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The Challenges of English Lecturers in Motivating Students Non-English Department

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Abstract

This research described the challenges faced by English lecturers in motivating students' non-English department. Related to this topic, the researchers are guided by the opinion of Johnson (2001) stated that there are about a billion people on the world today learning English as a foreign language (p.3). This research used qualitative approach which was analyzed descriptively to answer the problems. The data in this research were collected through all information related to the challenges of English lecturer in facing the learning process of English subject. Observation and interview techniques were used to collect data. The subjects of this research are the English lecturers and students of English subject one of private University in Indonesia which has no English department. Generally, the results of this research indicate that the students are aware about the importance of English subject; furthermore, English lecturers through various efforts to motivate students be aware that the English subject is not only considered as 2 credits, but also the use of English language is very useful in the future specially in technology. To maintain the students' motivation, the lecturers used Behavioristic approach in which the English lecturers could make social environmental factors as part of the guidance in teaching.

Keywords: *Challenges, English, Behavioristic, Motivation*

INTRODUCTION

No one dares to argue that English is indispensable language in the world. Beside it is the language used for international communication, it is also used to unite people from many various language backgrounds and cultures who live in different countries. In line with many various languages in this world, it becomes a problem for the people when they want to interact and communicate to others with different languages that live in different

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countries. To unite these people, it is needed one language that can be understood by all of the people. In this case, English is admitted as an international language because most of the countries all over the world considered English as foreign and second language teach English to their people. It becomes one of the languages learnt widely by the people in this world. Johnson (2001) notes that "there are about a billion people in the world today learning English as a foreign language"(p.3).

In Indonesia, English is one of the subjects, which is taught in almost all educational institutions. At present, we can find English is being taught at elementary, junior high, senior high schools, and universities, even at the Kindergarten. It is better for Indonesian students to learn English communicatively. It means that the English learners should not only be able to write in English but also be able to speak English. English has developed into an important as a medium of international communication. This happens in the academic community.

Quirk et.al (1972) assumes the importance of English language recently in its vehicular load, which is where the English functions as a medium for science and scientific society in the twentieth century (p. 2). This statement describes the condition which is happening at one of private university Tanjungpinang, Institute of Technology School Indonesia *(Sekolah Tinggi Teknologi Indonesia)* which abbreviated with STTI. STTI is a private university based on technology which English is necessary for students due to it is a compulsory course. This situation has made English as foreign language skills become increasingly important in the future for the development of science and technology.

There are several challenges faced by the lecturers during they are teaching in classroom such as the students have low enthusiasm with the English subject because since they are in the elementary school until Senior High school had learned English which affects their perception about English. They think learning English is not priority in the campus which is not an English department and they assume that they are able to master it in short time. But, the reality is not as what they think because the material though by the teacher at their own school is different with the material though by the lecturers at the college.

Related to the technology that is evolved at any time, the students need to be able to understand how to use technology, as estimated 52% of the 10 web sites on the internet use English (ef.co.id). Most of the greatest technology companies of the world like American companies and almost the whole programming language commonly use beaker from English. Thus, low English language skills occur at the level of education at the University level will impede an access to technology, especially to obtain any information.

The next challenge faced by the English lecturers based on the subjects of the research that had been studied showed that there are some students who do not like English courses because of from the beginning they assumed English is difficult. So this is a new challenge for lecturers to change the students' mindset towards English courses considering that English is very important to manage technology infrastructure and the development of e-commerce on campus. English lecturers must be able to grow and maintain students' motivation in attending English lectures. Syah (1995) point outs that there are three factors that influence student learning, namely internal factors such as: physical health, level of intelligence, attitudes, talents, interests, motivation; and external

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factors such as: the characteristics of parents, family management practices, school buildings and location, learning tools; and learning approach factors such as: strategies used by students in the learning process (p. 132).

Therefore, that is important for students to be motivated in their learning activities. Students who have learning motivation will have the desire to succeed in learning. Several problems described above, then in this study the authors aim to find difficulties faced by lecturers and non-English department students. In addition, the authors also will explain the way of lecturers face these challenges in order to realize the students the importance of English courses for non-English department students.

LITERATUR REVIEW
Previous Study

Regarding to the challenges of English teaching in Indonesia as a foreign language, level of education and culture will influence the various obstacles faced by the English teacher. As seen in the research of Yulia (2013) indicated that the students of private and government of junior high school at five districts at Yogyakarta Province has low motivation in English learning. However, the results of the study showed that the students' motivation is more of an instrumental motivation in order to fulfill passing grade of national examination. The teachers found difficulties in conducting the classroom instruction is due to the students' low motivation. The researcher suggested that the teachers of the junior high school should improve their teaching technique to achieve the students' integrative motivation in English using communicative competence.

The difficulties faced by English teachers overseas who use English as foreign language are also not much different from the difficulties that the English teacher faced in Indonesia. This can be seen from research conducted by Khan (2011) in Saudi Arabia. His study focused on the case at Jeddah Community College (JCC). He claimed that although the planning, curriculum, textbooks, competence teacher and effective administration did not ensure the learning process successfully. It was due to the development of actual skill not up to the mark. The challenges faced by the English teacher such as: their qualification, training as an EFL teacher, experience as a bilingual teacher (in Arabic context), perception of Arab culture, psychology of the learners, language policy, status of English, methods and strategies, assessment etc. Meanwhile the difficulties faced by the students as follow: the difference between the past and present style, technique of teaching, workload, more focus on EFL, and focused teaching, stricter evaluation system, hard work, lack of proper motivation and attitude etc.

Aziz (2017) conducted the research related to the difficulties of English teachers while teaching advanced learners in Bangladesh. The students' problem in learning English indicated that they were inhibited and unconfident to learn the target language. The English teachers implemented traditional approaches like Communicative Language Teaching in the learning process, but for their daily instruction were not exposed the target language. In order to overcome the problems, the researcher applied several innovative methods using Humanistic approach in the learning process.

The place where the teaching learning process conducted also influences the different challenges faced by the English teachers. Milon (2016) studied the difficulties of

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teachers and students of primary level school at rural area of Bangladesh. The study indicated that most of the rural schools' students are weak in English due to lack of skilled and trained teachers, proper teacher training, using proper teaching methods and materials, limited contact hours, class size, inadequate knowledge on pedagogy and so on. He recommend to solve the problem one of them is to stimulate the students' motivation with various interesting activities in the learning process.

It seems the improving students' motivation becomes the main factors in the learning English. Based on the some researches above indicate that the challenges of English teachers are how to create innovative classroom activities to create students' motivation first. The important of English has to be alert continually at anytime while teaching English.

Motivation

Motivation stems from the word motive. Motive is defined as the power that exists in person to do certain activities for the achievement of a purpose. In the fact, motive could be interpreted as an internal condition. According to McDonald (2000), motivation is a change the energy in person that will characterize by the emergence of feelings and awareness by responses to the purpose. From the definition of McDonald's discovery, contained three main elements or characteristics in the motivation such as 1) motivation to initiate the energy changes, 2) motivation is characterized by the feeling and 3) motivation is stimulated because of the purpose. Following three different perspectives emerge, namely:

a. From a behavioral perspective, motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. Skinner, Pavlov, and Thorndike put motivation at the center of their theories of human behavior. In a behavioral view, performance in tasks-and motivation to do so-is likely to be at the mercy of external forces: parents, teachers, peers, educational requirements, job specifications, and so forth.

b. In cognitive terms, motivation places much more emphasis on the individual's decisions, "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect" (Keller, 1983, p. 389). Some cognitive psychologists see underlying needs or drives as the compelling force behind our decisions. Ausubel (1968, pp. 368-379), for example, identified six needs undergirding the construct of motivation:

   1) The need for exploration , for seeing "the other side of the mountain," for probing the unknown

   2) The need for manipulation, for operating-to use Skinner's term-on the environment and causing change

   3) The need for activity, for movement and exercise, both physical and mental

   4) The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings

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5) The need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge

6) Finally, the need for ego enhancement, for the self to be known and to be accepted and approved of by others, or, what Dornyei (2005, pp. 93) calls the "self-system"

c. A constructivist view of motivation places even further emphasis on social context as well as individual personal choices (Williams & Burden, 1997, p.120). Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context. Several decades ago, Abraham Maslow (1970) viewed motivation as a construct in which ultimate attainment of goals was possible only by passing through a hierarchy of needs, three of which were solidly grounded in community, belonging, and social status. Motivation, in a constructivist view, is derived as much from our interactions with others as it is from one's self-determination.

The "needs" concept of motivation in some ways belongs to all three schools of thought: the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. Consider children who are motivated to learn to read. They are motivated because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy, and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, you may be unmotivated to learn a foreign language because you fail to see the rewards, connect the learning only to superficial needs (e.g., fulfilling a requirement), and see no possibility of a social context in which this skill is useful.

Motivation in learning English can also emerge from the inside (intrinsic) and outside (extrinsic) of individual. The intrinsic factor is in the form of desire to succeed from learning activities, as well as the encouragement to learn. While extrinsic factors in the form of desire to get such a reward, there is conducive learning environment and interesting learning activities.

METHODOLOGY
Research Design

In this research, descriptive method is used to answer the problems through qualitative approach and in the case study draft. The descriptive method is used to identify the challenges of English lecturers in motivating students of non-English department. The qualitative approach is used due to the data of this research are in the forms of words and not in the form of numbers (Huberman, 1984, p.15). Furthermore, Taylor and Bogdan (1984, p.5) state that qualitative methodologies refer to research procedures which produce descriptive data; people own written or spoken words observable behavior.

The Role of the Writers

In this research, the writers play a role as human instrument. It means that the writers become an observer and data collector. Therefore, the writers joined the class to get

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the main data needed unconsciously by the subjects and in another occasion the writers also did the interview with subjects in order to get a detailed description of the data.

The subjects of this research are the second semester students who take English subject and two English lecturers of STTI Tanjungpinang. There are 15 students in the class, 10 male and 5 female of Informatics Engineering major. In collecting the data, the students of second semester were chosen randomly. The English lecturers are comprised of 2 females. It is expected that from such number there are more and detailed explanation what problems they get when learning English subject by students and the challenges of English lecturer in teaching English subject. Some data collection techniques are applied in this research, namely:

Observation The data collection is carried out through non-participant observation. It means that the researchers do not participate in communicating with the subjects. Instead, the writers' position is as an observer or data collector from those subjects. Therefore, this technique is used to gather the data about challenges faced by English lecturer in teaching English subject.

Interview By means of this technique, the study would be completed with some supported data. This kind of data may qualify the major data that is to help explain some peculiarities of the observed previously. Therefore, this technique is used to gather the data about the challenges faced by English lecturer in teaching English subject.

Data Analysis Technique According to Sunarto (2001, p. 158), the approach used in analyzing the data, in qualitative study, is cyclical approach. It means that the data analysis is applied continuously during preparation of the study until data collection is finished. This analysis consists of three steps, i.e (1) reducing the data; (2) interpreting the data; (3) conclusion and verification (Miles and Huberman (1984, p. 21-22) as citied in Sunarto, 2001, p.158). Therefore, after the researchers obtained the data from the field, the data were analyzed based on the following stages. The data obtained are transcribed into transcription sheets. This activity is allied with the field notes to get the complete data. Those transcription sheets consist of spoken language used by the interviews in their communication.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up transforming. The researchers' reduction process continues after fieldwork, until a final is completed.

Interpreting the Data Completing the process of data reduction, the researcher continues doing the data analysis by interpreting the data. This is done in order to engage the each point of focuses of the study with another.

Conclusion In this step, the meanings will take from the consideration of all that had been done previously (data condensation and data display) see whether they are confirmed. In other words, after collecting, reducing and displaying the data, the researcher draws conclusion based on the result of research.

FINDINGS AND DISCUSSION
In this section, the researcher displayed the findings of the research and discussion of them.

Findings

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It was mentioned in the previous section that this research concerned on the challenges of English lecturer toward English subject at the STTI Tanjungpinang.

1. Student's Perception

The first problem faced by English lecturer is to change the students' perceptions about English is so 'difficult'. The students who are not interested in what the English lecturer taught but they forced to learn. One of effect was they will hate the lesson is. From the result of interview with English lecturer, it happened in STTI, the students ever said, "*saya tidak suka belajar bahasa inggris*" (I do not like learning English), "*saya benci bahasa inggris*" (I hate English), "*bahasa inggris sangat sulit*" (English is difficult), and so on.

Table 1.
The Interview English Lecturer 1

No.	Question	Answer
	Pada sebelum belajar awal semester tepatnya bu, Bagaimana mahasiswa pada saat itu pemahaman mereka dalam bahasa inggris? **Translation:** *At the beginning of semester exactly, how was the students' comprehension in English?*	*Karena masih awal waktu itu, jadi seingat saya mereka masih binggung karena kan mungkin di SD mereka dapat pelajaran bahasa inggris juga namun gak terlalu banyak kali ya pembahasannya. Beda-beda dalam skill, kalau bener-bener mereka gak suka bahasa inggris yaa itu karena dari awal mereka bilang bahasa inggris sulit. Padahal saya menanyakan hal yang simple kayak bentuk kedua kata kerja begitu ya, tapi mereka ada yang gak tau dan gak antusias dalam mengikuti pembelajaran bahasa inggris sehingga pemahaman mereka kurang.* **Translation:** *It was due to at the beginning of semester, so I remember that they were still confused of English, besides it might be at the elementary school they also got English but the material were not too much. They had various skills, if they truly did not like English, it was due to they said from the start that English was difficult. Actually, I only asked them of simple pattern of English such verb two (past tense), but most of them were confused and not interested in learning English affects their understanding.*

The result of observation shows that the lecturer recalls and repeats the previous courses as the topic opening that will be discussed.

Table 2.
The Interview English Lecturer 2

No.	Question	Answer
	Pada sebelum belajar awal semester tepatnya bu?	*Begitu baik saya rasa, hanya ada beberapa mahasiswa yang masih lupa pelajaran bahasa*

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Bagaimana mahasiswa pada saat itu pemahaman mereka dalam bahasa inggris? **Translation:** *At the beginning of semester exactly, how was the students' comprehension in English?*	*inggris yang telah mereka dapatkan disekolah.* **Translation:** *I think it was good, but there were some students still forget of English that they had been learned at their schools.*

Furthermore, the other challenges faced by English lecturers, they should maintain the students' learning motivation, so the students do not forget with the important of learning English.

2. Maintain the Motivation

The second problem faced by English lecturer is keeping motivation to the students. There are several ways carried out by the lecturers in order to motivate the students in learning English. The results of interviews with lecturers related to perception students conducted by lecturers, one of the lecturer invites the students to communicate using English. This way will make them aware the importance of English is not only used when learning in the school or in the campus but will be useful for their work later.

Table 3.
The Interview English Lecturer 1

No.	Question	Answer
1	*Apa kiat-kiat ibu dalam mempertahankan motivasi belajar mahasiswa khususnya bahasa inggris?* **Translation:** *What are your techniques to maintain the students' learning motivation especially English?*	*Setiap kali mata kuliah bahasa inggris dimulai yang saya lakukan dan pastikan mereka termotivasi pada satu hal yaitu pentingnya bahasa inggris bagi mereka sendiri. Kadang mereka kurang kesadaran bahwa bahasa inggris didunia perkuliahan juga penting apalagi ini berkaitan dengan bidang teknologi ya. Jadi yang saya lakukan didalam kelas, saya sering mengajak mereka untuk berkomunikasi menggunakan bahasa inggris, lama kelamaan kan mereka terlatih dengan sendirinya.* **Translation:** *Every time I started the English course, make sure they are motivated on one thing, namely the importance of English for themselves. Sometimes they lack awareness that English in the university is also important especially related to the technology field. So what I do in class, I often invite them to communicate using English, over time they are trained by themselves.*

Table 4.

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The Interview English Lecturer 2

No.	Question	Answer
1	*Apa kiat-kiat ibu dalam mempertahankan motivasi belajar mahasiswa khususnya bahasa inggris?*	*Yang pertama menyakinkan mahasiswa pentingnya bahasa inggris di dunia global saat ini karena sebagai bahasa internasional. Salah satunya saya membuat kelompok diskusi di kelas setiap mahasiswa wajib menggunakan bahasa inggris walaupun salah tidak harus malu. Kan sama-sama belajar.*
	Translation:	***Translation:***
	What are your techniques to maintain the students' learning motivation especially English?	*The first thing is convincing the students the importance of English in today's globalization era because it is an international language. One of them is I make discussion groups in class every, the student must use English even though they don't have to be ashamed. We are studying together.*

Discussion
1. Students' perception

The researcher found that the English subject at campus was difficult and not fun for the students based on the result of interview in the beginning of time. Then, while the researcher observed the class some of students operated their phone indicated that they were not enthusiastic with learning process. Students who are not motivated by the subject felt the learning process in subject as the most hated thing. The English lecturer should use their teaching time to motivate their students a lot. Students who have motivation towards English subject will do more activities and learn faster in learning. As a result, if English lecturers could build it, then students will study the English subject with full awareness.

According to Popham and Baker (1992) the essence of an effective learning process occurs if the teacher can change the ability and perception of students from difficult to learn something to be easy to learn. The problem above is a problem experienced by English lecturer at the beginning of the semester. Some of students showed dislike attitude in learning English. In this problem, the English lecturer tried to build their motivation in learning English, as for the English lecturer did is to give appreciation to the students. The English lecturers always encourage students and provide an understanding that English is important in our future life, especially in technology. With this way the result of learning had improved.

2. Maintain the Motivation

The next problem found in subject 2 (in Table 2 and 4) is to maintain students' motivation so that they are encouraged by the importance of English for them. Although English in non-English majors only has 2 credits, it is very influential for them at the end of the semester considering that English is a compulsory subject that students need to take. Students who like English, it hopes can influence to other students who has motivation in English. The results of interviews with lecturers, she used the strategy to students is making presentation groups. So, the students who are lack in English can be helped by

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students who understand English better. That is due to motivation plays an important role in providing enthusiasm and pleasure in learning, so the students who have high motivation have a lot of energy to carry out learning English activities.

CONCLUSION

From some cases above we could conclude that basically every individual has a curiosity, a sense of want to try, and a sense of want to master. English lecturer should be aware that the basic human instinct is willing to learn when it becomes a necessity. Related to it, English lecturer required to create interesting learning activities so that students realized that it is their needs.

An English lecturer must understand the symptoms that students complain about. Not all students who are not passionate about learning are stupid students. The condition is not or less passionate in learning is a common symptom experienced by students. However, many possibilities were causing this condition. Some of students are not interested in how the way the English lecturer teach, students feel bored, students sleepy because they slept late in the night, and so on. As far as possible English lecturer could understand the condition well so there is no mistreatment.

If the English lecturer could know the problems of the student, the English lecturer will give services and treatment appropriately. Otherwise, if an English lecturer does not understand the symptoms of student problems well, English lecturer will give the wrong treatment. As the result of mistreatment that could cause students dislike or hated it.

To motivate students to keep learning was their obligation as an English lecturer. It was not wrong for English lecturer to recognize the Behavioristic approach. Through this approach, English lecturer could make social environmental factors as part of the guidance in teaching. Behavioristic scholars argue that motivation determined by the environment. English lecturer could create an environment in the learning process. Therefore, improving students' motivation in learning is a very important task for English lecturer, by building a conducive learning environment and culture.

Most of students will have motivation to learn if encouraged through various techniques to motivate them, but there are also some of students who will have new motivation if the English lecturer did special efforts for them. Therefore, English lecturer should be flexible to use various approaches in stimulating student interest in learning, as well as being able to use different principles and techniques based on the students' needs and conditions.

There are several strategies that English lecturer could use to foster motivation such as explaining learning objectives to the students clearly, rewarding the students with great and small achievements, such as the students could answer the teacher's questions. Besides, the students who have achievement will have motivation to be able to pursue outstanding students.

SUGGESTION

Based on the conclusion above, the researcher would like to propose some suggestions that hopefully will be very useful to improve the quality of teaching and learning process. This advice is mainly directed to English lecturer and students.

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1. The English lecturer

     The English teacher should find ways to enhance and sustain students' motivation better so that the students' engagement in learning and outcomes will be ensured.

2. Students

     Hopefully, through the motivation by teacher, students can motivate in learning English and they should be aware of the important of learning. Therefore, they should be ready to learn whenever they come to their classes to get a better result of learning.

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