

**CHALLENGES IN TEACHING ENGLISH TOWARD NON-ENGLISH
MAJOR STUDENTS AT TARBIYAH FACULTY UIN AR-RANIRY**

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2020 M /1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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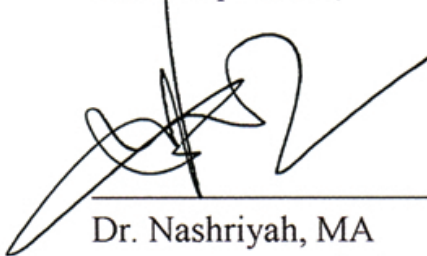
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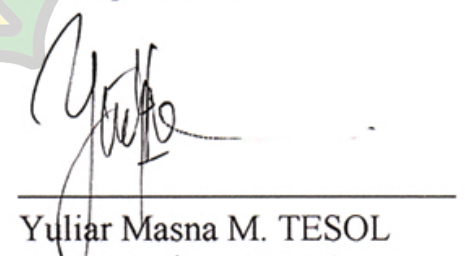
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8 Jumadil Akhir 1442 H

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Demikian dengan pernyataan ini saya buat dengan sesungguhnya dan tanpa paksaan dari pihak manapun.

Banda Aceh, 16 Desember 2020

Yang Menyatakan,



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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise be to Allah, the lord of the world, the almighty and the most exalted God whose mercy and blessing poured upon me to finish this thesis. Shalawat and Salam may always be upon our prophet Muhammad Sallahualaihiwasallam, who has guided us from the darkness to the most educated world.

I would like to express my sincere gratitude to my supervisors, Dr. Nashriyah, MA and Yuliar Masna, M. TESOL for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thank to all of English language education lecturers and staff who have inspired, lectured and assisted me during my study in this department.

This journey would be impossible without the support of my family. A special gratitude, I would like to address to my dearest father, Ibrahim Arahman and my beloved mother, Nur'aisyah. My parents are indeed my forefront supporters who prayed, encouraged and motivated me a lot not only in writing thesis, but all of good things I have achieved in my life. My appreciation is also extended to my sisters; Syarafina and Fildzah Nabilah and my brother; Fakhzia Tuddin, who always support me in my difficult times in finishing this thesis.

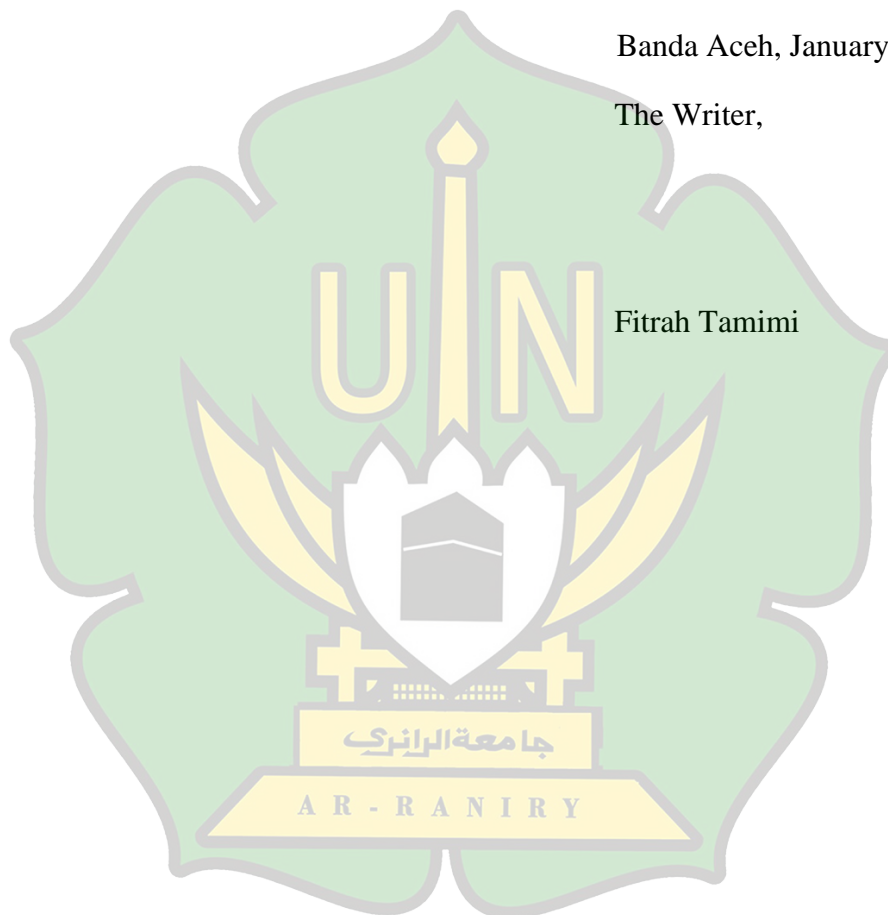
My appreciation and thanks are also addressed to my beloved friends; Armaya Rizki, Tria Aulina, Cut Rahmiyati, Maira Mustiranda, Veldry Yusnarsi,

and Annisa Indah Sari who always lend me their back and listen to my complaints. Thanks for all of my friends that I cannot mention one by one who bring colors in my life, supporting me, and inspiring me. You guys are priceless for me. May Allah bless and reward you heaven.

Banda Aceh, January 5th, 2021

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ABSTRACT

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Thesis Working Title : Challenge in Teaching English toward Non English Major Students at Tarbiyah Faculty Uin Ar-Raniry
Main supervisor : Dr. Nashriyah, MA
Co-Supervisor : Yuliar Masna M. TESOL
Keywords : ELT; Challenge, Lecturers; Solutions

This study aims to investigate the challenges faced by lecturers of Tarbiyah Faculty UIN Ar-Raniry in Teaching English toward non-English major students and then solutions to deal with the challenges. Qualitative narrative research design was applied in this study. There were 6 informants who teach English for non-English major in Tarbiyah Faculty UIN Ar-Raniry. They were intentionally selected based on the criteria and involved in a semi-structured interview. The researcher found that there were three categories of challenges. Those are the challenges that emerged from: students' side; teachers' side, and facilities. Challenges that emerged from students' side are students' lack of motivation, students' various background, students' previous teachers' inadequate way of teaching, Students' confidence issue, students' low of concentration, students' low exposure to English language, students' shortage of vocabulary stock, students insufficiency in pronunciation, and students' inadequacy of grammar knowledge. The second is challenges that came from teachers' aspect. Those are limited mastery of teaching methods and the felt of psychologically burdened. The third is challenges that emerged from the facility aspect. Those are inadequate resources and facilities in non-English departments and time constraint. Finally, as an attempt to solve the challenges, the lecturers also proposed seven solutions according to their perceptions. Those are different methods and techniques application, Improvising while teaching, improving resources and facilities, matching students' proficiency level and learning, make use of available resources, providing motivational feedback, and teachers' self-reflection. Those solutions hoped to be able to solve the challenges and integrate their teaching in the future.

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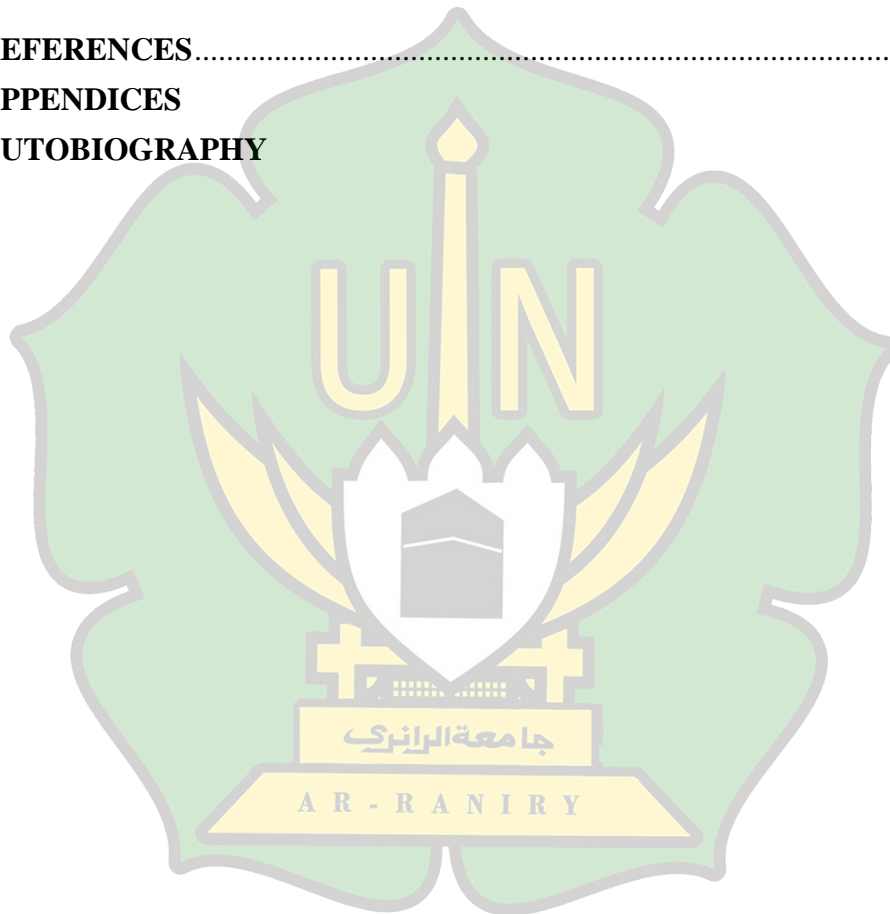
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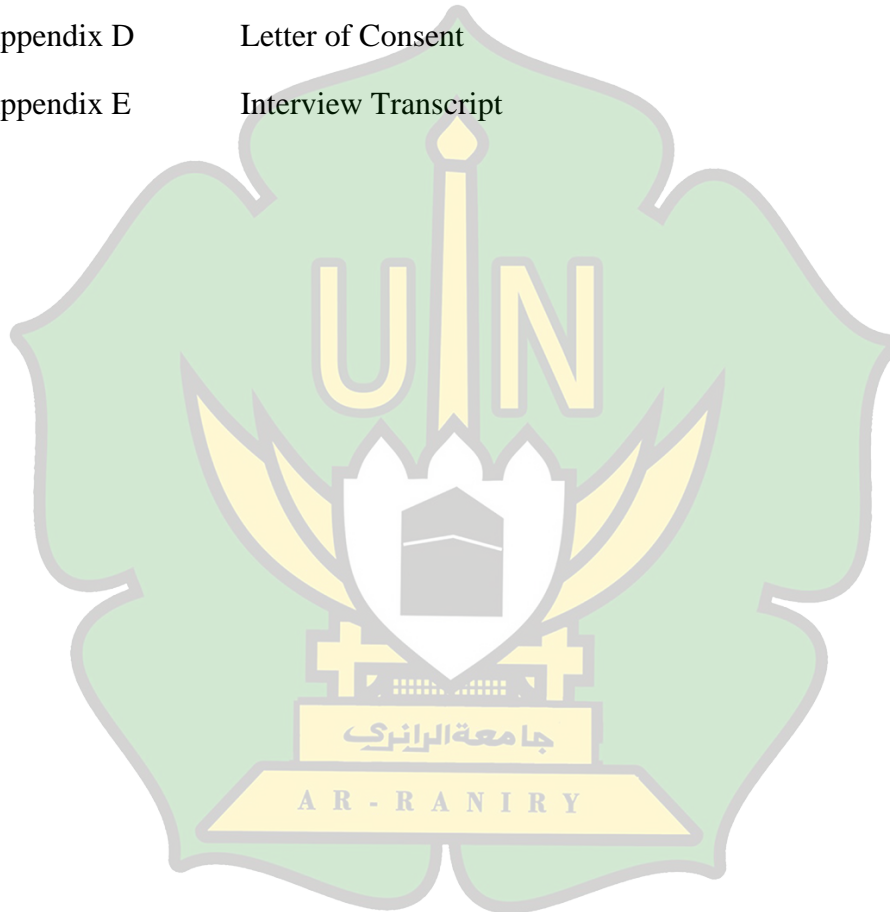
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CHAPTER I

INTRODUCTION

A. Background of Study

English Language Teaching (ELT) in higher education in Indonesia is taught in all departments. English as a core subject is taught for English department, and English as a general subject is taught for non-English departments. It has been included in the curriculum of higher education in Indonesia due to universities' autonomy in accordance with law number 12 year 2012 article 35 paragraph two concerning the curriculum stating that the higher education curriculum developed by each tertiary education institution with reference to National Standard Higher Education for each Study Program that includes development of intellectual intelligence, noble character, and skills (Ristekdikti, 2016).

Thus, the design may vary between one institutions to another. The variation may occur in terms of the length of the time of teaching, sequence of teaching, methodology and strategy in teaching, facility, and etc. Nevertheless, generally all of the institutions in Indonesia include English language course in the curriculum.

At the present time, English has been used worldwide in order to obtain effective communication and connect some mutual understanding among different languages around the world as Kirkpatrick (2010) claimed that English has the role of *lingua franca* and has been formally adopted as ASEAN's sole

working and official language. Based on EF English Proficiency Index, it can be concluded that country with better English skill has bigger income per capita than the less one. It means English has contribution in economic growth. In higher education, therefore, beside the students of English department who are basically required to learn English, students of different majors are also being taught English as it seemed as important subject to be taught. However, it is different from English as core subject that is being taught in English department which is deeper and more specified and the mastery ability expected to be profound and skilled, English as general subject that is lectured within non-English department being taught in general and broad.

In addition, the hour period provided in teaching is two hours and only being taught in initial semester considering the English in general has also being taught since primary school to senior high school. It is indeed has been taught beginning kinder garden within private sector. Thus, the teaching of general English in higher education, is the continuity that has been conducted for a long time. Thus, at the higher education level, the lecturers expected to be able to make effort in certain direction for students to possessed results corresponding to why English being taught in the first place. Those are such as to gain more abilities in referencing amount of online or offline information which are mostly in English, and also to have bigger opportunities to contribute within world work fields (BHP UMY, 2016).

However, despite the clearly specific goals and times that has been taken to teach English language, the result of the teaching mostly comes out

unsatisfied and far from what being expected. Never mind communicating, even in making sentences many students still have difficulty. This can be seen from how the students find it difficult to understand the ideas contained in the paragraphs in the national examination. In 2019, based on the results of the EF Standard English Test, Indonesia ranked 61 out of 100 countries with a drop in its score from 51.58 in 2018 to 50.06 in 2019 (EF English Proficiency Index, 2019). Indonesia is still below the Asian region's average English proficiency score (53.00) and is ranked 5th below other ASEAN countries. And Aceh is the fourth area from the bottom that has the lowest value, namely (44.28).

Furthermore, as the research results conducted by Noni et.al in 2019 at Makassar State University about English skill of students in the higher education. The results show that students' English language skills are still in the low category, regardless of their English language skills as a graduation requirement or not. Research conducted by the University of Makassar found that the English scores obtained by non-English majoring students with the TOEFL score policy as a prerequisite for their final thesis exams (theses) obtained a score of 355, which is still very far from the target, which is 450. TOEFL score policy as a prerequisite for obtaining 378, which is also a low score. It can be concluded that the TOEFL score requirements have no effect on student test results.

In addition, according to what happen in the field, several lecturers complain that teaching English for non-English major students are quite challenging and not easy. After all, English language is considered as

meaningless by many as it is only served limited purpose within non-English speaking countries. The outcomes still does not reach the main purpose of teaching English in Indonesia may also cause by the fact that English as general subject that being learned is as mandated subject hour from institution (Copland et al., 2013).

Therefore this research aims to investigate those phenomena by seeing into the challenges faced by lecturers in teaching English as to why the outcome does not appear as expected. The study is also to find out the actions taken by lecturers in order to overcome this problem.

B. Research Questions

There are two questions emerged from research concern that focus on challenges in teaching English for non-English major students. Those are:

1. What are challenges faced by lecturers of Tarbiyah Faculty UIN Ar-Raniry in teaching English for non-English major students?
2. How do the lecturers of Tarbiyah Faculty UIN Ar-Raniry overcome challenges in teaching English for non-English major students?

C. Research Aim

In accordance with the research problem that leads to two questions mentioned before, this research particularly aims to solve and answer both questions. In other words, the purpose of this study is divided into two:

1. To investigate challenges faced by lecturers of Tarbiyah Faculty UIN Ar-Raniry in teaching English for non-English major students during learning.

2. To discover the way the lecturers of Tarbiyah Faculty UIN Ar-Raniry cope with the challenges they confront in teaching English for non-English major students.

D. Significance of study

This study focuses in topic regarding challenges in teaching English for non-English major students in general. Specifically, the topic is about Challenges in teaching English as Foreign Language for learners who focuses in studying different subject and not English itself. Therefore, the research provided several uses both for academic and practice fields related.

1. Academically
 - a. The result of this research can be used as an additional reference for social study regarding challenges in teaching English as Foreign Language, especially for learners that do not take English major.
 - b. The result of this study is expected to be beneficial for improving an understanding regarding challenges in teaching English language for non-English major students.
 - c. The result of this study is also expected to be serviceable to sharpen the view of how to overcome challenges in English language teaching for non-English major students.
 - d. To support academic community who were going through familiar problems trying to be solved in the research.

2. Practically

- a. This research can be used for students' additional information concerning challenges in teaching English, and also means to overcome it.
- b. The result of the research may be useful in engaging knowledge regarding English language teaching.
- c. The result of this research can be used to improve English teaching and learning process in general.

E. Research Terminologies

To avoid from misunderstanding that might occur, explanation of main terms of the study is assured to be a necessity. Those are:

1. Teaching English as Foreign Language (TEFL)

Universitas Islam Negeri (UIN) Ar-Raniry that is also known as State Islamic University is located in Aceh, Indonesia. Therefore it is not English language that is used as official language and daily communication but Indonesian language. It implies that English being taught as Foreign language. Gibbs (2007) stated that teaching English as Foreign language applies to the teaching of English of countries where English is not the preferred or official language for daily interaction. It means English language is as an additional language and only being encountered in class activities.

Precisely, in this teaching and learning activity, both teachers and the students treat English as a tool of communication in the world of various

language, instead of using it as an official language or primarily educational language that it may be applied freely whether for purposes of governmental administrating needs, school education, communication in all kind of events, or interaction such as in commercial institutions for business and marketing activities. In this research, TEFL refers to teaching English for all major students that is being conducted by English lecturers of State Islamic University.

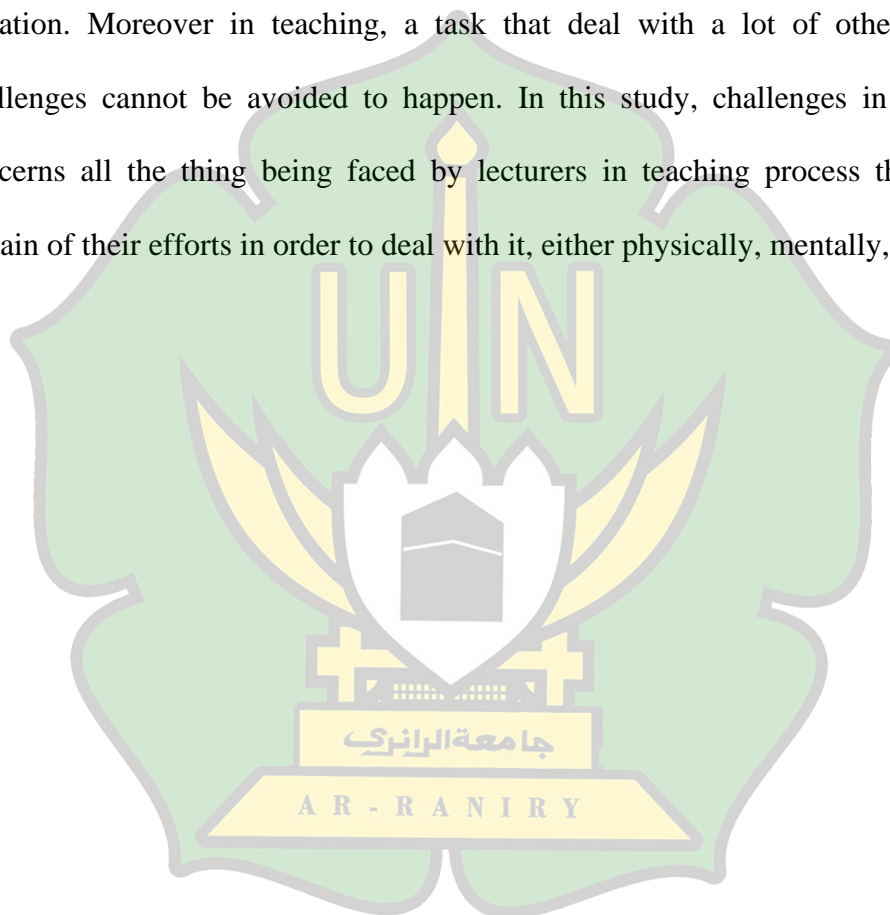
2. English for general purposes (EGP)

English language is being taught as general subject in State Islamic University for all departments. According to Woodrow (2017), EGP course seeks to cover the whole range of grammar and lexis in the language with the goal of general language proficiency. Therefore, at English for general purposes teaching, students expected to understand English in general. It is also usually being learned in long term and unspecified as Woodrow (2017) appointed that EGP courses do not always reflect the target communicative situations the learner will encounter and it is being taught and learned in long term such as school English. In conclusion, the lesson being taught in higher education level might be similar with what being taught in schools but in deeper understanding. Thus, in this context, EGP refers to general English lesson that is being taught to non-English major students by lecturers of State Islamic University.

3. Challenge in Teaching

According to Cambridge dictionary (2020), challenge is the situation of being faced with something that needs great mental or physical effort in order to

be done successfully and therefore tests a person's ability. In this research the challenge that being referred to is challenge in teaching. It means the situation being faced is teaching. If the lecturers found something in teaching that take their effort mentally or physically in order to deal with it, thus they encountered some challenges in teaching. However, challenges are found by anyone in every situation. Moreover in teaching, a task that deal with a lot of other people, challenges cannot be avoided to happen. In this study, challenges in teaching concerns all the thing being faced by lecturers in teaching process that needs certain of their efforts in order to deal with it, either physically, mentally, or both.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Teaching

a. Definition of teaching

Based on Lin and Chien (2010), teaching is activities of giving instructions and knowledge transfers toward students by teachers. In addition, teaching according to Ayers (2001) is a job involving large number of tasks. Those are such as managing, persuading, advising, instructing, motivating, coaching, modeling, guiding, etc. From his claim, a profession of teacher seemed to have the capability of cops, judges, psychologist, and gurus as well. It means teaching is not just about transferring knowledge but also included other unlimited and extensive tasks that could influence students live since teachers are another representative of adults beside their parents. Therefore the role of teachers are unlimited.

b. The role of teacher

Despite one profession, teachers hold so many responsibilities and various role in contemplating their job. Therefore, a job of teacher is tend to be not an easy one. According to Gillies et al. (2008), learning achieved and the quality of group discussion affected from the role of teachers' discourse during cooperative learning. It implies that the qualification of teacher manages to be superior needed in order to be able to control good classroom activities. Teacher

also is as active initiators and actors in teaching. Thus, that means new ideas of way of teaching and bravery are things within the soul of a teacher. Next, he also implies that teacher has to become facilitators within school and across school, and agents of the school-family partnership within the school and across schools. In conclusion, the work of teacher is not only expand within school location but also extended to the area outside it included students home.

2. Teaching English

a. Teaching English as a Foreign Language (TEFL)

English as a foreign language is the term to describe the study of English by a non-English speaker country, usually it is being learned as an additional language to engage learning or competency level. Sanchez (2001) stated the view of foreign language learning as a process of psychological negotiation that concern on the improvement of cognitive competence receives support from both experimental studies in classroom and ethnographic accounts of language learners' behavior. Sanchez (2001) also points out that English as Foreign Language plays role in curriculum development. Thus, English as Foreign Language invests many significant contributions toward education.

b. Teaching English for General Purpose (EGP)

English language is being taught as general subject in UIN Ar-raniry for all departments. It means English is taught for students in order for them to understand English in general. According to Woodrow (2017) EGP course seeks to cover the whole range of grammar and lexis in the language with the goal of general language proficiency. Therefore, at English for general purposes

teaching, students expected to understand English in general. It is also usually being learned in long term and unspecified as Woodrow (2017) appointed that EGP courses do not always reflect the target communicative situations the learner will encounter and it is being taught and learned in long term such as in school English.

3. Challenges in Teaching

a. Definition of challenge in teaching

Challenge is the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore test a person's ability (Cambridge Dictionary, 2020). To this point, challenge in teaching means something faced in teaching situation which needs certain attempt so that it can be finished effectively.

b. Types of challenges in teaching

Teachers must be experts and generalist, psychologist and cops, rabbis and priest, judges and gurus. Thus, from the statements we can see that teaching seemed to be unlimited and extensive. Therefore, challenges faced throughout the way are inseparable. According to Ayers (2001), there are several challenges teachers might confront in teaching circle, namely:

- 1) Teachers are badly paid.
- 2) Teachers also suffer low status in many, in part of legacy and sexism.
- 3) Teachers often work in difficult situations, under impossible conditions.

They are usually isolated from other adults and yet have no privacy and time for themselves.

- 4) The one they are teaching is people compelled by law to attend school, many have no deep motivation or desire to be there.
- 5) Teacher is possibly to face large number of students: with lack of rooms and professional teaching staff.
- 6) Each student comes with various backgrounds, desires, intentions, and needs.
- 7) A common experienced of teachers is to feel the pain of opportunities missed, potential unrealized, students untouched..
- 8) Teachers are expected to cover everything without neglecting anything.
- 9) Constancy of change and the press of time, the lack of support, and the scarcity of sources.

Those are all obstacles that might be dealt with by teachers in teaching execution. Ayers (2001) also stated that it might also defined as certain conditions on why people did not want to be a teacher in particular circumstances. Thus, from the detail explanation, it can be exposed that teacher profession must go through some critical obstacles in undertaking their works.

Copland et al. (2013) also declared some *challenges in teaching English language* illustrated in their research:

- 1) English language has spread as lingua franca and thus it has given confidence that students required to learn English communication skill rather than learning other aspect of knowledge of English. By that, Copland et al. (2013) stated that it has resulted to curriculum changes that leads to methodology changes in learning. Several of them are such as; CLT (Communicative Language Teaching), (TBLT) Task-Based Learning

and Teaching. Thus it may be “challenges” for teachers to implement those approaches, especially toward young learners. Since the methodology such as CLT is a pedagogical approach developed in Western countries to teach adults in small groups, well-equipped classrooms (Copland et al., 2013). Therefore, it may not be suitable for teaching large groups of young learners in classrooms where resources are limited. In other case, these approaches also can conflict with educational tradition or called “cultures of learning”.

- 2) Moreover, teacher may only qualified with basic training in the underpinning theory and practical applications, they may find it struggling to implement it effectively (Copland et al., 2013).
- 3) Another possible challenge for teachers concerns the level of English they require. Teachers’ low proficiency levels or their lack of confidence in their ability, is consistently identified in the literature accordance (Copland et al., 2013).
- 4) In certain region, large classes are also common challenge (Copland et al, 2013). It is leading teachers to think that it is somewhat complicated to introduce learner-centred teaching because it is somewhat hard to monitor one each of their groupworks or language use.
- 5) It can also be challenging to motivate learners. In certain EFL contexts, particularly in rural areas, young learners may strive to realize the relevance of learning English since the exposure to the native is mostly very minimum. The same condition goes to non-English major students

who are basically do not take English as their specific objective and also do not expose to English speaking environment frequently.

- 6) Government policies and curricula that typically encourage teaching communicatively are often incompatible with the demands of national examinations which often focus on grammar and vocabulary (Copland et al, 2013).

Mumary (2017) also presented some of her findings about challenges confronted by teachers in teaching English. The challenges were varied in which they are related to the students, the teachers, and also the facilities.

a. Students' side

In her research, Mumary (2017) revealed that Challenges in teaching English comes from students as well. Those are:

- 1) Students' lack of vocabulary mastery: students' lack of vocabulary is one of the most challenging tasks in teaching English. It derived from the habits of not practicing English language in daily life. (Mumary, 2017)
- 2) Students' low concentration: students often busy in talking or doing other things that interrupt teaching process. (Mumary, 2017)
- 3) Students' lack of discipline: in her research, Mumary (2017) found that discipline problems were related to the classification of students' class according to their study mark. Other aspects that related to the discipline issue is the age and sex of the students, differentiation, parental attitude, inexperience, not sharing the learners first language, and keeping the students motivated

- 4) Student's boredom: in the study, Mumary (2017) points out that the cause of students' boredom was because they have already learned the subject before be it in the private courses or in their previous education.
- 5) Speaking problem: this is the issue about how making students speak is quite difficult (Mumary, 2017)
- 6) Pronunciation problem: in her study, Mumary (2017) revealed that specific problem such as spelling, pronunciation, stress, and intonation become problem for students that hinder the teaching process.
- 7) Confidence issue: the students somehow performed their English speaking uneasily and timid. This issue encountered since the students believed to be categorized not very capable rather than other students in the class. (Mumary, 2017)

b. Teachers' side

- 1) Shortage of teachers' training: most teachers who came from rural areas find themselves to be lack of English Training. (Mumary, 2017)
- 2) Limited mastery of teaching methods: implementing various teaching methods and techniques can be challenging for teacher since the teacher also have to maintain the students' motivation and enthusiasm in classroom as well. (Mumary, 2017)
- 3) Unfamiliarity to IT: teacher frequently have to deal with an inadequate knowledge of using technology be it technology supported pedagogy, and technology-related-classroom management as well.
- 4) Teachers' lack of professional development: developing English teaching ability basically depends on the teachers' motivation. It drives teacher to

encounter certain difficulty while teaching such as the inadequate response of students in her class.

c. Facilities Issue

- 1) Inadequate resources and facilities: ensuring the availability of textbook, computers, listening devices, hand-on tools, and other teaching instruments is a challenging assessment (Mumary, 2017). In her research, Mumary (2017) also presented that the available facilities did not support English teaching process.
- 2) Time constraint: time provided in teaching English considered to be very short. Therefore the teacher were not able to cover all the material they were teaching.

4. Solutions to solve English teaching challenges

Mumary (2017) also presented several solutions to all the challenges encountered in teaching English. Those are:

a. Attitude reform

This is something that could be done with the involvement of students, teachers, and the institution to improve English teaching and learning with an absolute commitment among them. It could be by facilitating the students study club, and facilitating the teachers with sufficient training or workshop.

b. Different of methods and techniques Application

By implicating various teaching methods and techniques, the teachers may find it suitable for teaching certain class and be helpful for them in transferring the knowledge.

c. Improving resources and facilities

Special effort should be made by the institution in order to provide adequate facilities in teaching gradually.

d. Matching students' proficiency level and learning

To match students' proficiency level and learning can be conducted by revising the lesson plan. After the needs of the students being analyzed, the lesson plan should be presenting the material they need.

e. Making use of available resources

For the lack of certain ambience, teacher can make much use of available resources provided in the classroom and the institution.

f. Providing motivational feedback

This is the way to improve students' motivation in learning English that is by giving them some motivational feedback.

g. Teachers' self-reflection

Self-reflection is one of important aspects in teaching skill. Teacher must reflect and evaluate their teaching skill in order to provide adequate teaching for their students.

B. Previous Study

To support the research, the researcher will provide some previous studies related to the research. The first one is a study that held by Ninuk Sholikhoh Akhiroh in 2017 at Faculty of Social Sciences, Semarang State University, by the title of “ Teaching English in Non-English Departments: Empowering Teacher Toward Improvement”. This research focuses on what are

challenges faced by lecturers of Faculty of Social Sciences in teaching ESP and actions suggested within the study in order to solve them.

The first challenge that found in the study is regarding the lack of understanding toward linguistic literacy by lecturers. Moreover for the lecturers who do not have English language education as their backgrounds. The second challenge is the lecturers still have limited knowledge about the concept of various types of English language teaching namely ESP, EGP, etc. Thus it leads lecturers to provide unjustified materials in teaching. The third is concerning the availability of books. The books are very limited so the lecturers used English textbook in teaching that might be not suitable with the material of ESP. The fourth is the little involvement of lecturers in designing curriculum. In designing curriculum project, some departments do it without discussing it with English lecturers. Some others did not revised the curriculum up to ten years. The curriculum which is the starting point of ELT implementation basically should include the experts/lecturers themselves in order to be valid and synchronize with real life.

As for the solution toward the challenges, first, the study suggest to involving the lecturers in designing the curriculum. Second, the study suggest to build connection with fellow ESP lecturers of relevant fields of study. Thus despite the lecturers' lack of book source in teaching, other crucial information are still available among fellow lecturers. Third, the study suggest to activate focus group discussion among teaching team. That is in order for teaching team to have better coordination and control of quality of teaching.

From the challenges found in the research, it can be inferred that the lecturers competence is appear to be the most challenging challenge faced by the lecturers themselves. The competence of lecturers should be improved in order to engage English teaching within the faculty. The facility access such as books and the role of lecturers in the faculty is also minimum. It can be seen that the challenges and solution in this study are not related to students. In conclusion, the challenges found by the researcher only related to lecturers and facilities. Thus, it needs coordination of lecturers and faculty in order to be solved.

The second relevant research is coming from Aisyah Mumary in 2017 with the title “Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia”. This study is from Journal of Foreign Language Teaching and Learning vol two, number two, on page 54-65. This study is focus to investigate about the challenges faced by the teachers and solutions they undertake in order to deal with the challenges. The challenges found are varied and related to the students, the teachers, and facilities. Challenges related to students are the lack of vocabulary mastery, lack of parent’s support, students’ low concentration, students’ lack of discipline, students’ boredom, speaking problem, pronunciation problem, and confidence issue. Then the challenges that are related to teachers are shortage of teachers’ training, limited mastery of teaching methods, unfamiliarity to IT, and teachers’ lack of professional development. While the challenges related to facilities are inadequate resources and facilities, and time constraint. From the challenges mentioned, it can be

stated that all aspects have contribution in creating specific challenges in teaching English in that school.

Nevertheless, the teachers suggest some ideas of solutions in overcoming the challenges. That is by reforming attitude, an act that needs the commitment between students and teachers in order to engage English teaching. Solutions related to teachers are such as engaging their role as a teacher itself who are an organizer, motivator, and initiator. That is by applying various teaching methods, matching students' proficiency level and learning situation, providing motivational feedback, and teachers' self-reflection. As for the facility related problem, the teachers suggest to make use of what are available and the school should also involve in improving resources and facilities.

It can be seen that different levels, places, and informants involved in teaching reveal different challenges they have faced or solutions they have taken. This study, therefore, being accomplished by the researcher in order to investigate thoroughly of what are the exact challenges encountered by lecturers in Tarbiyah Faculty UIN Ar-Raniry alongside the solutions that have been taken to deal with it.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Plan

This research is classified as descriptive qualitative research. The researcher used qualitative method thorough the study, primarily, toward interview content analysis. According to Ariola (2006), descriptive, which is a characteristic of qualitative research, involves the description, recording, analysis, and interpretation of the present nature, composition, or processes of phenomena. Thus it can describe what is.

Qualitative research itself is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009). In this study, the researcher analyzed and described subjects' interview results using thematic content analysis, one of way of analyses in qualitative method research. Specifically, the qualitative way of analysis was implemented toward the content of interview. Nevendorf (2002) points out that thematic content analysis is the assessment of messages for content, style, or both for the purpose of assessing the characteristics or experiences of persons, groups, or historical periods .

B. The Role of the Researcher

In this study, the researcher basically involved in any activity held in the research. In other words, the researcher is the main executer of the study. Thus the researcher has the role of planner, data collector; which are as an

interviewer and an analyst as well as creator of the research. Thus besides the informants of the study, the researcher acts is also extremely crucial in order to lead to results.

C. Research Participants

1. Population

According to Newman, M. C. (1994), a population may be defined as a group of individuals of a species occupying a defined space at a particular time. Therefore, it connotes that the population is group of people involved in the research certain area and period. Wallace, D. P., & Fleet, C. J. V. (2012) also defined that a population is all those entities (persons, organizations, things, events, etc.) that are focus of interest of the research. They also added that the population is defined by the research questions and/or hypothesis. By that, the population of this subject are lecturers that teach English Language in non-English major departments at Tarbiyah Faculty UIN Ar-Raniry.

2. Sample

The sampling used in the research to gain informants is purposive sampling. The sample is purposely selected accordance with the needs of the research. As Tubin and Babbie (2009) define that *Purposive sampling* is a type of sampling which a researcher handpicks the informants relying on the best consideration to represent the population. , the researcher deliberately selected informants as far that they are available of rich information on the matter studied.

Purposive sampling was used because the investigation applied criteria in selecting informants. The researcher chose lecturers of Tarbiyah Faculty UIN Ar-Raniry who teach English language for non-English major students. English lecturer criteria in this research following the format proposed by Grundwalt (2015). There are two formats of English Teaching; English as second language teaching; and English as Foreign language Teaching that is divided into two; ESP (English for Specific Purpose), and EGP (English for General Purpose). Therefore, in this research, the informants selected are lecturers who teach English language for non-English major students who are relevant to the criteria and *the informants involved are 6 lecturers of Tarbiyah dan Keguruan Faculty of UIN ar-raniry*

D. Research Location

This study took place in UIN Ar-Raniry Banda Aceh located in Lrg. Ibnu Sina No.2, Kopelma Darussalam, Kec. Syiah Kuala, Banda Aceh. The reason underlying the researcher to conduct the study in this place is because UIN Ar-Raniry is an Islamic University where all general sciences being learned alongside religious lessons and values. Thus the study being able to cover all research matter context.

E. Source of Data

The primary source of data is from informants who are mainly lecturers of general English Language lesson. Since they are informants that involved in teaching English for non-English major students in higher education, the informants must be experienced lecturers whom are convinced to

be able to provide amount outputs regarding what this research is aiming to investigate.

F. Method of Data Collection

To answer both research questions, data collecting techniques used is in-depth interview. That is by interviewing thoroughly general english language lecturers about the topic being investigated.

The interview is conducted at UIN Ar-Raniry Banda Aceh. Then, the content of interview is recorded using smartphone in order for resulting in authentic outcome. During the interview, the language used is Indonesian language due to its efficiency. This is *in-depth interview* that is being implemented in this research. Thus, the researcher can analyses thoroughly informants answers and able to cover all the data needed in order to answer the research question. The motivation for certain action taken by informants also can be really analyzed. In addition, the informants also can talk freely and very detailed about their experiences. It means this interview focus more on the respondents. Kaar (2009) stated that rather than social conditions surrounding those experiences, in-depth interview aims to get respondents' feelings and perceptions.

Accordingly, type of interview implemented is semi-structured interview. The semi-structured interview goes in a formal way. The interviewer uses interview guide in order to cover list of questions and topics during the interview. In any case, as for the interview may stray from the guide, the

interviewer can follow topic track as long as it is considered to be appropriate (Kabir, 2016). In other word, it is included in open-ended interview. This type of interview being used considering the interviewer may get only one chance to meet the interviewee.

G. Method of Data Analysis

Firstly, the interview data being transcribed based on simple transcripts model by Dresing, Pehl, and Schmieder (Munawwarah, 2018). Observation data also being extended and typed up (Miles et al., 2014). In analyzing both data, the researcher implemented qualitative analytic method invented by Miles et al. (2014). The stages to perform the analysis goes with (1) data condensation, (2) data display, and (3) conclusion drawing/verification.

1. Data Condensation

This first stage is sorting out inappropriateness from the main data. Miles et al. (2014) elaborates that this stage refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming raw data to make the data stronger. Therefore, the researcher also codes and labels certain chunks and phrases of the data in this stage. Specifically coding is the process of putting tags, names or labels against pieces of the data (Punch, 2013). The thing allows to index the data and classify the data based on themes. Since this study implied qualitative method, the data coding implemented is *descriptive coding*. Punch (2013) claimed that this type of coding require a litte or no

presumption through the data itself that is important to get the analysis started and a 'feel' of the data. Thus the coding can be executed conveniently.

2. Data Display

Data display is executed in the second stage of analysis according to Miles's et al. (2014) qualitative data analysis method. Miles et al. (2014) clarify that a display is an organized, compressed information that could lead to conclusion drawing. Miles et al. (2014) also suggest that good display is such as discussing and illustrating using matrices, graphs, charts, and networks. Tracy (2019) is in agreement with that statement where she stated that making visual data display can make qualitative analysis process more efficient and productive. Thus the transcribed data involves big amount of transcription papers can be analyzed organizedly.

3. Drawing and Verifying Conclusion

The third flow of analysis activity is drawing and verifying conclusion. After going through data condensation and data display, the data has become organized and compressed. Thus some crucial points regarding problem of the research can be visible clearer. As Miles et al. (2014) proclaimed that conclusions are also verified as the analyst proceeds.

Therefore it involves all the data that has been gain by the researcher in order to gain sharp conclusion able to be drawn. Conclusions will be in the form of propositions, and once they have been drawn, they need to be verified (Punch, 2013). Several tactics in drawing and verifying the data by Miles et al.

(2014) being implemented in this study, those are: noting patterns, themes; making contrasts, comparisons; clustering; and counting, following up surprises, triangulating, making if-then tests, and checking out rival explanations.

J. Research Structure

The research structure in this study divided into three stages, they are:

1. Pre-research

Certain procedures are done before conducting the study. Primarily, the researcher construct research design so that the research charge become clear and can be conducted systematically. Afterwards, the approvment of informants being proposed for further progress in research.

2. Conducting the research

Conducting the research is collecting the data from data sources. The researcher collect the data by making appointment with informants of the study in order to establish interview and observation. Thereafter all data concerning research gained altogether.

3. Data Analysis

After collecting amount of data regarding the research, the data being analyzed based on data analysis method mentioned in the previous chapter. The analysis will be conducted downright and being validated to generate authentic results.

CHAPTER IV

FINDINGS AND DISCUSSION

In this Chapter, the result of data analysis is presented. The purposes of the study are to explain challenges faced by lecturers in teaching English for non-English major students, and actions being taken in order to deal with the challenges.

A. Research Findings

The following reactions of the informants were the result of the interview. There are six informants who are teaching English for non-English major students in this research. The informants are lecturers who teach English for General Purposes in different departments at Tarbiyah Faculty UIN Ar-Raniry.

During the study, in order to remain the informants' privacy, their names are initiated. Informant 1 (IA) was interviewed on November 16, 2020 informant 2 (F) was interviewed on November 17, 2020 informant 3 (DF) was interviewed on November 28, 2020 informant 4 (A) was interviewed on November 30, 2020 informant 5 (N) on December 4, 2020 informant 6 (A) was interviewed on December 7, 2020.

As described in the previous chapter, the techniques of data collection used in this research was semi-structured interview. The type of interview was in-depth interview in which there were 15 questions being asked. The answers of the interviewee were recorded using audio recorder. Then the audio were

transcribed into transcript to be analyzed. After analyzing the data, these are the points presented by the researcher:

1. Challenges in teaching English toward non-English major students

Based on the result of the interview, the researcher collected some data about challenges faced by the lecturers in teaching English toward non-English major students. The challenges divided into three categories; from students side, lecturers side, and facilities.

a. Students' side

This chapter explains challenges in teaching English for non-English major students that emerged from the students.

1) Motivation

All of the informants agreed that the lack of students' motivation in learning English was a challenge in teaching the students. Here are their statements inserted that students' lack of personal motivation in learning has hindered the teaching. They said:

The hardest challenge was when the students were not motivated. So whatever we did, they did not care about it. They felt like English was not important. Most of the time, they do not really care about the result of learning be it B, or C unless it was scored badly like D, they would ask for makeup test for their better score. So basically, they were not motivated to learn English.

(Informant 1, November 16, 2020)

Problems in teaching that occur from the students themselves was their intrinsic motivation in learning English.

(Informant 2, November 17, 2020)

The motivation is very low since they felt English was not something they need and it's not their field of study or anything.

(Informant 4, November, 30, 2020)

Some even explicitly copied their answers to their classmates.
(*Informant 5*, December 4, 2020)

Usually, they paid less attention when learning English. They were not paying attention seriously. So they learned just as it was. The seriousness they performed in learning was a bit lacking.
(*Informant 6*, December 7, 2020)

From the data above, it can be concluded that the lack of motivation of students drove them to ignore the lesson being given by the teacher. It even lead to their demotivated attitudes in learning English such as ignorant, cheating, and not paying attention seriously as explained by *Informant 1*, *Informant 5* and *Informant 6*. Thus, it created challenge in teaching.

2. Background

Another challenge faced by the lecturers in teaching English toward non-English major students was the difference of background of each individuals who were taking the English lesson. As stated by *Informant 1* and *Informant 3* that the background of the students influences their English background knowledge of English language as well. They said:

The challenge in teaching English to non-English students, firstly, was their lack of background knowledge towards English since most of them came from areas where English was not really that important for the teacher. Because the background was not for English. More importantly, English, back to when they were in high school or junior high school was not very adequate for those who came from areas, outside Banda Aceh. In Banda Aceh, or in other big cities in the regency, the students took tutoring for extra English lessons so that they were better off. But for those who came from provinces, not only they had very limited exposure to their English at school, they also did not take tutoring.

(*Informant 1*, November 16, 2020)

Because they have different background, as PGMI's students case 3 years ago, most of them came from regional area such as South Aceh, Subulussalam, Aceh Singkil which means that they were graduated from public schools. As for students who were graduated from a boarding school or Islamic boarding school, their English ability generally were not bad. It was contradict to students graduated from public school from a particular area, and not from the city, speaking English was kind of difficult for them. It also seemed like they did not care about English. Therefore, since they took a non-English majors, they thought they were not going to take on English learning anymore.

(*Informant 3*, November 28, 2020)

From the data above, it can be concluded that students' background has affected the English ability they possessed in some way. Students who were from public school or rural area usually performed lower English ability than those who were graduated from schools in the city. Therefore, it was quite challenging, according to *Informant 1* and *Informant 3*, to teach English language based on higher education level.

3. Previous Teachers

In the interview, the informants also revealed how teachers' way of teaching in the students' previous school was inadequate with the goal of the English teaching. They described:

The point was that the teacher taught just as it was. It may be skeptical, but it was proven when I tested them, they did not do very good, even for simple questions.

(*Informant 1*, November 16, 2020)

Then I asked them, what did you study in high school? With the addition of learning period since junior high school, you had learned English for 6 years, though, you didn't get a single thing. The answer was that our teachers rarely came, answer the students whose schools were in remote places. In the other time, they said our teachers often being substituted.

(*Informant 3*, November 28, 2020)

Indeed, there are some things that I can immediately believe that what they have, their prior knowledge is a bit wrong.
(*Informant 4*, November, 30, 2020)

From the data presented above, it can be summed up that students had not encounter English ability as their academic level should be due to the inadequate teaching conducted by their previous teachers. It was rather the teaching process was inadequately conducted or the materials given were incorrect as stated by *Informant 3* and *Informant 4*. Thus it drove to challenges faced by the future teachers.

4. Confidence Issue

Most of the informants mentioned that the confident level of the students in learning English seemed to be an issue for teaching. Students tended to be shy and anxious in learning English. Therefore it was quite challenging in teaching them. The informants mentioned:

There were several personal factors, such feeling shy, or afraid of making mistakes.
(*Informant 2*, November 17, 2020)

Once, there was a student who was emotionally unbalance. When I asked him to do the introduction. Then he did a little mistakes in doing it. Actually it was normal for that to happen. However his friends started laughing. So when his friends laughed, he was extremely embarrassed. So he left the classroom. Before he got out he looked very angry. I thought he was poor at controlling his anxiety and emotions.
(*Informant 3*, November 28, 2020)

Problems that occur from the students themselves, for example, maybe the students were embarrassed, and their anxiety to speak or use English language was high, especially in classroom.
(*Informant 4*, November, 30, 2020)

From the data above, it can be concluded that the inability of students to confront their own anxiety and embarrassment also become a

challenge for teachers in transferring the knowledge in classroom. This issue encountered since the students believed to be categorized not very capable rather than other students in the class as inserted in *Informant 3*'s explanation. Thus, it was a challenge for teachers to teach them when their confidence were as described above.

5. Low of Concentration

Other challenge occurred when the teachers taught English for non-English major students was students' low concentration while learning. As stated by *Informant 5*, students were not focusing on what being taught by the teacher. She said;

Problems that occur when teaching were generally students who did not focus on the teaching material, especially those who sat at the back.

(*Informant 5*, December 4, 2020)

From the data above, it can be summed up that challenge in teaching can emerged from students low concentration while learning, especially for students whose desk were at the back so that their focus rate decreased conditionally. In some way, their lack of concentration distracted the teachers in teaching.

6. Exposure

Informant 1 and *Informant 5* stated that less of English exposure toward students was also a challenge for them to teach English toward non-English major students since the students were basically not exposed to English speaking environment. Therefore their practice and enrichment of English knowledge outside classroom was hindered. They said:

The problem was the exposure to the English language was very lack so that their ability in English was still lacking.
(*Informant 1*, November 16, 2020)

They rarely hear conversations in English even though they liked to watch films in English.
(*Informant 5*, December 4, 2020)

From the data above, it can be concluded that it was quite challenging for teachers to teach English for students who were not exposed to anything related to English language in daily unless the students searched for it by themselves such as by watching movies related to English or other sources that were absence in their daily surroundings.

7. Vocabulary

Besides challenges mentioned before, Students lack of vocabulary was one of the most familiar challenges faced by the informants in teaching English toward non-English major students. They stated:

The most common challenges included vocabulary.
(*Informant 2*, November 17, 2020)

We should think about how to improve and multiply their vocab since their vocabulary was also a major problem faced by teachers when teaching English to non-English students.
(*Informant 4*, November, 30, 2020)

They had difficulty memorizing vocabulary in English. They were also not accustomed to reading text in English.
(*Informant 5*, December 4, 2020)

From the descriptions above, it can be concluded that the students were rarely established English practice in daily, in *Informant 5*'s case, it was reading. Therefore, their vocabulary mastery maintained the same and not being improved.

8. Pronunciation

Informants also revealed that the students' inadequate knowledge of pronouncing English words was also a challenge in teaching them. They said:

Students' pronunciation ability was also one of most common challenges in teaching.

(Informant 2, November 17, 2020)

They found it difficult to pronounce English vocabulary.

(Informant 5, December 4, 2020)

From the data above, it can be concluded that students' fallacy in pronouncing English vocabulary was a challenge for teachers to teach English efficiently. Thus, the teaching may took some time in order to be delivered well.

9. Grammar problem

As for grammar issue, 5 of 6 informants agreed that it was also one of the major challenges in teaching that emerged from the students. They said:

One o the most common challenge is students' grammar ability

(Informant 2, November 17, 2020)

One time I asked them about a very basic thing concerning English language. However, they didn't know. They were not able to define what 'to be', or 'subject' are, to the extent that there were no one were able to.

(Informant 3, November 28, 2020)

Perhaps one of which when I taught and the students were very difficult to understand even the most basic things, for example, simple patterns such as simple present tense. Even for that, it was extremely difficult to teach.

(Informant 4, November 30, 2020)

They found it difficult to understand the tenses and its usage. Like when I was teaching non-English major students about passive voice material, they found it difficult to understand the formula and how to change the first sentence to the 2nd and 3rd form of passive voice sentence.

(*Informant 5*, December 4, 2020)

When I explained about a tense form, it was quite different from teaching students who were in English major, students of non-English majors, in this case PIAUD students, the explanation must be repeated several times. As for the example of sentences, it must be in a very basic form that they usually hear in their daily or using the vocabulary they already learned.

(*Informant 6*, December 7, 2020)

From the data above, it can be recognized that the students' grammatical knowledge very low. Accordance to what *Informant 5* has explained, the students even faced difficulty in implementing the formula given into sentences. In addition, *Informant 3* also stated that this condition applied to the majority of the students. Therefore, the informants confessed it lead them to face challenge in teaching.

b. Challenges from Teachers

1) Limited mastery of teaching methods

Teaching and learning a subject took several meetings to complete. In those meetings, several methods of teaching being used in order to obtain the goal of teaching. However, *Informant 4* and *Informant 5* stated that they were dealing with the limited mastery of teaching methods, so that their teaching sometimes might not performed maximal. They said:

The difficulty of teaching from me was that I usually found it hard to choose certain methods that were suitable for teaching the students because each of them, even though they were from the same department/major, there were several classes, each class required different treatment.

(*Informant 4*, November, 30, 2020)

The difficulty I faced when teaching as a lecturer was when I sometimes found myself used inadequate teaching methods to non-English major students. I also found it hard to deliver teaching material in the way they could understand it easily.

(Informant 5, December 4, 2020)

From the data above, it can be concluded that the informants were struggling in delivering their knowledge maximally in order to reach their role as teachers. They found that the methods suited for one might not be suited for others. Therefore, they marked that as a challenge in the teaching they established.

2) Feel mentally burdened

Teaching students of non-English majors who were demotivated and had very little motive in learning English can lead teachers to feel psychologically burdened. The informants said:

The overall teaching difficulty was when the student found it difficult to accept me. Not me as a person or as an individual, but as an English teacher since they did not like to learn it. Even in some occasions, they didn't want to participate in learning at all even though I had given them the materials that were correlated to their ages' interests such as songs, etc.

(Informant 1, November 16, 2020)

I sometimes need extra patience in dealing with non-English major students. In those departments, there were students with very lack knowledge of English. That's why it was necessity to be extra in teaching them. Therefore I needed a tremendous patience in doing so.

(Informant 6, December 7, 2020)

From the explanation, it can be recognized that both of informants struggled in conducting the teaching due to the poor responses of the students toward English. Moreover, students' keep show up of uninterested behavior in learning English even after several motivation and persuasive approaches

given. The students' also performed very slow responses of learning progress that in some way distracted the *Informant's* teaching since the *Informant* had to endure explaining the same materials over and over again.

c. Challenges from facilities

1) Inadequate resources and facilities

The state of the facilities availability was one of the challenges dealt by the informants other than challenges emerged from the students and themselves. All of the informants agreed that this was the major challenge they had to deal with most of the time while teaching English toward non-English major students since English knowledge required several tools and media in order to be delivered well. They stated:

It was necessary in each teaching room to have a projector. The availability of speakers were also important because sometimes when we learned songs by playing on our own cellphone it became less attractive.

(*Informant 1*, November 16, 2020)

It took a bit of time to borrow, and sometimes if you brought your own it would be quite bothersome.

(*Informant 2*, November 17, 2020)

When we wanted to play certain video or audio, the facilities were lacking. Like the use of the projector in the classroom, it was usually a bit limited. Moreover, the room conditions were hot in which it could affected the students learning mood.

(*Informant 4*, November, 30, 2020)

One of the obstacles was that non-English major students did not own personal language laboratory in their departments.

(*Informant 5*, December 4, 2020)

If you use the media to get the authentic material directly from the native speaker such as listening to audio, sometimes it was hard to get it.

(*Informant 6*, December 7, 2020)

From what explains above, it can be summed up that the short availability of media, classroom preservation facility, and language laboratory had made the teachers to face several obstacles in Teaching English language effectively since the available facilities could not support the teaching process maximally.

2) Time constraint

Other than the facilities lacking, the informants also found time constraint as a challenge in teaching English toward non-English major students. They said:

We cannot move to another subject or another material if there was an obstacle, this still requires additional meetings.
(*Informant 2*, November 17, 2020)

According to my experience, there was limited time for one face-to-face meeting. When I explained certain lessons, the credit hour which was very limited made me had to do some reflection at the end of the class.
(*Informant 4*, November, 30, 2020)

The credit hour for English courses is only 2 credits in the first semester and I think the number of credits was still not sufficient to teach English to non-English major students.
(*Informant 5*, December 4, 2020)

From the data above, the conclusion is that English language subject for non-English major students needed a lot of credit hour in order for teachers to reach their object of teaching English. However, it was found to be very short in real life. Thus, it was very challenging for teachers to deliver English material perfectly to the students.

2. Solutions to solve challenges in teaching English toward non-English major students

a. Different of methods and techniques application

Finding the right methods may be quite a challenging for the teachers. Therefore the informants stated that they tried to deal with it by applying different methods and techniques. They said:

I would evaluate the class learning that day so that at the next meeting there was a teaching pattern that I change.
(*Informant 4*, November, 30, 2020)

As for challenge that requires a short-term solution was to apply the right method in teaching. For example, when I realized that the method I was using was not suitable, I replaced with another method according to what the students prefer either at the meeting or at the next meeting.
(*Informant 6*, Desember 7, 2020)

From the data above, it can recognized that *Informant 4* and *Informant 6* revised the way of teaching in the previous meeting in the future meeting may be it by implementing different methods and techniques or teaching pattern. Therefore the teaching can be established expectedly.

b. Improvising while teaching

In teaching, the informants faced several unpredictable obstacles that were out of their expectations. Some of the informants said that they dealt with it by improvising their way of teaching. They said:

When the students were ignorance in class, I asked them to repeat, for example while listening to a song, I asked them which simple past tense form, etc. Expectedly, they could not answer the question so I helped them to find it out by themselves. Thus, they would pay attention in class after that.
(*Informant 1*, November 16, 2020)

I approached the students, I asked them about what was the problem. However if it was a matter of different academic abilities, I usually dealt with it by encouraging group works. So, I created a group in class in which students who were diligent, the captors and those who were not really capable of English language were put together in a large study group like 5 people, so that they could ask their friends freely. (*Informant 3*, November 28, 2020)

From the explanation, it can be concluded that the Informants to deal with some unexpected challenges was by approaching the students and then persuaded them to join the class activities casually. *Informant 3* agreed that it was helpful for students learning improvement and teachers efficient of time by creating students group with varied members in it, namely purposely put one students with adequate knowledge of English in each group. So that the absence of teachers' monitor was not a big deal.

c. Improving resources and facilities

The informants also stated that the resources of learning and facilities needed to be improved to support English teaching for non-English major students. They said:

At least the faculty must provide these things so that language teaching attracts the students better. More importantly, the teachers could also explore their own abilities well by displaying or using these facilities to teach English.

(*Informant 1*, November 16, 2020)

The available facilities should be more adequate.

(*Informant 6*, December 7, 2020)

It was importance for procuring English language laboratory even though they were not from the English department because one of the requirements for a thesis trial was to have a certain TOEFL score afterall.

(*Informant 5*, December 4, 2020)

From the data, it can be concluded that the procurement of facilities is suggested by the informants in order to obtain comprehensive English teaching and learning accordance with higher education level. As *Informant 5* view that might help not only to improving English language learning and teaching in the future, but also for the students to experience language formal test that they would experience in the future.

d. Matching students' proficiency level and learning

Students who came from different background and needs needed to be treated adequately since the inappropriate material in teaching might drive them even farther away from teaching objectives. The Informants explain several way they use to deal with the problem, they said:

To match students' proficiency level and learning, I revised the lesson plan. After the needs of the students being analyzed, the lesson plan should be presenting the material they need.
(*Informant 3*, November, 28, 2020)

I started teaching them from the basic, namely how to change the verb and assign them to memorize so that they have sufficient vocabulary. In addition, I also provided a photocopy of material on regular and irregular verbs totaling 100 vocabulary so that they memorized it and had to pay it to me in every meeting for 10 vocabularies.
(*Informant 5*, December 4, 2020)

From the data, it can be concluded that the informants taught them the basic lesson first in order for them to understand the next materials that were higher in the level of difficulty. Namely, by revised the lesson plan and providing students basic vocabularies in learning English.

e. Making use of available resources

Despite of absence of certain facilities to support teaching activities, the informants mentioned that they by any means making use of available resources. They said:

I preferred to use markers on the board because it was more definite and direct and there was also deeper interaction with the students while using it.
(*Informant 3*, November 28, 2020)

There were several things that could be adjusted for example we could help it by bringing our own tools to support teaching.
(*Informant 4*, November 30, 2020)

From the data above, it can be recognized that *Informant 3* preferred using the simple media available in teaching such as markers since it provided way more of student-teacher interaction in classroom. On the other hand, *Informant 4* stated that the personal devices available was brought to the class in order to support teaching process.

f. Providing motivational feedback

With students' lack of motivation in learning, some of the Informants proposed giving motivational feedback for the students as solution. They said:

The way to improve students' motivation in learning English that was by giving them some motivational feedback. We encouraged them that they needed to love English one day English will be beneficial for them whether it was when they wanted to go abroad, to find work in a prestigious place. So after I said that, finally they were motivated, and then I saw that their social media updates were in English every now and then. More importantly, I also saw that they had watched movies with English subtitles as I suggested.
(*Informant 1*, November 16, 2020)

So basically, words are weapons that can raise personal enthusiasm. Even though the person didn't move, but because of the amazing

promotion, people finally got interested, and this was what I actually did. What I had to keep in their minds was however they didn't choose or like this subject, they had to go through and pass this.
(*Informant 2*, November 17, 2020)

From the data above, it can be summed up that the consistent motivation given by *Informant 1* had encouraged students to appreciate English language more. On the other hand, *Informant 2* believed that the words did its magic for the listener. Therefore, *Informant 2* applied this belief in teaching so that the students would be motivated to learn.

g. Teachers' self-reflection

Basically, self-reflection was needed to be implemented among teachers since there were many things they were struggling with in conducting teaching. *Informant 4* who were struggling in applying methods in teaching found certain way to reflect. *Informant 4* stated:

I usually read a lot of sources such as One Stop English, or BBC Learning, or sometimes I looked on some Youtube channels about how to teach English to non-English classes, and I also usually downloaded a lot of worksheets from certain websites. So I made sure to vary in teaching English to them so they don't get bored, that's what I usually did.
(*Informant 4*, November 30, 2020)

It can be summed up that *Informant 4* reflected her teaching skill by reading a lot of sources and learned from it in order to develop her teaching skill and improved her students' interest in learning English. Therefore, the teaching process can be established as a whole.

B. Discussion

The aim of this study was to find out what are challenges faced by lecturers of Tarbiyah Faculty UIN Ar-Raniryin teaching English toward non-English major students alongside with what are the following solutions they attempt to accomplish in dealing with the challenges. Data was collected through phone and direct meeting. There were *6 informants* involved in the study. In this research, the research questions were divided into two. Therefore, the finding of each research questions described below.

First research question is *“what are the challenges faced by the lecturers of Tarbiyah Faculty UIN Ar-Raniry in teaching English toward non-English major students?”* After drawing the conclusion of the finding, the challenges divided into three categories. Those are challenges that emerged from *students’ side, teachers’ side, and facilities*.

The challenges that caused from *students’ side* are nine challenges. *First* is the students’ lack of motivation. The attitude of demotivated shown by the students in learning English had cause the informant confronted the challenge in teaching them since it driven them to ignore the lesson being given by the teacher. Therefore it was quite challenging for the teachers to maintain the teaching efficiently. It is accordance with Ayers (2001) research who mentioned that the one they are teaching was people compelled by law to learn, many have no deep motivation or desire to be there.

Second is the varied background of students in one classroom. Students' different background had caused the informants to face students with different level of English knowledge in one classroom. By that, it can be challenging for the informant to teach English. It is equivalent with Ayers (2001) research who found that each students comes with various backgrounds, desires, intentions, and needs and Copland et al. (2013) research that found in certain EFL contexts, particularly in rural areas, young learners may strive to realize the relevance of learning English since the exposure to the native is mostly very minimum.

Third is the previous teachers' way of teaching. From the finding, it is revealed how teachers' way of teaching in the students' previous school was inadequate with the goal of the English teaching. Therefore it leads to challenges faced by the future teachers. It can be summed up that the way of teaching English is related with the continuity. Therefore, once the bridge had broken, teachers would face certain hole in teaching the students in the future.

Fourth is students' confidence issue. The Students tended to be shy and anxious in learning English. Sometimes the inability of students to confront their own anxiety also become a challenge for teachers in transferring the knowledge in classroom. It is accordance with Mumary (2017) who found that the students somehow performed their English speaking uneasily and timid. This issue encountered since the students believed to be categorized not very capable rather than other students in the class.

Fifth is students' low concentration while learning. The challenge in teaching can emerged from students' low concentration while learning,

especially for students whose desk were at the back so that their focus rate decreased conditionally. It is similar with Mumary (2017) research who found that students often busy in talking or doing other things that interrupt teaching process.

Sixth is less of English exposure toward students. It was also a challenge for teachers to teach English toward non English major students since the students were basically not exposed to English speaking environment. It was quite challenging for teachers to teach English for students who were not exposed to anything related to English language in daily unless the students searched for it by themselves such as by watching movies related to English or other sources that were absence in their daily surroundings. It is equivalent with Copland et al. (2013) research that stated the exposure to the native is mostly very minimum in certain EFL context.

Seventh is students' shortage of vocabulary stock. It was one of the major challenges faced by the informants in teaching English toward non-English major students. Students low vocabulary had caused teachers to provide extra time for building the vocabulary therefore sometimes other material learning were delayed since their vocabulary mastery maintained the same and not being improved at all. In other words, students' vocabulary mastery was very low to the extent that the teacher should firstly step in toward their learning and efforts they make in developing vocabulary. It was similar with the findings of Mumary (2017) research that students' lack of vocabulary was one of the most challenging task in teaching English. It derived from the habits of not practicing English language in daily life.

Eight is students inadequate knowledge of how to pronouncing English words. The students were not able to pronounce even for simple words used in daily correctly. Therefore it was quite challenging for teachers to teach them English for higher education level. It is equivalent with Mumary (2017), in her study, she revealed that specific problem such as spelling, pronunciation, stress, and intonation become problem for students that hinder the teaching process.

Ninth is students' inadequacy of grammar knowledge which was not only occurred for part of the community but majority. Moreover the informants stated that the students found it difficult to implement the simple formula given into sentences. By that, lecturers confronted challenge on carrying English Teaching sufficiently and proper with their actual level of education. It was correspondence with Copland et al. (2013) research that found students came with various needs. In this case, the teachers found those needs to be exceedingly out of the expectation that occasionally could hindered English teaching process at the higher education level.

Next is the challenge in teaching emerged from the teachers themselves. There were two challenges faced by the lecturers that came from themselves. *First*, the lecturers were dealing with the limited mastery of teaching methods, so that their teaching sometimes might not performed maximal. They found that the methods suited for one might not be suited for others. Therefore, they marked that as a challenge in the teaching they established. It is coherence with Mumary (2017) research who found that implementing various teaching methods and techniques can be challenging for

teacher since the teacher also have to maintain the students' motivation and enthusiasm in classroom as well.

Second, Teaching students of non-English major who were demotivated and had very little motive in learning English can lead teachers to feel psychologically burdened. Moreover it was added with students' continuity of uninterested behavior in learning English even after several motivation and persuasive approaches given. The slow responses of students learning progress in some way also distracted teaching since the lecturers had to endure explaining the same materials over and over again. It is relevant to Copland et al. (2013) whom in his research found that teachers are expected to cover everything without neglecting anything.

The final challenges were *challenges from facilities*. There were also 2 challenges in teaching English for non-English major students caused by facilities aspect. *First* is inadequate resources and facilities. The state of the facilities availability was one of the challenges dealt by the informants other than challenges emerged from the students and themselves. All of the informants agreed that this was the major challenge they had to deal with most of the time while teaching English toward non-English major students since English knowledge required several tools and media in order to be delivered well. The short availability of media, classroom preservation facility, and absence of language laboratory in non-English major departments had made the teachers to face several obstacles in Teaching English language effectively since the available facilities could not support the teaching process maximally. It is

accordance with the finding of the research conducted by Mumary (2017) who presented that the available facilities did not support English teaching process.

Second, the credit hour to teach English for non-English major students was very short that could cause the teacher to be in hurry to deliver the material. Still the material were not delivered totally at the end. From the finding, it can be concluded that English language subject for non-English major students needed a lot of credit hour in order for teachers to reach their object of teaching English. However, it was found to be very short in real life. Thus, it was very challenging for teachers to deliver English material perfectly to the students. It was relevant with Mumary (2017) research who found that time provided in teaching English considered to be very short. Therefore the teacher were not able to cover all the material they were teaching.

The second research question is *“How do the lecturers of Tarbiyah Faculty UIN Ar-Raniry overcome challenges in teaching English for non-English major students?”* After drawing the conclusion of the finding, there were many solutions presented by the teachers in order to deal with the challenges they faced in teaching English toward non-English major students. The specific explanations are in the following paragraph.

First, the lecturers tried to apply different methods and techniques in teaching. When finding the right methods was quite a bothersome for the teachers, they tried to deal with it by revising their way of teaching in the previous meeting in the future meeting. It was by implementing different methods and techniques. It is equivalent to Mumary (2017) research that found

by implicating various teaching methods and techniques, the teachers may find it suitable for teaching certain class and be helpful for them in transferring the knowledge.

Second, the lecturers tried to improve while teaching. In teaching, facing several unpredictable obstacles that were out of teachers' expectations were possible. Some of the informants said that they dealt with it by improvising their way of teaching. For example, they dealt with the ignorance students in the classroom by approaching the students and then persuaded them to join the class activities casually. On the other hand, the lecturers also found it helpful for students learning improvement and teachers efficient of time by creating students group with varied members in it. It is relevant with Copland et al. (2013) research that found complicated to introduce learner-centred teaching because it is somewhat hard to monitor one each of their groupworks or language use. Therefore, the lecturers suggest to purposely put one students with adequate knowledge of English in each group. So that the absence of teachers' monitor was not a big deal.

Third, the lecturers recommended improving resources and facilities. The informants stated that the resources of learning and facilities needed to be improved to support English teaching for non-English major students. One of the informant also believed that the procurement of language laboratory within the non-English majors department were important to engage students of non-English major ability to be at the same learning level as students of English major. It is equivalent with Mumary (2017) research who found that special

effort should be made by the institution in order to provide adequate facilities in teaching.

Fourth, the lecturers matched students' proficiency level and learning in teaching. Students who came from different background and needs needed to be treated adequately since the inappropriate material in teaching might drive them even farther away from teaching objectives. The lecturers taught the students the basic lesson first in order for them to understand the next materials that were higher in the level of difficulty. It is accordance with Mumary (2017) research who found the solutions for students different needs by matching students proficiency level so the learning conducted after revising the lesson plan. After the needs of the students being analysed, the lesson plan should be presenting the material they need.

Fifth, the lecturers used to make use of available resources. Despite the absence of certain facilities to support teaching activities, the informants mentioned that they by any means making use of available resources. One of the lecturers even preferred using the simple media available in teaching such as markers since it provided way more of student-teacher interaction in classroom. She found it to be more effective in teaching English language. In some cases, the lecturers made use their personal devices available in order for the teaching process to go well. It is equivalent with Mumary (2017) research who found out that for the lack of certain ambience, teacher can make much use of available resources provided in the classroom and the institution. Moreover, teachers even make use of their personal devices.

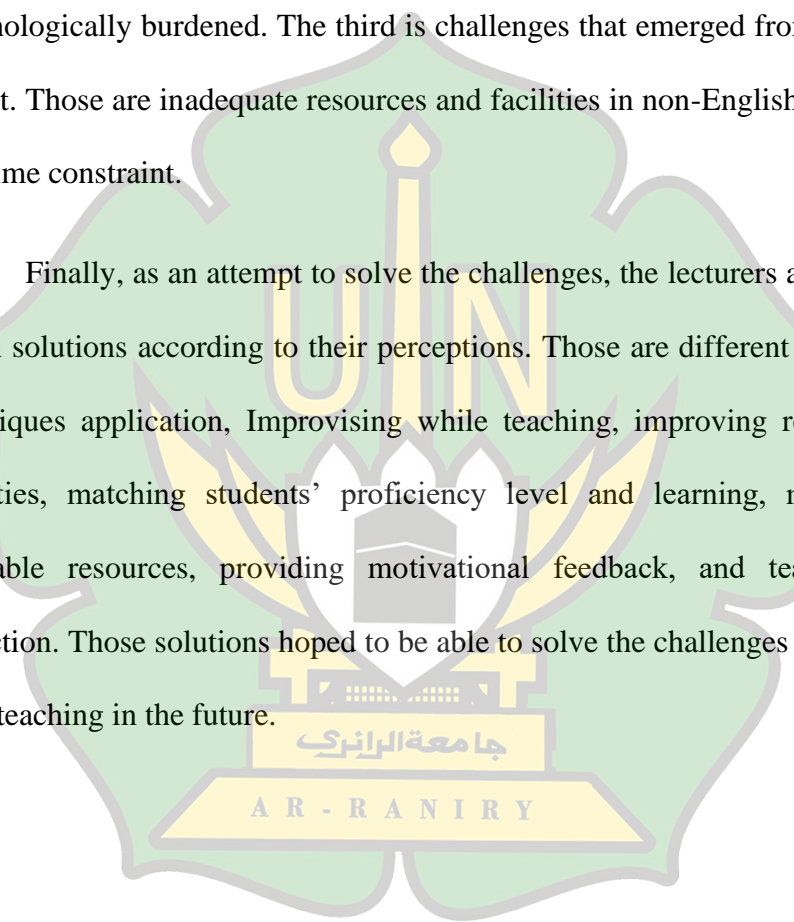
Sixth, the lecturers provided the students motivational feedback. With students' lack of motivation in learning, some of the Informants proposed giving motivational feedback for the students as solution. One of the lecturers believed that the words did its magic for the listener. Therefore, the lecturer applied this belief in teaching so that the students would be motivated to learn. Other lecturers also explained that the consistent motivation given had encouraged students to appreciate English language more. It is accordance with the research conducted by Mumary (2017) who found that this is the way to motivate students to learn English.

Seventh, the lecturers implement self-reflection in teaching. Basically, self-reflection was needed to be implemented among teachers since there were many things they were struggling with in conducting teaching. One of the informants who found some challenge in teaching because of the lack of methods and techniques in teaching mastery said she reflected her teaching skill by reading a lot of sources and learned from it in order to develop her teaching skill and improved her students' interest in learning English. It is equivalent with Mumary (2017) who found that self-reflection is one of important aspects in teaching skill. Therefore, teacher must reflect and evaluate their teaching skill in order to provide adequate teaching for their students.

In conclusion, lecturers who teach English toward non-English major students of Tarbiyah Faculty UIN Ar-Raniry faced several challenges in conducting their task. The challenges are, as mentioned below, came from different aspects. First are the challenges that came from students' aspect. Those are students lack of motivation, students various background, students previous

teachers' inadequate way of teaching, Students' confidence issue, students' low of concentration, students' low exposure to English language, students' shortage of vocabulary stock, students insufficiency in pronunciation, and students' inadequacy of grammar knowledge. Second is the challenges that came from teachers' aspect. Those are limited mastery of teaching methods and the felt of psychologically burdened. The third is challenges that emerged from the facility aspect. Those are inadequate resources and facilities in non-English departments and time constraint.

Finally, as an attempt to solve the challenges, the lecturers also proposed seven solutions according to their perceptions. Those are different methods and techniques application, Improvising while teaching, improving resources and facilities, matching students' proficiency level and learning, make use of available resources, providing motivational feedback, and teachers' self-reflection. Those solutions hoped to be able to solve the challenges and integrate their teaching in the future.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This Chapter is divided into two parts, conclusion and recommendation. The first part will elaborate the summary of the finding. The second part will explain the benefit of this research for the future research.

A. Conclusion

Challenge in teaching English is a basic thing that happens within English teaching circumstances, it is important for people to understand type of challenges that might occur when performing the ELT in order to be prepared and able to deliver the teaching well. The challenge could influence the English teaching in some way, including the difficulty for teachers to reach the objective in teaching English. Therefore, understanding what are challenges that might encountered in ELT, especially for non-English major students are important to develop ELT in the future. Hidayati (2016) Stated that ELT in Indonesia has gone through several adjustment and changes as well as advancement of new theories of language learning.

In this research, there are six informants who performed English Language Teaching (ELT) in different non-English departments. The data was obtained from doing the semi-structured interview that is in-depth interview. The data then analyzed by coding it, the summary of the finding is presented below.

In the first research question, I found that there are three categories of challenges faced by the lecturers in teaching English toward non-English major

students. The first category is challenge emerged from the students. Those are lack of motivation, varied background, previous teachers' way of teaching, confidence issue, lack of concentration, lack of vocabulary, pronunciation error, and grammar problem. The second category is challenge emerged from the teachers. That is Limited mastery of teaching methods. The third category emerged from facilities. Those are inadequate resources and facilities, and time constraint. For the second research question, I found that there are several solutions proposed by the lecturers in order to solve the challenges. Those are Different methods and techniques application, Improvising while teaching, Improving resources and facilities, matching students' proficiency level in learning, make use of available resources, providing motivational feedback, and also teachers' self-reflection.

Based on the result of the research, lecturers who taught English subject for non-English major students struggled from several challenges in teaching English. During teaching English in classroom, confronting challenges were unavoidable since the lecturers dealt with humans who are living creatures that varied in many things especially English knowledge. Therefore, the lecturers teaching skill being developed through these experiences they faced in routine. It makes the lecturers become dependable in teaching advices and able to provide solutions in overcoming challenges in the future.

B. Recommendation

Based on the result of the research, it can be concluded that there are various challenges and solutions to solve the challenges in ELT toward non-English majors students. Thus, I presented some suggestions to university students, academic institutions, and future researcher to maximize the implication of this study in the following points:

1. Students

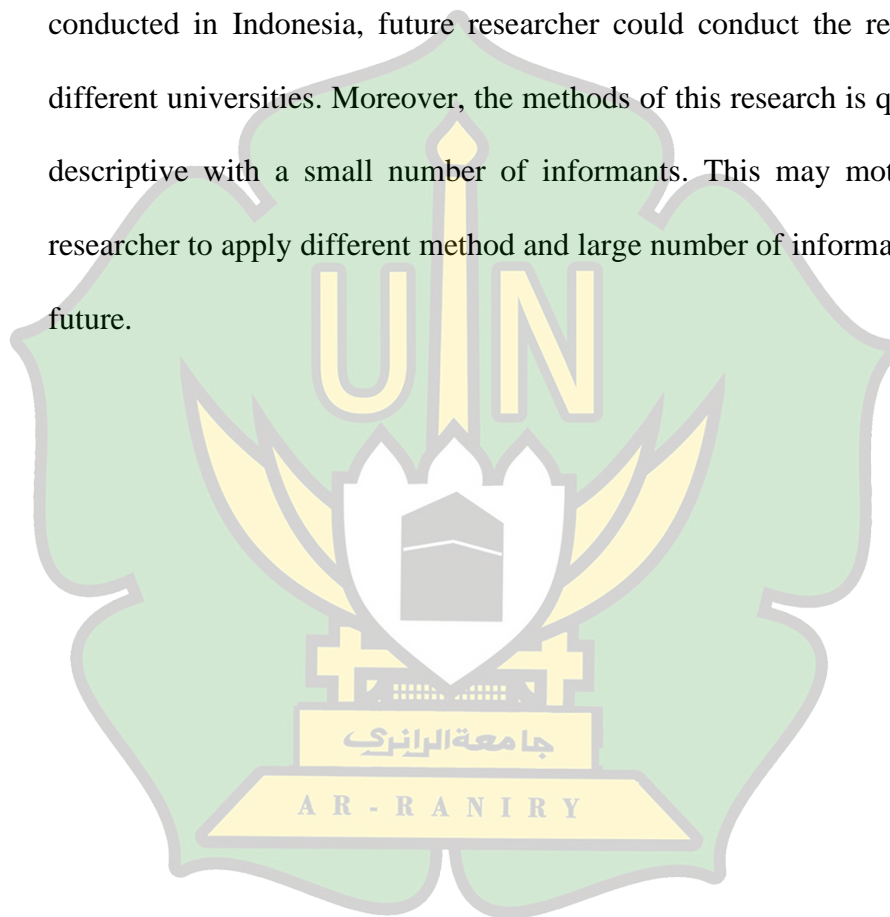
The research is expected to provide more insights to university students about type of challenges confronted by the lecturers in teaching English language for non-English major students and the way to deal with it. There are many challenges encountered during process of the teaching, especially the one that emerged from the students. However, the lecturers also presented many solutions in order to deal with the challenges. Thus, this can be a new discovery for students about the side of the lecturers they found in this study therefore, they can attempt to minimize teachers struggle in teaching.

2. Academic Institutions

For academic institution, i hope this research finding was able to give more information about what are challenges faced by the lecturers in teaching English toward non-English major students and what are solutions they established to deal with the challenges. Also, it is expected for the institution to provide generous resources and facilities for students and teachers who conducted English language teaching-learning activities of non-English major students as well as the one in English department.

3. Future Researcher

To other researchers who want to hold similar research, it is suggested to expand the focus, not only the challenge of ELT that occur toward non-English major students at Tarbiyah Faculty of UIN Ar-Raniry but also many other objects out there. Since there were only several of this research conducted in Indonesia, future researcher could conduct the research in different universities. Moreover, the methods of this research is qualitative descriptive with a small number of informants. This may motivate the researcher to apply different method and large number of informants in the future.

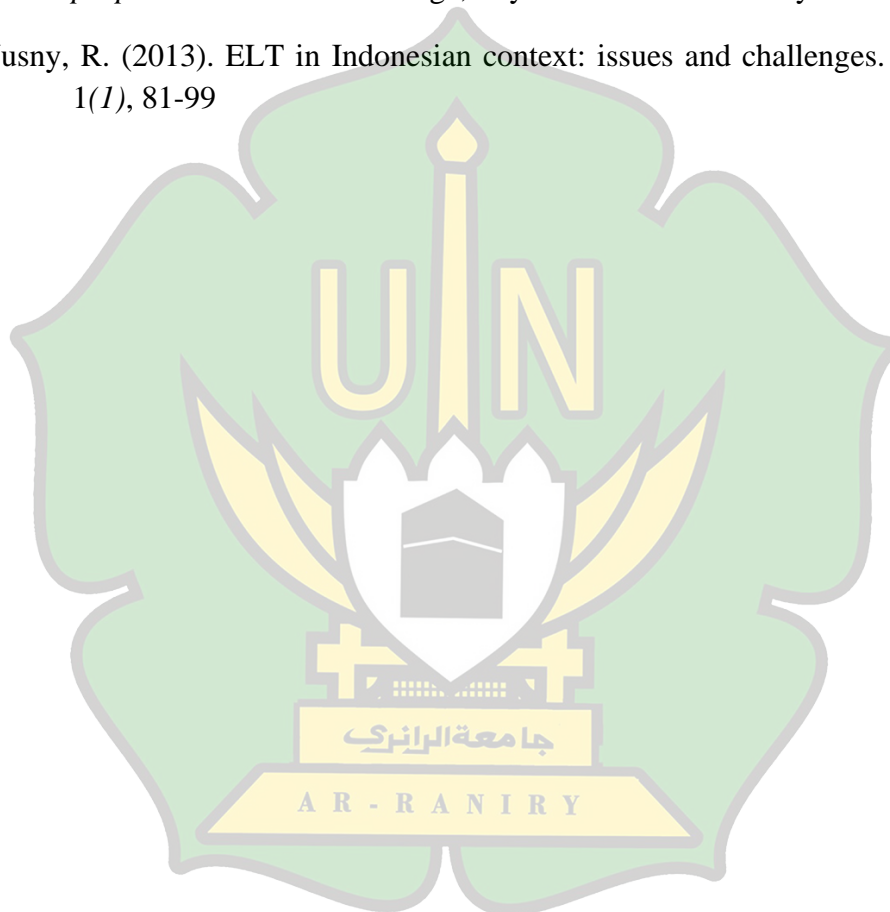


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Appendice A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6653/UN.08/FTK/KP.07.6/07/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Juni 2020
- Menetapkan** :
PERTAMA :
Menunjuk Saudara:
1. Dr. Nashriyah, MA
2. Yuliar Masna M. TESOL
Untuk membimbing Skripsi :
Nama : **Fitrah Tamimi**
NIM : **160203093**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Challenge in Teaching English Toward Non-English Major Students**
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendice B

1/12/2021

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12358/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar- Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FITRAH TAMIMI / 160203093**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Laks. Malahayati Gampoeng Kajhu Kec. Baitussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Challenge in Teaching English Toward Non-English Major Students at Tarbiyah Faculty UIN Ar-Raniry***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 13
November 2021

Dr. M. Chalis, M.Ag.

AR - RANIRY

Appendice C

Interview Protocol

Project: Challenge in Teaching English toward Non-English Major Students at Tarbiyah Faculty UIN Ar-Raniry

Time of Interview :
Date :
Interviewer : Fitrah Tamimi
Interviewee :

This present study aims to investigate the challenges faced by lecturers of Tarbiyah Faculty UIN Ar-Raniry in Teaching English toward non-English major students and then solutions to deal with the challenges. The data will be collected by using semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's personal information based on informed consent. During the interview, you will be asked several questions about the challenges in teaching English toward non-English major students at Tarbiyah Faculty UIN Ar-Raniry, and the solutions taken in order to deal with the challenges. The interview process will take approximately 20 minutes.

The points covered in this research

1. The challenges in teaching English toward non-English major students at Tarbiyah Faculty UIN Ar-Raniry
2. The solutions taken to solve the challenges in teaching English toward non-English major students at Tarbiyah Faculty UIN Ar-Raniry



Appendice D

Title : Challenge in Teaching English toward Non-English Major Students at Tarbiyah Faculty UIN Ar-Raniry

Researched by : Fitrah Tamimi

Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please initial
box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions.

☐

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reasons and without there being any negative consequences.

☐

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with any research materials, and will not be identified or identifiable in the report or reports that results from the research.

☐

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and extracts from the interview, from which I am not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without permission and that so no one outside the research team will be allowed to access the original recording.

☐

I agree that any anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study.

☐

I agree to take part in this interview

☐

Participants' name _____ Date _____ Signature _____

Researcher's name _____ Date _____ Signature _____

If you have any further questions or concern about this study, please contact:

Name of the researcher : Fitrah Tamimi
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Appendice E

Respondent : IA
Code : *Informant 1*
ELT Profile : 2014 – now at UIN Ar-Raniry (included Pendidikan Fisika Program and Pendidikan Bahasa Arab Program), 2017 – now at Universitas Syiah Kuala

Interviewer : Do you face any obstacles in teaching English toward non-English major students?

Interviewee : Yes, I do

Interviewer : What are the most common difficulties you are facing in teaching English for non-English major students?

Interviewee : Firstly, their lack of background knowledge about English. Most of them come from areas where English was not really that important for the teacher. The point was that the teacher taught just as it was. It may be skeptical, but it was proven when I tested them, they were not very good, even for simple questions. The problem was the exposure to the English language was very lack so that their ability in English was still lacking. More importantly, English, back to when they were in high school or junior high school was not very adequate for those who came from areas, outside Banda Aceh. In Banda Aceh, or in other big cities in the regency, the students took tutoring for extra English lessons so that they were better off. But for those who came from provinces, not only they had very limited exposure to their English at school, they also did not take tutoring. So I think it is because of that, it doesn't have the basics. So what we teach must start from the basics again.

Interviewer : Usually, what are actions you take in order to overcome those common difficulties?

Interviewee : The first thing I did was motivating the students. I usually deliver things that were close-related to young people, for example, like listening to songs, watching movies, and recommending certain YouTube channels.

Interviewer : Can you explain about any unexpected challenges that occur during teaching English for non-English major students?

- Interviewee : The unexpected thing was that they didn't interested at all, they didn't want to participate in learning at all even though I had given them the materials that were correlated to their ages' interests such as songs, etc.
- Interviewer : What did you do when those unexpected challenge occur?
- Interviewee : What I'm doing is Keep Trying. So it's like if they were motivated to learn, whatever the topic was, they would listen it well. I also approached the students as a friend as well.
- Interviewer : Are there times when you do things impulsively in order to overcome the difficulties? What did you do?
- Interviewee : Nothing, just normal. Usually I gave a song or a quote
- Interviewer : According to your experience in teaching, can you tell whatis the most difficult challenge in teaching English for non-English major students?
- Interviewee : The hardest challenge was when the students were not motivated. So whatever we did, they did not care about it. They felt like English was not important. Most of the time, they do not really care about the result of learning be it B, or C unless it was scored badly like D, they would ask for makeup test for their better score. So basically, they were not motivated to learn English.
- Interviewer : What do you think is the best thing to do in order this problem solved?
- Interviewee : Taking a personal approach outside the context of the lecture. So if they were already interested in me, so I'm sure they would appreciate English. Next, to improve students' motivation in learning English was by giving them some motivational feedback. We encouraged them that they needed to love English since one day English will be beneficial for them whether it was when they wanted to go abroad, to find work in a prestigious place. So after I said that, finally they were motivated, and then I saw that their social media updates were in English every now and then. More importantly, I also saw that they had watched movies with English subtitles as I suggested.

- Interviewer : In your view, what are challenges that needs long terms in solving and challenges that only needs short terms in solving?
- Interviewee : The long-term challenge was when they were not motivated. The short term was their personal interest in learning.
- Interviewer : Can you explain the problem in teaching that might occur from the students themselves?
- Interviewee : They are a little difficult to keep with my fast speaking so I tried to slow down.
- Interviewer : What are the moves you are taking while they did it?
- Interviewee : When the students were ignorance in class, I asked them to repeat, for example while listening to a song, I asked them which simple past tense form, etc. Expectedly, they could not answer the question so I helped them to find it out by themselves. Thus, they would pay attention in class after that.
- Interviewer : What about the difficulties in teaching that drive from you as a lecturer, is there any?
- Interviewee : The overall teaching difficulty was when the student found it difficult to accept me. Not me as a person or as an individual, but as an English teacher since they did not like to learn it. So I think it's difficult to approach them, to motivate them to learn
- Interviewer : What are the actions you take to deal with it?
- Interviewee : My actions were, again, personal and social approaches. If I was already their friend, I tried to insert English step by step. I tried to brainwash them, in a good way.
- Interviewer : Can you tell any obstacles that might come from the facility such as hour period, or teaching environment?
- Interviewee : As for the facilitation aspect, it might be necessary in every teaching room to have a projector, speakers, because sometimes if we use songs on our own cellphone it becomes less attractive.
- Interviewer : How do you think is the best thing to do in overcoming that?
- Interviewee : At least the faculty must provide these things so that language teaching attracted students, and teachers can explore their own abilities by displaying or using these facilities to teach English.

Respondent : F
Code : *Informant 2*
ELT Profile : 2019 – now at Pendidikan Guru Madrasah Ibtidaiyah Program of Tarbiyah Faculty UIN Ar-Raniry

Interviewer : Do you face any obstacles in teaching English toward non-English major students?

Interviewee : Obviously yes since they were non-English major students

Interviewer : What are the most common difficulties you are facing in teaching English for non-English major students?

Interviewee : The most common challenges are pronunciation, grammar, and vocabulary. There were also internal factors such as shame, fear of making mistakes, or uninterested to learning English.

Interviewer : Usually, what are actions you take in order to overcome those common difficulties?

Interviewee : My first focus was on vocabulary, while grammar, the solution was correcting the grammar while they were practicing speaking. As for pronunciation it was by making use of the dictionary since there is no special formula for correcting pronunciation except seeing the dictionary. It also could be by watching, and listening to music. Then I also motivated them so that they were not ashamed to make mistakes while communicating. What I had to keep in their minds was however they didn't choose or like this subject, they had to go through and pass this.

Interviewer : Can you explain about any unexpected challenges that occur during teaching English for non-English major students?

Interviewee : In the classroom sometimes unexpected things happen.

Interviewer : What did you do when those unexpected challenge occur?

Interviewee : Usually I asked them to participate in class that may play be by applying a game in learning, and assign the particular students as the leader, and not by giving punishment.

Interviewer : Are there times when you do things impulsively in order to overcome the difficulties? What did you do?

Interviewee : Same as before

- Interviewer : According to your experience in teaching, can you tell what is the most difficult challenge in teaching English for non-English major students?
- Interviewee : It was however I encouraged the students they were still not interested in learning English. Other thing is their English knowledge level.
- Interviewer : What do you think is the best thing to do in order this problem solved?
- Interviewee : For the problem in terms of language, we have to look for books that do not use English but explain anything related to teaching materials so that they understand and look for a language that is suitable. So we don't use English even though we teach English.
- Interviewer : In your view, what are challenges that needs long terms in solving and challenges that only needs short terms in solving?
- Interviewee : Long term challenge was to engage their English skills, the main four of it. While for short-term challenge was vocabulary memorization that can be solved gradually. In every meeting, I asked them to memorize and practice three vocabularies, just like taking medicine. In a range of one month they were expected to be able to perform simple daily conversation.
- Interviewer : Can you explain the problem in teaching that might occur from the students themselves?
- Interviewee : Namely, intrinsic motivation.
- Interviewer : What are the moves you are taking while they did it?
- Interviewee : It should come from us, from the outside, how to inspire enthusiasm so that they have their own motivation. So basically, words are weapons that can raise personal enthusiasm. Even though the person didn't move, but because of the amazing promotion, people finally got interested, and this was what I actually did. What I had to keep in their minds was however they didn't choose or like this subject, they had to go through and pass this.
- Interviewer : What about the difficulties in teaching that drive from you as a lecturer, is there any?

Interviewee : I had no teaching difficulties. Because it has been arranged in the syllabus. It was clear about what should be taught in every meeting. It's just sometimes I couldn't teach another topic if there was matter that still require additional meetings.

Interviewer : What are the actions you take to deal with it?

Interviewee : I didn't teach points and steps according to the syllabus but focus more on students to mastering the topic. If this material still required time to learn, I will keep teaching them that, if it's the student's request.

Interviewer : Can you tell any obstacles that might come from the facility such as hour period, or teaching environment?

Interviewee : Barriers in terms of facilities, sometimes we need complete equipment such as an infocus, etc. And it does take a bit of time to borrow, and sometimes if you bring your own it was a bit bothersome. For teaching hours it is good to teach them in the morning.

Interviewer : How do you think is the best thing to do in overcoming that?

Interviewee : We need complete equipment.



Respondent : DF
Code : *Informant 3*
ELT Profile : 2012 – now, at different faculties of UIN Ar-Raniry included at Pendidikan Biologi of Tarbiyah Faculty

Interviewer : Do you face any obstacles in teaching English toward non-English major students?

Interviewee : Certainly

Interviewer : What are the most common difficulties you are facing in teaching English for non-English major students?

Interviewee : Because they have different background, as PGMI's students case 3 years ago, most of them came from regional area such as South Aceh, Subulussalam, Aceh Singkil which means that they were graduated from public schools. As for students who were graduated from a boarding school or Islamic boarding school, their English ability generally were not bad. It was contradict to students graduated from public school from a particular area, and not from the city, speaking English was kind of difficult for them. It also seemed like they did not care about English. Therefore, since they took a non-English majors, they thought they were not going to take on English learning anymore.

Interviewer : Usually, what are actions you take in order to overcome those common difficulties?

Interviewee : To match students' proficiency level and learning, I revised the lesson plan. After the needs of the students being analyzed, the lesson plan should be presenting the material they need.

Interviewer : Can you explain about any unexpected challenges that occur during teaching English for non-English major students?

Interviewee : Once, there was a student who was emotionally unbalance. When I asked him to do the introduction. Then he did a little mistakes in doing it. Actually it was normal for that to happen. However his friends started laughing. So when his friends laughed, he was extremely embarrassed. So he left the classroom. Before he got out he looked very angry. I thought he was poor at controlling his anxiety and emotions.

Interviewer : What did you do when those unexpected challenge occur?

Interviewee : Because they were no longer a child, they couldn't be pursued. As a lecturer, I should have been angry because he was acting rude, to leave the class like that. However, first, I advised his classmates that they should not be acting that way as a mature person should not make fun of people. Then as for him, I approach him personally as a lecturer.

Interviewer : Are there times when you do things impulsively in order to overcome the difficulties? What did you do?

Interviewee : I approached the students, I asked them about what was the problem. However if it was a matter of different academic abilities, I usually dealt with it by encouraging group works. So, I created a group in class in which students who were diligent, the captors and those who were not really capable of English language were put together in a large study group like 5 people, so that they could ask their friends freely.

Interviewer : According to your experience in teaching, can you tell what is the most difficult challenge in teaching English for non-English major students?

Interviewee : Same as earlier

Interviewer : What do you think is the best thing to do in order this problem solved?

Interviewee : First speaking, I encourage them to try talking to their friends, or maybe to really closed friends if they were embarrassed to do so. As for listening, I asked them to listen to songs often by looking at the lyrics, so that they understood the pronunciation and learned self-taught way. Then writing, I asked them to prepare a notebook. In each meeting, I asked them to prepare 3 new vocabulary and repeat it, not by memorizing, but remembering. One more thing, reading, I asked them to read books written in English be it comics, or other easy to read writing.

Interviewer : In your view, what are challenges that needs long terms in solving and challenges that only needs short terms in solving?

Interviewee : I think everything needs long-term. As for short-term, it was only to memorize the vocabulary.

Interviewer : Can you explain the problem in teaching that might occur from the students themselves?

Interviewee : Student emotional problems, and student background

Interviewer : What are the moves you are taking while they did it?

Interviewee : As mentioned earlier

Interviewer : What about the difficulties in teaching that drive from you as a lecturer, is there any?

Interviewee : I don't think there was since I enjoy teaching them.

Interviewer : What are the actions you take to deal with it?

Interviewee : Nothing

Interviewer : Can you tell any obstacles that might come from the facility such as hour period, or teaching environment?

Interviewee : I preferred to use markers on the board because it was more definite and direct and there was also deeper interaction with the students while using it. There is no problem in teaching hours either, depending on the lecturers' techniques and strategies in teaching. If someone arrived late, because the morning is a hassle, public transportation matter, etc. The lecturer should tolerate it too sometimes since they were children in the matter of experience.

Interviewer : How do you think is the best thing to do in overcoming that?

Interviewee : With teaching creativity.

Respondent : A
Code : *Informant 4*
ELT Profile : 2009 – now, at different faculties of UIN Ar-Raniry

Interviewer : Do you face any obstacles in teaching English toward non-English major students?

Interviewee : yes, there are definitely obstacles that must be faced, especially for teaching students English.

Interviewer : What are the most common difficulties you are facing in teaching English for non-English major students?

Interviewee : It was their lack of motivation to learn English. The motivation is very low since they felt English was not something they need and it's not their field of study or anything.

Interviewer : Usually, what are actions you take in order to overcome those common difficulties?

Interviewee : To refer anything they like towards English, for example extensive reading by listening to songs in English or hearing and watching their favorite movies but using English subtitles. It could slowly increase their motivation to learn, it's a little difficult because they usually didn't necessarily want to do that. But usually I tried to lead them to include English in their daily life little by little.

Interviewer : Can you explain about any unexpected challenges that occur during teaching English for non-English major students?

Interviewee : Perhaps one of which when I taught and the students were very difficult to understand even the most basic things, for example, simple patterns such as simple present tense. Even for that, it was extremely difficult to teach.

Interviewer : What did you do when those unexpected challenge occur?

Interviewee : When that happens, the personal approach and special treatment in teaching has to be applied for certain children such as by giving more worksheets for them to fill or providing slightly lower level regarding the topic.

Interviewer : Are there times when you do things impulsively in order to overcome the difficulties? What did you do?

Interviewee : I've experienced when the students asked something that they already knew before but was actually false. They thought that what was taught in their school was more appropriate than what they had just learned. I immediately believed that their prior knowledge was a bit wrong. There were certain times when I postpone to answer the questions in order to provide a more definite answer so that in the next meeting I could explain it in more detail for them to understand better and truly realize that what they have just learned was more precise than what they previously learned.

Interviewer : According to your experience in teaching, can you tell what is the most difficult challenge in teaching English for non-English major students?

Interviewee : To increase their motivation.

Interviewer : What do you think is the best thing to do in order this problem solved?

Interviewee : Just like earlier, to refer anything they like towards English, for example by watching certain films and retelling it in simple English.

Interviewer : In your view, what are challenges that needs long terms in solving and challenges that only needs short terms in solving?

Interviewee : In my opinion, the long-term challenge was motivation. Then the second was how to improve and increase their vocabulary. Next, according to my experience, there was also limited time for one face-to-face meeting. When I explained certain lessons, the credit hour which was very limited made me had to do some reflection at the end of the class.

Interviewer : Can you explain the problem in teaching that might occur from the students themselves?

Interviewee : Problems that occur from the students themselves, for example, maybe the students were embarrassed, and their anxiety to speak or use English language was high, especially in classroom.

Interviewer : What are the moves you are taking while they did it?

Interviewee : What I do was to keep motivating and encouraging them to use English in the classroom and talk to them using simple English

words in class. Then we would get used to create an English environment in the classroom so that they get used to using English, even if it's in a simple form.

Interviewer : What about the difficulties in teaching that drive from you as a lecturer, is there any?

Interviewee : The difficulty of teaching from me was that I usually found it hard to choose certain methods that were suitable for teaching the students because each of them, even though they were from the same department/major, there were several classes, each class required different treatment.

Interviewer : What are the actions you take to deal with it?

Interviewee : I usually read a lot of sources such as One Stop English, or BBC Learning, or sometimes I looked on some Youtube channels about how to teach English to non-English classes, and I also usually downloaded a lot of worksheets from certain websites. So I made sure to vary in teaching English to them so they don't get bored, that's what I usually did.

Interviewer : Can you tell any obstacles that might come from the facility such as hour period, or teaching environment?

Interviewee : When we wanted to play certain video or audio, the facilities were lacking. Like the use of the projector in the classroom, it was usually a bit limited. Moreover, the room conditions were hot in which it could affected the students learning mood.

Interviewer : How do you think is the best thing to do in overcoming that?

Interviewee : There were several things that could be adjusted for example we could help it by bringing our own tools to support teaching. As for providing certain facilities and changing the teaching period or increasing the credit hour permanently, us lecturers has no authority to do so.

Respondent : N
Code : *Informant 5*
ELT Profile : 2012 – now, included at Pendidikan Biologi of Tarbiyah Faculty UIN Ar-Raniry

Interviewer : Do you face any obstacles in teaching English toward non-English major students?

Interviewee : Of course there will always be obstacles even if in teaching English for students especially for the non-English major ones.

Interviewer : What are the most common difficulties you are facing in teaching English for non-English major students?

Interviewee : They found it difficult to understand the tenses and their usage and to pronounce English vocabulary. They were also not accustomed to reading English text. Moreover, they rarely heard conversations in English even though they like to watch English movies. Lastly, they also had difficulty in memorizing English vocabulary.

Interviewer : Usually, what are actions you take in order to overcome those common difficulties?

Interviewee : As for grammar, I gave them examples related to real life experience and peer learning. As for pronunciation, I taught them how to say difficult words directly using the TPR method, repeat the word loudly, listen to native speaking way, and ask them to download the dictionary via mobile. Next, for their familiarity to English text, I provided anecdote or other funny stories to get their interest in reading English text and sometimes read it loudly. At last, for their vocabulary development, I asked them to personally download English conversations or English songs and they must be able to present the conversation to the class in pairs and obliged them to use the new vocabulary directly in conversation. Although it was done by forced, many of them succeeded in implementing this method.

Interviewer : Can you explain about any unexpected challenges that occur during teaching English for non-English major students?

Interviewee : While teaching English to no-English students, Alhamdulillah I've never had any unexpected challenges.

Interviewer : What did you do when those unexpected challenge occur?

Interviewee : If there is one day, then I will try to find the best solution to deal with these unexpected challenges.

Interviewer : Are there times when you do things impulsively in order to overcome the difficulties? What did you do?

Interviewee : Not yet. There would be no way I could show an impulsive attitude without thinking about the consequences of what I would do.

Interviewer : According to your experience in teaching, can you tell what is the most difficult challenge in teaching English for non-English major students?

Interviewee : They found it difficult to understand the tenses and its usage. Like when I was teaching non-English major students about passive voice material, they found it difficult to understand the formula and how to change the first sentence to the 2nd and 3rd form of passive voice sentence.

Interviewer : What do you think is the best thing to do in order this problem solved?

Interviewee : Usually if I faced this challenge, I started teaching them from the beginning, namely how to change the verb and assign them to memorize it so that they have sufficient vocabulary. Besides that, I also provided a photocopy of material on regular and irregular verbs totaling 100 vocabulary so that they memorized it and had to send it to me in every meeting for 10 vocabularies.

Interviewer : In your view, what are challenges that needs long terms in solving and challenges that only needs short terms in solving?

Interviewee : Long-term challenges, it is hoped that all graduates were able to communicate in English properly and correctly without distinguishing non-language majors and language majors.

Interviewer : Can you explain the problem in teaching that might occur from the students themselves?

Interviewee : Problems that occur when teaching were generally students who did not focus on the teaching material, especially those who sat at

the back. Some even explicitly copied their answers to their classmates.

Interviewer : What are the moves you are taking while they did it?

Interviewee : I used to reprimand by asking questions and if it couldn't be answered then I would assign this student to find answers to what I asked. When the answers to the assignments they collected were the same, I would contact them directly and asked the same questions orally to see who was cheating or who actually answered independently without seeing the cheat answers from other friends.

Interviewer : What about the difficulties in teaching that drive from you as a lecturer, is there any?

Interviewee : The difficulty I faced when teaching as a lecturer was when I sometimes found myself used inadequate teaching methods to non-English major students. I also found it hard to deliver teaching material in the way they could understand it easily.

Interviewer : What are the actions you take to deal with it?

Interviewee : However, I didn't give up easily with the situation, so I took all the means so that my students could understand the material I was conveying. Thus the target I want to achieve could be achieved.

Interviewer : Can you tell any obstacles that might come from the facility such as hour period, or teaching environment?

Interviewee : One of the obstacles was that non-English major students did not own personal language laboratory in their departments. In addition, the credit hour for English courses was only 2 credits in the first semester and I think the number of credits was still not sufficient to teach English to non-English major students.

Interviewer : How do you think is the best thing to do in overcoming that?

Interviewee : It was importance for procuring English language laboratory even though they were not from the English department because one of the requirements for a thesis trial was to have a certain TOEFL score afterall.

Respondent : A
Code : *Informant 6*
ELT Profile : 2012 – now, included at Pendidikan Bahasa Arab of Tarbiyah Faculty UIN Ar-Raniry

Interviewer : Do you face any obstacles in teaching English toward non-English major students?

Interviewee : There are a few

Interviewer : What are the most common difficulties you are facing in teaching English for non-English major students?

Interviewee : Usually, they paid less attention when learning English. They were not paying attention seriously. So they learned just as it was. The seriousness they performed in learning was a bit lacking.

Interviewer : Usually, what are actions you take in order to overcome those common difficulties?

Interviewee : Primarily, I tried to encourage them to be fond of English, to be enjoyed in learning English.

Interviewer : Can you explain about any unexpected challenges that occur during teaching English for non-English major students?

Interviewee : There were students who sometimes liked to ask questions that were out of topic being studied to provoke or test the lecturers.

Interviewer : What did you do when those unexpected challenge occur?

Interviewee : I normally go with the flow then later lead the student back to the material we were studying.

Interviewer : Are there times when you do things impulsively in order to overcome the difficulties? What did you do?

Interviewee : Sometimes there were children who want to learn but they don't understand at all, so sometimes their questions were weird. So, I gave a try and answered it right away.

Interviewer : According to your experience in teaching, can you tell what is the most difficult challenge in teaching English for non-English major students?

- Interviewee : When I explained about a tense form, it was quite different from teaching students who were in English major, students of non-English majors, in this case PIAUD students, the explanation must be repeated several times. As for the example of sentences, it must be in a very basic form that they usually hear in their daily or using the vocabulary they already learned.
- Interviewer : What do you think is the best thing to do in order this problem solved?
- Interviewee : I had to repeat myself until they understood. The point was to be patient and consistent.
- Interviewer : In your view, what are challenges that needs long terms in solving and challenges that only needs short terms in solving?
- Interviewee : The challenge that requires long-term resolution was to increase the motivation of children who do not like learning English but had to take English lessons. As for challenge that requires a short-term solution was to apply the right method in teaching. For example, when I realized that the method I was using was not suitable, I replaced with another method according to what the students prefer either at the meeting or at the next meeting.
- Interviewer : Can you explain the problem in teaching that might occur from the students themselves?
- Interviewee : The problem was they didn't want to learn. They were lazy. They didn't like English so that they had lack motivation in learning English.
- Interviewer : What are the moves you are taking while they did it?
- Interviewee : Usually if there were students who didn't like learning English, they should be given extra attention without reducing attention to other students.
- Interviewer : What about the difficulties in teaching that drive from you as a lecturer, is there any?
- Interviewee : I needed extra patience in dealing with non-English speaking children
- Interviewer : What are the actions you take to deal with it?

Interviewee : I sometimes need extra patience in dealing with non-English major students. In those departments, there were students with very lack knowledge of English. That's why it was necessity to be extra in teaching them. Therefore I needed a tremendous patience in doing so.

Interviewer : Can you tell any obstacles that might come from the facility such as hour period, or teaching environment?

Interviewee : If you use the media to get the authentic material directly from the native speaker such as listening to audio, sometimes it was hard to get it.

Interviewer : How do you think is the best thing to do in overcoming that?

Interviewee : The available facilities should be more adequate, the environment more conducive, and the teaching hours should be suitable.

