

## ENGLISH ACHIEVEMENT OF NON ENGLISH STUDENTS OF SRIWIJAYA UNIVERSITY IN THE ACADEMIC YEAR OF 2007/2008

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### ABSTRACT

The objectives of this study were aimed at describing the English proficiency of the non English major students at Sriwijaya University in the academic year of 2007/2008 and whether or not the English teaching has fulfilled the non English students' needs in learning English as a foreign language. Further, to identify the reasons if the teaching of English at the non English major programs has not fulfilled the students' needs. At first, the sample of this study was 390 students from 39 study programs out of 8 faculties. However, due to some technical problems, only 266 students of those 8 faculties participated in this study. Based on the results of the toefl test, it was found out that in general, the law faculty students got the highest average score (418.33) while the FKIP students got the lowest average score (372.64). The results of the questionnaire showed that most of the students felt that the teaching of English at their program had not fulfilled their needs (86%). This might be caused by some conditions. First, the methods used did not meet the students' expectation in which the students preferred to have discussion and presentation rather than lecturing. Second, there were too many students in one class. Third, only 7.3% of the students stated that they did not have any difficulties in learning English. It means 92.7% of the students still got difficulties in learning English. In addition, 39.7% students consider listening as the most difficult subject and 9.5% choose speaking. Fourth, the time allocated for English was not enough—the students might need 2 or 3 semesters to learn English at university.

Key words: English proficiency, non English major students

### INTRODUCTION

Mastering English as a means of communication is one of the significant achievement since English has been used as an international language for social, economics, education, etc. Philips (1992) in Li (2005:1) states that "English has dominant position in science, technology, medicine, and computer; in research, books, periodical, and software; in transnational business; trade, shipping, and aviation; in diplomatic field and international organization; in entertainment and mass media: broadcasting agent, and journalism; in culture and youth and sport, and in educational system as a foreign language which is learned worldwide.

Sriwijaya University as one of the institutions which provide the quality assurance in education especially in South Sumatera should actively participate in preparing its graduates who are not only professional in their major but also have other skills, such as English, computer, and others in order to prepare them to compete nationally and internationally.

Regarding the importance of English, the fact is that the quality of English teaching and learning of English as a foreign language at Sriwijaya University is still far from the expectation. Based on the writer's experience as one of the English lecturer for several years teaching English in several faculties in Sriwijaya University (since 1999 until now), it is perceived that the teaching and learning English especially for the non English students has not been managed seriously. This is in line with Ahmad (1999:46) who states that most of university managements (especially in

Sumatera) considered English as a complement subject only. Therefore, the teaching and learning process was done in order to meet the requirement only which is 2 credit hours.

As a comparison, China as one of the countries in Asia which has similar characteristics with Indonesia in terms of culture and socio economic background also experience similar problems related to the teaching and learning English, especially at university level. Among the problems faced by China in relation to the teaching and learning of English is the introvert characteristic of the people who learnt the language (Naizhao and Yanling, 2004:1), does not like challenging situation (Littlewood, 1996:45) in Naizhao and Yanling (2004:2), didactic type of teaching, product oriented and teacher-centered (Naizhao and Yanling, 2004:2), traditional type of learning (lanqing, 1996) in Naizhao and Yanling (2004:2), and the big ratio between the teacher and student which is 1:100 (Naizhao and Yanling, 2004:3).

As a response to this situation, starting from 1996, the government of China has been trying to improve the system of English teaching and learning by formulating three new policies (Naizhao and Yanling, 2004:3-4). First, publish new syllabus for English teaching and learning which focuses on active and effective method of teaching and learning rather than traditional type of learning. Second, as the follow up to the new syllabus, the English teaching and learning was applied to the appropriate level of students' cognitive, personality, and interest. The third, the non English students were obliged to study English for 2 years which was divided into two semesters. Furthermore, the students' achievement in learning English as a foreign language was measured by means of "National College English Test" (CET). This test consisted of the combination of the tests taken from each semester and standard test which comprehensively measured the students' English achievement. The implementation of this program had been found to significantly improve the students' English achievement.

In relation to this phenomenon, the writer would like to find out more information about non English students' English achievement of Sriwijaya University as the reflection of the limited teaching and learning facility as well as the limited time allocated. In addition, the writer also would like to know the needs of the students in improving their English proficiency. Therefore, the writer would like to conduct a research entitled "English Proficiency of Non English Students of Sriwijaya University in the Academic Year of 2007/2008".

### Problems

Based on the discussion above, the problems of this study were formulated in the following questions:

1. How is the English proficiency of the non English students of Sriwijaya University in the academic year of 2007/2008?
2. Has the teaching of English at the non English major programs fulfilled the students' needs in learning English as a foreign language?
3. If it has not, why?

### Objectives of the Study

Based on the problems above, the objectives of this study are:

1. To find out the English achievement of the non English major students of Sriwijaya University in the academic year of 2007/2008.
2. To find out whether the teaching of English at their major had fulfilled the students' needs and the reason if it has not.
3. To identify the reason why the teaching of English at the non English major programs has not fulfilled their needs in learning English

### Significance of the Study

This study is hopefully beneficial for the lecturers, students, and the institution. Those three elements would have an opportunity to find out the level of the students' English achievement as well as the students' needs and expectation in improving their English proficiency.

## LITERATURE REVIEW

### Ability to Use English

According to Jack, Platt, and Weber (1987:159) in his book entitled *Longman Dictionary of Applied Linguistics*, the ability to use English can be defined in two different terms, language competence and language achievement. Language competence refers to "the ability in using a language for specific purposes" while "language achievement refers to the ability in using a language as a result of learning process". Proficiency refers to the level of skill possessed by someone in using a language, such as how good someone is in reading, writing, speaking, or understanding the language. Proficiency is usually measured by proficiency test, such as TOEFL (Test of English as a Foreign Language) for English.

### The Teaching and Learning of English at University Level in Indonesia for Non English Major Students: Objectives and Problems

English has been taught as a compulsory subject for non English major students. The time allocated for this subject is only 2 credit hours including in Sriwijaya University. In terms of the time of implementation, the teaching of English at Sriwijaya University was varied from one faculty to other faculty. In some faculties, English is taught at the first semester while others had English in the second semester. There is nothing wrong with when English is taught either in the first or second semester. However, there are at least two things that need to be questioned in relation to the teaching of English for the non English major students. First, what is the objective of the teaching of English for non English major students? Second, is the 2 credit hours allotted for English enough for the students to accommodate all the students' needs to learn and master English?

According to Rekodiputro and Tasman (1993:384) in Ahmad (1999:39), traditionally the students' need in learning English is related to the needs of reading English text book and other source of information which use English". In other words, the teaching of English at university level especially for the non English major students focused on the development of reading skills. However, the results of The Sumatran Undergraduate ELT Survey (SUELTS) in Ahmad (1999:40) states that the students' need in learning English is not only to read English text book but the students also need to learn English in order to get a job, understand lecture in English, to continue their study abroad, to combine the reading and communication skills, and to obey the rules".

Based on those statements, it can be concluded that there has been mismatch between needs, objectives and time allocated for the teaching of English at university level in which the 2 credit hours might not be able to accommodate most of the students' needs in learning English as a foreign language. In addition, the ration between the lecture and the students which is 1:40-80 in each class make the condition became worse since the students do not have enough opportunities to learn the language optimally. Ahmad (1999:44) states that this type of English teaching and learning has never been exist even in the countries where English is used as a means of communication.

### The Trend of English Teaching and Learning for the Non English Major Students

Since the beginning of 1960s, the teaching and learning of English especially for the non English major students in many non English speaking countries, such as China, Japan, and Malaysia has been focusing on the teaching and learning of English for certain purposes or usually known as English for specific Purposes (ESP) (Anthony, 2003: 2).

There have been many debates regarding the definition of ESP and the differences between ESP and general English approach. Munby (1978) in Li (2005:2) states that ESP is all subjects in which the syllabus and the materials were determined based on the needs analysis of the learners. Dudley-Evans (1997) in Anthony (2003:2) modified the definition developed by Strevens (1998) about ESP by dividing ESP into two categories: absolute and variable characteristics. As an absolute characteristics, ESP: 1) is intended to fulfill the specific needs of the learners, 2) uses method and activities of the subject being learnt, and 3) focuses on language relevant to the activities of the subjects being learnt in terms of the grammar, lexical meaning, study skills,

discourse and certain categories of the subject being learnt. In terms of variable characteristics, ESP: 1) is related to or designed for certain knowledge or science, 2) in certain teaching situation, it can use different method which might be different from general English, 3) is designed for adult learners including the university students or certain profession although it can also be used to teach the high school students, 4) in general, it is designed for skillful and advance learners, and 5) most of the ESP teaching and learning provides the opportunity for the grammar learning of the language being learnt.

Based on the discussion above, there are two conclusions that can be derived. First, ESP was born as the answer for the demand and needs to use English effectively and efficiently, especially for the non English major students. Therefore, needs analysis is a must for the institutions which provide the English teaching and learning program. This would bring some consequences to the aspects of teaching and learning, such as curriculum and materials development, the readiness of the instructors to develop the materials which should be based on the specific subjects of the students' major, and the readiness of the learners themselves. In relation to the students' readiness, Dudley-Evans and John (1998) in Li (2005:2) and Gatehouse (2002:4) state that the learners should have been in the skillful or advance level. The second conclusion is related to the needs to learn from other countries which learn English as a foreign language. In those countries, such as China, English teaching and learning has been managed very well and serious attempt has been done in order to improve students' English proficiency.

## METHODS OF RESEARCH

This part describes: (1) methods of research, (2) population and sample, (3) techniques for collecting the data, and (4) techniques for analyzing the data.

### Methods of research

In this research, survey was applied in order to obtain certain data and characteristics of a group of people through the use of questionnaires, test or interview (Wallen and Fraenkel, 1991:290). Therefore, survey was applied in order to obtain the description of the English achievement of non English students of Sriwijaya University, their difficulties and needs in learning English.

### Population and Sample

#### Population

The population of this study was the 7<sup>th</sup> semester students of the 39 non English major programs in the academic year of 2007/2008 which was 3900 students.

#### Sample

The sample for this study was 10% of the population. Random sampling was applied in this study in which 10 students from the 39 study programs within the 8 faculties involved as the sample of this study.

### Techniques for Collecting the Data

In this study the data were collected through test and questionnaire.

#### Test

TOEFL (Test of English as a Foreign Language) was used to measure the students' English proficiency.

#### Questionnaire

In this study, two kinds of questionnaire was used to obtain information related to the difficulties the students have in learning English and the things that they need in improving their English mastery.

### Techniques for Analyzing the Data

The data were analyzed by using table of frequency in order to describe the results of the students' English proficiency test and the results of the questionnaire.

## FINDINGS AND DISCUSSION

### The Results of TOEFL Test

266 students out of 39 non English major program within the 8 faculties joined the TOEFL Test. The highest score (530) was obtained by the student from engineering faculty while the lowest score (263) was obtained by the student from Faculty of Teacher Training and Education (FKIP). In general, the law faculty students got the highest average score (418.33) while the FKIP students got the lowest average score (372.64). The average score of all faculties can be seen in the table 1 below.

**Table 1. Summary of the Students' TOEFL Score Average**

No	Faculty	Mean±SD	Maximum	Minimum
1	Faculty of Teacher Training and Education	372,64±42,67	460	263
2	Faculty of Science	383,04±27,92	437	337
3	Economic Faculty	416,80±39,96	502	333
4	Social and Politic Faculty	372,83±31,06	433	310
5	Agriculture Faculty	403,82±39,63	456	323
6	Law Faculty	418,33±32,34	476	367
7	Engineering Faculty	413,59±47,71	530	327
8	Medicine Faculty	399,17±41,89	467	350

#### *TOEFL Score of Non English Major Student of FKIP Sriwijaya University*

Most of the students got low score which was 372.64 in average; 263 as the minimum score; 460 as the maximum score; and the standard deviation of 42.674.

#### *TOEFL Score of Mathematics and Science Students of Sriwijaya University*

The average score was 383.04 with the minimum score of 337, maximum score of 437, and standard deviation of 27.929.

#### *TOEFL Score of Economics Faculty Students of Sriwijaya University*

The average score was 416.80 with the minimum score of 333, maximum score of 502, and standard deviation of 39.961.

#### *TOEFL Score of Agriculture Faculty Students of Sriwijaya University*

The average score was 403.82 with the minimum score of 323, maximum score of 456, and standard deviation of 39.630.

#### *TOEFL Score of Social and Politics Faculty Students of Sriwijaya University*

The average score was 372.83 with the minimum score of 310, maximum score of 433, and standard deviation of 31.062.

#### *TOEFL Score of Law Faculty Students of Sriwijaya University*

The average score was 418.33 with the minimum score of 367, maximum score of 476, and standard deviation of 32.340.

#### *TOEFL Score of Engineering Faculty Students of Sriwijaya University*

The average score was 413,59 with the minimum score of 327, maximum score of 530, and standard deviation of 47,711.

#### *Toefl Score of Medicine Faculty Students of Sriwijaya University*

The average score was 399,17 with the minimum score of 350, maximum score of 467, and standard deviation of 41,896.

#### **The Results of Questionnaire**

The results of the questionnaire showed that 72.3% respondents were satisfied with the teaching of English they got during the early semester while 23.8% of them were not. In terms of the teaching methods, 60.5% of the respondents preferred discussion, 35.5% preferred group or individual presentation, and only 4% preferred lecturing. However, 86% respondents stated that the teaching of English at their program had not fulfilled their needs and only 14% stated that it had fulfilled their needs. In terms of the importance of the language skills, 71% of the respondents stated the four language skills were important in which 39.7% stated that listening was the most difficult skill followed by speaking (9.5%). In terms of the difficulties in learning English, 40.5% of the respondents stated that they had difficulties, 59.4% stated that sometimes they got difficulties while 7.3% of them did not have difficulties. In terms of the number of students in class, 87.4% of the respondents stated that they studied English with more than 20 students in a class and 12.6% did not. In relation to the number of students in class, 47.5% of the respondents stated that they felt disturbed studying English with more than 20 students in class, 30.7% stated that sometimes they felt disturbed, and 21.5% did not feel disturbed. Regarding the time allocated for English, 33.7% of the respondents stated that they need to study English for 2 semesters, 25.2% need to study English for 2 or 3 semesters, and 41.1% need to study English sometimes for 2 or 3 semesters. In terms of the importance of English in getting a job, 93.3% of the respondents agreed that English was important and only 3.8% who stated that it was not. 53.3% respondents took English course in which 31.8% took English course for more than 1 year, 21.6% took English course for 1 year, and 16.6 took English course for 6 months. The summary of the responses toward the questionnaire can be seen in the following table.

**Table 2. Summary of the Students' Responses toward the Questionnaire**

No	Statement	Frequency
1	Students' perception toward the teaching of English as a foreign language at the non English study programs	
	a. Satisfied	72.3%
	b. dissatisfied	23.8%
2	Teaching methods preferred	
	a. discussion	60.5%
	b. group or individual presentation	35.5%
	c. lecturing	4%
3	Has the teaching of English at the non English study programs fulfilled the students' needs?	
	a. Yes	14%
	b. No	86%
4	Are all language skills important?	
	a. Yes	71%
	b. No	29%
5	Which one is the most difficult skill?	
	a. Listening	39.7%
	b. Speaking	9.5%

	c. Reading	
	d. Writing	
6	Do you have difficulties in learning English?	
	a. Yes	40.5%
	b. Sometimes	59.4%
	c. No	7.3%
7	Do you study English with more than 20 students in a class?	
	a. Yes	87.4%
	b. No	12.6%
8	Do you feel disturbed that you have to study English with more than 20 students in a class?	
	a. Yes	47.5%
	b. Sometimes	30.7%
	c. No	21.5%
9	How many semesters would be enough for you learn English at university?	
	a. 2 semesters	33.7%
	b. 2 or 3 semesters	25.2%
	c. Sometimes 2 or 3 semesters	41.1%
10	English is important for getting a job	
	a. Yes	96.3%
	b. No	3.8%
10	Do you take English course?	
	a. Yes	53.3%
	b. No	44.3%
11	How long did you take English course?	
	a. More than 1 year	31.8%
	b. 1 year	21.6%
	c. 6 months	16.6%

***The Results of Questionnaire of Faculty of Teacher Training and Education Students of Sriwijaya University***

In average, it was found out that (1) 88.8% students were satisfied with the teaching of English in the first semester while 11.2% students were not, (2) methods of teaching and learning English preferred by the students were discussion (50.5%), 37.4% were group or individual presentation (37.4%), and 12.2% lecturing (12.2%), (3) 75.7% students stated that the teaching and learning of English had not fulfilled their needs while 24.3% students stated that it had, (4) 47.7% students stated that all language skills are important, (5) however, the most difficult skill to learn was listening (53.5%), and (6) 54.2% students stated that sometimes they got difficulties in learning English, 43% stated that they got difficulties, and 3% stated that they did not get any difficulties, (7) 92.5% students stated that they study English with more than 20 people while 7.5% students stated they did not, (8) 43.9% students stated that learning English with large number of students was not a problem, 32.7% students stated that it was a problem, and 23.4% stated that sometimes it was a problem, (9) 33.6% students stated that 2 semesters are enough for English, 33.6% stated that English could be 2 or 3 semesters, 32.7% stated that sometimes 2 or 3 semesters for English, (10)

98.1% students agreed that English is important in getting a job while 1.9% stated that it was not important, (11) 57% students joined English course while 43% did not, (12) 28% students joined English course for more than 1 year, 25.2% joined English course for 1 year, and 18.7% joined English course for 6 months.

#### **The Results of Questionnaire of Mathematics and Science Students of Sriwijaya University**

It was found that (1) 71.4% students were satisfied with the teaching of English while 17.9% were not, (2) 75% students stated that discussion is the method preferred by the students and 25% preferred group or individual presentation, (3) 92.9% stated that the teaching of English had not met their needs while 7.1% stated that it had, (4) 78.6% stated that it was important to master the four language skills, (5) however, 42.9% stated that the most difficult skill was listening, (6) 57.1% students stated that sometimes they got some difficulties in learning English, 35.7% stated they got difficulties, and 7.1% stated that they did not get any difficulties, (7) 92.9% students stated that they studied English with more than 20 students in the classroom while 7.1% stated that they did not, (8) 60.7% stated that sometimes they felt disturbed, 21.4% stated that they felt disturbed, and 17.9% stated that they did not feel disturbed, (9) 35.7% stated that it was enough to learn English in two semesters, 32.1% in 2 or 3 semesters and 32.1% sometimes 2 or 3 semesters, (10) 96.4% agreed that English was very important in getting a job while 3.5% states that it was not, (11) 50% students joined English course and 50% did not, (12) 21.4% students joined English course for more than 1 year, 7.1% joined English course for 1 year, and 28% joined English course for 6 months.

#### **The Results of Questionnaire of Economics Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 68.3% students were satisfied with the teaching of English while 13.7% were not, (2) 75.6% students preferred discussion, 22% preferred group or individual presentation, and 2.4% preferred lecturing, (3) 87.8% stated that the teaching of English had not fulfilled their needs while 12.2% stated that it had met their needs, (4) 65.9% stated that all language skills are important, (5) however listening was the most difficult skill (42.9%), (6) 57.1% students stated that sometimes they got difficulties in learning English, 78% stated that they got difficulties, and 22% did not get difficulties, (7) 82.9% stated that they studied English with more than 20 students in the classroom while 17.1% stated they did not, (8) 68.3% stated that they felt disturbed with too many students in the classroom, 24.4% stated that they did not feel disturbed, and 4.9% stated that sometimes they felt disturbed, (9) 56.1% stated that it was enough to learn English for 2 semesters, 24.4% for 2 or 3 semesters, and 19.5% for sometimes 2 or 3 semesters, (10) 97.6% agreed that English is very important in getting a job while 2.4% did not, (11) 70.7% joined English course while 29.3% did not, (12) 34.1% joined English course for more than 1 year, 22% 1 year, and 24.4% for 6 months.

#### **The Results of Questionnaire of Social Politics Science Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 69.6% students were satisfied with the teaching of English while 30.4% were not, (2) 47.8% students preferred discussion and 52.2% preferred group or individual presentation, (3) 100% stated that the teaching of English had not fulfilled their needs, (4) 56.5% stated that all language skills are important, (5) however, among the most difficult skills were speaking (30.4%) and listening (30.4%), (6) 60.9% students stated that sometimes they got difficulties in learning English and 39.1% stated that they got difficulties, (7) 91.3% stated that they studied English with more than 20 students in the classroom while 8.7% stated they did not, (8) 43.5% stated that sometimes they felt disturbed with too many students in the classroom, 34.8% stated that they felt disturbed, and 21.7% stated that they did not feel disturbed, (9) 43.5% stated that it was enough to learn English for 2 semesters, 30.4% for 2 or 3 semesters, and 26.1% for sometimes 2 or 3 semesters, (10) 87% agreed that English is very important in getting a job while 13% did not, (11) 52.2% joined English course while 47.8% did not, (12) 17.4% joined English course for more than 1 year, 26.1% for 1 year, and 17.4% for 6 months.



**The Results of Questionnaire of Agriculture Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 81.8% students were satisfied with the teaching of English while 18.2% were not, (2) 45.5% students preferred discussion, 45.5% preferred group or individual presentation, and 9.1% lecturing, (3) 100% stated that the teaching of English had not fulfilled their needs, (4) 72.7% stated that all language skills are important, (5) however, among the most difficult skills were speaking (45.5%), (6) 63.6% students stated that sometimes they got difficulties in learning English and 36.4% stated that they got difficulties, (7) 90.9% stated that they studied English with more than 20 students in the classroom while 9.1% stated they did not, (8) 18.2% stated that sometimes they felt disturbed with too many students in the classroom, 72.7% stated that they felt disturbed, and 9.1% stated that they did not feel disturbed, (9) 45.5% stated that it was enough to learn English for 2 semesters, 18.2% for 2 or 3 semesters, and 36.4% for sometimes 2 or 3 semesters, (10) 90.9% agreed that English is very important in getting a job while 9.1% did not, (11) 54.5% joined English course while 45.5% did not, (12) 18.2% joined English course for more than 1 year, 63.6%.

**The Results of Questionnaire of Law Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 72.2% students were satisfied with the teaching of English while 25% were not, (2) 75% students preferred discussion, 25% preferred group or individual presentation, (3) 83.3% stated that the teaching of English had not fulfilled their needs while 16.7% stated that it had, (4) 75% stated that all language skills are important, (5) however, among the most difficult skills were listening (41.7%), (6) 50% students stated that sometimes they got difficulties in learning English, 41.7% stated that they got difficulties, and 8.3% stated that they did not have difficulties, (7) 58.3% stated that they studied English with more than 20 students in the classroom while 41.7% stated they did not, (8) 25% stated that sometimes they felt disturbed with too many students in the classroom, 58.3% stated that they felt disturbed, and 16.7% stated that they did not feel disturbed, (9) 25% stated that they need 3 semesters and sometimes 2 or 3 semesters (75), (10) 100% agreed that English is very important in getting a job, (11) 58.3% joined English course while 41.7% did not, (12) 58.3% joined English course for more than 1 year and 8.3% joined English course for 1 year.

**The Results of Questionnaire of Engineering Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 59.4% students were satisfied with the teaching of English while 40.6% were not, (2) 56.3% students preferred discussion and 43.8% preferred group or individual presentation, (3) 100% stated that the teaching of English had not fulfilled their needs, (4) 71.9% stated that all language skills are important, (5) however, among the most difficult skills were listening (40.6%), (6) 65.6% students stated that sometimes they got difficulties in learning English, 25% stated that they got difficulties, and 9.4% stated that they did not have difficulties, (7) 90.6% stated that they studied English with more than 20 students in the classroom while 9.4% stated they did not, (8) 28.1% stated that sometimes they felt disturbed with too many students in the classroom, 50% stated that they felt disturbed, and 21.9% stated that they did not feel disturbed, (9) 46.9% stated that they need 2 semesters, 12.5% for 2 or 3 semesters, and sometimes 2 or 3 semesters (40.6%), (10) 100% agreed that English is very important in getting a job, (11) 50% joined English course while 50% did not, (12) 43.8% joined English course for more than 1 year, 12.5% joined English course for 1 year, and 18.8% for 6 months.

**The Results of Questionnaire of Medicine Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 66.7% students were satisfied with the teaching of English while 33.3% were not, (2) 58.3% students preferred discussion, 33.3% preferred group or individual presentation, and 8.3% lecturing, (3) 100% stated that the teaching of English had not fulfilled their needs, (4) 100% stated that all language skills are important, (5) however, among the most difficult skills were listening (83.3%), (6) 66.7% students stated that sometimes they got difficulties in learning English, 25% stated that they got difficulties, and 8.3% stated that they did not have difficulties, (7) 100% stated that they studied English with more than 20 students in the classroom, (8) 41.7% stated that sometimes they felt disturbed with too many students in the

classroom, 41.7% stated that they felt disturbed, and 16.7% stated that they did not feel disturbed, (9) 8.3% stated that they need 2 semesters, 25% for 2 or 3 semesters, and sometimes 2 or 3 semesters (66.7%), (10) 100% agreed that English is very important in getting a job, (11) 33.3% joined English course while 46.7% did not, (12) 33.3% joined English course for more than 1 year, 8.3% joined English course for 1 year, and 25% for 6 months.

## Discussion

At first, the sample of this study was 390 students from 39 study programs out of 8 faculties. However, due to some technical problems, only 266 students of those 8 faculties participated in this study. Based on the results of the toefl test, it was found out that the English proficiency of the non English students were still low with the minimum score of 263. This can be related to the results of the questionnaire which showed that most of the students felt that the teaching of English at their program had not fulfilled their needs (86%). This might be caused by some conditions. First, the methods used did not meet the students' expectation in which the students preferred to have discussion and presentation rather than lecturing. Second, there were too many students in one class. Third, only 7.3% of the students stated that they did not have any difficulties in learning English. It means 92.7% of the students still got difficulties in learning English. In addition, 39.7% students consider listening as the most difficult subject and 9.5% choose speaking. Fourth, the time allocated for English was not enough—the students might need 2 or 3 semesters to learn English at university.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

The results of this study showed that the English proficiency of the non English major students of Sriwijaya University was still low. The teaching of English at the non English major programs had not fulfilled the students' needs in learning English as a foreign language. Finally, the students need more time to learn English for other 2 or 3 semesters.

### Suggestions

Since the English proficiency of the non English major students of Sriwijaya University was still low, it was suggested that:

1. The number of students in one class should not be more than 20 students;
2. Discussion and presentation should be used in the teaching and learning of English;
3. More time should be allotted for English (2 or 3 semesters).

This study might still have some weaknesses especially in relation to sampling and data analysis. Therefore, further study needs to consider those two aspects.

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