

THE CORRELATION OF POLYTECHNIC SRIWIJAYA NON-ENGINEERING STUDENTS' ENGLISH PROFICIENCY AND THEIR PROBLEMS IN LEARNING ENGLISH

MUNAJA RAHMA

English Department State Polytechnic of Sriwijaya

Email: munaja.rahma@yahoo.com

ABSTRACT

Abstract: The objectives of the research were to find out the levels of Polytechnic Sriwijaya Non-engineering students' English proficiency, matching levels of their English proficiency, problems in learning and teaching English and, the significant correlation between Non-engineering students' English proficiency and their problems in learning English. By correlation research, 122 students were asked to take TOEFL-Like test and complete the questionnaire of Problems in learning English, meanwhile 9 lecturers completed questionnaire on problems in teaching English. The results showed that there were four levels English proficiency; they were pre elementary, real beginner, elementary, and pre advance level. So, mostly the students' English proficiency did not match to the required level of Polytechnic Sriwijaya. Various problems in learning English were revealed respectively, writing, speaking, listening and reading problems. On the other side, lecturers problems in teaching English were dealing with curriculum, classroom management, teaching technique, teaching language skills, classroom activities, assessment, materials, and communication. Finally, there was negative correlation between English proficiency and problems in learning English of non-engineering students at Polytechnic Sriwijaya

Key words: *English proficiency, learning problems, teaching problems*

INTRODUCTION

In Indonesia English is taught from primary school to university level. According to PP No. 19 Tahun 2005 state that the teaching of English at primary school is an optional subject. Meanwhile, the teaching of English at junior high school, senior high school and vocational school is as a compulsory subject. It is different from the teaching of English at university level. In this level, the teaching of English is based on the need of each department or study program, (Kepmen 232U, 2000). So far, they consider English subject as compulsory subject, optional subject, and even a department or study program does not prescribe English as part of their curriculum.

In Polytechnic Sriwijaya, generally students have to study English for three to six semesters. Based on the curricula of Polytechnic Sriwijaya, the aim of teaching English is the students can compete in the future in the work-field. It is also to prepare competent and professional students for national and international study.

However, based on the last three years data of students' TOEFL-like score report of English department, the English proficiency of Polytechnic Sriwijaya students still creates disappointment among lecturers of English. The 2010 report of students' TOEFL-like score showed that students' English proficiency at Polytechnic Sriwijaya is still low. It is caused by some factors such as student's difficulties and lack of practice. According to Brown (2000) learning a second language is long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confine of your first

language and into a new language, a new culture, a new way of thinking, feeling and acting. Furthermore, he says that language learning is not a set of easy steps that can be programmed.

There are four language skills that must be mastered by the students in learning English, they are speaking, listening, reading and writing skills. These skills have levels of different difficulty in learning and create problems for the students.

In Polytechnic Sriwijaya, English lesson is taught for three to six semesters. Therefore, students are taught the four language skills in six semesters. So, it is hoped that students will have good English proficiency after completing their studies in Polytechnic Sriwijaya. Brière (1972) cited in Farhady (1982:116) defines the term 'proficiency' as the degree of competence or the capability in a given language demonstrated by an individual at a given point in time independent of a specific textbook, chapter in the book, or pedagogical method. Someone's English proficiency can be measured through proficiency test. Richard and Schimdt (2002:292) state:

Language proficiency is the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language. This can be contrasted with Language Achievement, which describes language ability as a result of learning. Proficiency may be measured through the use of a Proficiency Test.

In order to obtain the data about the students' English proficiency, the lecturers can use many kinds of test. One of them is TOEFL. TOEFL can be used to measure students' English proficiency in form of listening comprehension, structure and written expression, and reading comprehension skills. TOEFL is also as one of the international language tests that becomes the dominant type worldwide (Zhang, 2008). It is dominant because it is a more reflective of communicative model that could provide more information about international students' language ability. TOEFL is used to determine to what extent the students have developed their English proficiency which is necessary for successful study. So that, Polytechnic Sriwijaya uses TOEFL to measure the students' English proficiency and introduce them to TOEFL.

In this research, the writer examines the students' English proficiency. Because language proficiency refers to the degree of skills in which a student can use a language, such as how well a person can read, write, listen, speak, or understand language. Meanwhile, the success of achieving a certain level of language proficiency of student depends on the teaching and learning process, either formal or informal. Moseley, et al. (2000:24) says:

There are learning and teaching situations that can induce processes which produce desired mental activity. It is underpinned by a judgment that thinking can be improved with practice particularly through the skilled intervention of a teacher. It also implies the use of mental processes to plan, describe and evaluate thinking and learning. One way of looking at this metacognitive aspect is to consider thinking skills as ways of managing working memory so that conscious and unconscious processes together are more likely to produce desired outcomes.

Teaching as one of the educational variables has important role in determining the students' success. The functions of a teacher are to plan the instruction, choose appropriate materials, select the methods and assess the students' proficiency. But lecturers sometimes face a lot of problems in establishing their functions during teaching and learning process. In this research, the writer wanted to find out the lecturers' problem in teaching and learning process dealing with students' English proficiency.

Based on the reasons above, the writer wanted to find out level of Polytechnic Sriwijaya Non-Engineering Students' English proficiency, matching level of English proficiency to the required level of English proficiency at Polytechnic Sriwijaya, Problems in learning and teaching English, and the significant correlation between English proficiency and problems in learning English.

English Skills

Speaking

Many Students have a low level of self confidence and are afraid of speaking English because they always think what vocabulary they have to use to say something. Celce-Murcia and Olshtain (2000) say "Speaking in a second language (L2) has been considered the most challenging of the four skills given the fact that it involves a complex process of constructing meaning."

Listening

Chang (2009) states that understanding the spoken form of a second language without difficulty is not easy. Consequently, L2 instructors often include support in listening tasks in the hope that students will be able to perform better and not lose confidence in their listening skills. Some listening support may be embedded in the task design, such as multiple listening options or question preview, others may occur before a task begins with pre-listening activities. Some popular forms of pre-listening activities are pre-teaching vocabulary, providing topical knowledge, and contextual support. For example, pre-teaching vocabulary may not only provide learners with linguistic knowledge but also raise their consciousness regarding what they may hear, and thus, learners may plan how to cope with a task based on the vocabulary learned.

Listening to a second language (L2) has been regarded as the most widely used language skill in normal daily life (Morley, 2001 cited in Flor and Juan, 2006). It involves a complex process that allows us to understand and interpret spoken messages in real time by making use of a variety of sources such as phonetic, phonological, prosodic, lexical, syntactic, semantic and pragmatic (Lynch, 1998). That's why Listening is considered as the most difficulties

Reading

Reading is one of the important factors in supporting well education. With a good reading skill, it is easy for the students in acquiring another language Skills. Galik (1999)

assumes that there is a relationship between reading and academic success. Furthermore she believes that better students read more than poorer ones.

The ability to read in a second language (L2) is considered to be an essential skill for academic students and it represents the primary way for independent language learning (Carrell and Grabe, 2002). Students can get more knowledge through reading. So, it is understood if lecturers always remind their students not to ignore some difficulties and strategies of reading.

Writing

The nature of second language writing (L2) has become clearer nowadays. Broadly speaking, we may say that research conducted in the areas of linguistics, psycholinguistics, cognitive psychology and sociolinguistics has helped us to gain a better understanding of how the ability to write is likely to be learned. We are now aware that writing is not a decontextualized activity but rather it is embedded in the cultural and institutional context in which it is produced (Kern, 2000).

Scarcella and Oxford (1992) state, writing in a foreign language help learners to improve their grammatical, strategic, sociolinguistic, and discourse competencies in target language. With a good attitude of students and lecturers of foreign language toward this skill, it is not impossible that students can improve their writing skill.

English Proficiency at Polytechnic Sriwijaya

Standard English proficiency that sixth semester students should have at Polytechnic Sriwijaya is 450 of TOEFL-Like score. It covers students' skills in answering the three skills in TOEFL-Like. Those questions consist of 140 questions and they are classified into three sections; listening comprehension, structure and written expression, and reading comprehension.

Problems in Learning English

Students who study English as a foreign language have faced many problems. Lynch (2011) defines three critical problems faced by students dealing with or managing English language learning. They are; lack of learner motivation, insufficient time, resources and materials and over crowded English classes.

Learner motivation is the main requirement for students to study everything. Students will have interest to study if they have motivation and vice versa, without high motivation, it is very difficult for students to understand and acquire what they study. Students' motivation will increase sufficiently if there is sufficient time for them to study. For example, students who study in the afternoon class will lose their spirit or motivation to study because most of school time due to in the morning time and based on research, the best time to study is in the morning.

Having no resources and material are also crucial problems for students. It will make them to be lazy to study or make their assignments. In addition, over crowded classes will make them to enjoy talking with their friends instead of studying.

Students' Problems in Learning English

Problems in speaking

Students will not talk or say anything. One way to tackle this problem is to find the root of the problem and start from there.

Spoken language is different from written language in many ways. It possesses features which make it more difficult and demanding compared with written language. While speaking, the speaker has no time looking over what s/he has expressed. In addition, the speaker is characteristically under pressure whereas it is not the case with the writer (Brown and Yule, 1993).

Problems in Listening

Students, who study to listen to a conversation of English native speakers, sometimes face the feeling of illiterate. This situation occurred when they sometimes heard only the sound people's voices in English but knew nothing of what they were saying. They are shock to realize how little they knew about the English language.

Lundsteen (1979) stated, "Listening is highly complex, interactive process that has been defined as 'the process by which spoken language is converted to meaning in the mind'. As this definition suggests, listening is more than just hearing." Rivers (1981) stated, "Listening is a critical element in learning any foreign language. It helps the Learner to acquire competence in language and he can exhibit his competence if he is communicating at school, at work or in the community.

Problems in Reading

When the reader encounters a problem, an unfamiliar word, for instance, the process may slow down or even stop entirely while the reader attempts to use "other knowledge sources, regardless of their level in the processing hierarchy" to deduce meaning (Bernhardt, 2005). However, due to the limited processing capacity of the working memory, this will reduce reading speed and fluency (Bernhardt, 2005). This slowdown highlights the importance of a large sight vocabulary for fluent reading, an area where one finds the main differences between reading in an L1 and in a foreign language.

The importance of vocabulary knowledge notwithstanding, fluent reading in an academic context also requires the ability "to integrate text and background information appropriately and efficiently" (Grabe and Staller, 2002). This involves using background knowledge, that is, content knowledge and knowledge of the language and text types. It also involves other cognitive processes and reading strategies.

Problems in Writing

Studies in discourse have emphasized the need for students to produce certain types of texts or genres needed by the different disciplines in the academic community, such as summaries, reports, research papers and the like, which the non-native speaker of

English finds difficult to produce. However, with suitable teaching/learning methods, these students can and many have overcome their difficulties in writing in English through various techniques such as collaborative discipline-based writing classes, peer work and teacher conferencing (Connor, 1996; Fulwiler and Young, 1990; Grabe and Kaplan, 1996; Leki, 1995b; Swales, 1990).

Lecturers' Problems in Teaching English

Students are arriving at university without the basic skills which make coherent written work possible. By the time students arrive at university, all the fundamental writing skills ought to have been required. The assumption used to be that there was no need for lecturers in higher education to devote their precious hours to lexis or syntax or punctuation; the school would have done that, since that was what they were for. Lecturers and tutors expected to move straight on to Wittgenstein on language, or the problematical nature of measure for measure

Researchers have found that both individual factors, such as interest in the subject matter, perception of its usefulness, general desire to achieve, self confidence and self esteem, as well as patience and persistence (Sass, 1989), and situational factors, such as those aspects of the teaching situation that enhance students' motivation, may effect a given student's motivation to learn (Dornyei and Csizer, 1998; Lucas, 1990; Mcmillan and Forsyth, 1991; Sass, 1989).

METHOD

In this study, the writer used descriptive survey research. A survey was designed to gather information about the test taker's major field of study. Kumar (2005) defines survey as a method of study which is concerned with the present and attempts to determine the status of the phenomena under investigation and one of these classification methods is descriptive survey which involves survey testing method and questionnaire survey method.

122 students were chosen by using random sampling technique ts. Kazdin, 1992 in Marczyk et al. (2005:59) state *random selection* is a procedure through which a sample of participants is chosen from the population of interest in such a way that each member of the population has an equal probability of being selected to participate in the study. Since the number of lecturers in the population is only 9, the writer took all the population as the sample of her study. As Cohen et al. (2000:94) say,

if the researcher were devising a sample from a wider population of thirty or fewer (e.g. a class of students or a group of young children in a class) then she/he would be well advised to include the whole of the wider population as the sample.

Test

Test was used to gather information about students TOEFL-Like Score. It was done to get the data of students' average score in general and based on their major. In collecting the data, the writer tested the respondent by using TOEFL-Like designed by the committee of TOEFL at English Department in Polytechnics Sriwijaya.

Questionnaire

Questionnaire was used to gather information about students’ and lecturers’ problems in learning and teaching English. The writer used ready made questionnaire in finding students’ and lecturers’ Problems in learning English.

Both data were analyzed descriptively to answer problems number one until number four. The data were analyzed after these data prepared and organized. Creswell (2005:174) states:

Preparing and organizing data for analysis in quantitative research, consist of scoring the data and creating a codebook, determining the types of scores to use, selecting a computer program, inputting the data into the program for analysis, and clearing the data.

Meanwhile to answer problems five, the writer used correlation bivariate analysis, the writer saw the significance correlation of the whole problems into language proficiency. In this study, correlation bivariate analysis was applied to know whether or not there is a significant correlation between problems in learning English and English proficiency. The writer also saw the direction of the correlation themselves.

FINDINGS AND INTERPRETATIONS

The Students’ English Proficiency

The following table was data of students’ English proficiency.

Table 1:
The Scores of English Proficiency

DEPARTMENT	CATEGORY															
	RB		PE		E		PI		I		PA		A		POA	
	300-350		351-400		401-425		426-450		451-475		476-500		501-525		526 OR ABOVE	
	respondents	%	Res pon dent s	%	resp onde nts	%	resp ond ents	%	resp ond ents	%	resp ond ents	%	resp ond ents	%	resp ond ents	%
ACCOUNTING	10	25,00	26	65,00	4	10,00	0	0	0	0	0	0	0	0	0	0
BUSINESS ADMINISTRATION	15	36,59	24	19,67	2	4,88	0	0	0	0	0	0	0	0	0	0
INFORMATICS MANAGEMENT	25	60,98	13	31,71	2	4,88	0	0	0	0	1	0,82	0	0	0	0
TOTAL	50		63		8						1					
		40,98		51,64		6,56		0		0		0,82		0		0

Note: RB = Real Beginner, PE = Pre-elementary, E = Elementary, PI = Pre Intermediate, Intermediate, PA = Pre-advanced, and POA = Post Advance

I =

Based on the results of statistical-analysis above (see table:9), it was found that students of non-engineering were classified into four levels of English proficiency. They are pre-elementary (51.64%), real beginner (40.98%), elementary (6.56%), and pre-advanced level (0.82%). The lowest score of English proficiency was 300 and the highest one was 490. Based on these findings, most of non-engineering students' TOEFL scores at Polytechnic Sriwijaya did not match to the required TOEFL scores at Polytechnic Sriwijaya. Only 0.82% of them matched to the required score.

The Students' Problems in Learning English

In this study, 122 sixth semester non-engineering students at Polytechnic Sriwijaya had responded to 35 items of problems in learning English, designed by Pawapatcharaudom (2007) (see appendix H, & I). The following table shows the students' responses towards the questionnaire on students' problems in learning English. They were classified into three levels of problems; high, medium and low. High level means the problems were "very difficult" and "difficult" for students, medium level refers to "not too difficult" and low level means "easy" and "very easy."

The result shows that 21.3% of the students were categorized having high problems in speaking, 65.6% medium and 13.1% low problems in speaking. 14.8% of them had high problems in listening, 64.8% medium and 20.15% low problems in listening. 13.5% of them had high problems in reading, 63.9% medium and 22.1% low problems in reading. 60.7% of them had high problems in writing, 39.3% medium and no one of them was categorized having low level of problems in listening.

Based on the mean score of each levels problems, writing was indicated as the most difficult problems (3.67) among other skills. The second one was speaking (3.02), the third one was listening (2.88) and the last one was reading (2.85)

The Lecturers' Problems in Teaching English

The scores refer to the responses of the students to the problems in teaching English questionnaire. This questionnaire was designed by Weawong and Singhasiri (2009). It contains 41 questions which covers teaching technique, classroom management, teaching language skill, curriculum, classroom activities, assessment, materials, and communication.

The result shows that 11.1% of lecturers' had high problem in teaching technique, 77.8% medium, and 11.1% low level problem in teaching technique. For classroom management, 22.2% were high, 66.7% medium and 11.1% low. 11.1% of lecturers' had high problem in teaching language skills, 66.7% medium, and 22.2% low level problem in teaching language skills. 22.2% of lecturers' had high problem in curriculum, 77.8% medium, and 0% low level problem in curriculum. Meanwhile, for classroom activities and assessment, lecturers had the same percentage for every level of difficulties; 22.2% high, 44.4% medium, and 33.3% low. 11.1% of lecturers had high problem in materials, 55.6% medium, and 33.3% low. No one of lecturers had high problems in communication, 44.4% medium, and 55.6% low.

Based on the finding above, the problems faced by lecturers were in curriculum (3.19), the second one was classroom management (2.97), the third one was teaching

language skill (2.91), the fourth one was teaching technique (2.88), the fifth one was classroom activities and assessment (2.81), the sixth one was materials (2.63), and the last one was communication (2.22).

Correlation Between Problems in Learning English and English Proficiency

In order to determine the correlation between English language proficiency and problems in learning English, correlation analysis was used through input the total scores of English proficiency and problems in learning English of the whole respondents, and then analyzed it with correlation bivariate.

Table 2: The Correlation Between English Language Proficiency and Problems in Learning English

Descriptive Statistics			
	Mean	Std. Deviation	N
PROFICIENCY	359.80	28.967	122
PROBLEMS	105.36	15.343	122

Correlations			
		PROFICIENCY	PROBLEMS
PROFICIENCY	Pearson Correlation	1	-.222
	Sig. (2-tailed)		.014
	N	122	122
PROBLEMS	Pearson Correlation	-.222	1
	Sig. (2-tailed)	.014	
	N	122	122

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows that there were negative correlation between English language proficiency and problems in learning English (-.222). The test showed that $p = 0.014$, $p < 0.05$, it means that there is a significant negative correlation between English language proficiency and problems in learning English.

Interpretation

Most of the students are in the pre-elementary level. have very limited capability and competency of English proficiency. IIEF (2004) said that students with TOEFL score between 350-399 may only use memorized phrases in emergencies, can only make questions and short statements and have limited communication ability and often repeat a lot while communicating. In line with those statement above, the other some of non-engineering students (40.98%), with TOEFL score below 350, could be said having high tendency to only guess the answers. Meanwhile, only a few of them (6.56%) had very little capability to answer TOEFL-Like test. According to IIEF (2004) students whose TOEFL score between 400-449 are able to talk about the topic that he or she is

familiar with, have limited English capability and competency and repeat a lot while communicating. Furthermore, he said that students are able to initiate and maintain direct communication on anticipated topics, have limited language competency, but able to communicate more than expected emergencies when their TOEFL score are between 450-499. At non-engineering department, there was only one student that can achieve that score. So, it can be interpreted that only 0,82% of students had required capability and competency by Polytechnic Sriwijaya.

As Richard and Schimdt, (2002) states that language proficiency is the degree of skill with which a person can use a language, speaking, listening, reading and writing. In Polytechnic Sriwijaya, test of proficiency was only taken at the end of semester six, there was no test of proficiency taken at the beginning. This condition made students in one class has various level of proficiency.

The test showed $\bar{x} = 359$ where $359 < 450$ (required score of Polytechnics Sriwijaya students). It can be said that mostly, levels of English proficiency of non-engineering students did not match to the required level of English proficiency at Polytechnic Sriwijaya. Only one of non-engineering students' English proficiency (0.82%) matched to the required level of Polytechnic Sriwijaya. Ihsan and Diem (1997:320) state that two relatively newly exposed personal factors, general learning styles and language learning strategies have close relation to the feature of control goal-directness, autonomy, and self efficacy. Goal gives the power that encourages learners to seek any effort and that power leads them to a certain destination where they are going to go (Dornyei and Otto, 1998, cited in Oxford, 2001). Most of non-engineering students thought that English is only supporting skill among other skills in their department. So, they studied English only to fulfill the requirement of their department instead of need.

Most of them had problems in writing and then followed by speaking, listening and reading. So, it could be assumed that writing is the most difficult language skill for non-engineering students. Pawapatcharandom (2007) also found in his research that the most serious English problem was writing skill.

Although reading is the least problem faced by the students, but it is hold an important role in the development of another language skills. The ability to read rapidly and understand content is critical for academic success, Poor reading ability reduces comprehension levels (Stephen, Welman and Jordaan, 2004).

The experts' statement above showed that the four language skills integrated among others. When students felt difficult in learning one language skill, there might be some influences of the way students learning another skills. As mentioned by some experts about English proficiency as follows; reading is one of the important factors in supporting well education (Galik, 1999). Furthermore, she believes that better students read more than a poorer one. In addition, Carrel and Grabe (2002) considered that reading is an essential skill for academic students and it represents the primary way for independent language learning. In line with the statements above, students who read much can easily overcome their difficulties in writing in English, and so does other language skill.

Listening and speaking have very close relationship, because when one speaks, at the same time the other one listens to, and vice versa. So, Morley, 2001 cited in Flor and Juan (2006) and Lynch (1998) stated that listening has been regarded as the most widely used language skill in normal daily life. It involves a complex process that allows us to understand and interpret spoken messages. Meanwhile, Celce-Murcia and Olshtain

(2000) says that speaking skill has been considered as the most challenging of the four skills. In line with the experts' opinion above, in non-engineering departments, students had more difficulty in learning writing, that because of their inadequate vocabulary. They also have incapability to guess the meaning of new vocabulary that lead them to be more difficult in writing an essay within limited time.

The next finding showed that lecturers had some problems in teaching English. Mostly, the difficulty was on curriculum and then followed by teaching technique, classroom management, teaching language skills, assessment, classroom activities, materials and communication. In Polytechnic Sriwijaya, English was a part of general courses (MKU) so it was studied based on the need of each department. In designing the curriculum, sometimes head of department did not involve the lecturers of English. Another condition, one or two were involved in designing the curriculum, but in the implementation, the other lecturer was involved in teaching at that department. It becomes worst with the undistributed of new curriculum to lecturers teaching at non-engineering department. This condition made the information was not well shared. Moreover, lecturers in non-engineering department found difficulty in choosing suitable materials to the students' level of proficiency. It is because students in one class consisted of various proficiency levels.

In this situation, classroom management should hold an important role. By a good classroom management, lecturers helped students to be more focus following classroom activities. As Smith and Laslett (1993) stated If teachers are pre-occupied with setting up displays, distributing materials or searching for equipment then there are ample opportunities for idling, chatter and other unproductive activities. Furthermore, Lucas (1990) said that if lecturers can make students active participant in learning, students will be motivated to learn. Unfortunately, the evidence showed that lecturers who always distributed into different department were not ready to prepare an appropriate material for students in that department. This evidence made teaching and learning become worst.

Based on the finding above, there was a negative correlation between English language proficiency and problems in learning English. It could be noticed that the students with high proficiency had less problems in learning English than low proficiency students. Such results indicated that more proficient students had little problems in mastering the four skills of English, listening, reading, speaking and writing than a poorer one. According to Leaver, Ehrman and Shekhtman (2005:93):

There is considerable overlap. For example, if you are usually optimistic, your thinking, as well as your feelings, will tend toward the positive, and this will have an influence on the efficiency and success of your cognitive processes. If you think you can learn a language, then, usually, you more likely to be able to. So, what your feelings are and how you deal with them will make a great deal of difference to your learning success.

Since non-engineering students had problems in learning English, it would give much effect to their English proficiency because all those skill problems were integrated to the students' English proficiency, where each skill gives much contribution to the development of students' English proficiency. In other word, the higher students' English proficiency, the less problems of learning English they have.

CONCLUSIONS

After examining problems in learning English and English proficiency of non-engineering students in Polytechnic Sriwijaya, it could be concluded. Firstly, non-engineering students of Polytechnic Sriwijaya English proficiency were classified into the *pre-elementary, real beginner, elementary and pre-advanced* level. Secondly, with those results, most of non-engineering students did not match the required English proficiency level in Polytechnic Sriwijaya. Only 0.82% of them matched the standard level of English proficiency at Polytechnic Sriwijaya. Thirdly, non-engineering students of Polytechnic Sriwijaya had problems in all language skills. Respectively, they are writing, speaking, listening and reading.

The lecturers had problems in curriculum, classroom management, teaching technique, teaching language skills classroom activities, assessment, materials, and communication. Finally, there was negative correlation between English proficiency and problems in learning English of non-engineering students in Polytechnic Sriwijaya.

SUGGESTIONS

Since problems in learning and teaching English play an important role in the success of the students in studying English, it is suggested that:

- a. Lecturers have to work hard to improve students' English proficiency.
- b. Lecturers have to discuss and prepare teaching materials among the lecturers teaching at the same department in order they can apply those teaching materials that can encourage students to be more active.
- c. Lecturers have to create enjoyable and comfortable activities to make students become more active following every classroom activity.
- d. Students have to know their problems well in learning English and ask the lecturer's help to improve their weaknesses.
- e. Finally, Students have to use their time in learning English effectively by involving themselves actively in every class activities.

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