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Terbit dua kali setahun pada bulan April dan Oktober, berisi artikel hasil penelitian dan kajian analitis kritis setara dengan hasil penelitian di bidang filsafat kependidikan, teori kependidikan, praktik kependidikan, dan kebudayaan. ISSN 0215-9619

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JURNAL KEPENDIDIKAN DAN KEBUDAYAAN diterbitkan oleh Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Lambung Mangkurat. **Dekan:** Rustam Effendi, **PD I:** H. Ahmad Sofyan **PD II:** Luana Niorita Tenggono, **PD III:** Tri Irianto. Terbit pertama kali tahun 1971 dengan nama **Majalah Vidya Karya**

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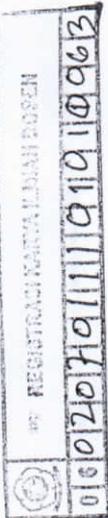
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JURNAL KEPENDIDIKAN DAN KEBUDAYAAN VIDYA KARYA telah diakreditasi sebagai jurnal ilmiah nasional berdasarkan Surat Keputusan Direktur Jenderal Pendidikan Tinggi, Nomor 62/DIKTI/Kept2002 tanggal 12 Nopember 2002 tentang Hasil Akreditasi Jurnal Ilmiah Direktorat Jenderal Pendidikan Tinggi berlaku sampai dengan 12 Nopember 2005



THE STUDENTS' PERCEPTIONS TOWARDS THE TEACHING OF ENGLISH AT THE NON-ENGLISH DEPARTMENTS, FACULTY OF TEACHER TRAINING AND EDUCATION, UNIVERSITY OF SRIWIJAYA INDERALAYA, INDONESIA

Sofendi

Abstract: The purpose of this study was to find out the students' perceptions towards the teaching of English at the non-English departments. This study was carried out by using a descriptive research method and used a set of questionnaires as a research instrument. This study revealed interesting results due to the students' perceptions towards the teaching of English were beyond the common belief. A majority of the sample claimed that the teaching of English was expected not only to help them learn English for the academic purposes, but also beyond their academic purposes, that is for their future career and also for the communicative purposes in general. These results were found interesting because the Social Sciences Department students had an English course as one of their courses in the curriculum but the Mathematics and Sciences Department students did not. Therefore, the results of this study might be a signal for English teaching experts and practitioners to reconsider the common practice of English teaching at the university. It might be the time for them to see the needs of English teaching from the students' needs in the sense of their real needs of English.

Key words: English teaching, non-English departments, and curriculum

INTRODUCTION

English has widely been recognized as one of international languages by people all over the world. It means that, among others, English has widely been used as a means of communication in various sectors by people all over the world. Consequently, either it is directly or indirectly, English has been taught to many people all over the world.

In Indonesia, English has been taught both in formal and informal sectors. English teaching in the formal sector is carried out from primary schools to universities. English teaching in primary schools is an optional course. It means that one

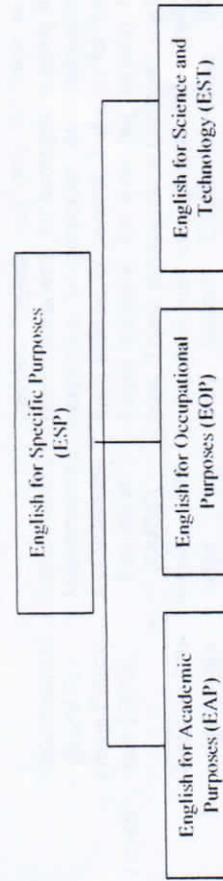
primary school may run the English teaching if the school is capable to do it. However, at the secondary level, junior and senior high schools, English teaching is compulsory. It means that every junior high school or senior high school has to run the English teaching as one of its courses. The teaching of English at these two levels is different from one held at the university level. The difference is on the status of English teaching itself. At the university level, English teaching is carried out on the basis of the needs of study programmes or departments. It means that one study program or department may or may not run the English teaching as one of its courses. At present, some study

programmes or departments run the English teaching, and some do not. Those running the English teaching as their course(s) can be classified into two, that is optional and compulsory one(s).

University of Sriwijaya also holds the same concept about English teaching in its study programmes and departments. Therefore, at this university, some study programmes or department runs the English teaching as one of their courses (either it is an optional or compulsory one), and some do not. Faculty of Teacher Training and Education as one of the faculties at the University of Sriwijaya also holds the same concept about the English teaching (FKIP Unsri:2001). It means that some study programmes run the English teaching as one of its compulsory courses, and some do not. The study programmes run the English teaching are History Education Study Programme, Civics Education Study Programme, and Economics Education Study Programme. These three study programmes belong to the Department of Social Sciences Education. Those do not run the English teaching as their courses, such as Mathematics Education Study Programme, Biology Education Study Programme, Chemistry Education Study Programme, and Physics Education Study Programme. All these four study programmes belong to the Department of Mathematics and Sciences Education.

The teaching of English can be classified into three categories in terms of its purposes. The first category is English Language Teaching (ELT) or English for General Purposes (EGP). The ELT or EGP is aimed at helping the students learn English in order that they can generally communicate in English. The second one is English for Specific Purposes (ESP). It is aimed at helping the students learn English for specific purposes. The last one is English for Young Learners (EYL). This one is aimed at helping the children learn English for the purpose of communication.

The English teaching at the universities, in the views of Munby (1978), and Hutchinson and Waters (1989), can be classified into English for Specific Purposes (ESP). This view is supported by Kennedy and Bolitho (1985) and McDonough (1984). They all claim that the English teaching at the universities is a part of ESP, that is English for Academic Purposes (EAP) – as shown in the below diagram. The purpose of the English teaching proposed by these experts is also supported by Ahmad (1999 and 2002). He claims that the purposes of English teaching at the non-English departments are to help students understand the lecture held in English, read the textbooks written in English, and the combination of them.



was carried out through distributing the questionnaire to some students of the departments. This validation was aimed at finding out the students' comprehension towards the provided questions in the questionnaire. Having analysed the students' responses on the questions, it could be considered that all students had the same comprehension towards questions in the questionnaire.

FINDINGS AND DISCUSSION

The following findings are based on the questionnaire administered to 300 students out of 1,050 students (153 students were from Department of Mathematics and Sciences Education, and 147 students were from Department of Social Sciences Education Department). Table 1 shows the students' expectations on the English teaching in their departments.

Table 1: Students' Expectations on the English Teaching

Topics	Department of Social Sciences Education (DSSE)		Department of Mathematics and Sciences Education (DMSE)	
	Yes	No	Yes	No
Need English	145	2	144	9
Textbooks written in English as a means of supporting their studies	25	122	139	14
English as a means of supporting their studies	95	52	149	4
English as a means of supporting their future careers	135	12	152	1

Having looked at Table 1, it could be understood that most of the students

ESP as one of English teaching models is provided for the adult learners. This model has some specific characteristics, for example, all students (1) have the same reason/purpose to learn English – relevant to their jobs or professions, (2) use English in the same context, (3) learn English through the same discipline of materials – relevant to their specialization, and (4) use the teaching and learning strategy particularly developed to suit their needs (Schleppegrell, 1994:54).

In line with the English teaching at the universities, therefore, the writer wants, as a case study, to explore the students' perceptions towards the English teaching at their departments (Department of Social Sciences Education and Department of Mathematics and Sciences Education). This is because there has been no evaluation and/or research on this area so far at these two departments.

METHOD OF RESEARCH

The research method used in this research was a descriptive method. Respondents of this research were the students of History Education Study Programme, Civics Education Study Programme, and Economics Education Study Programme (Department of Social Sciences Education), Mathematics Education Study Programme, Biology Education Study Programme, Chemistry Education Study Programme, and Physics Education Study Programme (Department of Mathematics and Sciences Education), Faculty of Teacher Training and Education, University of Sriwijaya. This research involved 300 students as its sample or 29% of the population. These students were second, fourth, sixth, and eighth semesters. It was carried out in April 2003.

The data were collected through distributing the questionnaire to the sample. The validation of the questionnaire

(96.33%) needed English. Their needs of English depended upon their expectations. Most of DMSE students thought that it could support their access to reading the academic textbooks written in English (90.85%) in line with having better understanding of their lectures. This is because many of their lecturers used textbooks written in English as their course references. However, only some DSSE students (17.01%) thought it could support their access to read the textbooks written in English. This tendency happened because only few lecturers at DSSE used textbooks written in English as their course references. Therefore, a majority of these students claimed they did not need English for this purpose. It is interesting that a majority of DSSE and DMSE students thought that they needed English to support their studies in general (81.33%) and for the future careers (95.67%). It could be understood this positive attitude towards English from these two purposes because many available textbooks, for example in libraries, written in English and many employers now require their employees master certain levels of English. In short, most of DSSE and DMSE students had a strong expectation on English both for their studies in general and future careers.

In line with the benefits and purposes of learning English, as DSSE and DMSE students claimed as follows:

Table 2: Benefits of Learning English

Topics	Department of Social Sciences Education (DSSE)		Department of Mathematics and Sciences Education (DMSE)	
	Knowledge	Others	Knowledge	Others
Benefits	120	47	87	66

Table 3: Purposes of Learning English

Topics	Department of Social Sciences Education (DSSE)		Department of Mathematics and Sciences Education (DMSE)	
	Con- versation	Oth- ers	Con- versation	Oth- ers
Learning Purposes	135	12	86	67

Tables 2 and 3 show that most of the students considered that learning English was mostly beneficial for enriching their knowledge (81.63% of DSSE students, and 56.86% of DMSE students) or 69.00%, and for communication purposes (91.84% of DSSE students, and 56.21% of DMSE students) or 73.67%. The different perspectives between the DSSE and DMSE students on the benefits and the purposes of learning English might happen due to the unavailability of the English teaching at the DMSE.

CONCLUSION

One general conclusion can possibly be drawn from this short paper is the students roughly have the same perceptions on English teaching, either they had or had no English course(s) at their departments. Most of them claimed that they needed English not only for their academic purposes, for example, reading the textbooks in particular and supporting their studies in general, but also for their future careers, for example, looking for jobs. These perspectives can basically be classified into one general idea, that is they learned English because they wanted English as a means of communication for supporting their academic and

future lives. Therefore, it will be wiser if the common practice of English teaching needs to be reconsidered so that it can really suit the students' real expectations.

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PENDEKATAN PROBLEM-BASED LEARNING BERBASIS KONSTRUKTIVISME DALAM PENERAPAN KURIKULUM BERBASIS KOMPETENSI

Wagiran

Abstract: This research is aimed at improving the quality of constructivism based learning by using the method of Problem-based Learning in the subject of Perhitungan Dasar Konstruksi Mesin (PDKM) indicated by the improvement of the students' effectiveness in learning followed by the improvement of learning performance. This research is a classroom action research consisting of two cycles. In the first cycle, it was used the Problem-based Learning method by mans of group discussion, and in the second cycles, it was used the Problem-based Learning method based on individuals. Each cycle consists of four activities: planning the action, implementation, reflection, and revision. This research was conducted to the first grade students of SMK PIRI 1 Yogyakarta at class of I TM 2 consists of 33 students. The data were collected through observation and tests. The data were analyzed descriptively. The results show that the implementation of the learning method of Problem-based Learning can improve the students' activeness in learning as well as enhance the students' learning performance. The suggestions to be considered are the need of implementing the Problem-based Learning in larger scope and the different students' characteristics as the teacher's innovative way of organizing the learning process.

Keywords: Problem-based Learning, constructivism, learning performance

PENDAHULUAN

Kurikulum Berbasis Kompetensi (KBK) merupakan salah satu kebijakan pendidikan dalam rangka menyiapkan sumberdaya manusia yang berkualitas menghadapi tuntutan era global. Penerapan Kurikulum Berbasis Kompetensi mengarah kepada pengelolaan pembelajaran secara individu dan menempatkan siswa sebagai subyek yang harus merencanakan, mengali, menginterpretasi serta mengevaluasi hasil belajarnya sendiri. Sedangkan guru sebagai fasilitator yang harus senantiasa siap melayani kebutuhan belajar siswa (Dirdikmenjur, 2001: 5).

Meskipun kebijakan-kebijakan tersebut telah digulirkan namun realitas di lapangan menunjukkan bahwa tidak setiap SMK mampu menjalankan hal tersebut secara baik, berkaitan dengan keterbatasan-keterbatasan dari sisi kondisi internal maupun eksternalnya. Salah satu SMK yang masih merasakan hambatan-hambatan tersebut adalah SMK PIRI 1 Yogyakarta. Berdasarkan hasil prasuvey serta jaring pendapat dan diskusi dengan kalangan guru dalam hal ini guru mata diklat Perhitungan Dasar Konstruksi Mesin (PDKM), diperoleh informasi permasalahan-permasalahan sehingga tujuan belum tercapai secara efektif.