ENGLISH TEACHING INSTRUCTION FOR NON-ENGLISH LEARNERS

Arin Inayah
arin.inayah90@gmail.com
Pendidikan Bahasa Inggris, FBS Universitas PGRI Banyuwangi

ABSTRACT

The quality of educational institutions is influenced by teaching and learning process that is students and lecturers. Novalita (2006) state that to learn a language the learners need more than just once or twice, but they need many time to understand the language, the real meaning of the language, the structure of the language, and so on. There is no good strategies in teaching process, but suitable strategy which is can be used in the teaching process. Therefore, every teacher or lecturer should master many strategies in the teaching and learning process. Some strategies can be applied to some students or learners, but it can't be applied to all of students or learners. he goal of this study is to observe how the teacher implements English teaching instruction at English language center (PKPBI). Besides that, what are the material used and the way how teacher evaluates and also how do the learners perceive the English teaching instruction at English language center (PKPBI) of Maulana Malik Ibrahim state Islamic university of Malang. This study was a qualitative research because this study is a case study which focuses on teaching process. The data collections used in this study were observation, interview, and documentation. In order to analyze the data collected in the research project and answer the core questions of the study, it was used the grounded theory. The researcher found that the contents of the material used was reading section characterized by provision of an English reading text on mathematic-content-related area followed by writing exercises. The teacher implement English teaching instruction with the aim of answering the question, it can be concluded that for the beginning of teaching, there were a big amount of mistakes with the guidance and no explicit implementation of grammatical aspects during the lessons, because the teacher intents to present language items as in a regular language course. The balance between content and language was not easy to manage either, because in some situations the teacher tends to focus more in language or in content. The teacher evaluate by her choice of evaluation. She felt confused and scared at the beginning of the experience. About perceiving of the learners, the researcher concluded that the students feel challenging with the process of teaching and learning in the class, they also interesting with because they can continued applied what they learn.

Key words: *Teaching instruction, Non-English learners*

INTRODUCTION

Nowadays, English is very important language which is used in communication in many countries. English language becomes an international language which is used in the office, school and other public places. In education, mastery of English is very important to understand journals which use English as the language. In Indonesia, English become one of the subject lessons in the school and university. In the university, English become general course which have to be passed by every university students.

The quality of education depends on the quality of teaching. The quality of educational institutions is influenced by teaching and learning process that is students and lecturers. Richards (1985:23) states that "the teacher's role as catalyst, consultant, diagnostician, a model for learning". This statement shows that the role of teacheror lecturer is very important. Novalita (2006) state that to learn a language the learners need more than just once or twice, but they need many time to understand the language, the real meaning of the language, the structure of the language, and so on. Most of the students orlearners stated that one hour of English per week is not sufficient, showing that at least 2 hours would be necessary.

There is no good strategies in teaching process, but suitable strategy which is can be used in the teaching process. Therefore, every teacher or lecturer should master many strategies in the teaching and learning process. Some strategies can be applied to some students or learners, but it can't be applied to all of students or learners. Because each students or learners have different capability in understanding the material which is given by the teachers or lecturers.

This Study is intended to find out how the process of teaching and learning English which is conducted in English language center (PKPBI) is English language program for non-English department students in Maulana Malik Ibrahim State Islamic University of Malang, especially in mathematic department.

This study conducted in mathematic department of English language center (PKPBI) is English language program for non-English department students in Maulana Malik Ibrahim State Islamic University of Malang. The key task of the English language center (PKPBI) of Maulana Malik Ibrahim State Islamic University of Malang is organizing language courses required for students Tier 1 program in semester III and IV (ESP and Intensive English program.

In brief, this study was intended to investigate what was observed in the process of teaching instruction in foreign language learners; the role of the teachers or lecturers in the implementation of teaching instruction model; the response of the students to the teaching instruction; and the type of material used in the class.

The Effective of Teaching

Effective teaching is claimed to be determined to some extent by the idea of structuring. A lesson reflects the idea of structuring when the teacher's intentions are clear, and when instructional activities are sequenced according to a logic that students can perceive. Teachers also assign activities to attain particular learning objectives. These are called tasks or activity structures.

Effective teachers are plausible enough to control and manage the process of teaching, learning, and classroom interaction actively. This plausibility results from their understanding of the teaching and learning processes. It seems reasonable enough to agree with the proponents of effective teaching on the fact that the other side of the coin of effective teaching is what learners do to achieve effective learning, or learner strategies. Learner strategies include the particular cognitive operations, processes, procedures, and heuristics that learners apply to the task of learning a second language.

Effective learners seem to be successful because they have a better understanding of and control over their learning than less successful learners. In an attempt to describe effective learning, Cohen (cited in Oxford, 1985) lists six strategies used by successful learners: 1) Attention enhancing strategies; 2) Use of a variety of background sources; 3) Oral production tricks; 4) Vocabulary learning techniques; 5) Reading or text-processing strategies; 6) Writing techniques.

Language Learning or Teaching Theoreticians

According to Krashen (1984), "second language acquisition occurs when the learner receives comprehensible input, not when the learner is memorizing vocabulary or completing language exercises". In addition to the comprehensible input proposed by Krashen, there is also study in Canadian immersion programs, Swain (1985) suggests that "in order to develop communicative competence, learners must have extended opportunities to use second/foreign language productively", this means that in order to inquire Earners

to produce meaningful out-put, they must have meaningful input.

There is a paradigm in which language tasks may be characterized as context reduced or context embedded and in which the tasks addressed through language may be cognitively demanding or undemanding." Therefore, learners' quire clear guidance in order to develop the tasks well, and it is also necessary at those activities develop demand a level of difficulty, with the purpose of mastering not only simple daily circumstances, but also an academic background survive in academic learning contexts.

As said by Brinton (2003) the meat development makes the best use of skills in the target language in order to d learners to use the content and understand the language significantly, therefore, language and content were balanced developed and worked.

The Evaluation Models

Fitzpatrick, Sanders and Worthen (1998) classify the evaluation approaches under the categories of objectives oriented evaluation approach, management oriented evaluation approach, consumer oriented evaluation approach, expertise oriented evaluation approach, adversary oriented evaluation approach and participant oriented evaluation approach.

1. Objectives-Oriented Evaluation Approaches

    The distinguishing feature of an objectives-oriented evaluation approach is that the purposes of some activity are specified and then evaluation focuses on the extent to which those purposes are achieved.

2. Management- Oriented Evaluation Approaches

    Its rationale is that evaluative information is an essential part of good decision making and that the evaluator can be most effective by serving administrators, policy makers, boards, practitioners, and others who need good evaluative information.

3. Consumer-Oriented Evaluation Approaches

    Independent agencies or individuals who take responsibility to gather information on educational or other human services products, or assist others in doing so, support the consumer-oriented evaluation approach. These products generally include: curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational materials and supplies, and even agencies.

4. Expertise-Oriented Evaluation Approaches

    Expertise-Oriented Evaluation Approach depends primarily upon professional expertise to judge an institution, program, product or activity.

5. Adversary-Oriented Evaluation Approaches

    Adversary-Oriented Evaluation Approach in its broad sense refers to all evaluations in which there is a planned opposition in the points of view of different evaluators or evaluation teams.

6. Participant-Oriented Evaluation Approaches

    Participant-Oriented Evaluation Approach aims at observing and identifying all of the concerns, issues and consequences integral to human services enterprise. Worthern, Sanders and Fitzpatrick (1998) highlighted the aspect of each approach under eight headings such as proponents, purpose of evaluation, distinguishing characteristics, past uses, contributions to the conceptualization of an evaluation, criteria for judging evaluations, benefits and limitations.

1. Context Evaluation

Context evaluation involves studying the environment of the program. Its purpose is to define the relevant environment, portray the desired and actual conditions pertaining to that environment, focus on unmet needs and missed opportunities and diagnose the reason for unmet needs (Ornstein and Hunkins, 1998).

2. Input Evaluation

The second stage of the model, input evaluation is designed to provide information and determine how to utilize resources to meet program goals. Input valuators assess the school's capabilities to carry out the task of evaluation; they consider the strategies suggested for achieving program goals and they identify he means by which a selected strategy will be implemented.

3. Process Evaluation

The focus of process evaluation is the implementation of a program or strategy. The main purpose is to provide feedback about needed modification if he implementation is inadequate, 1) are program activities on schedule?; 2) are hey being implemented as planned?; 3) are available resources being used efficiently?; 4) and do program participants accept and carry out their roles?

4. Product Evaluation

The primary use of product evaluation is to determine whether a program should be continued, repeated and/or extended to other settings (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985), However, it should also provide iirection for modifying the program to better serve the needs of participants and o become more cost effective. Finally, product evaluation is an essential component of an "accountability report" (Stufflebeam and Shinkfeld, 1985).

How to Design Material

The course rational answers these questions about the course for, the course about and the kind of teaching and learning will take place in the course by describing the belief, values and goal that underlie the course. It would normally be a two or three paragraphs statement that has been developed by those involved in planning and teaching a course and that serves to provide the justification for the type of teaching and learning that will take place in the course. It provides a succinct statement of the course philosophy for anyone who may need such information, including students, teachers, and potential clients. Developing a rationale also helps provide focus and direction to some of the deliberations involved in course planning.

Choosing Course Content

Richards (2001) stated that the question of course content is probably the most basic issue in course design. The choice of particular approach to content selection will depend on subject-matter knowledge, the learners' proficiency levels, current views on second language learning and teaching, conventional wisdom, and convenience.

Information gathered during needs analysis contributes to the planning of course content, they are: available literature on the topic, published materials on the topic, review of similar courses offered elsewhere, review of tests or exams in the area, analysis of students' problems, consultation with teachers familiar with the topic, and consultation with specialist in the area.

Planning the Course Structure

The aspect of planning the course structure is selecting a syllabus framework. A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content. The syllabus could be:

1) Situational: organized around different situations and the oral skills needed in those situations
2) Topical: organized around different topics and how to talk about them in English
3) Functional: organized around the functions most commonly needed in speaking
4) Task-based: organized around different different task and activities that the learners would carry out in English

METHOD

This study was a qualitative research because it aimed discovering the implementation of an EFL approach in order to see the response of the learners, the implementation and strategy used by the teacher, and the topics used; this means that in most of the project, the participants were involved and were the focus of the study. In addition, the type of information which analyzed was not counted, it comes from the subjectivity of the researcher or the perspectives that she had in terms of the observations and the findings found.The study taken place in the process of teaching English at English Language Center (PKPBI) at Maulana Malik Ibrahim State Islamic University of Malang especially in mathematic department.

The data sources of this study are the teacher, the learners and the hand book which is used in teaching process. In the process of collecting the data the researcher used observation, interview, and documentation. Observation was done by the researcher for getting relevant information during teaching instruction process. Interview was needed to know the opinion of the teacher and the learners during teaching instruction process. The researcher did the documentation for having relevant proof during teaching instruction process.

In order to analyze the data collected in the research project and answer the core questions of the study, it was used the grounded theory (Codifying, grouping, categorizing, and drawing conclusions). The process was divided in the following steps: Firstly, the researcher watched the process of teaching in the class in order to make the observations of the class. Secondly, the interviews were transcribed as to facilitate the process of categorization and coding. Thirdly, the researcher codified the main participants' names, in order to maintain the privacy of the learners.

After codifying the learners interview, the important idea were grouped by each data collection method, in order to find commonalities among methods that could be useful for the findings, this session is called triangulation. Once the triangulation was organized with different methods, the researcher extracted the findings according to the categories made.

After the data had been collected, they were analyzed in following steps: First of all the data was categorized into four categorizes which were all done with thenumber of the research questions in chapter. The data of each categorize presented analyzed and concluded. After the data of the whole categorized had been concluded the researcher made tentative conclusion. After consult with the informant, the researcher conducted tentative conclusion.

DISCUSSION

The Material Used in English Teaching Instruction

The material design which taught by the teacher was English handbook for mathematic department. The book consists of some materials which were chosen by teacher in order to facilitate teaching instruction during teaching and learning process. There were ten units in the book, each unit presents a reading section characterized by provision of an English reading text on mathematic-content related were followed by writing exercises. The

book was developed to make the students study the English better as well as become their workbook.

The result after reading and analyzing the English handbook for mathematic department, the researcher found that the book was good book for guided the learner to understand by self-study and the book was completed by material and exercises. Therefore they can do the exercises' by reading and ~~aider~~ standing the material provided.

Throughout the design and implementation, the teacher had to make a deep exploration on classes were held, what kind of tasks were performed, how he skills were implemented, and how to general grammar explanations in class.

The Implementation of English Teaching Instruction

From the interview of the teacher, the method and technique was used in English teaching instruction at English Language Center (PKPBI) of Maulana Malik Ibrahim State Islamic University of Malang was jigsaw technique, reading speed and mind mapping for reading comprehension. She chose these method and technique to achieve the purpose of teaching.

In doing reading speed the teacher gave students texts to read she also gave the time. After reading the text the teacher gave question related to the text and asked some students to answer. For jigsaw method, the teacher divided class into six groups. Every group had to explain the material given in front of the class and the other group had to give comments. Mind mapping did after student finished reading some text, this method for measuring the students understanding about the content of text.

The teacher's perception towards the class was that learners felt motivated with the topic, because most of them interacted through those sites and they wanted to know more about it. Since they were involved with them, it was interesting to share what they thought about it and the way how they used it.

The learners are interested with the teaching instruction process, he interested with the topic given, he felt the topics given appropriate with his needs and he felt that the topics given was current topics and new topics that be rap session. The learners were enthusiastic during the teaching instruction process, this condition could be seen in the class discussion and class presentation

At the beginning of the process, learners and teacher felt challenged with the new approach, although this approach ever done before, as expressed by students: "Another method of study which had very difficult vocabulary". Besides, some activities proposed were highly demanding in terms of language expression, because learners had basic level in English language and they had to express opinions and give arguments in a target language with a high critical thinking topic.

On the other hand, the teacher had the challenge to guide, design and structure a well content-based class. At the end of the process, learners and teacher stated that throughout the classes they felt more confident and comfortable with the approach, learners could understand and communicate better, and the teacher could guide and structure the sessions according to learners' necessities, being feasible for learners.

The Evaluation of English Teaching Instruction

The teacher evaluated the students by using "process evaluate". Process evaluate was the evaluation of the students activities during the teaching instruction process. She evaluated the students from the beginning of the process of teaching until the end of the process of teaching. She had some activities in the class which was done by students, for example: presentation journal in a group presentation, presentation of the material given, answer questions, writing task, etc.

The teacher chose "process evaluate" because learning language needed process. Besides that, she very appreciated the effort of her each students.

The result of the teachers interview explained that the evaluation's applied by teacher in teaching English at English Language Center (PKPBI) of Maulana Malik Ibrahim State Islamic University of Malang was process evaluation. She believed that the process evaluation was suitable for evaluating her class. This evaluation made teacher known the capability of the student when the process of caching and learning happen.

The activity used by the teacher in the class for supporting teaching and learning in class was language game. The teacher known that students sometimes felt bored with serious material. From this game teacher could evaluate the students, the teacher saw the active and inactive students who followed the game.

In the process evaluation, the teacher appreciated the students who active in the class, who always gave responses to the teacher's question, who could present material in the group of presentation and also who often gave question the teacher after teacher gave explanation about the new material.

Learners Perceive During English Teaching Instruction

The learner's assumed that the teaching instruction process aided him to improve their language. Furthermore, he was aware of important society issues from which he was able to talk about. Finally, he stated that learning English could improve his knowledge about the use of English in their life.

From student's interview portrayed learner's opinion on content given, she stated that the learning English used language and content related strategy in class was coherent to their needs and interests, because they were current issues, pop up news and daily life concerns and it

is also can improve capability and creativity in English language.

Other student also gave opinion that he could easily understand the content when he learned English through content based instruction. He stated that learned English through content based instruction he know the real application of English concerned his department.

The student also stated that in fact he could to speak English with her friend in order to improve and whet her language in speaking skill. Improvement speaking skills through the content and the activities proposed in class and in area of campus.

He also stated that his language increased because the material given and some factors which were caused by his teachers, they were: The first factor, teacher explained with clear explanation and systematic. The second factor, teacher used English in her explanation. The third factor, teacher given task concerned with the material given, the topic given also relevant and the topic was interesting because it concerned with her department and the topic also fulfill the material of teaching English which was needed by students.

The expert Genesee (1994) Cited in Hardman (2009) stated that content needs can include any topic, theme or non-language issue of interest or importance to the learners. The researcher's perception during the lesson, since the topic had some significance to the learners, they felt motivated to talk and participate actively.

This learner's negative opinion on subjects portray that even though it was observed that all learners liked and felt motivated with the topic, there are diverse opinions, and occasionally the information studied is not as meaningful for learners as teachers may think it is.

The interview showed a contrary opinion on passive voice topic which was the content about ratio; the learner affirms that it was the theme he liked the most, because he can understand well the

content. The others students had other perception about the topic, represents that controversial issues provoked different reactions on learners, negative or positive and these reactions could be useful in the classes since learners had contrasting ideas of the content and could state their own judgment towards a topic and defend it, this also involved a critical point of view to the lessons received and created a discussion environment which allowed learners to use the language meaningfully.

As a wrap up, the finding and the subcategories mentioned, portrayed how language was developed through the sessions along with the content, the way how the content affected language development and the learners' opinions on language and content improvement.

During the process of the courses guided, learners gave different opinions and assumptions towards the methodology used, the guidance of the teacher and the type of activities implemented, in order to make a distinction between the new procedure and the ones they had experienced before.

Firstly, learners expressed that the strategy had been very challenging, since they had to pay attention not only to the language items, but also to the content, which was the base to learn the language; participants agreed that at the beginning, reading, listening or expressing ideas in the target language was very difficult, because they were not able to understand or express unknown vocabulary which was complex for them, even in the first language. However, at the end of the process, the participants communicated that throughout the courses, they improved, understand and express their ideas with more fluency and they felt a big amount of improvement.

Secondly, the participants talked about the guidance of the teacher, according to their thoughts, the teacher-researcher could lead the course in a way they could understand easily and with confidence, and they also said that she aided them with the probable problems they faced throughout the development.

Thirdly, the participants referred towards the activities proposed for the course; they had the opportunity to have a regular language course and a content course simultaneously, in order to differentiate both processes. For this reason, they based their opinions on the simultaneity of the courses. Learners declared that they had a more active role in CBI classes, because most of the activities had to be performed by them and they could interact with others, besides the topics learners had to deal with, required opinions and judgments, which was even more complex for them, because they were trying to communicate.

To conclude, learners felt the challenged with the strategy. However, they adapted and they could perform the tasks as requested. This learner assumption towards the strategy portrays what he thinks about it, he stated that the strategy was good because it was more efficient in terms of language development; he also stated that it was a faster process for learning and he did not need to translate every unknown word he found.

From the interview, the student stated that he was happy learn English used content based instruction. He can easily understand the content or material given by the teacher. By understand the content he could easily learn English.

Taken from the interview, the participant was talking about the methodology of the teacher. The learner was expressing that she compared her new process with processes experienced before; the participant was stating that the teacher showed interest towards the learners' processes during the classes. A consideration regarding teacher's methodology was taken from Brinton et al. (1989) according to them, teachers have the responsibility to teach the topic and they must be enthusiastic enough to awake interest from the learners, and to become confident about the knowledge taught.

The comments made by the researcher, state that the teacher has the accountability to motivate learners to involve themselves actively in the process and to be conscious of their own process of learning. Taken from the class discussion, learners also expressed their opinions on the methodology which was going to be used. The sample exposes that learners had expectations towards the new method; they expressed their willing to have a different class where they could be involved in the process of learning a more motivating way.

Furthermore, they expressed their unconformity in relation with other processes. At the end of the course, in the final interview, learners were able to talk about the activities done throughout the course. Thus, they expressed that the tasks performed in class facilitated the understanding of the topics and they had a great variety. The participant mentions two activities which were used in class, role plays, learners' conversations and questions answers class.

CONCLUSION

The material used was handbook which is made by the teacher. The content of the book was reading section characterized by provision of an English reading text on mathematic-content-related area followed by writing exercises. The book not only the knowledge of English language but also exercises especially on reading and writing so that the student are able to improve their skill better.

The teacher implements English teaching instruction the aim of answering the question, it can be concluded that for the beginning of teaching, there were a big amount of mistakes with the guidance and no explicit implementation of grammatical aspects during the lessons, because the teacher intents to present language items as in a regular language course. The balance between content and language was not easy to manage either, because in some

situations the teacher tends to focus more in language or in content.

The teacher uses her choice of evaluation. She felt confused and scared at the beginning of the experience. In presentation class conducted by the students, she has problems with understanding vocabulary which is advanced or unknown for her. The students also feel challenged when they were asked to argue opinions or defend ideas in class conversations or presentations.

The researcher concluded that the students feel challenging with the process of teaching and learning in the class, they also interesting with because they can continued applied what they learn.

Suggestions

The first suggestion, this study became a direct contribution to the existing knowledge in field of language teaching and also contributes on the improvement of understanding language studies in the form of language teaching of English for specific purposes. The second suggestion, this study can lead the next researcher who interested in conducting the same field of research as the reference and comparison that might be relevant to the subject of the researcher.

The researcher knows well there are so many weaknesses found in this study. Therefore, she hopes for the next researcher who interested in this term and wants to do the same research to study well because this study need much more explanation from the researcher. To expand this area of investigation, the researcher hopes to the next researcher to conduct research on English teaching in other area in the purpose of enriching the language teaching research.

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