PROBLEMS OF ENGLISH TEACHING LEARNING IN MULTICULTURAL CLASSROOM IN STMIK BUMIGORA MATARAM

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ABSTRACT

This study deals with teaching learning English in multicultural classroom in STMIK Bumigora Mataram and aims at investigating what problems that obstruct students in learning English in the classrooms. In order to find the answer of research problems, this study useddescriptive qualitative methods in which some tools as questioner and interview were used as data instruments to collect the data. The subject of this study is students from four English classes in STMIK Bumigora Mataram who come from some tribes in Indonesia and 2 lectures that teach in those classes. The findings of this study are problems there are some problems such as; 1) Syllabus which used is not well prepared, 2) the material that is used is not suitable with the needs of students, and 3) dialect of students' mother tongue. After findingthe problems that happen in multicultural classrooms in STMIK Bumigora Mataram.

Keywords: *Multicultural Classroom, Problems of English Teaching Learning*

INTRODUCTION

English as a foreign language in Indonesia has been taught in formal education since Dutch colonization. in the Japanese colonization English teaching learning is abolished.

This abolition as the part of revision education system of Dutch colonization by Japanese government in Indonesia. In 1945 after Indonesia has declared its independence, Indonesia government then rearrange the curricula of English and English started to be taught in formal education since then.

As a part of paramount subject in formal education, English then has been so familiar to students. It is taught from elementary school until higher education. Even the curricula of English have been changed many times, the prominent goals of English remain the same, to improve the students' ability in using English.

Then the question comes up, Students have known English since they were in elementary school but some of them are still not be able to speak English when they are in higher education, what is the problem? What makes students can't master English after learning it in their whole life? Do the problems come from the students? Or the problem just happens unconditionally?

Many researches have been done dealing with the improvement of students' ability, many theories or techniques have been made as well to

solve the students' problems in learning. But none of them can claim that the "X" theory is better than the "Y" or the "Z" theory is the best. Nevertheless, the researchers has never stop to do research on the success of the teaching and learning processSome teaching methods and techniques are going to be developed and created by researchers every time.But somehow, something that other previous researcher miss about, that is try to seek deeply what problems that cause the obstacles of teaching learning process.

In learning process, particularly in the level of understanding, application, analysis, synthesis and evaluation or when learning process comes to the affective domain in developing attitudesandstudents need to accept the values from the information theyabsorb or show the response and build the value, There are many aspect that will influence the success of it, external and internal aspects of students, one of the internal aspect of students is their native culture.

West Nusa Tenggara is a small island in Indonesia that consists of three native tribes, there areSumbawanese, Bimanese and Sasaknese. Besides, there are some tribes also live in West Nusa Tenggara, Javanese, Balinese, Bugis and some other tribes of Indonesia also inhabit in it. This cultural diversity causes most of the classroom in Indonesia becomes multicultural classroom. No doubt that multicultural classroom then make another challenges for teacher and student in learning and teaching process.

Based on that reason, this study focusses on how to seek the problems that happens in the multicultural classroom. Since Indonesia is an archipelago country that has more than 700 languages used there must be some obstacles that can be found in the classroom. This study aims at examining the multicultural classroom in STMIK BumigoraMataram and to find out the problems in that class. Because as what described above that learning foreign language is certainly as not easy as learning mother tongue. Besides, the influence of mother tongue somehow has a great deal for students in learning foreign language.

Multicultural classroom

Multicultural classroom has a board meaning. As what stated in IGI global disseminator knowledge, multicultural classroom is a classroom that supports teaching process based on cultural diversity and could help the effectiveness of learning for students from diverse background. As teachers teach in a multicultural classroom, they should to modify and incorporate the lessons to reflect the diversity in the class.

Diversity nowadays becomes very popular topic to be discussed. Since diversity comes in many ways, the discussion about it will never be finished. The diversity of religion, ethnic or language. In term of language, All countries, for this

instance countries in Southeast Asia are multilingual societies. As what Mohanty (2010) stated that multilingual societies characterized as "hierarchical multilingualism" the term "multilingualism" or "multilingual" simply mean the presence of and interaction between many language in society (Ruanni T: 2014)

Generally speaking, a multicultural classroom must apply multicultural education, so it can remove the barrier to educational opportunity and success for students from different cultural background. Practically, multicultural education entails the use of text, material references and historical example that are understandable to students from different cultural background or what reflect their particular culture experience.

Problems in multicultural classroom

METHOD

The method that is used in this study is descriptive qualitative method. Descriptive qualitative method is a method that describes all the data found in form of word, phrases and sentences (Miles and Huberman 1994:1).

In this study, there are 4 classes of multicultural classrooms which are used as subject. Total 122 students of STMIK and 2 lecturers became participant in this study. The data of this study is English words, phrases and sentences that described from the result of data finding.

People live in a world where there are deep-seated conflicts between cultures embodying different value (Kenan Malik 2014). Different peoples and cultures have different value, belief and truths. Many of which are incommensurate but all of which are valid in their own context.

This problem can happen in a small group as classroom. In a classroom there are many students who come from different tribe, have different mother tongue and bring their own value. The problem that happens not just in a term of conflict but it can be in the term of the way student receive the information in learning process. For instance: a studentwhocomesfromare wheretheaccentisratherdifferentwithth eaccentthatisusedbymostlystudents or even teacher in the classroom.

Sothatwillbe a huge gap between that student with the others.

Research instruments that were used in this study such as: 1). Interview: the researcher used interview to get information about student problem in learning English in their multicultural class. The interview has been done from both participants, students and lecturers. Interview which done with the students to get information about the problem form students' point of view while interview which done with the lecturers is done to get information from lecturers perfectives. 2) questioner; in this study, the

researcher used questioner to get additional information about students' problem in learning English in multicultural classroom. According to Miles and Huberman (1994) questioner is a research tool in a form of list to gather information from respondents. There are three questioners which used in this study; a) multiple choice, check list and essay questioner.

In this study, data that have been collected then analyzed by some steps as following; 1) describing the result of interview in a form of table and some unimportant data taken from interview then will be eliminated. 2) Grouping the data taken from questioner, since there were three different types of questioner used in this study, the data that has been obtained then would be collected according some categories according to the result from interview? 3) Data triangulation, data triangulation is done to get proper and sufficient data. 4) After getting the final data, the data then been described in form of words, phrases and sentences.

FINDING

Data was collected by two instruments, questioner and interview.

From those instruments, the data classified as follow:

A. Interview

Table 1: the result of students' interview (A class)

No	Category	Satisfied	Quite satisfied	Unsatisfied
1	Material given	20%	10%	70%
2	Hours of study in the classroom	45%	40%	15%
3	The use of technology	20%	30%	50%
4	Facilities and infrastructure in the classroom	35%	40%	25%
5	compatibility between syllabus and the needs' of students	20%	15%	65%

Table 2: the result of students' interview (B class)

No	Category	Satisfied	Quite satisfied	Unsatisfied
1	Material given	15%	30%	55%
2	Hours of study in the classroom	35%	30%	55%
3	The use of technology	30%	30%	40%
4	Facilities and infrastructure in	25%	50%	25%

No				
	the classroom			
5	compatibility between syllabus and the needs' of students	20%	20%	60%

Table 3: the result of students' interview (C class)

No	Category	Satisfied	Quite satisfied	Unsatisfied
1	Material given	25%	15%	60%
2	Hours of study in the classroom	40%	40%	20%
3	The use of technology	30%	30%	40%
4	Facilities and infrastructure in the classroom	25%	40%	35%
5	compatibility between syllabus and the needs' of students	30%	10%	60%

Table 4: the result of students' interview (C class)

No	Category	Satisfied	Quite satisfied	Unsatisfied
1	Material	25%	25%	50%

| No	Category	Satisfied	Quite satisfied	Unsatisfied
	given			
2	Hours of study in the classroom	35%	35%	30%
3	The use of technology	25%	15%	60%
4	Facilities and infrastructure in the classroom	25%	40%	35%
5	compatibility between syllabus and the needs' of students	25%	25%	50%

Table 5: The resultoflecturers' interview

No	Problem that lecturers face in teaching process
1	Students' motivation in learning
2	No syllabus provided by institution
3	Native dialect of students
4	Poor English ability of students

A. Questioner

After collecting the data from the result of interview, the researcher rechecked the data using questioner. Questioners which were used are from three different types of questioner; in this case, questioners were used in order to get valid data.

The following chart shows the result of checklist questioner. The questioner given was about the

problems that happen in the classroom from teacher perspective. This question is given to recheck data that already collected before.
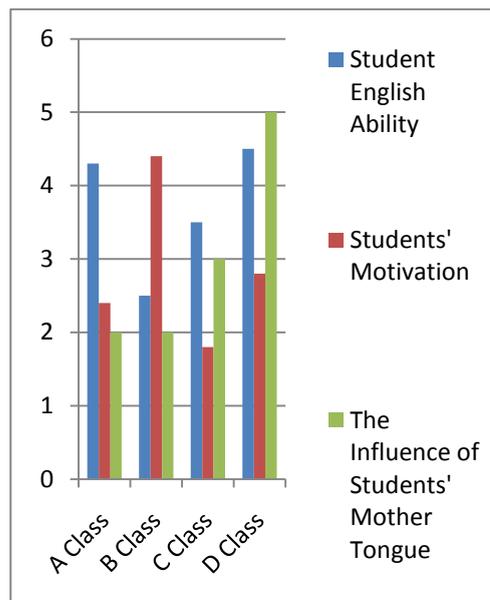
DISCUSSION

Based on the data that has been collected, both from interview and questioner, the analysis then formulated. From data collected by interview shows that the problems that mostly appear in the class are 1) compatibility between syllabus and the needs' of students and 2) Material given.

With the average of dissatisfaction is about 65% (compatibility between syllabus and the needs' of students) and it is 65% of dissatisfaction for material given. In other hand, lecturers have their own point of view about the problem that mostly becomes obstacles in English teaching and learning process, the problems are 1)Students' motivation in learning, 2) No syllabus

CONCLUSION AND SUGGESTION

provided by institution, 3) Native dialect of students and 4)Poor English ability of students. Those problems then been cross checked to students using questioner. from four problems that mentioned by lecturers, there are three intrinsic problems of students; 1) students motivation, 2) native dialect of students and 3) students English ability. The result of questioner shows that the biggest problems that students face in learning is their native dialect.

So from the result of data analysis above, it can be concluded that the problem that mostly happens in students multicultural classroom are 1) the influence of students' native language, 2) incompatibility syllabus and 3) students' needs and material given.

Considering all findings which have been described. The researcher concludes that the problems that

happens come from both lecturers and the students. This result can be a consideration of all lectures to maintain their classroom. Because as what described in the discussion that the intrinsic problem that comes from students such as the influence of students' native language (culture) can be solved by the proper material or syllabus given. If the material or syllabus that given in the class is not set based on students needs, learning goals will not be reach.

Suggestion

This study becomes one doorway to open other problems that can happen in multicultural classroom, it also can be a way to make better class that has material and syllabus based on the needs or (we can say) the problems that happen in the class. From this study, the researcher also hopes that another researcher can investigate deeper research about multicultural classroom.

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