
TEACHING ENGLISH IN NON-ENGLISH DEPARTMENTS: EMPOWERING TEACHER TOWARDS IMPROVEMENT

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ABSTRACT

English Language Teaching (ELT) in non-English majors already has its “home” but not its “host”. It means that the parties involved in the teaching have not been able to manage an effective ELT yet. There could be many aspects related to this, yet this paper prefers to propose a solution to improve the effectiveness of English teaching in non-English majors by empowering the English language lecturer. This paper refers to the results of research conducted on the teaching of English in the Faculty of Social Sciences that use lecturers and students as the main informant, as well as interviews, observation and document analysis as data collection techniques. The results showed that some important improvement in ELT for non-English majors can be initiated by the lecturers. There are some necessary steps to do to reinforce the role of lecturers in ELT implementation. They are involving the lecturer in designing or revising the curriculum, building connection with fellow ESP lecturers and lecturers of relevant field of study, and activating Focus Group Discussion among teaching team. These steps hopefully will be complemented by the improvement of other aspects in ELT for non-English departments to build an effective teaching.

Keywords: ELT; Lecturer’s Role Non-English Majors

ABSTRAK

Pengajaran bahasa Inggris di jurusan non-bahasa Inggris baru memiliki “rumah” saja, belum “tuan rumah”nya. Ini berarti bahwa pihak-pihak yang terlibat dalam pembelajaran belum dapat menata sebuah pengajaran bahasa Inggris yang efektif. Ada banyak hal yang dapat dilakukan, namun tulisan ini memilih untuk mengajukan sebuah solusi perbaikan pengajaran bahasa Inggris di jurusan non-bahasa Inggris dengan cara memberdayakan dosen pengampu matakuliah. Tulisan ini merujuk pada hasil penelitian yang dilakukan terhadap pengajaran bahasa Inggris di Fakultas Ilmu Sosial dengan menggunakan dosen dan mahasiswa sebagai informan utama, serta wawancara, observasi dan analisis dokumen sebagai teknik pengumpulan data. Hasil penelitian menunjukkan bahwa beberapa perbaikan penting dalam pengajaran bahasa Inggris dapat difasilitasi oleh dosen pengampu matakuliah. Langkah-langkah yang dapat dilakukan adalah: melibatkan dosen dalam menyusun kurikulum pengajaran bahasa Inggris; membangun hubungan dengan sesama dosen pengajar ESP dan dosen ahli bidang ilmu tertentu; mengaktifkan forum diskusi antar anggota tim pengajar. Langkah-langkah ini diharapkan dapat dilengkapi dengan perbaikan dari aspek-aspek lain guna mewujudkan pembelajaran yang efektif.

Kata Kunci: ELT; Lecturer’s Role Non-English Majors

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INTRODUCTION

English language teaching (ELT) in higher education in Indonesia can be divided into two classifications, that is, as core subject (expertise subject) and as supporting subject. ELT as core subject can be found in English language department, while as supporting subject (general subject) can be found in non-English language Departments. This is based on the standard of content of The 2010 Curriculum of Higher Education stating differentiation between expertise subject and general subject.

ELT in higher education is based on the need of each university due to university's autonomy to design their own curriculum, It makes ELT in universities vary and the variation goes wider in the teaching of English for non-English majors. The variation includes teaching aim, management, material, amount of credits, lecturers' qualification, amount of students in a class, supporting facilities and many others (Sofendi, 2008).

ESP teachers in their researches reveal some typical problems in the implementation of ELT in universities such as the bad understanding on the nature of ELT among ELT stakeholders, the unavailability of qualified teachers, and the very limited materials. Despite

the problems faced, ELT in higher education shows a growing awareness on the significance of English language for non English majors. This can be seen from the increase of the amount of credits. Many departments establish the minimum 4 credits for English language teaching which is usually divided into two classes of general English (2 credits) and specific English (2 credits). The two classes are conducted in different semester with the general English usually proceeds the specific English. Globalization has made English language a necessity for non English language students not only in academic sphere but also in work competition. That is why many boards of non-English departments consider the importance of equipping students with better English by increasing the amount of credits for ELT.

However, increasing the amount of credits for ELT is still far from achieving the teaching aim to give benefit for students in academic as well as work field. This should be accompanied by the growing quality of the teaching. One of the ways to improve the quality of teaching is by maximizing the role of English lecturers as the forefront in the teaching and learning process. In fact, the teaching of English in non-English departments has not got a good concern from the board

of university. This condition triggers ESP practitioners and scholars to do everything as efforts to improve the condition.

A number of researches have been done by teachers and EFL experts on the implementation of English for Specific Purposes (ESP) in Indonesian universities. Floris (2008) talked about "Developing English for General Academic Purposes (EGAP) in an Indonesian University". This research discussed the methodology and findings of a need analysis in EGAP class. Kusni (2007) viewed that ESP teaching does not get much attention from some related parties and thus held a research on reformulating ESP teaching design in higher education. Sadiq (n.d.) proposed the specific formula for teaching English to non-English students' department as students' reflection. Kusumaningputri (2010) conducted a research on the challenges and solution of ESP teaching in a university which focuses on the teacher, material, facilities, institutional policies and the students. Amiri (2008) wrote an article on a program evaluation of ESP education at MS/A and Ph.D levels at Science and Research Campus, Islamic Azad University, Iran. Most researches on ELT for non-English majors attempt to know the weakness of the program for improvement, and

the strength of the program for maintenance. However, the focus of the research varies ranging from the curriculum, teaching method, teacher, facilities, institutional policies etc. Furthermore, being held in different setting as a case study, every research on ELT in non-English departments always bring something new and unique from the dynamics of ELT implementation. The researches reveal relatively similar problems in the implementation of ELT in non-English departments from one university to another, that is, the program has not achieved its goal and is conducted far from the rule of ESP (the teaching of English in non-English departments is called ESP) conduct. Although having similar problems, the effective way to solve the problems depends on the condition of each university. It means that an effective solution for one university may not work well for others.

Although done by many researchers, each research on ESP conducted in different universities possibly reveal something unique and different from others, and thus gives contribution to the dynamic of ESP teaching. This paper aims at describing the implementation of ELT in non-English departments in one of Indonesian state universities. As other

universities, the university set as research subject also faces problems such as the lack of understanding on the nature of ESP, limited number of qualified teacher and material.

Formerly conducted as university General Subject (*Matakuliah Umum*) under the university General Subject team, ELT in the Faculty of Social Sciences is now set as subjects handled by each faculty under the term Skill Development Subject (*Matakuliah Pengembangan Kepribadian*). The faculty's independence to hold ELT brings about many consequences among which are: the faculty has to set their own ELT curriculum, prepare the teachers, materials and evaluation where on the other hand they do not have sufficient personels to handle all. What is different from other universities is that ESP teacher in the university set as research subject is not a lecturer from Faculty of English Language. The teacher is specifically recruited to teach in the faculty and under the management of the faculty. This condition influences much in the implementation of ELT in non-English departments.

Practically all aspects related to ELT in non-English department is under the handling of English lecturer in each faculty which is very limited in

number. Mostly each faculty has only one English lecturer having English language education background. Therefore, it is interesting to know how English lecturer conduct ELT classes in non-English departments with the very much burden they have, what problems they face, and what solutions can be done to cope with the problems in order to improve the quality of the teaching.

Lecturer's role is set as the focus of analysis in this paper since many researches on ELT in non-English majors state that lecturer always become the problem in ELT implementation due to its quantity or quality. The researches also propose some solutions to the problems of ELT in non-English majors which mostly involve some related parties. It is noteworthy to consider that English subject in non-English department get less attention than any other subjects since it is not a core study. Therefore, the concern of the board of the faculty on this subject cannot be expected fully. Instead of encouraging some other parties to start an improvement, it is better to start from the fully-participated person in ELT for non-English department, that is, the English lecturer. Besides, most literatures show the significant role of teacher in conducting ELT since other aspects in

ELT teaching such as materials development, class management as well as evaluation mechanism are all conducted by the teacher.

Most authors agree that ESP teachers' work involve much more than teaching (Ahmed, 2014) because of the various roles they have such as: as a teacher, as course designer and material provider, as researcher, as collaborator, and as evaluator. ESP teachers' role is a complex and responsible one than teaching general English. ESP teachers should be aware of the course objectives, have a good understanding of the course content, and be flexible with learners. One important thing to know is that ESP teacher is not specialized in the field, but in teaching English. Some literatures show the heavy demand of ESP teachers as , what is revealed in a study conducted by Javid (2014) stating that English language teachers are considered ideal if they have capacity to motivate their students to exploit their latent potential to achieve enhanced learning skills. Other research studies have also highlighted the heavy demand of ESP teachers which is compiled by Javid (2014) in a conclusion that a professional ESP teacher should have the ability to get ready to teach the students from one professional field to another without spending months.

Unfortunately, in spite of the great importance of ESP courses, in many situations, very inexperienced and untrained teachers are sometimes sent to teach ESP learners. They can be either English teachers or content teachers who have limited familiarity with English or academic content (Gafournia & Saber, 2014). This condition is also a common phenomena in Indonesian universities.

Due to the unique characteristic of ESP courses which is the mixture of content and language learning, one important thing an ESP teacher should have is the ability to cooperate with content teacher to develop effective materials. Studies on the role of language and content teacher indicated that language-teaching programs cannot be separated from other academic programs, or EFL programs cannot be separated from other academic disciplines (Gafournia & Saber, 2014). Thus, ESP in non-English departments and the availability of qualified teacher is a combination that should be realized in any way.

This paper attempts to portray the implementation of ESP teaching in non-English departments focusing more on the problem of teacher. Firstly, this paper will describe the implementation of ESP class to give description about

the heavy load of ESP teachers. Secondly, it will identify the problems faced by ESP teachers and lastly, it proposes possible solutions for the problem.

METHOD

This paper is a qualitative study exploring data descriptively and inductively (Spradley, 1997). Using a case study design, this study aims to address the implementation of ELT for undergraduate students of Faculty of Social Sciences, the problem it faces and possible solution to cope with the problems, all with the emphasis on the teacher. Subject of the research is General English classes and Specific English classes conducted in the Faculty of Social Sciences with the informants are English lecturer (3 lecturers teaching in 7 English classes in the period of research), student (7 students representing 7 English classes in the period of research) and the board of the faculty (two persons consisting of Head of Department and Secretary of Department). Data collecting techniques are observation, interview and document analysis. Observation is done once in seven ESP classes implemented during the time of the research. The classes are conducted by the two departments of the five departments in the Faculty of Social

Sciences. Interview is done with three ESP teachers having English classes during the research period and also students attending the classes which is chosen purposively, one student from one class. Interview of board of the faculty is done to know about curriculum policy. Data analysis technique is done through a sequence of steps, that are, data reduction, transcription of recorded data, data classification, and drawing conclusion.

FINDINGS AND DISCUSSION

The Implementation of ELT in the Faculty of Social Sciences

English Courses in the Faculty of Social Sciences are now subjects managed by the faculty. Previously, the courses are included in the general courses (*MKU*) managed by the manager of *MKU* in university level. Not only in terms of management, the curriculum structure was no longer set as *MKU* course but as Personality Development Course (*MPK*). *MPK* is compulsory subjects that must be taken by undergraduates. In addition to the English, the other subjects included in the *MPK* namely: Religion, Pancasila Education, Citizenship Education, Bahasa Indonesia, Statistics and Information and Communication Technology.

Table 1. Distribution of The Subject of English in the Faculty of Social Sciences

No.	Study Program	Name of Subject		Total Credits
		Second-half of the Academic Year of 2014/2015	First-half of the Academic Year of 2015/2016	
1.	History Education	English for History Learning	English	4
2.	History	English for History I	- English - English for History II	6
3.	Geography Education	-	English	2
4.	Geography	English	-	2
5.	Pancasila and Civic Education	English	- English - English for Civic Education	6
6.	Political Sciences	English	English	4
7.	Sociology and Anthropology Education	- English 3 (English for Teaching and Learning) - English for Academic Purposes	-	4
8.	Social Sciences Education	English for Social Sciences Education	English	4

Source: Researcher's Primary Data

English language courses in the Faculty of Social Sciences is divided into two, namely the basic English by the name of the course is "English or *Bahasa Inggris* " and advanced English, by the name of the course varies according to the study program, such as English for History Learning for the Department of History, English for Geography for the Department of Geography, English for Civic Education and English for Political Sciences for the Department of Politics and Civic Education, English for Sociology for the Department of Sociology Education, and English for Social Sciences

Education for the Department of Social Sciences Education.

English Subject

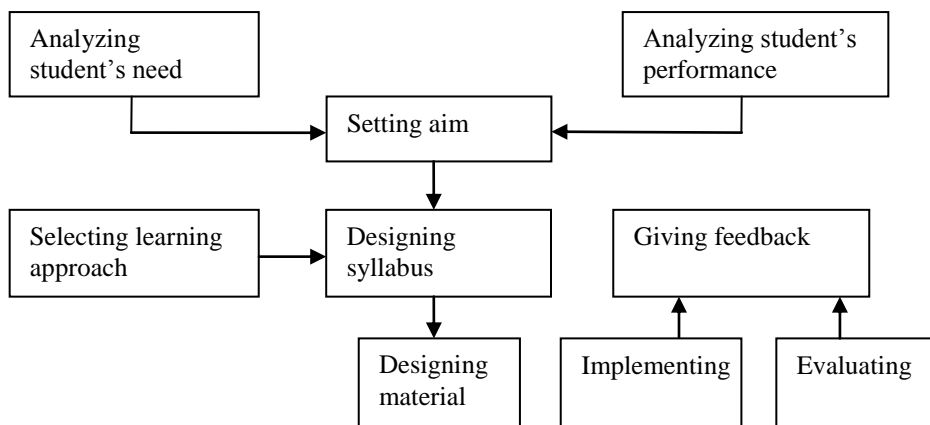
English in the Faculty of Social Sciences is taught at the initial level, that is, the first or second semester in 2 credits. Some departments have English class on the first-half of the academic year, while the other departments have it on the second-half of the academic year. This setting is needed to overcome the limited number of English lecturer. The subject of English in the context of this paper is often understood as basic English or general English. It is named

basic English because the material covered in this course includes basic skills of language and has not been connected or applied to a specific area of expertise. Basic English course is given to students throughout the study program with the same name, which is "English". As a "tool knowledge", English language course is expected to be the basis of knowledge when the English language skills is later applied for specific areas of expertise. For example, the material on "English clauses" that talks about subject and predicate, or agreement between subject and predicate will be an important base when students make their academic writing in English. Therefore, the subjects of English should be given as a prerequisite to follow an advanced English course.

The teaching team also bears some problems. One of them is lecturer who does not have English language education background has to teach English. Based on observations, in the faculty, to assess whether somebody can teach English or not is measured with a simple parameter, namely the mastery of vocabulary. Vocabulary is indeed a great asset for a teacher of English subject, but it is not the only requirement.

We need to well realize that the role of lecturers in the implementation of ESP is very important and their task is varied starting from teacher, collaborator, course designer and material provider, researcher, and evaluator. For a more detailed steps of what a lecturer do in an ESP class, the following table 2.

Table 2. Learning Design Model (Bell, 1981)



Source: (Gillet & Wray, 2006)

Based on the learning model displayed, it is known that the lecturers teaching English in the Faculty of Social Sciences have a big task to do. Vocabulary mastery is not enough, a linguistic literacy is needed. For such a big role, lecturers' competence is very noteworthy, and the competence cannot be measured only from vocabulary mastery. If the need for proficiency in English increases, the need for competence of teachers must be improved. If not, it will be difficult to improve the quality of teaching.

The lack of linguistic literacy is another problem faced by lecturer who does not have English language education background. Linguistic literacy which is understood as a variety of linguistic knowledge, ranging from discourse analysis, genre analysis, culture analysis is very important in the understanding of the English language teaching (English Language Teaching / ELT). As an international academic language, the teaching of English is growing rapidly and there are various types, among which are English for General Purpose (EGP) and English for Specific Purposes (ESP). Each type has their own characteristic which has to be known to be able to conduct a qualified teaching program.

Knowing the nature of ESP becomes a must-have for lecturer of

English courses in non English majors. This knowledge is the basis in preparing learning design. In addition, the nature of the ESP should be introduced to students at the beginning of the lecture so that students have a clear orientation in following the lectures. Therefore, teachers should first master the various concepts about ESP.

Based on observations and interviews, lecturers still have minimal information about ESP and other various types of English language teaching. This is partly evidenced by the inappropriateness of giving material. Materials provided in the course of English for Specific Purposes class are similar with those provided in general English class. This condition is even worsened by the fact that for particular discipline at the Faculty of Social Sciences, the reference for ESP books is very limited. For example the book of English for history, the availability of this book is far more limited than the book of English for Accounting for example. This condition make the lecturer resolve to teaching from textbooks which may be quite unsuitable.

Lecturers as course designer should be able to design materials in accordance with what the learners require. After that, the lecturer should be able to convey the material to the

style and language appropriate to the level of abilities and needs of students. Evaluation of lecturers to students should also correspond to the learning objectives. All of these cannot be done without a good understanding on the concept of ELT, EAP, ESP and various other related concepts. More broadly, the competence of lecturers as part of the organizers of ESP is a central pillar for the successful implementation of ESP, therefore, it should be improved.

Improving the Quality of Teacher to Improve the Quality of ELT in Non-English Departments

Improving the quality of ELT needs a synergy among the board of the department/faculty, the teacher and the students. The aspects to be improved are the curriculum, material and learning process, and all of them can be facilitated by the lecturer. Knowing that the lecturer is the forefront in the implementation of ELT in non-English departments, improving its role will be one of the most useful ways to improve the quality of the teaching. Based on research results, there are some necessary steps to do to reinforce the role of lecturer in ELT implementation.

Involving the Lecturer in Designing the Curriculum

The role of a lecturer in the ELT implementation has been started from

designing the curriculum. Unfortunately, data from the field shows that in the process of designing the curriculum, very few of the board of the departments involved the English lecturer in designing the curriculum. Some departments even do not revise the ELT curriculum for the last ten years. Some other departments revise the ELT curriculum without discussing with the English lecturer. This missing participation affects many other aspects in the teaching since curriculum is the starting point for other aspects in ELT.

Under the policy of the university, the task to design or revise curriculum should be done by the board of the department through a mechanism of consultation with lecturers expert in certain subject. The important role of the lecturer in designing the curriculum is to give opinions related to for what purpose the students need English, what kind of English the students need, what competence is expected, and what material should be prepared. These kinds of information are linguistically bounded, thus it needs the existence of a linguistically-literate person. Although some important information on ELT curriculum can be gained from various sources, the opinion of the English lecturer is more valid since he/she experiences and knows the condition in the faculty. However, due to the limitedness of English lecturer

availability or possibly because of the low awareness on the significance of English language for non-English department students, this mechanism is not carried out by every department. Some negative results of the absence of English lecturer in designing curriculum are: there is improper set of the schedule and improper material for General English and Specific English. These problems have to be solved immediately, and improving the participation of the lecturer in designing curriculum is the key solution.

Building Connection With Fellow ESP Lecturers and Lecturers of Relevant Field of Study

Besides the curriculum, the next aspect to be improved by the facilitation of the lecturer is developing good materials. There are some basic things to do to improve the quality and enrich the materials. Having sufficient references in teaching is a good capital. In fact, this is one of the big problems faced by ESP teachers. Certain field of study does not have specific book for ESP. We can find easily the books of English for Accounting, English for Engineering, English for Medicine, nevertheless, the books of English for Sociology, English for History are limited. This fact creates a difficulty for

ESP teacher to get the model of material appropriate for certain field of study.

When there is a difficulty to access references in the form of books, another handy and catchy source of information is other ESP teachers and teachers of relevant field of study. Other ESP teachers from other faculties can be good sparing partners to give opinion on developing teaching materials, evaluation mechanism and sharing teaching problems. In ESP classes, the role of lecturers expert in certain field of study is needed to ensure a content and language integrated learning. For example in teaching English for Sociology, the involvement of lecturers expert in sociology will give good contributions in developing good and elaborated materials. Despite the many benefits gained from communication with fellow ESP teachers and teachers of relevant field of study, not many English lecturers make use of it optimally. Among ESP teachers of each faculty is usually built an informal communication where sometimes problems are shared but without any real solution.

A good relationship with lecturers expert in certain field of study is another aspect to be empowered although it is difficult to be established because of the limited time the lecturers have. Their main activities related to

their field of study give little chance for them to involve well in other subject, including ELT. High burden of teaching is suspected as the cause for the reluctance of English lecturers as well as lecturers expert in certain field of study to build a good connection one another.

A good relationship with lecturers expert in certain field of study enables the realisation of content and language integrated learning. Information from the lecturers can help ESP lecturers prepare suitable materials, and this will be very effective to improve the quality of teaching.

Activating Focus Group Discussion Among Teaching Team

One of the weaknesses of ELT in non-English department is the weak cooperation among teaching team. Between English lecturer of the faculty and the team member from each department, there should be regular meetings hold before, during and after the implementation of teaching in every semester. The meetings are very useful to make coordination in setting teaching schedule, discussing materials and teaching task distribution. Along the semester, there should be meetings to discuss the development of class handling including solving some problems, synchronising materials. At the end of the semester, a meeting to

discuss teaching evaluation and evaluation mechanism is needed.

Data show that the meeting hold among teaching team is very limited. Coordination is usually made before starting the teaching program to discuss task distribution, and materials. Time allocated to talk about material is not much. Team members usually receive the materials prepared by team leader (faculty English lecturer) without having further discussion on them. In the delivery of materials during learning process, rarely do team members make coordination. Sometimes, team member designs his/her own material different from the materials prepared by the English lecturer. Even when they follow similar material, the implementation of materials delivery varies from one lecturer to another due to the lack of coordination among them.

The conditions may lead to an ineffectiveness of teaching. Therefore, it should be stopped. Informal meeting among teaching team members should critically be improved to an official one which can cover many important coordinations to improve the quality of the teaching. Here, the role of teaching team coordinator (in this case is the faculty English lecturer) is badly needed.

CONCLUSION AND SUGGESTION

The policies of the institution to localize English subject under the management of each faculty has brought about some implications in the curriculum of English subject and the availability of English lecturer in each faculty. In terms of curriculum, there is a division of English as general subject and English as specific subject.

The main problem of ESP teaching in non-English departments is the availability of qualified lecturers who can be the proper hosts for the big home of ELT. The involvement of lecturers having no education background of English language in teaching ESP is the most possible solution in the impossibility to hire another English lecturer for the faculty. Lecturers' competence should be ensured, moreover, to the lecturers having no English language education background, if their help is considered the only answer to realize an ESP class in the very limitedness of the "real" English language lecturers. Lecturers' competence in teaching English is very important since they are the motor generating other main components in conducting ESP class namely material and evaluation. Thus, improving the quality of the lecturers will be fundamental in revitalizing ESP class to get closer to the learning aim.

Improving the quality of the lecturers can be done by improving their role in ELT implementation by involving the lecturers in designing the curriculum, maximizing the use of connection among ESP lecturers as well as coordination with lecturers expert in certain field of study. Holding a regular meeting or discussion among teaching team member is another important step to improve lecturers' role in the teaching.

In the long term, the faculty is very recommended to hire other English lecturers. However, in the short execution, empowering the lecturers can be the most possible solution to improve the effectiveness of ELT in non-English departments.

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