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PROCEEDINGS

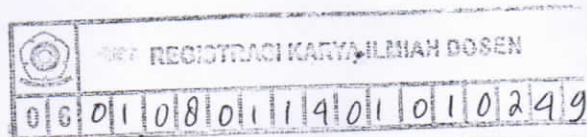
INTERNATIONAL TEACHER EDUCATION CONFERENCE
(ITEC) 2013

“Redefining Teacher Education:
Building Milestones for Global Partnerships
and Development in Education”

June 30th - July, 3rd 2013

Bandarlampung Indonesia

Organized by:
Faculty of Teacher Training & Education
Universitv of Lamboud



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INTERNATIONAL TEACHER EDUCATION CONFERENCE
(ITEC 2013)

"Building Milestones for Global Partnerships and Development in Education"
June 30th – July 4th 2013

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PREFACE

Praise to the presence of the Almighty God who has given us *hidayah* and helps for the arrangement of international conference with the theme "Building Milestones for Global Partnerships and Development in Education". International Teacher Education Conference, ITEC, is a conference on education, teaching and learning that is held annually by teacher education institutions in Indonesia, also called as LPTK. This conference is initiated by the Faculty of Teacher Training and Education University of Lampung, FKIP Unila, as one of Indonesian teacher education institutions. As an education institution that serves pre-service teacher training, teacher education institutions have to play important roles in teacher development programs that help teachers improve their professional and substantial skills to educate learners in a proper way. The conference is addressed to teachers, academicians, researchers, government institutions, private institutions, professional associations, educational institutions as well as graduate students who have high interest of grounded issues in education, teaching, and learning.

Paper published in the proceedings have come from various universities, across disciplines, and across Indonesia as well as overseas, both from the results of the study as well as from the study of secondary data. Keynote speakers of the conference such as Prof. Bruce Waldrup (Monash University), Associate Prof. Rebecca Fanany (Deakin University), Rebecca Johnson, Ph.D (Columbia University), Prof. Rosnani Hashim (IIUM), as well as Dr. Bujang Rahman, M.Si (University of Lampung) have participated in the conference. Ideas, insights and innovations presented in this proceedings are expected to contribute to the development of educational science and advances worldwide, especially to the development of teacher education in Indonesia. Thanks to all parties who have made this conference possible and cannot be mentioned one by one. *Constructive critics and suggestions for future refinement are always welcome.*

Bandar Lampung, June 2013

ITEC Committee

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

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Abstract

The purpose of this study was to find out the students' perceptions towards the teaching of English at the non-English departments, Faculty of Teacher Training and Education, University of Sriwijaya. It covered two departments (Department of Social Sciences Education and Department of Mathematics and Sciences Education) consisting of seven study programmes and randomly involved 300 students out of 1,050 students. 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, as many research results in this area claimed, but also beyond their academic purposes, that is for their future career right after completing their studies. In addition, some students expected they could learn English at the university not only for the academic purposes but 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, although it was carried out in a very small scale of research, for some, if not all, 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.

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.

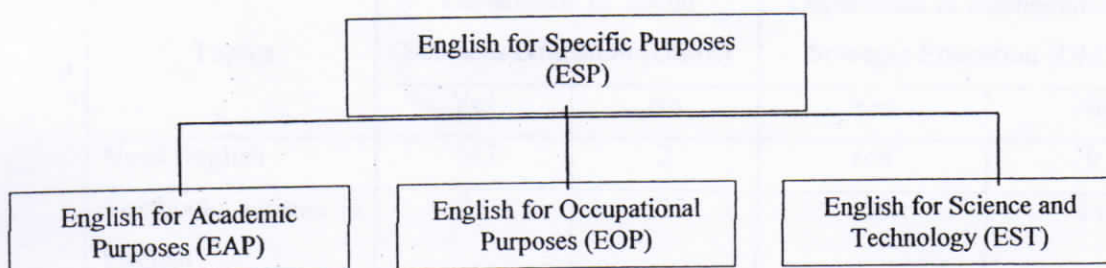
In Indonesia, English has been taught both in formal and informal sectors. English teaching in the formal sector is carried out from primary schools to universities. English teaching in primary schools is an optional course. It means that one primary school may run the English teaching if the school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



Kennedy and Bolitho, 1985:4; McDonough, 1984:6

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. It means that the researcher only described or illustrated the existing variables as they were without any intervention. In other words, the researcher only wanted to explore the students' perceptions towards the teaching of English at their departments. 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 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. This means that the questionnaire could be used as a research instrument because it suited the purpose of the research.

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	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

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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