

**ENGLISH LANGUAGE LEARNERS  
AT THE FACULTY OF AGRICULTURE, ISLAMIC  
UNIVERSITY OF NORTH SUMATRA-INDONESIA**

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**ENGLISH LANGUAGE LEARNERS  
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UNIVERSITY OF NORTH SUMATRA–INDONESIA**

**by**

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# TABLE OF CONTENTS

|   | Page |
|---|------|
| Acknowledgements  | ii   |
| Table of Contents   | iii  |
| Abstrak   | vii  |
| Abstract  | viii |
| <b>CHAPTER I – INTRODUCTION</b>   |      |
| 1.1 The Education System in Indonesia   | 1    |
| 1.2 Teaching English in Indonesia   | 2    |
| 1.2.1 English in Junior High School (SMP)   | 2    |
| 1.2.2 English in Senior High School (SMA)   | 4    |
| 1.3 The Role of English in Indonesia  | 6    |
| 1.3.1 Social Aspect   | 7    |
| 1.3.2 Economical Aspect   | 9    |
| 1.3.3 Political Aspect  | 10   |
| 1.4 English Language at University Level  | 11   |
| 1.4.1 The Islamic University of North Sumatra-Indonesia   | 11   |
| 1.4.1 (a) Human Resource Unit   | 11   |
| 1.4.1 (b) Administrative Unit   | 11   |
| 1.4.1 (c) Academic Programme Unit   | 12   |
| 14.1 (d) Registration Unit  | 12   |
| 1.4.2 English at the Faculty of Agriculture, Islamic University of<br>North Sumatra – Indonesia | 12   |
| 1.4.2 (a) The Lecturers of English at the Faculty of Agriculture                                | 13   |

|   |    |
|---|----|
| 1.4.2 (b) English Syllabus at the Faculty of Agriculture          | 14 |
| 1.4.2 (c) Materials and Methodology at the Faculty of Agriculture | 14 |
| <b>CHAPTER II – RATIONALE FOR THE RESEARCH</b>                    |    |
| 2.1 Statement of the Problem                                      | 16 |
| 2.1.1 Background of the Problem                                   | 17 |
| 2.1.2 The Research Problem Defined                                | 18 |
| 2.2 Scope of the Research   | 19 |
| 2.2.1 A Statement of Assumption                                   | 19 |
| 2.2.2 Research Population Defined                                 | 20 |
| 2.3 Significance of the Research                                  | 20 |
| 2.4 Research Objective  | 21 |
| 2.5 Research Questions  | 21 |
| <b>CHAPTER III – LITERATURE REVIEW</b>                            |    |
| 3.1 Language Learning   | 23 |
| 3.1.1 Definitions   | 23 |
| 3.1.2 English Language Learning                                   | 24 |
| 3.1.3 English Language Learning Strategies                        | 27 |
| 3.2 Language Acquisition  | 30 |
| 3.2.1 First Language Acquisition                                  | 30 |
| 3.2.2 Second Language Acquisition                                 | 33 |
| 3.2.2 (a) The Development of Second-Language<br>Acquisition (SLA) | 33 |
| 3.2.2 (b) Second Language Acquisition Theories                    | 34 |
| 3.2.3 Cognitive Models  | 44 |
| 3.2.4 Learning Skills   | 45 |

|  |    |
|--|----|
| 3.3 Second Vs Foreign Language Acquisition   | 45 |
| 3.4 The similarities between L2 and L1 acquisition                                 | 47 |
| 3.5 Language Learners  | 48 |
| 3.5.1 Ranges and Stages of Autonomy  | 48 |
| 3.5.2 Learner's Goals and Needs  | 52 |
| 3.5.3 Concept of Need  | 53 |
| 3.5.4 Learners' Attitude towards Language Learning                                 | 56 |
| 3.5.5 Language Learners' Self-assessment   | 57 |
| 3.6 Teachers and Language Learning   | 58 |
| 3.7 Theoretical Framework for the Present Study                                    | 59 |
| 3.8 Identifying Target Needs   | 61 |
| 3.9 Identifying Learning Needs   | 61 |
| 3.10 The effect of Language Learning, Language Acquisition on<br>Language Syllabus | 61 |
| 3.11 Related Research  | 66 |
| <b>CHAPTER IV – RESEARCH METHODOLOGY</b>   |    |
| 4.1 Introduction   | 71 |
| 4.2 Questionnaire  | 75 |
| 4.3 Interview  | 76 |
| 4.4 Pilot Study  | 76 |
| 4.5 The Sample   | 77 |
| 4.6 Data Analysis  | 77 |
| <b>CHAPTER V – FINDING AND ANALYSIS</b>  |    |
| 5.1 Introduction   | 79 |
| 5.2 Interpretation of the Findings   | 80 |

|  |     |
|--|-----|
| 5.2.1 Questionnaire                            | 80  |
| 5.2.1 (a) Personal Details                     | 80  |
| 5.2.1 (b) Language Skills Perceptions          | 85  |
| 5.2.1 (c) English Needs                        | 93  |
| 5.2.1 (d) Learning Skill                       | 95  |
| 5.2.1 (e) Frequency of English Language use    | 98  |
| 5.2.1 (f) Material                             | 104 |
| 5.2.2 Interview                                | 106 |
| 5.2.1 (a) Personal Details                     | 106 |
| 5.2.1 (b) Teaching Material                    | 108 |
| 5.2.1 (c) Teaching Methodology                 | 114 |
| 5.3 Summary of the Findings                    | 117 |
| <b>CHAPTER VI – CONCLUSION AND SUGGESTIONS</b> |     |
| 6.1 Conclusion                                 | 124 |
| 6.2 Suggestions                                | 126 |
| 6.2.1 Materials                                | 128 |
| 6.2.2 Method of Teaching                       | 130 |
| <b>BIBLIOGRAPHY</b>                            | 134 |
| <b>APENDICES</b>                               |     |

## **ABSTRAK**

Penyelidikan ini mengenal pasti apa sebenarnya yang diperlukan mahasiswa Fakultas Pertanian, Universiti Islam Sumatera Utara dalam mempelajari Bahasa Inggeris. Mengetahui tanggapan yang mereka perlukan dalam mempelajari Bahasa Inggeris akan berguna kepada pembuat kursus untuk merancang kursus Bahasa Inggeris untuk fakulti yang akan mempercepat proses pengajaran dan pembelajaran bahasa secara efektif. Oleh itu, kajian ini memberi tumpuan pada pengumpulan data yang berkaitan dengan tanggapan mahasiswa mengenai Bahasa Inggeris yang mereka pelajari.

Untuk mengumpulkan data yang dimaksudkan, penyelidik menggunakan dua instrumen utama iaitu soal selidik dan temubual, manakala pemerhatian lapangan merupakan instrumen pendukung. Instrumen ini merupakan alat yang digunakan untuk mengetahui apa sebenarnya yang mereka perlukan dalam mempelajari Bahasa Inggeris di Fakultas Pertanian, Universiti Islam Sumatera Utara.

Dapatan data ini dianalisis dan diterangkan secara kuantitatif dan kualitatif. Hasil dapatan ini kemudian digunakan sebagai saranan tentang perkara yang perlu dimasukkan dalam sukatan pelajaran bagi kegunaan proses pengajaran dan pembelajaran Bahasa Inggeris di Fakultas Pertanian, Universiti Islam Sumatera Utara, Indonesia.



## **ABSTRACT**

This research identifies what the students think they need in English language at the Faculty of Agriculture, Islamic University of North Sumatra. Knowing the perceptions of what students think they need in learning English language will be useful for course designers to design future English language courses for the faculty that will accelerate the process of teaching and learning the language effectively. Therefore, this study focuses on collecting the data related to the English language perceptions of the students.

To collect the data mentioned above, the writer uses two main instruments, i.e. a questionnaire and an interview while field observation is used as a supporting instrument. These instruments are the tools, which are used to discover what the students actually think they need in English language at the Faculty of Agriculture, Islamic University of North Sumatra.

The findings are analysed and described quantitatively and qualitatively. The results of the findings are then used to suggest what should be included in the syllabus for the use of the English language teaching and learning process at Faculty of Agriculture, Islamic University of North Sumatra, Indonesia.

# CHAPTER I INTRODUCTION

## 1.1 The Education System in Indonesia

Historically, the education system in Indonesia had been developed since the independence of Indonesia in 1945, (Indonesia Merdeka, 1995). It, however, left the vast majority of Indonesian illiterate. After a brief period of independence, many language courses were set up. Most of these courses had their ideological basis either based on a political or religious motivation. Before Independence, courses that had been set up were abolished during the Japanese occupation in 1942. During this period, the Japanese language became the language of day-to-day conversation. Japanese became a compulsory subject in schools. Japanese examinations were held for teachers, government employees and other adults as well as students (Supranoto, 1986). Until this period, English did not have a place in the schools.

The Indonesian language became the medium of instruction after Independence in 1947. English and German were ranked high (Thomson and Adolf, 1948). By this time, it was realised that English was a very important international language to be learnt by the people of Indonesia especially for those who remained in the government.

In 1966, it was stated that the foundation of education in Indonesia is Pancasila, which embodies the five principles of the state's philosophy. This stipulates that education should be designed to improve citizens mentally and physically, as well as strengthen their religious beliefs (Supranoto, 1986).

Besides that, teachers need to be able to assess their work professionally. They need to strive constantly for the refinement of their teaching skills and development of expertise in lesson presentation. They must be sensitive to change and be able to update the materials they present based on the foundation of education. The development of material is continuously done to meet the demands of students in all subjects. One of the subjects evaluated is English.

## **1.2 Teaching English in Indonesia**

Teaching English has been enforced systematically in the Junior and Senior High School based on the curriculum. At present, English is taught not only in the Junior and Senior High Schools, but in the Universities as well.

Under the Minister of Education, Social, and Culture, the Indonesian government has developed the curriculum of English language in order to find relevant English language pedagogy as well as methodology. The Indonesian government has always tried to develop a comprehensive and continuous English language evaluation system of courses so that the weaknesses can be strengthened.

### **1.2.1 English in Junior High School (SMP)**

English is one of the compulsory subjects learnt in Junior High School<sup>1</sup>. It is taught three hours a week over the period of three years (Retmono, 1976). The educational improvement is particularly directed at increasing and enhancing the involvement ability and quality of this level. It is also done in the Vocational

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<sup>1</sup> Retmono. 1976. in Bahasa Indonesia “ Sekolah Menengah Pertama” (SMP)

and Technical Junior High School<sup>2</sup>. The improvement is not only to a particular area but also to the whole area including material and expertise. In this matter, students have to be able to at least understand the language.

As far as the educational development is concerned, the government has made evaluations to make the teaching and learning process of English more efficient and more applicable. Thus, the government, based on the curriculum of education, determines the English language syllabus at this level. Meanwhile, the use of a particular set of materials complying with the official English syllabus is not enforced.

Teachers of English in the Junior High School level are classified into three broad categories, which are determined by the educational background. The first category comprises those who possess a recognised qualification in English granted by the Institute for Teacher Training and Pedagogy or the University Department of Education. The second category includes those who have achieved a good qualification in some other subjects besides English, together with those who have completed an advanced study in English. The third category includes those who do not have an advanced degree or specialisation but are able to teach English.

The aim of the government in providing English lessons at this level is to ensure that pupils (children between 12 to 15 year of age) attend some levels of proficiency in the English language. The English curriculum for this level emphasises the writing skill. They are guided to read and arrange English

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<sup>2</sup> Retmono. 1976. Sekolah Menengah Kejuruan dan Tehnologi (SMKT)

words structurally. The method applied is, of course, a traditional approach, which emphasises grammar and vocabulary. The technique of evaluation utilised, is by giving tests at the end of the class or at the end of a semester.

***Taking into account the objectives of English teaching in Indonesia, the English language section of the project sets about to develop reading material in addition to those already integrated into existing teaching textbooks.***

(Retmono, 1976: 197)

### **1.2.2 English in Senior High School (SMA)**

Teaching English in Senior High School is almost equal to teaching English in Junior High School (SMP). In the Junior High School level, students are exposed Guided Composition; while in Senior High School, the students are not only expected to be able to write English sentences but to read English texts as well. There are no specific areas such as English for Business, English for Secretaries, English for Biology, and so forth, to be learnt in SMP. Students learn all the subjects offered. They learn Pancasila, Economics, Physics, Language, and so forth in Indonesian language. On the whole, they are given a basic level of the English subjects like how to use "English Parts of Speech" as an introduction.

Specific English is offered in SMA<sup>3</sup> in the areas of Physics, Social Science and Culture. English language is taught in Social Science and Culture. A system of semester credit, which is not found in SMP, is introduced to allow the bright students to finish their courses sooner if they wish to (Supranoto, 1986: 7).

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<sup>3</sup> Supranoto.1986. in Bahasa Indonesia"Sekolah Menengah Atas" (SMA)

Related to the English language subjects given to Senior High School, which are relevant to individual and social needs, a project, called The Development of School Pilot Project, was established in 1975 by the Minister of Education as part of the plan in education which specialises in assessing the problems of the Indonesian education system. The objectives of PPSP have been formulated as follows:

1. to develop student-centred courses in all subject areas for all age level.
2. to develop courses at the school level relevant for those entering the job market in rural as well as urban areas and also for those continuing their studies in universities.
3. to develop courses and management systems which are sufficiently flexible in catering for students of all interests, needs and potentials.
4. to develop courses that are sensitive to the environment of the individual and to enhance national spirit and identity.
5. to develop an effective means of delivering the content course.
6. to develop a comprehensive and continuous evaluation system of students and courses so that weakness can be corrected and strengthened.
7. to develop guidance and counselling procedures so that each student can be assisted in deriving the greatest benefit from the educational opportunities available. (Kweldju. 1991: 45-46)

Based on the discussion above, it can be assumed that English is extremely important in education for assimilating the knowledge from books written in English. As stated before, the aim of the government in making English a compulsory subject for SMA is to provide pupils with a certain level of proficiency in the English language. English language is, indeed, important for students in Indonesia. Nevertheless the standard of achievement is in general, still far from satisfactory.

### **1.3 The Role of English in Indonesia**

Language plays a very important role in the development of the nation. To enhance the role of language in the development process, the number of highly qualified and professional personnel who can develop and utilise the advancement in the field science and technology of information and communication, must be increased. These personnel also need to be proficient in English.

To improve the quality of education, schools have been upgraded, new lecture rooms have been built, and new laboratories and laboratory devices established and numerous textbooks and reference books have been made available.

The English language has been used for educational purposes in Indonesia since Independence. Now, English language, which is taught in Indonesia, is under the supervision of the Ministry of Education and Culture. The use of English is aimed at encouraging society participation in development. This is

done to support social relationship, political advancement and economic development.

Every country regularly reviews the policies concerning their broader needs as a whole. These policies will include considerations such as the economic development of the country, the moral and religious values of the populace, and social factors such as the opportunities for and the needs of employment.

Each country also makes policy decisions about the needs of local communities, such as the need to raise the educational level and vocational aspirations, and the way in which schools reflect the religious and social values of the communities. Indonesia also reviews the need of the English language in its aim to achieve its projections.

In view of this, as mentioned above in 1.3, English is taught from an early level in schools. English is a compulsory subject for the students in Junior High School (Supranoto, 1986). This is, as a matter of fact, still not sufficient to serve students who are heterogeneous in terms of social, economic and educational background. English is regarded as a difficult language to learn. For this purpose, a brief description of the role of English in social, economic and political aspect in Indonesia will be outlined below.

### **1.3.1 Social Aspect**

The social element is expressed in many ways, the most significant form being in the languages that people use. Languages offer access to the past, means



of daily discourse, and ways of expressing aspirations. In deciding on the languages to be learnt in school, the delicate balance between them and the society they represent needs careful consideration. Self-identity and a person's first language are closely inter-related. This aspect is only one factor to be considered in making decisions about language instruction, and, where necessary, the change from one language of instruction to another.

Indonesians have only known Bahasa Indonesia as their language of unity. The acme of the zealous national spirit was manifested on October 28, 1928 before Indonesia obtained independence, 20 years after the founding of Boedi Oetomo, when the Youth Pledge was made at the second Youth Congress. They declared them as:

1. belonging to one nation, the Indonesia.
2. having one native country, Indonesia; and
3. having one language of unity, the Indonesian language. (Indonesia Merdeka, 1995: 2)

With this declaration, Indonesians regard English and other foreign languages as foreign languages:

***A foreign language (FL), in this more restrictive sense, is non-native language taught in school that has no status as a routine medium of communication in that country.***

(Cambridge Encyclopaedia, 1987: 368)

English, in Indonesia, emphasises educational instruction rather than on the day-to-day communication. To advance in academia, one needs English

because information can be gathered quickly and readily from many sources. It cannot be denied that there are still negative issues among some people in Indonesia who regard that if one uses English in their day-to-day communication, he or she is arrogant. On the other hand, some people assume English as a language that is used by people in high society. Cost is also incurred in learning the language, which allows only one who possesses a great amount of money to be able to take an English course easily.

### **1.3.2 Economical Aspect**

Economic development that is based on economic democracy stipulates that people should have an active role in the development activities. Therefore, the government is obliged to give consultation and guidance on the economic growth as well as create a conducive environment for developing the business world. In addition, the business world needs to response to the consultation and guidance as well as the creation of a healthy climate mentioned above by carrying out the actual activities.

To support rapid development, which is based on the equitable distribution of development and its gains, a healthy and dynamic national stability, as well as a rather high economic growth, it is deemed necessary to enhance the participation of all communities.

In the framework of achieving the industrial development, languages play an important role. Realising that role, these languages should be able to give motivation, capable of encouraging and attracting investors to invest their

capital in the industrial sector. Therefore they should be provided with pointed guidance. One step here is using English as a medium (written or spoken). English constitutes one of the policy components, which, if it is used efficiently will be an effective means to motivate the growth of the business world towards the actual supporting of the development sectors. Therefore, English can be used among other things to prevent the wasting and misuse of investment fund.

### **1.3.3 Political Aspect**

Indonesia is a Non - Aligned Country that needs co-operation with other countries in the world. In order to create this co-operation, English, as an international language has a great impact on this matter. Indonesia does not maintain a passive or reactive stand on international issues but seeks active participation. Indonesia does not align itself with the super powers nor does it bind the country to any military pact. This can be seen from the principle of Indonesia's foreign policy, which is independent and active.

In order to help the establishment of a New World order based on freedom, lasting peace and greater social justice, efforts should be made to strengthen solidarity and develop a common stand and co-operation among other nations in the world. For example that Indonesia takes an active part in the United Nations, ASEAN and The Non - Aligned Movement. Thus, English is very helpful and has a great impact to support the activities of Indonesia. Indonesians can use English to understand each other. By using English, Indonesians can develop their own country in every field, such as education,

through understanding of the current information written in English, and economic policies through business and tourism.

#### **1.4 English Language at University Level**

##### **1.4.1 The Islamic University of North Sumatra-Indonesia**

There are four main units in the Islamic University of North Sumatra. They are, the Human Resource, Academic, Administration, and Registration Units. These units will be described further in the following sections.

##### **1.4.1(a) Human Resource Unit**

This unit accommodates the development of lecturers' expertise. In this unit, all the lecturers' expertise are expanded by preparing them for seminars, sending them to a higher education, and giving them a chance to share their knowledge into some institutions which need their knowledge. This unit also provides the lecturers information about research projects related to their expertise. Lecturers who want to carry out a research can get the research information from this unit. They will get information not only about the research project but also the budget sources for the project.

##### **1.4.1(b) Administrative Unit**

This unit records university staff data. This unit also manage the activities, which will be conducted by the staff. Besides storing the activities of the staff, this unit also serves all letters or documents needed by the staff. The non-academic personnel in the university provide the administrative services required by other units.

#### **1.4.1(c) Academic Programme Unit**

This unit has a skeletal staff but it is sufficiently organises the educational programmes that the university offers to its faculties. This unit provides the curriculum, and the syllabus, which will be used by the faculties. All the faculties should report all academic activities to this unit. This unit also controls as well as administers all the academic activities done by the faculties.

#### **1.4.1(d) Registration Unit**

This unit functions to register all the admissions of the staff and the students to the university. This unit also help other units know how many staff, lecturers, and students who are still active or not active anymore. This unit also records all the inventories owned by the university such as university library and laboratory equipment.

The units mentioned above report to the Rector at what is known as the “Rektorat”, an office, which houses the Rector and three Assistant Rectors. The First Assistant Rector is responsible for the academic and human resource units; the second, for the administrative unit; and the third, for the registration unit.

#### **1.4.2 English at the Faculty of Agriculture, Islamic University of North Sumatra-Indonesia**

The Islamic University of North Sumatra - Indonesia has nine faculties: Faculty of Medicine, Law, Agriculture, Economic, Education, Letters, Social Politics, Technical Studies, and Islamic Studies. Each faculty offers English as a

compulsory graduating subject. Students have to pass the compulsory English paper in order to graduate. If they fail, they will not be able to graduate.

English, at the Faculty of Agriculture, is a compulsory subject. It is taught two hours a week in the fourth semester and another two hours in the fifth semester. In the fourth semester the students are introduced to grammatical components such as subject verb agreement. The lecturers teach the students how to use the tenses correctly. Reading is sometimes taught. Pronunciation tasks are also included.

The students are taught Reading Comprehension in the fifth semester. Here, the students are expected to be able to comprehend the reading materials and understand the meaning of the text. The lecturers, as a matter of fact, teach general English to their students in this semester. Teaching General English is to prepare the students to understand the meaning of the contents, how to read and to arrange the words in a proper sequence.

#### **1.4.2 (a) The Lecturers of English at the Faculty of Agriculture**

There are three lecturers teaching English language at the Faculty of Agriculture. The English lecturers of the faculty have different backgrounds of knowledge. One comes from the Faculty of English Letters, University of North Sumatra; the other two come from the Faculty of Agriculture, Islamic University of Sumatra and from Educational Institution (IKIP: Institut Keguruan dan Ilmu Pendidikan).

At this faculty, the lecturers are expected to teach English in order to minimise the pendulum problems in English language faced by the students. The faculty gives the lecturers space to use their teaching methodology.

#### **1.4.2 (b) English Syllabus at the Faculty of Agriculture**

Lecturers of the Faculty of Agriculture design their own syllabuses for the English language courses. To make it certain that the syllabus will be applicable for the students, lecturers use previous teaching experience as their guide in designing the syllabus.

#### **1.4.2 (c) Materials and Methodology at the Faculty of Agriculture**

Lecturers use materials they design themselves. The students use these materials in their lessons. The teaching of English language at the Faculty of Agriculture, Islamic University of Sumatra, Indonesia still uses the Grammar Translation and Structural Method. Many of the students are very poor in the English language. The lecturers, therefore, start from the beginning and teach the students the basis of English language which include, sentence structure, tenses, and vocabulary.

The Structural Method dominates the teaching at the faculty. The students are taught how sentences are formulated. They are expected to memorise as many words as they can. Then, they are instructed to make sentences by using the words they have learnt.

In the fifth semester, the students are instructed to read and translate the reading texts given by the lecturers. In this semester lecturers assume that students have achieved some mastery of the basics of English language from the previous semester.



## **CHAPTER II**

### **RATIONALE FOR THE RESEARCH**

#### **2.1 Statement of the Problem**

There are various programmes at the Faculty of Agriculture, Islamic University of North Sumatra. Students of all programmes in this faculty need to take English language as a compulsory subject for graduation purposes.

English language is taught for two hours a week in the fourth semester and two hours a week in the fifth semester (Buku Panduan dan Informasi Pertanian UISU, 1996) of an academic programme. In the fourth semester, the students are introduced to English grammar.

In the fifth semester, the students are taught the four skills of English language: reading, writing, speaking, and listening. They are also taught vocabulary, which is not of their level. This is because the students find it difficult to decipher the meaning of many words in the texts.

The lecturers, when the classes are observed, English language to the students, but they hardly grasp it. Although in the fourth semester the students are introduced to grammatical components and subject verb agreement, and the lecturers teach them on how to use the “Present tense”, “Past tense” and so forth, they still have problems understanding it.

Based on the statements above, it is necessary to find out the perceptions of the students in order to know what the students think they need in English language subject they learn or study at the faculty.

To assess this, the research uses instruments such as questionnaires, interviews and field observation to get the true information related to the subject matter of the research.

### **2.1.1 Background of the Problem**

In recent years, there has been a widespread demand for the English language in Indonesia. Both teachers and learners are strongly committed to the teaching and learning of the language. English is seen as an important means of communication in Indonesia's relation with the outside world to modernise the nation. In addition, the users of English realise that English has a role in a wide range of professions, businesses, and enterprises (Kachru, 1986).

Social, economic, and political forces as discussed in Chapter I are some of the important factors that propagate the expansion of the teaching of English in Indonesia (Indonesia Merdeka, 1996). These factors strongly influence students to have a good command of the English language when they graduate from universities. A good command of English will also help students study in the universities. Furthermore, it enhances the chance for students to secure jobs, especially in companies that have international connections.

Students of the Faculty of Agriculture, Islamic University of North Sumatra-Indonesia come from various disciplines namely Agronomy, Soil, Pest and Plant Disease, Agriculture Product Technology, and Socio-Economic Agriculture Studies. Due to social, economic, religious, and educational background, they come to the Faculty with different perception about the English language. Furthermore, due to the various disciplines, what and why the students think they need English language is further diversified.

Initially, the alumni of the faculty highlighted the English language proficiency problem of graduates in a discussion with the researcher who picked up the problem, talked to students and members of the faculty, who had the same concern. The researcher then decided to conduct research on what the students perceive they need as needs for English language learning.

Basically, this study anchors on English language learners at the Faculty of Agriculture, Islamic University of North Sumatra. The researcher wants to find out the perceptions of the students in their English language needs so that the faculty in particular and the university in general will benefit from the knowledge and the teaching and learning of English at the faculty can be improved.

### **2.1.2 The Research Problem Defined**

As discussed before, students of the Faculty of Agriculture, Islamic University of North Sumatra are very weak in the four skills of English language (reading, writing, speaking, and listening). This is based on the grade they obtained in their Senior High School (more than 70 % obtained the grade C and below), which is in the records of the faculty. When classes were observed, very few

students attended these classes. Attendance is not compulsory and this makes the situation worse. English language classes, which should be the place where students go for input of the language, are usually not well attended.

Materials used were designed and developed by individual lecturers. This means that the materials are different for different classes, although the exam is the same. The materials are not developed based on any research or findings or by trained English language lecturers.

The researcher, at this junction, thought that it would be good to know what the students' perceptions are regarding needs in English language so as to give some base or ground to build up a syllabus in future.

## **2.2 Scope of the Research**

With this in mind, this researcher attempts to identify what the students think they need in English language. This research, to a certain extent, will provide useful data for analysing what the students may need and also in establishing a foundation on which a more comprehensive research can be carried out.

### **2.2.1 A Statement of Assumption**

There are a number of assumptions made in this research. The first assumption is that the learners of all the universities in Indonesia are identical because the entry requirements are basically similar, and are controlled by the Education and Culture Ministry of Indonesia with differences only between the courses. The next assumption is that although the Faculty of Agriculture, Islamic University of North Sumatra has various disciplines, there will be only one

lecturer teaching the same materials in the different classes, and therefore, it can be assumed that students of similar age and education background will receive similar input on English language by the same lecturer.

### **2.2.2 Research Population Defined**

500 students were randomly selected from 1200 students at the Faculty of Agriculture, Islamic University of North Sumatra-Indonesia to make up the sample for this study. They were selected as the sample for the following reasons:

- a. They are from various fields of studies namely Agronomy, Soil Studies, Pest and Plant Disease, Agriculture Product Technology, and Socio-Economic Agriculture.
- b. They represent adequately the population of the university because the students are of similar age, gender percentages and academic achievement.

Apart from the students in the faculty, the Dean and three lecturers were also interviewed to get their various perspectives.

### **2.3 Significance of the Research**

This research will extract what the students think they need in English language at the Faculty of Agriculture, Islamic University of North Sumatra-Indonesia. The results of this research may then present data for further research to be done to find out if the present materials are adequate or if new materials should be developed. This research will also provide a data bank of the students' perception for any future enhancement of English language courses.

## **2.4 Research Objective**

The objective of this study is to identify what the students think they need in English language at the Faculty of Agriculture, Islamic University of North Sumatra, Indonesia.

The purposes of this objective are:

1. to find out the perceptions of the students on the best method for learning the English language.
2. to find out what materials do the students think are the most appropriate for learning English language

Based on the above purposes, the researcher will finally help the lecturers or the faculty identify the appropriate methodology as well as materials that will improve the students' communicative skills in the target language.

A good teaching methodology and appropriate materials will be the best solution of the faculty to overcome the problems of the students in learning the English language.

## **2.5 Research Questions**

Based on the objective of the study, to identify what the students think they need in English language, research questions are formulated to navigate the research.

To seek evidence on what the students think they need for learning the English language, this research addresses the following research questions:

1. What do the students think they need for learning English language at the faculty?
2. What are the perceptions of the students on the best method for learning the English language?
3. What materials do the students think are the most appropriate for learning English language?

With these research questions, it is hoped that this research can help find and define what the students perceive as their needs of the language and categorise the differences of their perceptions at the faculty in order to establish a data bank for improving future need of the English language teaching and learning.

## CHAPTER III

### LITERATURE REVIEW

#### 3.1 Language Learning

This section looks at the definition of language learning, learning philosophy, cognitive models, and learning skills.

##### 3.1.1 Definitions

What do we mean by the word *learning*? We can say that *Learning* is one of those words everyone uses, and seems to understand, but would be hard to define. As a result, there are many different definitions to be found in the field of psychology. Some experts give their different definition of learning as stated below.

Houston (1976) had developed a definition of learning that seems to encompass many of the elements contained in alternative definitions. He defines learning as a relatively permanent change in behaviour, which potentially occurs as a result of reinforced practice.

Jeffries (1990) defines *learning* as:

***Activity in which an individual or group of learners study on their own, possibly for a part of parts of a course, without direct intervention from a tutor. This can involve learners in taking greater responsibility for what they learn, how they learn, and when they learn. It can also lead to learners being more involved in their own assessment. Learning is likely to be most effective when at least some supports are available.***

(Jeffries.1990: 7)



Furthermore, Pemberton (1997), in the introduction to his book, discusses the wide range of terms used in the language field. Pemberton (1997) quotes Holec (1981) who says that learning may take place when autonomy is being or has been acquired. Pemberton (1997), in the meantime, also quotes the definition about learning given by Dickinson (1992) who defines learning as *self-direction* as the potential, and *autonomy* as the action of carrying out the responsibility for learning. On the contrary, Little (1996), quoted in Pemberton's (1997) book, says that he disagrees with the definition of autonomy. He says that it is an ideal state, and as such rarely realised. He also points out that autonomy is not a *steady state* because it can vary with time and task.

The confusion about definitions of learning is also addressed by Benson and Voller (1997) who say:

***Monolithic definitions of autonomy have proved elusive, and it is perhaps more productive to speak of the different versions of the concepts which correspond to different perspectives and circumstances. Accepted means of implementing autonomy through self-access and self-directed learning have also proved open to question, and again it may be more productive to think of a range of possibilities for implementation.***

Benson and Voller (1997:13)

### **3.1.2 English Language Learning**

After discussing about what *learning* is, it is further necessary to know what English Language learning is. As a matter of fact the philosophy of learning rose to prominence with new views of the role of education. Holec (1981) describes a change since the 1960's from a view of man as a *product of his society* to man