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## **The Complexities of Being an English Lecturer of Non-English Program: A Narrative Inquiry**

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### **Abstract**

This study reveals the story as an English lecturer of non-English program at STAI Darul Ulum Kandangan. This study aims to investigate the challenges of becoming an English lecturer of non-English program in private institution and strategies in facing these challenges when the writer becomes an English lecturer. The study uses qualitative research in the form of autobiography narrative inquiry. This study shows that there are many challenges being an English lecturer in a private institution that are the challenges before entering to the classroom such as making preparation of a lesson plan for one semester, material and media, in the classroom such as facing the various students, and outside of the classroom such as doing research and dedicating him/herself for the society and the strategies that the writer used in solving these challenges. I hope that this study would be a good consideration for the next lecturer in the future.

**Keywords:** Challenges and strategies, autoethnography, narrative inquiry

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## 1. Introduction

Story is very important for many people because with the story people can learn about the past experience. We can see from many researchers in TEDx talks or many people talking about their own stories because they want to share about the ideas or to transfer the information to other people in order to make other people do the same thing if it is good or keep away from something bad if it is a bad thing. In the Holy Al-Qur'an, there are also many stories about prophets' or people's life in the past because the stories would be a lesson for the next generation in future. The story is the statement regarding the facts pertinent to a situation in question (Merriam Webster Dictionary). Telling story of the experience of teaching and learning process is also important for educators in order to reflect on the whole of their own teaching and learning strategies whether they are succeeded or failed. We can look back at the past and look forward for the future based on the feedback that we get. Connelly and Clandinin (1990) stated that education is based on the personal and social story because the learners, teachers, and researchers are storytellers in their own and other's stories. Many great people always learn about their past in order to find the new idea to make it better in the future. People would not repeat the same mistakes that they did. As a said the experience is the best teacher for life. We know the experience would vary from one person to another person (Daud, 2021). That is why this study wants to investigate the experience of being an English lecturer of non-English program in the private institution.

Being an English lecturer has many challenges that must be faced because in the classes we would face many different characters of students and different background of life. Some students are very talkative and some of them are very reticent. Some of them have many experiences travelling to local places in Indonesia such as Jakarta, Bali, Malang and travelling abroad. Therefore, their experience would affect to their behavior. The more experiences that they have the more knowledge they have. If we do not aware about this case, our classes would be boring and the students would ignore what lesson we convey because we do not know their needs and characters or styles of their learning. As the teacher or lecturer needs to know the needs and the characters of his/ her own students. It would determine the method and media that we use in the classroom. Teacher is like an artist because teaching is an art. It is combining the logic, heart, feeling, and professional activity to make the students find a beauty, creativity and inspiration in the teaching and learning process. Teacher or lecturer is also like a doctor. He has to diagnose the problems of his patient by asking many questions (story) to their patient in order to get right information then the doctor would determine and give the better and suitable treatment. Teacher or lecturer also has to diagnose the students' learning needs; therefore, after that the teacher or lecturer

could use the suitable method and media for the sake of the purpose of education and could make the students happy in the process of teaching and learning (Prasetya, 2020).

Teaching English for non-English program is teaching English for the students that they are from different study programs or departments such as Islamic Economic program, Arabic Education program, Islamic Education program and so on that they are not majoring in English. English is as general subject in the institution that every student must take this subject as a compulsory subject. Therefore, the writer's assumption is that they are not intended to learn English because their intention is the subjects related with their study programs, they only learn English because it is a must. They do not really need for English (Hutchinson & Waters, 1987). Hutchinson & Waters (1987, p. 8) states that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster. However, English is always needed to face the globalization era and for their future. As an English lecturer, we need to use some strategies in teaching this subject for non-English program in achieving the goal of education itself.

The previous study that related with this study was conducted by Daud (2021). He investigated why he decided to be an English teacher. He said that it had a long journey before he became an English teacher. The other study was done by Abrar (2019). He explored speaking challenges and strategies in the classroom and surroundings in United Kingdom. The result showed that the speaking challenges are language issues, individual factors, and cultural differences. The strategies are communication strategies by asking clarification and repetition. He suggested us to learn accent in order to make better understanding. Another study was by Khasanah, Ningrum, Toyyibah, and Umam (2023). They investigated the challenges and strategies faced by undergraduate students in Islamic Higher Education when writing thesis. The findings showed that the challenges in writing thesis were the difficulty in generating ideas, selecting topic, confused, anxious, and procrastination. The other aspects such as laziness, unexpected events, and issues with the supervisors. Another study is by Septiana (2018). This study investigates the challenges of teaching for English Specific Purposes in Higher Education. The finding showed that the challenges are less experiences in teaching, unavailable suitable material, unrealized English for Specific Purposes designed, and assessing ESP students. However, the previous study concerned about the challenges of teaching ESP in higher education then my study focuses on my experiences as an English lecturer of non-English program in Islamic private university. Therefore, this study would investigate the complexities (challenges and strategies) of being an English lecturer of non-English program by using a narrative inquiry. This study intended to tell the experiences as an English lecturer of non-English program that can be reference for other English lecturers and would be considerations for the next future lecturers or who wants to be an English lecturer for non-English program or as general subject in the private universities. This study

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also gives more information for the policy-makers and stake-holders about the condition of private lecturers in Indonesia.

## **2. Method**

This study uses narrative inquiry in the form of autobiographical research. Autobiographical research is to analyze or tell their own stories, personal experience, self-study (Barkhuizen et al., 2014, p. 4) or retell the past stories into a framework such as a chronology of the actions and a resolution of those actions (Creswell, 2012, p. 517). In this study, the writer tells his own stories about the challenges and strategies being an English lecturer for non-English program at STAI Darul Ulum Kandungan. STAI Darul Ulum Kandungan is a place for college students where the writer teaches. This campus is quite far from the capital of South Kalimantan. It is located in the Hulu Sungai Selatan regency. This campus has seven study programs. They are Arabic Education, Islamic Education, Early Childhood Islamic Education, Islamic Elementary School Teacher Education, Islamic Economics, Constitutional Law, and Islamic Family Law study programs.

Autobiographical account covers learning, life, professional experiences and includes epiphanies or critical events which were highlighted for further analysis and comment (Barkhuizen et al., 2014). Therefore, this study explores the challenges and strategies as professional experiences being an English lecturer in a private institution. The primary data used in this study is my own story as an English lecturer. It is called as narrative data (Barkhuizen et al., 2014, p. 14) and for supporting the data, I use the documentations such as pictures when I taught English and other subjects, syllabus, lesson plans, sample of students' attendance list, and samples of students' work. These are as the secondary data that are called as multimodal data collection (Barkhuizen et al., 2014, p. 52).

In this study, I explored my experiences as an English student before becoming an English lecturer. Then I reported about the challenges and strategies before coming to the classroom, when the process of teaching and learning in the classroom, after the classes have done, and the challenges and strategies outside of the process of teaching learning in the classroom.

## **3. Findings and Discussion**

This study investigates challenges and strategies of being an English lecturer for non-English programs at STAI Darul Ulum Kandungan. In this section, this reports the findings and discussion of the study that present the challenges and strategies before coming to the classroom (pre-teaching), when the process of teaching and learning in the classroom (in teaching process), after finished the classroom (post-teaching), and outside of the process of teaching and learning in the classroom (outside of teaching).

### ***3.1. Pre-Teaching***

In this section, it is about everything that we need to do before becoming an English lecturer. I begin to tell about my identity as an English lecturer. I am an English lecturer at STAI Darul Ulum Kandangan since 2018. After I graduated from post-graduate of Semarang State University, after six months later I started to teach here. My major was English education. Before taking post-graduate degree at Semarang State University, I took English Education Department for undergraduate program at State Institute for Islamic Studies Antasari Banjarmasin (now State Islamic University Antasari Banjarmasin) for four years. Then I taught English at English Language Development of Antasari Banjarmasin for a year before I continued my post-graduate. I started to learn English since I was in the first grade of Islamic Junior High school Miftahul Huda Terusan Tengah, Middle Kalimantan. I loved English because my teacher's effect. My teacher was graduated from Gontor Islamic Boarding School. He is very talented in English and Arabic. He speaks those languages fluently. Although I have a great teacher and I loved English and studied everyday by memorizing the words and sentences, my English was still very bad. Then I continued my study at Islamic Senior High School 1 Kandangan South Kalimantan. In this school, I loved learning languages especially France and Arabic. I always got good score for these languages. It was also because of the teacher's effect. In English, I was as an average student. I ever once time stood in front of the class for few minutes because I did not remember the meaning of the phrases "*I am losing my mind*" when the teacher asked to memorize 10 English expressions and the meaning. I was like other students that my English is poor. Then I continued to study at State Institute for Islamic Studies Antasari Banjarmasin. In this campus, I studied English in Language Development Center (PSB) and in my English Education department. I also took an English course at Spirit English Course (SEC) in Banjarmasin and courses at Pare English Village at Tulungrejo Kediri East Java at The Awareness, The Global English, ELFAST and Melbourne English Courses. That is my short story as an English student. Then I took master degree in developing my English competencies. After I graduated, I started to teach at STAI Darul Ulum Kandangan.

Before teaching in the classroom, there are many aspects that must be fulfilled before the process of teaching and learning such as preparing the syllabus or lesson plan, material, and media of teaching. Before preparing those things, it needs to do need analysis for the students' learning. This is the first challenge as an English lecturer because in the first-time teaching English in this campus, I did not have time to do students' learning needs and I did not know the level of my students. Then there was a given syllabus from the campus, I followed the syllabus without modifying it. Therefore, my teaching and learning process was very boring because the focus of my teaching and learning was only on the grammatical aspects. There was no speaking practice in the classroom. I made the power point then I presented in the classroom. Then in the final, I made multiple choice items that contains grammatical aspects.

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It was not like English classes that should be. I thought nowadays it was not appropriate method in teaching English, this was like grammar translation method. Grammar translation method is a way of studying a language through analysis of grammatical rules, translating sentences and texts into and out of the target language (Richard & Rogers, 2001). Then gradually, I change how to teach in the classes after I ask and consider the students about their needs and know the student's behavior in the classes. I usually analyze the students' behavior such as if I give them a task to write in English about their activities (simple present tense) or their past experience (simple past tense), they use google translate to make and complete their tasks. It is not wrong with the students from this digital era but I think I use wrong method in teaching and learning. Then I use communicative language teaching approach in teaching English. One feature of communicative language learning approach is that language learning is learning to communicate (Richard & Rogers, 2001). Therefore, in my classes I make and force the students to say, speak and communicate to the lecturer or their friends with various methods. Because there is no such thing as the best method (Murcia, 2001). After I use this approach, I still have a problem. It happens in one of my classes, I ask the students to speak anything that they want in a video then after they make the videos, I ask the students to listen and write what they hear from the friend's video, it should be written based on what they hear, however I find that the students use google voice in writing what their friends' talk from the audio. Therefore, the challenge of being a lecturer is to make an appropriate syllabus or lesson plan, material and media based on the students' learning need and level. Hutchinson & Waters (1987, p. 73) stated that we must look beyond the competence that enables someone to perform; because what we really want to discover is not the competence itself, but how someone acquires that competence.

Recently I did research about the English level of the students of STAI Darul Ulum Kandangan that showed that the mostly students' level was in elementary level/ beginner level (Prasetya, 2022). This study suggested that it is needed to teach students from the basic knowledge in English such as how to make compound noun, verb-agreement, spelling of the words, possessive adjectives, references and other basic knowledge in English. However, this study was only investigating the level of students based on the written works. It also needs to discover their oral competencies. At least, this is an initial stage for knowing the students' level in English. Students are generally described in three levels: beginner, intermediate, and advanced then between beginner and lower intermediate we often class students as elementary level (Harmer, 2001, p. 44). Therefore, I implement to teach the basic English before the complex one in my classes because methodology, language, and topics of teaching would be differed from beginner to advanced levels. For instance, some techniques and exercises that are suited with the beginners look less appropriate for students at higher levels (Harmer, 2001, p. 45); thus, the syllabus or lesson plan must be suited based on the students' learning needs and level. The syllabus must be used in a more dynamic way in order to enable

methodological considerations, such as interest, enjoyment, learner involvement, to influence the content of the entire course design (Hutchinson & Waters, 1987, p. 92).

### ***3.2. In Teaching Process***

The challenges in the process of teaching and learning in the classroom as a lecturer is that I teach in various study programs and subjects with the various need and different level of students. When I teach in Islamic Economics, the purpose is that students can speak with the clients, discuss about economics, entrepreneurship and related topic in Economy. When I teach in Early Childhood Islamic Education program, the objective is that students can teach English to their kids such as singing simple songs, giving a simple instruction, telling a short story in English, and so on. Therefore, it would differ in determining how to teach them. In accordance with that, Septiana (2018) stated that new teachers or lecturers would face challenges in teaching adaptation to the universities. She said that pedagogic, emotional maturity, and the length of time for preparation are different with his/her previous knowledge in the campus.

However, as long as it is teaching English, it would be easier for me as an English lecturer than teach other subjects. In this campus, I do not only teach English, but also teach other subjects such as Pancasila, civic education, Islamic and science, entrepreneurship, and professional education because English is only in one semester (odd or even semester) and I have to teach on both semesters. In this matter, I also have to make a lesson plan and teaching material for those subjects. However, all these subjects are still in the educational field and I had experiences to study those subjects when I was a student; therefore, I could recall what I had learned in the past.

Septiana (2018) argued that very high burden in teaching would impact on the achievement of learning goals of the lesson because the teachers are so tired and the quality of learning is low. This would lead the lecturers to complete their teaching and learning tasks without optimal efforts. Teaching challenges in the classroom are also facing different students' level of English. As mentioned earlier, students' level is mostly in beginner or elementary level. Therefore, the material should be based on the level and students' learning needs. The challenges are to provide teaching materials that would fit the specific subject area of particular learners (Hutchinson & Waters, 1987, p. 106). Based on my interview with some of the students, they are from traditional Islamic boarding schools that in those schools there are no English subject. Some of them are from senior high school and vocational high school, they had learned English, but their English is still limited. Only a few of them could speak English well. In other hand, some of them are from modern Islamic boarding schools, they could speak English very well. Therefore, the different level of students in the same class would challenge the lecturer in giving the instruction in the classroom.

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The materials should not be too easy or too hard. If it is too easy, the students would be bored and if the materials are too hard, they would hate and ignore this subject. Therefore, we need to convey the material gradually from the easier thing to the hard. Hutchinson & Waters (1987, p. 107) stated that teaching materials would provide a clear and coherent unit structure which would guide teacher and learner through various activities in such a way as to maximize the chances of learning.

Hutchinson and Waters (1987, p. 139) suggested some techniques or strategies in teaching and learning in the classroom. The first one is finding gaps. The gap means space between the reality and the demands. For example, when we are in the classroom, we ask the students to make a report about the tourist places in Kandangan, then one of the students tells about the tourist places in Kandangan and his experience in those places. Therefore, the students who never go to these places would know the information about the tourist places because that student communicates and shares the knowledge to other students. This is a gap that we could use in the teaching learning process.

The second thing that we need to use in the process of teaching is variety of medium such as text, Youtube, pictures, speech and etc.; variety of classroom organization such as whole class, pair, individual, group, etc.; variety of learner roles such as presenter, evaluator, receiver, thinker, negotiator, seller, buyer, singer and so on; variety of exercise such as activity, task, games, and so on; variety of skills such as reading, listening, writing, speaking skills; variety of topic such as new students, being a customer service, and food and drinks etc.; and variety of focus such as accuracy, fluency, discourse, structure, pronunciation etc. Using this variety in teaching and learning process would help the lecturer to fulfill the various need of students' learning.

The third one is making a prediction. Prediction is a matter of using an existing knowledge of a pattern or system to anticipate what is likely in a novel situation (Hutchinson & Waters, 1987, p. 140). We predict what we would do when the process of teaching and learning in the classroom. For example, when we come to the classes, and our students look like very tired and we ask them and the answer confirms that they are exhausted; therefore, we could predict they would not engage to our learning if our material or activity is too hard. Therefore, we use an easy task and activity. The next strategy that we could use in the classroom is making enjoyment. It is related with the previous one. This is how to make the students have learning environment of enjoyable experience. As mentioned before, if the lesson is too hard, they would ignore all the lesson that we give. Therefore, this is the key to engage the learners to learn English and other subjects.

The next strategy is using an integrated methodology. As mention earlier that there is no best method in teaching because the students' learning need and level are different. However, we need to use integrated methodology in maintaining the learners' interest. Another strategy is coherence of the lesson. Coherence here means the connection between the previous lesson



to the next lesson. We need to give the lesson from the easy to the hard and each of them is coherence. For example, if we want our students mentioning how much the money that they have in his/her pocket, therefore, in the previous lesson should be discussed about saying numbers in English. Then the next strategy is doing preparation. After the lecturers prepare the lesson plan in pre-teaching, we also need to prepare the students to learn our subjects. Therefore, they would build up the knowledge around the material that we would deliver. The next strategy in teaching in the classroom is involvement of the students. We involve the students to the lesson both cognitively and emotionally. For example by asking them a question as like in the third strategy mentioned earlier. The next strategy is creativity. The lecturers need to be creative in teaching and learning process because we face human beings that are not static. Therefore, the lesson is dynamic and always changes based on the learners' learning needs and level. The last strategy is making good atmosphere in the classroom. It is how to make a good relationship between the lecturer and the students. If the students feel uncomfortable with the lecturer, they would leave the lessons and at least they ignore what we convey. This happens to me when I was a student. Therefore, these strategies would help us to solve our problems or challenges in the process of teaching and learning English in the classroom.

### ***3.3. Post-Teaching***

The challenges as a lecturer after finished teaching in the classes are assessing or evaluating the students and reporting all of the process of teaching and learning. Evaluation of the learners reflects not just the learners' performance but to some extent the effectiveness or otherwise of the course too (Hutchinson & Waters, 1987, p. 145). Fry, Ketteridge, and Marshal (2009, p. 198) also stated that evaluation is a way of understanding the effects of our teaching on students' learning. It means that we are not only assessing the students' competence in English, however, it also reflects to whole teaching and learning process such as the method of teaching whether it is effective or not, the material whether it is too complicated or too easy, or the course design whether it is suitable with the students' learning needs or not. In assessing the students' competence, we have to assess the students as objective as we can and give feedback to the students' progress in learning. This occurs not only in the last meeting in the final test but also in the whole process of teaching and learning in the classroom. Septiana (2018) added that the teachers or lecturers are the resource of the students to find the solutions of the learning problems that the students face in the learning process, to find the skills they focus on and to determine what and how to learn. According to Brown and Abeywickrama (2010) assessment is estimating level of some attribute of a person which is an ongoing process that encompasses a wide range of methodological techniques. It assumed that evaluation is ongoing activities that the lecturers do in order to make the students achieve the goals of learning.

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We also need to test the students in order to know the students' level in English and whether the goals have achieved or not. According to Hutchinson and Waters (1987, p. 146), there are three basic types of assessment: placement tests, achievement tests, and proficiency tests. The placement tests are used to determine the learners' state of knowledge before the course begins. These tests would place the students based on their level of competence in English. The achievement tests are how well the students could understand the materials that we teach; and the proficiency tests are assessing whether or not the students can cope with the demands of a particular situation. Therefore, it would be hard for the lecturer if it is in a big class such as the class of 30 more students and if within a day, we have to teach more than 3 classes with the big class. Based on Fry, Ketteridge, and Marshal (2009, p. 132) assessment as feedback is focused more on practices to improve students learning. It means that we have to assess or evaluate all of them and give them feedback of their process of learning to improve students learning. This is a big challenge for an educator. Dhibba (2019, p. 1229) stated the greatest challenge in a large class is that there is no time for individual attention. Dhibba (2019, p. 1235) continued that how to cope this challenge is by using appropriate strategies. Therefore, we have to use all of our knowledge and capacities to help students in learning to reach the purpose of the learning. We need to know and identify the students' problems and give them solution and feedback in that time. For example, when the students cannot say a correct pronunciation, we give them a model of correct pronunciation. After that we also have to report each of our classes after we have done our teaching process. Widayati (2008) stated that teaching journal and lesson report as reflective practice could be the basis for professional development.

We could use teaching journal and lesson report as self-assessment of our teaching and learning process whether it is successful or not. Therefore, if within a day we have three classes, we have to report three times in a day. It is quite easy because we only need to have access on the website and fill for the report. The challenge is that if we do not directly report after having the classes, there would be a bunch of tasks in the future and this would burden us. Therefore, we need to fill the report directly after we have a class and this is important for our professional development. Sunra, Haryanto, and Nur (2020) stated that we have to start from ourselves to develop professionally to make the teaching be more effective and their students' performance become better and better. In this case, we need to fulfill all of the requirements of being professional lecturers.

### ***3.4. Outside of Teaching***

The next challenges as a lecturer are doing research and dedicating his/her self to the society. As we know this is a mandate of the Regulations of Republic Indonesia number 12-year 2012 called as *Tridharma Perguruan Tinggi* (three principles of Higher Education) that contains education and teaching, research, and community service. All of the lecturers have to fulfill these principles. Beside teaching in the classroom, lecturers have to do research and

community service. This is an obligation of a lecturer to do the research and publish it in a journal. Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2012, p. 3). This is the biggest challenge as a lecturer because beside we have to teach in many classes and have busy schedule for doing our daily activities, we also have to conduct research and publish it. Sometimes we have many ideas in our mind about our research, however, we do not have enough time to write it. If the institution or campus do not force to write, we would not write. Because conducting research is more than writing and recording ideas on paper or in a computer file but it is also organizing ideas and doing all phases of conducting research (Creswell, 2012, p. 25). Actually, writing in research is very enjoyable because we can express our idea (abstract) to be something that can be read by other people. Before we write, we need to read many sources in order to get many ideas for writing. Through research, we know that reading is often the basis for writing, especially in academic settings (Braine & May, 1996, p. 6). Therefore, we have to read and plan to follow each step of conducting research in every single day in order to fulfil this requirement and we also could make a collaboration in writing research such as with our friends or our students. Creswell (2012, p. 25) stated that when we conduct research, we require patience as well as knowledge about what to look for. Because conducting research takes time and has long phases. After we conduct the research, we need to report and publish our research in the form of journal article.

The journal article is a polished, shorter research report that you send to an editor of a journal (Creswell, 2012, p. 270). The process of publishing our research is also a challenge as a lecturer because we need to find appropriate journal publisher and each journal publisher has their own criteria for accepting the research. Reporting research involves deciding on audiences, structuring the report in a format acceptable to these audiences, and then writing report in a manner that is sensitive to all readers (Creswell, 2012, p. 10). Therefore, the important thing is conducting good research and publish it in order to make the people read our research and finally, we could make our world become better.

The next challenge is dedicating ourselves to the society. It is also an obligation. We have to contribute whether our ideas, thought, our help or so on to our society because we are a part of society. This is also a challenge as a lecturer. Beside we have a duty in a campus, we also need to meet the society's needs. This becomes difficult if we work for whole time in the campus, we do not have enough time to give a service for the society. Beside becoming a lecturer, I also work as an administrator or a staff of a unit at STAI Darul Ulum Kandangan that I have to give services to all of the students and lecturers in this campus, such as making recommendation letters for the research, letters for research statement, and so on and do other jobs in this campus such as becoming a tutor of teaching English in language program, tutor of multimedia learning, supervisor of micro teaching or teaching practice, supervisor of Real Work Study or community service learning and so on. Then we also have to give community

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service in our places. To face these challenges, I have to finish my duties on time and doing it one by one and step by step based on the plan that I make. We need to break down what we would do and do it. We could also follow the rule: plan your work and work your plan (Yorkey, College, & Vermont, 1982, p. 2). Then after finishing all duties in campus, we immerse in the society and be part of them.

The last challenge as a lecturer in private institution is the salary. The salary is under Province minimum wage. Based on the governor's statement of regulations number 188.44/0824/KUM/2022, South Kalimantan province minimum wage in 2023 is Rp. 3.149.977, - and the salary is about a half of this minimum wage. This is quite private and very sensitive thing but this is also a challenge becoming a non-civil servant lecturer. According to Ornstein & Levine (2008, p. 8) traditionally, teachers had relatively low salaries. However, the salaries would be little bit different based on the years of experience and education. Being a lecturer is very prestigious and needs a hard work to be a lecturer with those requirements and obligations. Lecturers are the heart of college that would determine quality of education (Novika, 2021). In other hand, we also need to fulfill our daily needs and our family needs such as buying daily needs, paying the bills, paying for our child's registration for entering school and needs, and so on. Therefore, I work as a staff in this campus and work for a variety of duties and tasks outside the classroom to supplement my income in order to fulfill the requirement of my life and we could also be an entrepreneur in meeting all of our needs.

#### **4. Conclusion**

According to the study, eighty percent of Non-English Department students believed that In conclusion, being a lecturer is a prestigious and professional career because we teach for the high level of students and they would be the next great generation in the future. As a lecturer, we need to prepare syllabus, a lesson plan, material and media before entering the class, when we are in the classroom, we need to know the characteristics and needs of our students in order to find the better methods that we use, and in outside the classroom, we need to do research and dedicate ourselves to the society and doing what we can do to fulfill our needs. The limitation is that this study only discovers the challenges and strategies of the writer's experiences when the writer becomes an English lecturer of non-English program at one private university, it might be different to other persons or other institutions because of different regulations that they have. This study would give more contribution of information for the lecturers and give enlightenment for the prospective lecturers in the future before deciding become a lecturer in a private university.

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