Teaching English for Students at the Economics Faculty of Universitas Muara Bungo: Problems and Solution

Sufiyandi[1]
Fakultas Bahasa Universitas Muara Bungo[1]
Email : yandi.sufi@yahoo.com

ABSTRAK
Penelitian ini bertujuan untuk menemukan permasalahan yang dihadapi oleh dosen dalam mengajar Bahasa Inggris di Fakultas Ekonomi Universitas Muara Bungo sekaligus memberikan solusi alternatif untuk menjawab permasalahan yang ditemukan. Penelitian ini dirancang sebagai penelitian kualitatif yang menggunakan observasi dan wawancara sebagai teknik pengumpulan data. Instrumen penelitian melalui lembar observasi, pedoman wawancara, dan juga tape recorder. Ada tiga dosen bahasa Inggris ditandai dengan dosen A, B, dan C yang diamati dan diwawancarai mengenai kegiatan belajar mengajar yang sesuai. Dari hasil penelitian menunjukkan bahwa dosen bahasa Inggris di Fakultas Ekonomi Universitas Muara Bungo menghadapi permasalahan dalam kegiatan mengajar berkenaan dengan harapan yang tinggi kepada para siswa, perencanaan, metode dan strategi, pengelolaan dan mendisiplinkan siswa, mengalokasikan waktu pelajaran, menyelesaikan penilaian, dan menangani dengan pekerjaan rumah. Oleh karena itu, masalah harus dicegah dan diatasi dengan merujuk rekomendasi berikut: (1) Departemen seharusnya meningkatkan sistem pelatihan guru untuk implementasi kurikulum dan meningkatkan keterampilan dosen, (2) Anggota fakultas diharapkan untuk berkomunikasi dengan dosen dan untuk melakukan pemantauan yang berkaitan dengan masalah pengajaran, (3) Pekerjaan pendukung dan kerja sama di antara dosen dianjurkan, terutama melalui observasi kelas, (4) Para dosen diharapkan untuk meningkatkan kesadaran dan keterampilan mereka dalam mengajar dengan mengacu pada buku-buku sumber yang berhubungan dengan kegiatan belajar mengajar, (5) Mencegah masalah di kelas sangat membantu dengan menjaga lingkungan belajar yang efektif.

Kata kunci: mengajar, masalah, solusi

Background of the Problem

Language has a central role in helping students' intellectual, social and emotional development and as the key to be successful in learning all fields of study. Thus, language teaching and learning becomes particular in theories and practices for many centuries. English is the major subject that has been greatly discussed accordingly regardless for higher education. Universities and colleges offer the subject in the role of requirement for students whose programs are other than English. The subject offered for students are varied based on the fields of study such as business and economy, science and technology, and social science. The subject which provides knowledge and practice in English skills specifically required by learners in a definite academic context is called English for Specific Purpose (ESP). ESP is a branch of English Language Teaching (ELT) that mostly focuses on the learners' reason to study. Richards and Schmidt (2010) mention that ESP relates to the role of English in a language course or program of instruction in which the contents and aims of the course are determined by the specific needs of a particular group of learners. The various language needs of English learners are identified and grouped based on their own specific fields. There are, at least, two beneficial functions of the subject. Firstly, English ability that the students have can be helpful to cope with academic needs (Reni, 2010). They can learn information of English sources necessary for their study. Secondly, the skill is useful for their future career. Day and Krzanowski (2011: 5) state that the purpose in ESP is always a professional one. The students who are prepared to be professional should have the ability in English. They may be involved in marketing, banking, programming, etc. that demand the ability of English because global business, economy, science and technology mostly use English as the means of international communication.

In this regard, the English subject designed for the students should be more effective. There are several stages that need to take into account following the concept of ESP. Hutcinson and Waters (1987:73) suggest "needs

analysis, objective, material selection, learning activities, and evaluation." The first step is needs analysis. It is the stage where the course developer identifies what specific language skills should involve in the course contents. Needs analysis can be done through observation, questionnaire, or interview not only to the learners, but also to lecturers, stake holders, and users. As a result, it also can be used to evaluate the learners' outcome and learning process after finishing the course. The second one, based on the needs analysis, determination of course goal can be undertaken. This phase can refer to the students' current performance and their purpose to achieve. The next is the selection of teaching material. One of the important roles of material is that it can motivate students to learn. To reach the goal, the material should be selected thoroughly. The other phase is determination of learning activities. It includes various activities applied in the classroom process so that the learners feel engaged. The learning activities should free the lecturer to teach and the learners to learn. The last stage is evaluation process. In case, the evaluation can be viewed in two ways: the evaluation that relates to students' progress or achievement and evaluation that concerns with the program itself. Universitas Muara Bungo (UMB) is one of private Universities in Jambi Province. The whole UMB learners take English subject varying in the field of study – economics, engineering, husbandry, fisheries, and politics. The English subject provided in each study program is generally two semesters with two to three semester credits. The subjects are designed to help the learners reach communicative English skills both through spoken and written language.

The teacher is the key to the educational program. The teacher plans the environment, selects and arranges materials, guides students, poses questions, talks with students, answers questions, models desirable social, and does many things to make students learn. In this case, the teacher has some roles. Nunan (1995) said one of teachers' roles is to pose knowledge desired by the students about the target language and culture. The teacher has the knowledge that students expect to impart to them. Furthermore, Schickedanz., et al (1983) argue "when learning is in large part of knowledge construction rather of information transference, teaching must not consist mostly of telling." This does not mean that the teacher is unimportant in the knowledge – construction process. For example, in the area of language, adults are the source of experiences that children act on in construction knowledge about language while language acquisition is not a passive process in which children follow what is said to them, they must still be talked to and with. If they are not, they have no language experience out of which to build their own language.

Planning, organizing, and evaluation are perhaps the most crucial aspect of teaching. Very little thing can occur in a classroom if extensive plans have not been made. According to Schickedanz., et al (1983), "planning is of little use if an effort is not made to organize time and other resources necessary to implement the plans. Planning must reflect evaluation of the experience resulted from previous planning." Good planning and organizing free a teacher to teach and students to learn.

Similarly, Quina (1989) quotes Hunter as saying "teaching is a decision making." This involved choosing a source of value, reading the sign of planning and selecting appropriate instructional objective. In addition, Hay groups (2000) state "the lesson planning is done in the context of broader curriculum and longer – term plans." It should be structure approach beginning with a review of previous lesson, and an overview of objective of the lesson linked to previous lesson and the last homework assignment.

In case of motivation, there are two terms that we should concern with; motivation and classroom incentives. Henson and Eller (1999) write motivation is a students' interest in doing academic work and learning academic material. On the other hand, classroom incentives are methods teachers use to motivate students; they include such activities as checking or scoring students' work, and giving feedback and reinforcement. Butterfield is cited by Fehrenbacher and Milner (2004) arguing "Feedback is an essential component of the instructional process and without instructor mediation and explanation, little improvement occurs" Butler., et al quoted by Brophy (2003) states that "some students need specific, detailed feedback concerning both the strengths and weaknesses of their performance". Beside that, reinforcement also works due to motivate students' learning.

Research Method

The research is undertaken as a qualitative study. Gay (2003:169) states "The central focus

of qualitative research studies is to provide understanding of a social setting or activity as viewed from the perspective of the research participants." The study is conducted in order to gain an in-depth understanding about "human and social behaviour from the insider's perspective" in a specific location where the participants reside, such as a culture, school, community, group, or institution (Ary et al, 2002:422). Thus, the research sought out the lecturers' problems in teaching English at the Economics Faculty of Universitas Muara Bungo.

Research Site and Respondents

The research was carried out in Economics Faculty of Universitas Muara Bungo. The faculty is located on Jl. Diponegoro number 27 Bungo regency. The duration of collecting the data in the area was approximately one month.

The subjects of the research were English lecturers teaching at the Economics Faculty of Universitas Muara Bungo. The writer studied any matter concerning with lecturers' problems in teaching English. The problems analysed either in the classroom when teaching-learning activity was taking place or outside relating to the case. There were three English lecturers involved to be the subjects as well as the participants. To keep the lecturers' identity, they were referred by the letters of alphabet; thus, they were namely lecturer *A*, lecturer *B*, and lecturer *C*.

Data Collection

There were three useful instruments utilized in this research; they were observation sheet, interview guide, and tape recorder. In collecting the data by observation, the writer used an observation sheet comprised of 40 observed items that referred to some sources. The numbers of items were adapted from a research about teacher effectiveness conducted by Hay Groups (2000). Also, the writer used an interview guide since the form of interview was a structured interview. Nunan (1993:149) points out "In the most formal type, the structured interview, the agenda is totally predetermined by the researcher, who works through a list of set questions in a predetermined order." The total numbers of questions were 20 which also referred to the sources used in the observation. The questions asked matters that couldn't be answered by observation or they presented in order to support the data. In collecting the data, a recorder was used by the writer to record the conversation between the writer as an interviewer and the lecturers as interviewees while collecting the data through interviewing was being carried out. Recording was due to support the data in the interview section so that the results could be later transcribed. In addition, recording was less distracting than taking a note in time of having the interview, and it was also helpful to keep away from the weakness of remembering what had been talked in the conversation. Furthermore, Gay (2003:212) notes "the researcher, in collecting data from interview, uses recording tool is the most feasible".

Data Analysis

The analysis was completed in a structural sequence. After gathering the data by using instruments stated above, the writer first presented findings of both observation and interview based on the clusters set previously. The observation data in the form of checklist in tables were extensively explained into descriptions and the interview data were also presented in the form of transcripts. Then, the problems were analysed. Next, the writer described some alternative solutions about how to solve the problems on the basis of some references. Ultimately, the writer provided conclusions and suggestions based on the results of the research.

Findings

High Expectation

Teachers' classroom behaviour can indicate whether or not the teachers hold expectations about students' performance or academic achievement in the future, based on what they know about the students now. Teachers, who expect the most for students' out-come, set their expectation by determining what treatment is appropriate for individuals' needs by some form of differentiation. Furthermore, teachers should give different motivational strategies for different individuals, and they should also draw on students' experience or idea relevant to the lesson.

To seek problems, especially in lecturers' expectation, the respondents were asked the following question: **"Do you make a differentiation of treatments to your students for any reason?"** Most English lecturers, while teaching in the classroom, knew that they coped with various diversities of the students. According to them, one of the diversities might

concern with the students' intelligence or ability. There were two disputing ideas about how to face such diversities. Lecturers B, for example, he assumed that treating them in the same way was appropriate. What the lecturer noted about a fair treatment was to teach them without thinking of their different abilities. It can be seen from the following statements:

> Ya…based on my experience, I never differentiate the student. E…they are including rich student, e…poor student, e..lower student, or higher student. We should teach them ya…according to their right. They should get the lesson from us. We should teach them e…justly or we can say that in fairly. We may not dis…differentiate them (Lecturer B)

On the contrary, lecturer A and C argued that they performed a different treatment. Lecturer A clarified that she would take a notice of some individuals which referred to the differentiation in the class. The lecturer occasionally approached them in order to give additional information. She found it work to make the students learn better. Unfortunately, this was done only for students who expected her concerning with their trouble:

> E…actually in a class, ya…many kind of…e…level…e…for each student. E…there is a student who have high capability in understanding the material. And…also there is a student who have…e…low capability in understanding the material. So, sometimes, when we…explain the lesson, e…to make a student understand the material, sometimes I have a different treatment. E…for example if student…if one student do not understand what I have…e…explain to them and…e…she or he ask me to explain it again, sometimes I come to his or her desk to explain…e…more (lecturer A).

Lecturer C was aware of the students' difficulty in their learning. She discerned the different abilities amongst students. The lecturer knew how hard for some students (low achievers) to understand the material was. For this reason, the lecturer found her own way. She was used to explaining the lesson to the entire students in the class firstly, then, she had to move around the class due to look for students who hadn't understood yet. Hence, she would give more explanation to them:

> The explanation is done to entire students in the class. Then, I sometimes move around. If I find some students who haven't understood yet, I'll give extra explanations to them (Lecturer C).

So, the conclusion can be drawn that the lecturers made a different treatment. Not only did lecturer A treat students differently, but lecturer C did as well. However, the differentiation of treatment was not appropriate because the lecturers were conditioned to make it.

Eventually, after observing and interviewing each of English lecturers at Economics Faculty of Universitas Muara Bungo concerning with teaching in the term of high expectation, there were some problems occurred amongst them. Initially, all lecturers hardly differentiate students appropriately, neither in the term of treatment nor encouragement. They didn't challenged students by some form of differentiation. Next, most lecturers had problems in high expectation because they seldom drew on students' experience and idea relevant to the lesson.

Planning

Teachers should prepare a good planning before coming into the classroom. They should plan the lesson in the context of English for Specific Purpose. So, the questions in observation and interview were utilized to understand how the respondents viewed and worked with planning.

The question is: "**Where do you get the source of books or materials from?"** All three lecturers affirmed they didn't get any difficulties for the book resources. There were many kinds of books that were usually distributed by publishers to the school. Those books were actually offered to the students, and the lecturers were given a way for free. Furthermore, lecturer B highlighted the use of Internet as well. Internet could be the source to find the material. Based on the observation and interview, it can be concluded that in planning a lesson, the lecturers had some problems concern with clarifying lesson plan and objective clearly at the start of the lesson and reviewing what students have learnt at the end of the lesson.

Methods and Strategies

Based on the data gathered from observation and interview, English lecturers had some problems in the context of methods and strategies. The first, the lecturers didn't vary teaching methods and strategies; secondly, they didn't provide supporting teaching aids though they know the function of teaching aids (Based on interview); Moreover, the lecturers also had problems to use a variety of questioning techniques to probe student's understanding; they failed as well in encouraging students to use a variety of problem-solving techniques; Finally, the lecturers had problem because of the difficulties of students' performance, such as the students hardly comprehended reading text and the students also got problems in understanding the English communication, that would negatively affect methods and strategies that the lecturers should have applied.

Student Management and Discipline

Teachers should have a clear strategy for student management and discipline. A sense of order prevails in the classroom so that the students have maximum time to focus on task and they have more learning opportunities. Furthermore, the teachers should have a strategy of getting to know the students with behavioural problems. In other word, they are able to create environment in which students can learn by employing management to ensure that disruption to student learning is minimised and the students feel safe and secure.

In relation to student management and discipline, there were six questions that concerned with students' motivation and how to increase the motivation, students' behavior and how to prevent the negative one, and the question also dealt with student space management.

By analyzing the data, it can be seen that several problems occurred amongst the lecturers relating to student management and discipline. Initially, the problems refer to student negative response, student space management, and student behavioral problem. In addition, the lecturers also failed to prevent or overcome students' bad behaviors. Eventually, the lecturers didn't apply reinforcement for student achievement and treat them appropriately and fairly.

Time and Resource Management

The effective management of students, time, and resources promotes good behavior and effective learning. Lecturers should be able to manage the classroom by having a clear structure for lesson and material, and allocating class time appropriately. They also should be able to start their lesson on time and to finish at the planned time.

The following question dealt with how the lecturers managed the classroom timing when they were teaching reading: "**How do you manage the classroom timing?"**

Lecturer B explained that planning was significant in order to manage the classroom timing. He suggested three stages of time management:

> Ya…we should manage them…may be for pre activities may be for five or ten minutes, for while activities may be…ya…a…twenty five minutes. And the left may be for post activities, ya…we should…eh…what…that…e…classified the time, we should manage the time. Ya…in order we should concentrate to the aim of teaching learning process. **Do you have the plan before the class? And will the class last at the time that you have planned before?** Ya…we should prepare everything before teaching. We should prepare the material to be presented, and how to presented the material, what kind of method that we use, what kind of teaching aid that we use…and then…e…what kind of test should we give to student and how to analyze the test. And then…is a test practical, reasonable, and…then credible, ya…and then how to analyze the test…the result of the test we should ask them about the standard… and then…standard division, and then the mean, and then…e…what we call that…a…medians, and also we should look for the curve, ya…diagram, ya…then we can get the…the…coofesion, we can get the conclusion. After the test…o…this test is good, this test is rather good, that is…e…this test is not good. we should revise, we should remove, we change to another one…ya…To be a lecturer is easy, if we master how…the way how to do it. To be a lecturer is more difficult if we don't want to master how to manage the class, how to prepare everything. To be a lecturer is a good job from God (Lecturer B).

Next, despite lecturer C clarified the importance of planning before class, she confessed that failure to fulfill the plan time might occurred:

> Sometimes no…sometimes…um…that's why we should make the lesson plan altogether with the time allocation. As usual, such minutes are for introduction, such minutes are for explanation. Sometimes it doesn't run as the planned time, but sometimes it does. (Lecturer C).

The lecturer found students' difficulties in answering the task would strongly affect the failure. In accordance with this, lecturer A added more detail which concerned with the reading text as the material. She stated, when students encountered difficult vocabularies, the class would take longer time:

> That is difficult for me to manage the timing in the classroom. **Why?** E…because sometimes…e…the student…e…who have…e….difficult capability to understand the text will… e… spend much time. So, sometime I have a difficulty to manage the time whether it will get…e…short time for the students or get the long time. So…ya…that is depend on the…yes…the…for example, the text which contain difficult vocabulary will… ya….spend much time (Lecturer A)

Based on the observation and interview results, it is revealed that the English lecturers had problems in this stage. The problems linked to the planning time. Based on the data of observation and interview, the lecturers got problem to use the time available well and to finish the lesson at the planned time because of some reasons.

Assessment

An assessment is particularly essential to monitor students' understanding of lesson and work. Teachers should be able to employ techniques of assessment such as tests, competitions, questioning or regular marking of written work. Also, the teachers should offer critical and supportive feedback to students.

The following question was posed to the participants in order to obtain their opinion about assessment in their class especially when they were teaching reading: "**Do you think it is necessary to evaluate students' ability about what they've already learned?"**

The lecturers agreed evaluating students' understanding at the end of the lesson was essential. Lecturer A, for instance, convinced that she performed the evaluation by providing a test:

> Of course yes. **How can you make it?** Sometimes…e… I give…e…some question at… in the end of the lesson or may be the next time. After they get the lesson, I try to re… remember again…e…to make whether…to make sure whether they have understood what I have explained to them (Lecturer A).

Additionally, lecturer B thought evaluating not only could measure students' success but lecturers' too. According to him, if students were able to perform a test completely, it would indicate that the lecturer had successfully accomplished teaching activity:

> We should evaluate them. The function of the lecturers is evaluator. We…we want to know the feedback…that they…that the thing that we have been teaching them whether we are succeed or not. And then we give them a test. Ya…if the students are more success rather than not success, it means we are succeed. If the students are more fail rather than succeed, it mean we are fail too. So, giving a test…a…giving a kind of evaluation, we should evaluate our task and then we…we also…e…we should evaluate what we call that the student…e…capability, whether they are able to do test, a…what we ask the…the…the teaching learning process that we have done or not. If never evaluate, how do we know we are succeed or not (Lecturer B).

When asked the question, lecturer C had another perspective: "Yes, it is important in order to make the students understand. Because, reading comprehension…the easy questions are getting difficult as well". The lecturer viewed the reason why accomplishing the evaluation was important was because of the difficulty to comprehend the material, especially reading text.

In conclusion, despite all participants suggested the importance of students' evaluation in their class based on the data of interview, the

problems also occurred in the data of observation. Based on three times of observation, the data revealed that the English lecturers had the problems in: using test, competition, etc., to assess understanding, recognizing misconceptions and clearing them up, giving feed back in the written form for students' work, and encouraging students to do better next time.

Homework

An important part of assessment processes that should be integrated with class work is homework. Homework should follow up in the lesson and indicate apparent objective that students could gain from it. Regarding to homework, an essential problem that the lecturers had was the lecturers infrequently gave homework to the students based on interview and observation data. By looking at the data gathered from three times of observation (once for lecturer A and twice for lecturer B), the problems also happened when the homework was provided. First, the homework was set neither to consolidate nor to extend the coverage of the lesson, the homework which was set previously didn't follow up in the lesson. Ultimately, another problem occurred since the lecturers didn't explain what learning objectives students could gain from the homework.

Discussion

English lecturers' problems in teaching at the Economics Faculty of Universitas Muara Bungo have been described in the previous section. The problems relate to high expectation, planning, methods and strategies, student discipline and management, time management, assessment, and homework. Consequently, to maximize students' learning opportunities in pursuit to accomplish educational goals, those problems need to be minimized or even solved by making every endeavor. In the following are offered some alternative solutions for the problems.

Firstly, **the problems concern with** how the lecturers set their **expectation** to students. In this regard, expectation is particularly essential that lecturers should hold greatly and actualize it appropriately when they are interacting with students in teaching-learning activity. The lecturers should also know how the expectation can influence on the students' learning performance that appears in differential levels. The students, who vary in the levels such as achievement or ability, are supposed to be treated differently based on their different needs. When the lecturers realize this, it means that they hold the expectation.

In case of differential lecturer-student interaction, it is perhaps the most consistent to find that lecturers tend to call more frequently on students they believe to be the most capable. Also, high achieving students are commonly received praise from the lecturers more frequently than low achievers. These phenomena may relate to lecturers' expectation too, but the problems occur since giving more opportunities only for students with high capability can affect negatively to students' participation in whole class.

Lecturers who set high expectation are supposed to challenge and inspire students, as to deepen students' knowledge and understanding, by determining some form of differentiation appropriately. It means, at the lowest level; the lecturers expect different outcomes from students of varying abilities and for sophisticated one; the lecturers know and use an extensive list as means of differentiation so that they are able to cope with the needs of more and less able students.

Expecting the most from students' outcomes is also completed by drawing on students' ideas and experiences relevant to the lesson. Lecturers should recall students' knowledge about the lesson being learned that indicates how the lecturers hope their students able to engage and to participate pleasurably in classroom activities.

Referring to English lecturers at Economics Faculty of Universitas Muara Bungo, however, the expectation was emerging to be low. Thus, the lecturers' expectation needs to be increased so that the problem can be resolved. To find out the way of heightening the lecturers' expectation, it is better to trace first what the main cause of the failure is. For that reason, the lecturers' failure can be caused by the lack of lecturers' awareness. There are very complex activities, students, communications, and subject matters happen in the class room and need consideration thoroughly that lead lecturers not to realize the importance of expectation. Besides, the lecturers rarely receive a feed back or useful information about their behavior. Thus, their unawareness is protracting; handicapping the success of teaching-learning activities.

How to overcome the problems refers to the assistance of the head of department and also

the cooperative work of the English lecturer community. Firstly, the role of the head of department is significant due to make the lecturers realize the importance of holding high expectation to the students. The headmaster is supposed to guide and communicate with the English lecturers in case–discussions. The head should create a medium for which the lecturers can share one another. In the discussion, she may deal with students' diversity and what positive attitudes appropriate for the needs of different students. She may also bring a problem that one lecturer faces and provide the solution by collaborating with other lecturers.

In addition, the cooperative work is also required amongst the lecturers. It is useful to share information and to receive feedback about their performance in the classroom. Thus, the lecturers need to carry a system of classroom observation concerning with lecturers' behavior, especially in setting the high expectation to the students. For example, lecturer A studies lecturer B's behavior towards the students, or lecturer B observes how lecturer C acts in her teaching, As a result, there are, at least, two profitable things that the lecturers can gain from such activity. If it is done professionally, the lecturer who takes the part as an observer will learn something good either from appropriate or inappropriate attitudes performed by the lecturer being observed. Next, the benefit will also belong to the lecturer who is observed since they can receive useful feedback about their performance. Accepting the result of such classroom observation, the lecturers are hoped to increase the positive attitudes and to eradicate the negative ones. They should learn cooperatively so that they realize that high expectation is important and employ it vividly in the term of treatments and behaviors.

The second **problems** that English lecturers have in teaching **relate to planning** a lesson. Based on observation data, a class ran by most lecturers didn't have definite objectives stated clearly for each lesson and activity. Students didn't fully have clear ideas and the same perceptions about what and why they were doing something in the classroom although they were able to catch the gist of some lesson. The problems can be eradicated by well – prepared lesson planned before class. It means the lecturers should structure every stage that will happen during the lesson time. The lecturers are required to communicate clearly about what the students will gain at the start and they should also review what the students have learnt at the end of the lesson. Carrying out the two stages needs a plan as well unless the lecturers hardly perform the class activities appropriately.

Aside from planning, **English lecturers** at Economics Faculty of Universitas Muara Bungo **have problems in methods and strategies.** Cunningsworth 1995 states students should be equipped with the sets of skills and strategies necessary to use the language in their academic studies. To diminish the failure in this stage, the lecturers are recommended to increase knowledge about teaching methodology and to realize the knowledge in every day classroom. Books are crucial to refer so that the lecturers recognize appropriate strategies that they should apply in teaching, especially in reading.

By getting books to be reference, it is hoped that the lecturers understand that the variation of teaching methods and strategies such as game, puzzle, etc are important to enhance student learning. Then, the lecturers should know the significance of teaching aids such as picture in their teaching. Also, the lecturers should comprehend the variety of questioning techniques posed to the students and encourage the students to use the techniques as to make the teaching-learning activities meaningful in the classroom.

However, having knowledge of teaching methods and strategies is incomplete without application and actualization. The lecturers also need encouraging and supporting from external sides. For example, they should keep the issue of teaching and strategies to be a hot deal in every day discussion amongst the lecturers. They can share opinion or information in a group discussion, the lecturers in the scope of subject study..

Moreover, **student discipline and management are** also focused to be **problems for the lecturers**. As it has been stated in the previous section that the lecturers hold troubles of student misbehaviors, which is as the major problems. The main suggestion offered in this regard is that the lecturers should be able to employ a management which is to be preventive rather than to be reactive. Therefore, there are, of course, many things that lecturers can do in order to prevent disruptions and distractions.

The following are the examples: firstly, let students assume responsibility. It is better to have a class that runs orderly and is arranged by itself by following the routines. Lecturers should abandon common tasks and work to students that they can get them into regular activities. There is

no reason for lecturers to do what students can do by themselves. For instance, they will prepare exercise book as the task or assignment is supplied or they can check their own work to assure its completeness. Lecturers who unnecessarily do these things or control them by calling on students one by one only creates delays, causes time consuming, and enables the occurrence of roaring condition.

Secondly, give a high clarity of instruction and motivation. Student misbehaviors will likely originate from unknown condition where students do not know what and how to do something in the classroom. They may remain confused; or become bored, fatigued, and distracted, losing the ability to concentrate; and finally they may actively misbehave. Consequently, lecturers are supposed to provide explanation clearly so that students understand concepts and assignment. The lecturers may utilize a plan, so that they can instruct the lesson structurally and well-presented. The lecturers should organize the material to promote a clear presentation: stating the purpose, reviewing the main ideas, and providing transitions between sections.

Connecting with motivation, it is also helpful to encourage student by recognizing and reinforcing student desired behaviors to maintain an effective learning environment in order to prevent problems in management. Lecturer should provide positive reinforcement since behavior that is reinforced is possibly to be repeated. Accepting this, it is hoped that students will be sustained and engaged in the lesson, as a result disruptions and student negative behaviors are cut. However, the lecturers have to be alert about the emphasis and they should adjust the reinforcement. That is, whom are to be reinforced, under what condition, and what kinds of reinforcement; the frequency and quality.

Thirdly, plan independent activities as well as organized lessons. A common situation occurs in the classroom where there is a range of time between students who finish assignments more quickly than others. Students who can finish earlier have nothing to do, and under the circumstance they may begin to make a noise or to create disruption. Hence, lecturers should have strategies to anticipate the problems. The recommendations are the lecturers should provide worthwhile assignments or/and have backup plans prepared for times when assignments are completed.

Worthwhile assignments mean that the teachers plan assignments as carefully as they plan their lesson because assignments involve basic parts of the curriculum, not merely time fillers. The teachers should adjust the assignments to student average ability. The teachers may not give assignments that are too difficult for students. Those can impede student learning and invite management problems. Equally, they may not provide too easy assignments since this can lead boredom or misbehavior by high achievement students.

Furthermore, the teachers should also have expectation about what students have to do when the students finish their work. This may involve additional specific assignment, or there may be a range of optional activities to select. It means students know what options are available when they can finish early. By having such condition, it is hoped that the students are kept actively on task. There is no needles time to spend by referring to the back up plan.

Fourthly, use positive language to prompt desirable behavior. *Teacher is a model*, so that they should be aware that positive approach is not only needed to socialize in the society but also to perform in the classroom. The use of "Don'ts" to emphasize what students should not do may be becoming offense for them. It is better for teachers to convey their messages of intention through positive terms, as listed in table 8.

In addition, negative statements sometimes are also needed to respond student misbehavior that can escalate to be a serious disruption and should be stopped immediately. However, positive statements should also follow as to specify what behavior that teachers expect students to do.

Phrasing Directions in Positive Language

Positive Language	Negative Language
Write as quickly as you can on the whiteboard; Other students are waiting	Don't "hog" the whiteboard
Close the door quietly	Don't slam the door
Try to do these out on your own without help	Don't cheat by copying from your neighbor
Work quietly	Don't make so much noise

Listen to everyone ideas and respond with arguments that speak to the issues	I don't want to hear personal remark
Raise your hand if you think you know the answer	Don't yell out the answer
When you make your class presentation, speak naturally, as you would when talking with a friend	Don't just read your report to us
Be ready to explain your answer – why you think it is correct	Don't just guess

Source: Adapted from Good, D. and Brophy, J. E (2002). *Looking in classrooms.* The United State of America: HMC.

The other problems that English lecturers at Economics Faculty of Universitas Muara Bungo have **are concerned with time management, assessment, and homework.**

Actually, every part of the items observed and interviewed in this study is linked one to another. In **managing the time**, for example, basically refers to the lesson plan. Before the lecturers enter the classroom, it is supposed that they have already arranged every single one that is going to happen there, in the basis of well-prepared plan. The lecturers run the class smoothly and structurally because every activity is guided by a lesson plan altogether with allocation of time. As a result, they can use the time available well and finish the lesson at the proper time.

Based on the interview data, however, some lecturers asserted they had the lesson plan but failed to fulfil it in practice because students' difficulty in doing a task and comprehending the reading text spent longer time. In this response, there were, at least, three possible reasons of the failure; lecturers' unclear explanation, high level of difficulty of the task, or students' low ability.

From the three factors, the ability of students is the one thing that may not be adjusted immediately. It will follow to be increased as lecturers give a high clarity of explanation and provide worthwhile assignment to enhance student learning. Therefore, the recommendations are likely referred to student discipline and management that lecturers should be able to give instruction clearly and plan the assignment very carefully. By doing so, it is hoped that the lecturers will have no more problems in case of time management.

That **assessment** takes an important part to measure students' understanding about the lesson provided in the classroom is crucial to be one of foci in teaching problems. For that reason, the English lecturers had problems in this stage since they infrequently used test or competition to assess understanding, recognized misconceptions and cleared them up, gave feed feedback in written form for students' work, and encouraged students to do better next time.

To solve the above problems, the lecturers are suggested to refer to the preceding recommendations as it is offered to solve problems that relate to high expectation and methods and strategies. They are the role of the headmaster, colleagues, and books. The role of headmaster is essential to monitor how the lecturers accomplish the evaluation for students in the classroom. Thus, the lecturers should be aware of the importance of some activities (using test, recognizing misconception, etc.) to assess students' understanding. Also, there should be cooperative work amongst the lecturers to raise their awareness. They can share to one another about the problems that they may refer to some books as to increase their knowledge about teaching effectiveness, especially in teaching reading.

Moreover, the lecturers have several **problems** that **relate to homework**. The major problem revealed by the observation and interview data is the lecturers infrequently gave homework to the students. It was found that one reason why the lecturers didn't provide the homework was because of the lack of students' motivation to complete it at home. This condition affected the allocation frequency of the homework.

Finally, the lecturers should realize the significance of providing homework that interests students. It means the lecturers assign student do a task at home by having a definite purpose so that it is not imprinted homework is burden. The lecturers should not dump a lot of work while students do not know what they can gain. Hence, the lecturers should communicate clearly about the advantage of the homework. Accordingly, it is supposed that the homework is helpful to sustain the lesson being learned.

Conclusion

The results of the observation and interview indicate that English lecturers at the Economics Faculty of Universitas Muara Bungo have problems in their teaching and learning process. The lecturers have problems in holding high expectation in teaching; one of the reasons is the lack of the lecturer awareness about the importance to expect the most from students' outcomes, through the appropriate lecturer performance. The problems also occur in methods and strategies that relate to the variation of teaching strategies, supporting teaching aids, and application of methods suitable to the curriculum. There also appear problems of student discipline and management since the students sometimes misbehave or respond negatively and the lecturers fail to prevent or to overcome the problems by positive reactions. In most occasions, the lecturers hardly structure the lesson of English to use the time available well and to finish the lesson at the planned time as the students are confronted with difficulties of their learning. The assessment problems concern with using test, competition, etc., to assess students' understanding, recognizing misconceptions and clearing them up, giving feedback by regular written marking for students' work, and giving motivation to the students. The major problem in accomplishing the evaluation, especially homework is the lecturers infrequently provide the homework itself for the students. One of the reasons is the students are unenthusiastic to complete their assignment. Accordingly, when the homework is assigned, it is set neither to consolidate nor to extend the coverage of the lesson.

To overcome the above mentioned problems, enhancing the lecturers' skill is important so that they are able to cope with the problems that hinder teaching effectiveness. The role of the faculty member is crucial due to overcome the lecturers' problems in teaching especially in English by taking a closer touch with the lecturers; guiding them within problems - sharing and discussion forum; and visiting and monitoring classroom teaching. Supportive and cooperative works amongst the English lecturers are also significant because they can share problems as well as information and give positive feedback about their colleagues' performance in teaching, and one of the examples is by doing a classroom observation. Then, the lecturers are expected to increase their awareness and skills in teaching so that they will have no more problems by referring to source books dealing with teaching – leaning activity. The lecturers are also suggested that they have already planed every single thing properly regarding to steps of activity, time, assignment, and evaluation when they come into the classroom. Finally, the lecturers are recommended to maintain an effective learning environment by making students assume responsibility, giving a high clarity of instruction and motivation, planning independent activities as well as organized lessons, and using positive language to cue desirable behaviour.

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