. In

addition, the purpose of this technique is appropriate in reviewing the vocabulary for the students. In teaching learning process, snowball throwing technique could be a good media in developing students' vocabulary. Unfortunately, this technique not too effective measure speaking skill because not all the student will get the chance to speak because of limited time. While for group discussion, it has positive effects at all grade level of students. It can be used effectively with primary students such as adult learners or university students. As well as snowball method, it is also highly recommended strategy that can be used not only to help students develop problem solving skill and share opinions but also to attain subject matter mastery. The best part of discussion method was it is particularly valuable for students who are weak in reading comprehension. It provides those students a completely different learning style for achieving subject matter and other educational objectives or learning goals. While, the disadvantages of this method was classed tend to get noisy and disorganized, students feel unable to say what they mean or afraid of being wrong. Moreover, some students are intimidated by the dominant participant when discussion method is introduced.

Anyway, according to researcher point of view, it should be maintained and improved for the next. Through interview both the students and lecturers also gave their opinion that used a method, strategies or approach is very good because it help them (lecturer and students) in managing the class. A lecturer is the most influent person in the learning teaching process occurred. Therefore, lecturer's creativities in giving her/his quality teaching service are absolutely needed and strongly recommended. in other words, students' achievement are mostly influence by the strategy, method, approach and implemented by the lecturer during the learning teaching process occurred. Besides, lecturer' pedagogic competence should be

improved, and in turn it will motivate the students to learn English actively and productively. McGonigall (2005) also suggests that lecturers of English use several strategies in order to meet the learners' needs. Group discussion then is an excellent forum for learning to think like a specialist by giving students a chance to practice and analyze the words through the lens of a particular field. In other words, when learning is self-initiated, there is more application of strategies which might lead to a more successful learning outcome.

*Second* it was about the Instructional material being used by the lecturers. Through interview, there were two variety answers from the two lecturers. One lecturer initial SS used a specific material in accordance with the students' major field of study. It proved when the researcher observed the accounting class who handle by her on March 26<sup>th</sup> 2015, during the teaching and learning process she asked the students to make an English conversation in the field of accounting, banking or economic issues and then the students practice it in front of the class in pairs. While the lecturer initial JN did not taught specific English to the students. In this case, he only taught general English. Meanwhile the students itself already have some acquaintance with English when they were in high school. It is also supported by the result of questionnaire when asked the students opinion about the Instructional material. In table 4.1.2 presented us (see questionnaire number 8) there were 80% students agree and gave high response if the materials the lecturers used in specific discipline or have relation with their major or study program. However, non English department students learn English not because they are interested in English language or English language culture, but it is because they need English for study or work purposes (Robinson, 1991).

*Third* was concerned about the students' response regarding the English teaching and



learning process. Based on the table 4.2.1, there were three categories answer or response from the students or respondent, they were: Highest, High, Average and Low. The result showed that 95% respondents gave highest response that UML English lecturers create a joyful learning, 72.5% respondents gave high response that the lecturers use media, 55% respondents gave enough response toward the lecturers who did not come on time and 40% respondents gave low response when the lecturer give assignment infrequently. For detailed see table 4.2.1 above.

## CONCLUSION AND SUGGESTION

### Conclusion

*First*, English lecturers of UML used method, strategy or approach in taught English and the most commonly method or strategy the UML lecturers used were *Snowball and Discussion* method. *Second*, students of UML gave a good response toward English teaching and learning process. *Third*, Some lecturers used Instructional material of general English in taught MKU English while the other lecturers used Instructional material of specific English which relating to the students study program or field of study. Thus, teaching English process at Muhammadiyah University Luwuk will be very good when English lecturers design instructional material in accordance with the students' major by using appropriate strategy or method.

### Suggestion

*First*, lecturers are expected to be able to understand the difficulties faced by the students, then, find a solution by implementing a wide range of varied strategies to make students more interested in learning English. *Second*, UML English lecturers should revise and design the content

of the present Instructional materials according to the students' major or field of study. *Third*, the students are expected to increase their awareness of using their own learning strategies and became independent learners. *Fourth*, all parties, including lecturers, faculty, and university leaders have to work together to expedite the learning activities in an effort to improve student learning outcomes. One of them is by improving the existing learning facilities at Muhammadiyah University Luwuk. *Lastly*, hopefully this research can be used as a preceding data to conduct further research probably about the policy which influences the English teaching and learning process.

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