

THE RESPONSES OF THE NON-ENGLISH DEPARTMENT STUDENTS TOWARD ENGLISH AS AN OBLIGATORY SUBJECT

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Abstract

This study aims to know how the students of non-English Department students of Ubudiyah University (UUI) respond to English subject. The study measurement focuses on students' responses toward teaching learning process in the English class. The sample of this study was non-English department students of UUI from the students from the Technical Information department. The students were the second-year students who studied in UUI and were obligated to take the English class as one of the public subjects. The method used in this research were oral test and questionnaire. The oral test done by asking questions about students' daily activity, elaborating a trending topic and inviting students to discuss about up to date news. The method used to collect the data from questionnaire was by distributing a closed questionnaire to the students about how their feeling to English. From the data obtained from the oral test, it was found the students seemed enthusiast in the beginning of teaching learning process, it was observed the students' curiosity about English and how the students' responses to the teacher's explanation the female students had higher curiosity than male students and it also found the students who took a frontage row in sitting were deeply interested for English lesson compared to those who were in the rare position. When the oral test held the students seemed easily answered the questions about daily activity but then when they were asked the idea about a trending topic and an up to date news, they faced some obstacles. The obstacles of this problem were answered in the questionnaire sheets then. The students' showed slow responses toward the questions, sharing and explanation when the oral test conducted because they were lack of English vocabulary, poor pronunciation and confusing in grammatical mastery.

Keywords: *responses, non-English department students, obligatory subject*

INTRODUCTION

Learning English is no longer an option but an obligation. The school-based curriculum draws that the objective of learning a language, English in this case, is the students are able to utter the meaning of simple transactional and interpersonal skills in order to interact both literally and orally with close surrounding. Unfortunately, even though the students have spent six years, even some are more, learning English, they still do not have such good English. One of strategies in the EFL countries such as Indonesia, it is to introduce English as a subject in the school curriculum in the primary years. For the further step in improving and changing the strategies, the Indonesian government launched the Decree of the Minister of Education and Culture No.060/U/1993 dated 25 February 1993. It is states that English can be taught to the elementary school-aged learners- that imply lowering the age at which it is taught and fulfil the long-term national need.

Right now, what we find in school, children, the primary years, learn language best in situation where their attention is focused on meaning rather than on language. This argument is based on research into the way which infants learn their mother tongue and the ways in which foreign language learning parallels first language learning. This impact causes the proficiency of the students is low, far from the curriculum target and becomes a problem in mastering English skills then. Beside the argument above which be a problem in mastering English skills, there are the other factors affecting students' failure in learning English. First of all, in the classroom, the students do not have time to strengthen their English inputs. The second is the students are not motivated to go deep into English

language. The teacher rarely used any different media to support the English teaching learning process. The next factor is the students are lack of vocabulary. Students need to have useful and adequate vocabulary since the language aspect necessary for the process. The last factor is the students do not find the useful of language they are studying for their real-life situation. Thus, they were in English class because they could not avoid it. The number of university students who have studied English for more than ten years are still hard to master the English skills even the only one skill. Whereas English is such an important language in today's global society and it is a tool for the language of business, the internet and modern culture. So being confident in English is pivotal in helping the students fulfil their potential skills and get the most out of life. Therefore, English is one of the important aspects which the university students should possessed. It is a must because as an international language it will buttress a communication; it is used in many references in supporting the subject materials need for the university students. As the world's English experts, no one is better qualified to get the students closer to English language and give them the best possible change of making the most of their educational opportunities. Thus, this research tries to find the responses from the University of Ubudiyah Indonesia students about English language and invite them in realizing the importance of English mastery which is not only in a time as a student but also in a time after graduation. Besides, the other aim of this study is investigating the students' obstacles in studying English from its aspects such as vocabulary, pronunciation and sentence arrangement.

METHODOLOGY

There are two research problems of the study which are needed to answer; (1) How the students' responses toward English as an obligatory subject during teaching learning process? and (2) What are the problems students faced in studying English? In getting the answer for these questions was by using descriptive research methodology. This research aimed to explore and clarified classroom finding about non-English department students, Technical Information students, responses toward English subject and the obstacles they faced in learning English.

Population and Sample

1. Population

This study was conducted in a private university located in Alue Naga Banda Aceh. The population of this research is the students from the department of information technic who study at UII Banda Aceh on academic year 2016/2017. Every academic year this department was dominated by male students. Only three fourth of totally students were female students. On academic year 2016/2017 there are 61 students in this departments who divided into two classes A and B. In class A consists of 31 students which it had 26 male students and 5 female students. 32 students in class B were 28 male students and 4 female students.

2. Sample

The class A were taken as a sample in this study. There were 36 students whose 31 students were the students in semester two and 5 students were retake the English subject because of their failure in previous semester. The reason choosing this class because the female students were great in

number than the class B. It was hoped will be represented the responses from female students.

Data Collection Procedure

The instrument as a tool for collecting the data in this research were from test and questionnaire.

a. Test

The type of test was oral test. It was done by expecting students' answers by asking some questions about their daily activities, pointing students to elaborate a trending topic and inviting students to discuss about up to date news. The reason of choosing question about students' daily activity because it was a habitual deed which happen every day such as what they do from waking up in the morning until going to bed at night. The trending topic selected was about situation in a city where the extinguishing of the electricity occurred. The up to date news used to invite the students was about the accuracy.

b. Questionnaire

The method used to collect the data from questionnaire was by distributing a closed questionnaire to the students about how their feeling to English. The students were asked to answer the questions in a sheet by crossing one of the best choices they thought about. The questions were about problem they faced in studying English.

3. Data Analysis

Obtained data from both instruments then would be analyzed distinctively. In analyzing the data obtained from oral would be analyzed by applying this formula,

$$x = \frac{\sum fx}{\sum f}$$

Where:

\bar{x} = the mean score
 $\sum fx$ = total of the mean score
 \sum = total of frequency

Whereas analyzing the data from questionnaire, would be applied this percentage formula which was announced by Sudjana (2005:199).

$$P\% = F \frac{100}{n}$$

In which:

P = percentage
 F = frequency
 n = number of students
 100 = constant value

RESEARCH FINDING

The data in this study were obtained through test and questionnaire. The test was done in the beginning of teaching learning process and it was done in four meetings. Meanwhile, the questionnaire was distributed once in the fourth meeting.

I. Data from test

The data from the test were gotten by listening to students' answer about some daily simple questions. The activity about this simple conversation was conducted in the first meeting and the second meeting. It was found that the students were enthusiasm in telling about their daily activities. The male and female students seemed to show their positive responses toward the questions. In the third meeting whom the students were asking to elaborate a trending topic, only some of those feel comfortable to speak English and they looked like an extrovert person. This situation continued to the fourth meeting when they were invited to share their idea about up to date news. The male students were defeated by the

female students. They were losing their motivation to speak and only those who sat in the front row tried to find the ideas.

The data was processed by applying the percentage formula:

$$X = \frac{\sum fx}{\sum f}$$

a. question for daily activity

$$x = 23 \frac{100}{26} \text{ male students}$$

$$x = 5 \frac{100}{5} \text{ female students}$$

$$x = 88.46 \%$$

$$x = 100 \%$$

b. question for trending topic elaboration

$$x = 18 \frac{100}{26} \text{ male students}$$

$$x = 4 \frac{100}{5} \text{ female students}$$

$$x = 69.23\%$$

$$x = 80 \%$$

c. question for up to date news discussion

$$x = 7 \frac{100}{26} \text{ male students}$$

$$x = 2 \frac{100}{5} \text{ female students}$$

$$x = 26.92 \%$$

$$x = 40 \%$$

The results of students' answer about questions would be drawn in the table below

No	The mes	meeting s	male	female	male	female	percentage
1	Daily activity	1 st 2 nd	2 3	5	88 .4 6 %	10 0%	90.3 2 %
2	Trending	3 rd 4 th	1 8	4	69 .2	80 %	70.9 6 %

	topic elabo ratio n				3 %		
3	Up to date news discu ssion	5 th 6 th	7	2	26 .9 2 %	40 %	29.0 3 %

II. Data from questionnaire

In the fourth meeting, the questionnaire sheet was distributed. It took fifteen minutes for the students completing the sheet. By ignoring the gender, the data were calculated and the result can be seen in the following table

No	The obstacles	The percentage
1.	Sentences arrangement	64.26 %
2.	Pronunciation	49.98 %
3.	Vocabulary mastery	42.84 %

In their answer, almost all students said their main obstacle in English speaking activity was sentence arrangement, 64.26 %. Then the next was pronunciation, 49.98% and the last was vocabulary mastery 42.84%.

CONCLUTION AND SUGGESTION

I. Conclusion

Nowadays foreign language of teaching learning process has been developed such as Asian language or European language. In the language family of European language, English is the top position afterward France and Spanish, not only in schools but also in universities. English in university is no more as a literal language but it becomes a tool for communication encouraging the students to

take an English course even be one of student in its program study.

The descriptive research which was conducted at a private University of Ubudiyah Indonesia to the students from Information technic departments on academic year 2016/2017 about the students' response toward English as the obligation subject purposes to know the students' obstacles in studying English speaking. This research is intended to reach the feedback in evaluating the success. And after conducting the study, it can be concluded that:

1. The students realized the importance of studying English and they have to able to master it. For university students study English could stimulate right brain because the function of English is backing up their study, for instance, in reference and in communication, then English also supports their career in the future.
2. The students could answer the questions related to their daily life but then they found a problem for speaking about the other topic. This finding was because they are lack of vocabulary for different theme, irregular time to practice pronunciation and difficulty in arrange sentences.
3. Almost all of the students agreed that the most difficult aspect of English to be practice in speaking in sequence were sentence arrangement, pronunciation and sentence arrangement.

II. Suggestion

After conducting the study and observing the process of teaching learning English to non-English department students in order to achieve the goals of the process

optimally, it would like to give some suggestions:

1. For the teacher it is hope to keep motivating the students in studying English by explaining the function of English in students studying program and the benefit of it in their future career.
2. For related parties, it is expected their contribution in improving the scholar skills specially in language program before and after their graduation.

3. The habitual activity for speaking English will enrich their vocabulary list, will accustomed to pronounce correct pronunciation and will improve their ability in sentence arrangement.

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