

**Guidance and Counseling Study
Program Students' Perception
towards *Bahasa Inggris* Course**

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Abstract

The research objective was to find out, to analyze and to describe guidance and counseling study program students' perception towards *Bahasa Inggris* course learnt. Type of the research was quantitative descriptive analysis. The number of research participants was 45 students. The method used in collecting and analyzing data was by using quantitative approach and descriptive analysis which was presented by a variety of means and Likert Scale, collected through instrument that was questionnaire distributed to students with 25 statements. As research finding, students' perception towards *Bahasa Inggris* course was 'disagree' with the obtained grand mean was 1.907 scored range 1.81-2.60 of Likert Scale. The finding was supported by the frequency of highest dominant scale was neutral which was more than a half of 25 statements and the choice of statements described students' readiness was unprepared that were caused by two factors, either internally and externally. In conclusions, students' perception indicates negative since most of students chose 'neutral and disagree' scales if it was compared to 'strongly agree and agree' scales towards the statements about *Bahasa Inggris* course.

Key words

Bahasa Inggris Course, Guidance and Counselling, Students' perception

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INTRODUCTION

Mastering English language has become man demands and it is increasing from time to time. English serves as a lingua franca and a world language. This language is most commonly used by academics, business organizations, the Internet, as well as higher education and tourism sectors, (Roa, 2019). It is used as a teaching medium not only in one field, but widely used around the world in almost all fields, for example in science, engineering, technology, medicine, trade, commerce, scientific research, education, tourism, the Internet, banking, business, advertising, the film industry, transportation, pharmacy, etc, (Roa, 2019) and Wächter & Maiworm in (Arnó-Macià et al., 2020). This is supported by Tsao, 2008; Xu, 2008 in (Qadi, 2023) that English continues to dominate as the lingua franca in business, media, technology, medicine, education, and research. The demand for ESP is growing rapidly, especially in EFL countries where English is primarily used as a tool. Furthermore English language is the language of business, technology, science, and even the Internet, Swales, 1987; Crystal, 2000; Graddol, 1997 in (Kırkgöz, 2005). This is important because this job requires more practical knowledge that is already useful and can be easily applied in the workplace therefore the benefits of learning English are for getting a job, as most job providers are looking for language skills, especially communication skills in English so that they can work anywhere in this world, (Roa, 2019) and (Sardi et al, 2017) . In recent time, the role of English in work and career is very important. Career advancement requires more than just language skills, which complement professional recognition, (Roa, 2019). Presently, due to extensive use and application demand its confine usage in accordance with specific environment, it needs directional and instructional shifts from English General Purposes (henceforth EGP) to English for Specific Purposes (henceforth ESP) so as to meet the language contemporary challenges leading to significant enhancement of EFL learners in real contexts, (Qadi, 2023). In other words that English language is very important to learn by anyone including students at university who are being prepared to work in certain field in the future.

Students who are studying at other study programs are also expected to learn English that is called English for Specific Purpose. It is to help students to prepare their own future as well as having sufficient vocabulary mastery (Sardi, 2022). The Ministry of Education and Culture (*Permendikbud*) Regulation specifies, in national standards for higher education, the proportion of English subjects that students in other courses must study in English in large non-English-speaking higher education institutions, (Pendidikan et al., 2020). This is supported by Brunton in (Qadi, 2023) that English is learnt whether it's meeting a school's curriculum requirements, passing a standardized English test, or achieving a promotion or professional development in the workplace. Moreover, millions of schools and universities around the world seem to offer various academic programs for English courses, (Gautam, 2022).

English course is as one of courses in *Kurikulum Merdeka Belajar (K-2022)* learnt by students of Guidance and Counseling study program at the University of Nias that is called *Bahasa Inggris*. It is a course classified into faculty course. *Bahasa Inggris*

which is taught to students is divided into two parts, a half semester is taught general English and a half semester is taught English for guidance and counseling or their profession. Students of guidance and counseling study program are expected to master English for guidance and counseling in academic and occupation orally and writtenly. Students are introduced and taught English skills and English components in general that are learnt by all students in different study programs at the university such as listening, speaking, reading, writing, vocabulary, pronunciation and spelling. Meanwhile for students' specialized field, it is taught oral and written texts containing guidance and counseling contexts and terms to prepare students to work in their field using English as a tool of communication. This is in line with what is stated by Chang in (Qadi, 2023) English in Academic, Professional and Vocational Contexts offers ESP courses that meet global trends and needs, as well as students' future professional needs. In addition, this is supported by (Suramto et al., 2021) that the need to be proficient in English is essential for learners who want to achieve their best performance and prepare for employment in their professional field.

For students, phenomenologically English proficiency is not easy to be achieved moreover if English is used as a medium to engage students in a classroom since most students claim that they are still not confident in communicating in English. Some students also found it difficult because they have to deal with new vocabulary they have never heard before. Additionally, the EMI program was not used 100% in the course when teaching material in spite of being very important to compete in their work field, (Tanjung et al., 2021) and (Shobikah, 2017). There is a feeling of being distanced from their native language and culture as said by the university students, (Kırkgöz, 2005).

Students from non-English-speaking departments also acknowledged that English studies and courses were taught to complete the English for proficiency test only, (SS Adi, 2018). They haven't thought its benefits which are both academic and non-academic interests. Academic interests are the ability to read, listen, write, and speak in relation to the content and materials of a specialized field and for non-academic interests outside of other field, such as speaking, reading, listening, and reading about everyday matters, Kusumaningputri in (SS Adi, 2018). Students rarely use the language to communicate with other people, especially teachers and classmates at school, (Ansow et al., 2022). Students do not think that the English in this classroom is practical enough to use in real-life situations. The actual situation in is routine and not variable like in the real world, (Park et al., 2018). Some issues have been encountered such as deficiencies in vocabulary, pronunciation, reading comprehension, grammatical structure, speaking ability, writing, listening, and review, (Triristina & Khabib, 2021) Furthermore mostly the result of both students and lecturers are lack of English language proficiency, (Puspitasari & Ishak, 2023).

This phenomenon also happens in students of guidance and counseling study program of the University of Nias. After being teaching for 14 years in the study program, the researcher found students' English proficiency becomes lower for two last new students. It is seen from students' assignments and tests which are not really

satisfying. Seemingly all assignments and test are done unseriously. During that time, they learned languages for the following reasons: to access the Internet, to find a job in the future, and to expand their knowledge about the world, (Ansow et al., 2022). Based on the phenomenon and supporting theories above, the researcher aims at searching guidance and counseling students' perception towards *Bahasa Inggris* course.

LITERATURE REVIEW

Perception

Perception is students' subjective experiences through their own observations and views of reality. Perception is the way a person selects and groups stimuli so that they can be interpreted in a meaningful way. Perceptions can influence students' language learning success. Positive student perceptions lead to successful learning. Successful learning makes people interested in learning and developing skills. Conversely, if students have low cognitive abilities, they may fail in learning, (Pratiwi & Triprihatmini, 2018) and Altman, Valenzi and Hodgetts; and Kleinke in (Pratiwi & Triprihatmini, 2018).

Perception is the result of the process of observing something or someone. If someone observes something and has an opinion on the subject, it means they are aware of it, Campbell in (Bahar & Husain, 2021).

(Ansow et al., 2022) deliver that perception is the process that individuals go through to make sense of objects in their environment by organizing and interpreting sensory impressions and giving a certain meaning to the environment. Student perception is how students respond to what they have done or learned.

According to (Puspitasari & Ishak, 2023) perception is an important element that helps students learn in the classroom. Perception is the ability to see, understand, and interpret stimuli to generate interpretations. Furthermore, it states that students' perceptions of the class are important in the teaching and learning process as it influences learners' reactions to learning. Obtaining information about how students perceive the learning process can be an important factor in the success or failure of a particular classroom instructional design. Perceptions shape people's beliefs and actions.

In summary, perception is a response of students towards something happens around them through the long process which makes students have a decision to stop or continue acting positively or negatively. Significantly, as written above, it is a fundamental direction for the researcher to conduct the research to seek for whether students of guidance and counseling study program are aware of their English learning in the classroom through *Bahasa Inggris* course which is important in academic and occupation orally and writtenly.

Students' Perception

Student perception is how students interpret images and understand what they are feeling. This process goes through several stages, starting with the collection, recognition, and interpretation of acquired sensory information, (Mulyani, 2020).

According to (Ansow et al., 2022), student perception refers to students' opinions about something that has resulted from the learning process in the class, how they approach it, and what students think about what they have done or learned.

Of the theories above, it is seen that students' perception is sight of students to agree or disagree about English course in their classroom.

Bahasa Inggris Course

Bahasa Inggris course is one of courses taught to students of guidance and counseling study program. As written earlier that the course is taught to students at the second semester. It has two credits which contain English for general purposes and English for specific purposes. A half of semester, students are taught English for general purposes, then the rest semester is taught English for specific purpose. What is English for specific purpose are English materials concerned to their own profession that is counselor candidates. (Ninuk Sholikhah Akhiroh, 2017) notes that knowledge of the nature of ESP will be essential for instructors of English courses in non-English majors. This knowledge is the basis for creating learning designs. Additionally, the nature of the ESP should be introduced to students at the beginning of the lecture so that they have a clear direction as they continue with the lecture. Therefore, teachers must first master the various concepts of ESP.

According to (Fitria, 2020), ESP is goal-oriented and focuses on teaching and learning English. It is tailored to specific learners and is based on their academic training and needs. English for Specific Purposes (ESP) means learning English for a specific purpose or to achieve a specific goal. Of these statements, it is concluded that English for guidance and counseling taught for students is aimed at developing students' proficiency to fulfill their needs as counselor candidates.

To fulfill their needs as counselor candidates, effectively teaching ESP in the classroom requires a student-centered learning process. It is an educational format that can inspire students, impart knowledge, teach concepts, and support students with learning difficulties, (Triristina & Khabib, 2021). Effective teaching is very important and instructors must fully engage their students as learning focuses on both the outcome and the learning process. This is important because teaching ESP is typically much more difficult than teaching EGP. Focus on the specific needs of learners and place greater emphasis on contextual language and students' needs to master a wide range of professional skills and specific job-related functions, (Fălăuș, 2017). Students and lecturer have joint efforts as practioners.

Previous Studies

Some studies were already done previously. First, (Jiménez, 2018) searched students' perception about English learning and found that some students' low levels of commitment and autonomy, and some indifference as regards English. Second, (Suramto et al., 2021) sought students' perception towards the number of 26 items required for students to learn English for specific purposes is. They realized the importance of learning ESP and the need to improve their language skills as nursing students. Third, (Triristina & Khabib, 2021) found that the non -English Department students' perception for ESP teaching effectiveness was dissatisfied with the ESP materials given. However, the students perceived that they need to take the ESP materials to have professional communication skills for future careers. Fourth, (Bahar & Husain, 2021) obtained their research finding that was students among non-English major at Management department have good attitudes towards teaching English as a compulsory subject. One of the most important findings was that students were more motivated when the English they were being taught was closely related to their major.

Of all the previous studies above, it is concluded that students with non English departments have various perceptions about teaching English course in their classroom. Mostly said that it's positive but still found some problems which are considered as their difficulties. Besides, the researcher also seeks that a few researchers only who already did investigation to students of guidance and conseling study program about English course.

RESEARCH METHOD

Research design was quantitative descriptive analysis, (Armstrong, 1999). Data sources were taken from guidance and counseling students study program which consisted of 45 persons with 23 female and 22 male students as respondents. Data collection was done after teaching *Bahasa Inggris* course to students in one semester through instrument that was questionnaire that was distributed to them with 25 statements. Data analysis was done by using quantitative approach and descriptive analysis which was presented by a variety of means (Armstrong, 1999) and using scoring range of Likert scale, (Sözen & Güven, 2019).

FINDINGS AND DISCUSSION

From collected research data, taken from questionnaire distributed to 45 respondents, second semester, it is found as presented in the following table.

Table 1. Students' Questionnaire

Identity	Total				Scale				
	Respondents	Score	Mean	Percentage	SA	A	N	D	SD
<i>Jenis Kelamin:</i>									
a. Perempuan	a. 23			a. 51.1%					
b. Laki-laki	b. 22			b. 48.9%					
<i>Statements</i>									
<i>Pribadi saya menerima pembelajaran Bahasa Inggris(1)</i>	a. 5	a. 25	167/45 =						
	b. 25	b. 100	3.71						
	c. 12	c. 36		11.1	55.6	26.7	6.7	0	
	d. 3	d. 6							
	e. 0	e. 0							
<i>Metode Pembelajaran Bahasa Inggris menyenangkan bagi saya(2)</i>	a. 2	a. 10	157/45 =						
	b. 20	b. 80	3.48						
	c. 21	c. 63		4.4	44.4	46.7	4.4	0	
	d. 2	d. 4							
	e. 0	e. 0							
<i>Saya nyaman berinteraksi dengan dosen matakuliah Bahasa Inggris(3)</i>	a. 11	a. 55	178/45 =						
	b. 23	b. 92	3.97						
	c. 10	c. 30		24.4	51.1	22.2	2.2	0	
	d. 1	d. 2							
	e. 0	e. 0							
<i>Saya mempersiapkan diri sebelum pembelajaran Bahasa Inggris dimulai(4)</i>	a. 0	a. 0	135/45 = 3						
	b. 8	b. 32							
	c. 29	c. 87		0	17.8	64.4	17.8	0	
	d. 8	d. 16							
	e. 0	e. 0							
<i>Saya mempelajari setiap materi yang ada di group</i>	a. 1	a. 5	139/45 =						
	b. 11	b. 44	3.08	2.2	24.4	53.3	20	0	

<i>telegram sebelum pembelajaran Bahasa Inggris dimulai(5)</i>	c. 24 d. 9 e. 0	c. 72 d. 18 e. 0							
<i>Saya mencetak/mengopi setiap materi yang ada di group telegram sebelum pembelajaran Bahasa Inggris dimulai setiap pertemuan(6)</i>	a. 14 b. 19 c. 10 d. 2 e. 0	a. 70 b. 76 c. 30 d. 4 e. 0	180/45 = 4	31.1	44.4	42.2	4.4	0	
<i>Saya mengerjakan tugas Bahasa Inggris dengan sungguh-sungguh(7)</i>	a. 4 b. 20 c. 19 d. 2 e. 0	a. 20 b. 80 c. 57 d. 4 e. 0	161/45 = 3.57	8.9	44.4	42.2	4.4	0	
<i>Saya menyerahkan tugas kelompok Bahasa Inggris dua hari sebelum deadline(8)</i>	a. 9 b. 10 c. 12 d. 12 e. 2	a. 45 b. 40 c. 36 d. 24 e. 2	147/45 = 3.26	20	22.2	26.7	26.7	4.4	
<i>Proses pembelajaran Bahasa Inggris di kelas membuat saya fokus/menaruh perhatian(9)</i>	a. 0 b. 21 c. 21 d. 3 e. 0	a. 0 b. 84 c. 63 d. 6 e. 0	153/45 = 3.4	0	46.7	46.7	6.7	0	
<i>Proses pembelajaran Bahasa Inggris di kelas membuat saya aktif berpartisipasi(10)</i>	a. 1 b. 10 c. 26 d. 7 e. 1	a. 5 b. 40 c. 78 d. 14 e. 1	138/45 = 3.06	2.2	22.2	57.8	15.6	2.2	
<i>Proses pembelajaran Bahasa Inggris di kelas membuat saya tenang(11)</i>	a. 2 b. 19 c. 23 d. 1 e. 0	a. 10 b. 76 c. 69 d. 2 e. 0	157/45 = 3.48	4.4	42.2	51.1	2.2	0	
<i>Proses pembelajaran Bahasa Inggris di kelas menghindarkan saya bermain mobile phone(12)</i>	a. 7 b. 16 c. 19 d. 3 e. 0	a. 35 b. 64 c. 57 d. 6 e. 0	162/45 = 3.6	15.6	35.6	42.2	6.7	0	
<i>Proses pembelajaran Bahasa Inggris di kelas membuat saya aktif bertanya(13)</i>	a. 1 b. 9 c. 24 d. 17 e. 3	a. 5 b. 36 c. 72 d. 34 e. 3	150/45 = 3.33	2.2	20	53.3	17.8	6.7	
<i>Proses pembelajaran Bahasa Inggris di kelas membuat saya aktif memberi pendapat(14)</i>	a. 1 b. 6 c. 25 d. 11 e. 2	a. 5 b. 24 c. 75 d. 22 e. 2	128/45 = 2.84	2.2	13.3	55.6	24.4	4.4	
<i>Proses pembelajaran Bahasa Inggris di kelas mendorong saya belajar sungguh-sungguh(15)</i>	a. 3 b. 17 c. 19 d. 5 e. 1	a. 15 b. 68 c. 57 d. 10 e. 1	151/45 = 3.35	6.7	37.8	42.2	11.1	2.2	
<i>Pemberian tugas mendadak saat proses pembelajaran Bahasa</i>	a. 2 b. 9 c. 25	a. 10 b. 36 c. 75	137/45 = 3.04	4.4	20	55.6	15.6	4.4	

<i>Inggris di kelas membuat saya senang(16)</i>	d. 7 e. 2	d. 14 e. 2							
<i>Matakuliah Bahasa Inggris penting untuk mahasiswa program studi Bimbingan dan Konseling(17)</i>	a. 21 b. 19 c. 4 d. 1 e. 0	a. 105 b. 76 c. 12 d. 2 e. 0	195/45 = 4.3	46.7	42.2	8.9	2.2	0	
<i>Matakuliah Bahasa Inggris membantu saya kelak untuk menciptakan/mendapatkan pekerjaan di bidang bimbingan dan konseling(18)</i>	a. 14 b. 22 c. 7 d. 2 e. 0	a. 70 b. 88 c. 21 d. 4 e. 0	183/45 = 4.06	31.1	48.9	15.6	4.4	0	
<i>Matakuliah Bahasa Inggris membantu saya kelak untuk menyesuaikan diri dengan era globalisasi(19)</i>	a. 15 b. 22 c. 6 d. 1 e. 1	a. 75 b. 88 c. 18 d. 2 e. 1	184/45 = 4.08	33.3	48.9	13.3	2.2	2.2	
<i>Adanya matakuliah Bahasa Inggris memotivasi saya belajar sungguh-sungguh(20)</i>	a. 3 b. 17 c. 22 d. 2 e. 1	a. 15 b. 68 c. 66 d. 4 e. 1	154/45 = 3.42	6.7	37.8	48.9	4.4	2.2	
<i>Saya belajar Bahasa Inggris karena terinspirasi dari perkataan dan tindakan dosen matakuliah Bahasa Inggris(21)</i>	a. 6 b. 18 c. 18 d. 2 e. 1	a. 30 b. 72 c. 54 d. 4 e. 1	161/45 = 3.57	13.3	40	40	4.4	2.2	
<i>Hadir sebelum waktu pembelajaran Bahasa Inggris dimulai sebagai bentuk penerimaan saya pada matakuliah tersebut(22)</i>	a. 19 b. 16 c. 10 d. 0 e. 0	a. 95 b. 64 c. 30 d. 0 e. 0	189/45 = 4.2	42.2	35.6	22.2	0	0	
<i>Meninggalkan/tidak hadir di kelas Bahasa Inggris sangat saya sayangkan ketika itu terjadi(23)</i>	a. 13 b. 24 c. 6 d. 1 e. 1	a. 65 b. 96 c. 18 d. 2 e. 1	182/45 = 4.04	28.9	53.3	13.3	2.2	2.2	
<i>Pembelajaran Bahasa Inggris baik tatap muka maupun melalui google meet/zoom meeting tidak menjadi masalah bagi saya untuk tetap belajar(24)</i>	a. 8 b. 19 c. 15 d. 2 e. 1	a. 40 b. 76 c. 45 d. 4 e. 1	166/45 = 3.68	17.8	42.2	33.3	4.4	2.2	
<i>Metode pembelajaran Bahasa Inggris di kelas memudahkan saya belajar Bahasa Inggris(25)</i>	a. 3 b. 27 c. 12 d. 3 e. 0	a. 15 b. 108 c. 36 d. 6 e. 0	165/45 = 3.66	6.7	60	26.7	6.7	0	
		Grand Mean	85.85/45 = 1.907						

Of 25 statements in Table 1 above, it was identified that 23 persons or (51.1%) female students of 45 students meanwhile 22 persons or (48.9%) male students of 45 students. First statement indicated 25 persons or (55.6%) of 45 students agreed to accept English learning in the classroom meanwhile 11.1% strongly agreed, 26.7% was neutral, and 6.7% disagreed. Second statement showed 21 persons or (46.7%) of 45 students were neutral and felt interested in the teaching method implemented in the classroom meanwhile 4.4% strongly agreed, 44.4% agreed. Third statement described 23 persons or (51.1%) of 45 students felt comfortable to have social interaction with the lecturer meanwhile 24.4% strongly agreed, 22.2% was neutral, and 2.2% disagreed. Fourth statement shown 29 persons or (64.4%) of 45 students neutral prepared themselves before English learning started in the classroom meanwhile 17.8% agreed and 17.8% disagreed. Fifth statement indicated 24 persons or (53.3%) of 45 students learnt English materials uploaded in Telegram application meanwhile 2.2% strongly agreed, 24.2% and 20% disagreed. Sixth statement showed 19 persons or (44.4%) of 45 students printed out or copied English materials before attending every class meeting meanwhile 31.1% strongly agreed, 42.2% was neutral, and 4.4% disagreed. Seventh statement described 20 persons (44.4%) of 45 students did their homework intently meanwhile 8.9% strongly agreed, 42.2% was neutral and 2.2% disagreed. Eighth statement shown 12 persons (26.7%) and 12 persons (26.7%) of 45 students meanwhile 20% strongly agreed, 26.7% was neutral, 26.7% disagreed and 4.4% strongly disagreed. Ninth statement showed 21 persons or (46.7%) of 45 students focused on giving an attention to the teaching-learning process in the classroom meanwhile 46.7% was neutral, and 6.7% disagreed. Tenth statement described 26 persons or (57.8%) of 45 students were neutral to be active participants in the teaching-learning process, meanwhile 2.2% strongly agreed, 22.2% agreed, 15.6% disagreed and 2.2% strongly disagreed. Eleventh statement indicated 23 persons or (51.1%) of 45 students meanwhile 4.4% strongly agreed, 42.2% agreed and 2.2% disagreed. Twelfth statement described 19 persons or (42.2%) were neutral of 45 students to avoid playing mobile phone during the teaching-learning process meanwhile 15.6% strongly agreed, 35.6% agreed, and 6.7% disagreed. Thirteenth statement indicated 24 persons or (53.3%) of 45 students were neutral to be active to pose questions during the teaching-learning process meanwhile 2.2% strongly agreed, 20% agreed, 17.8% disagreed and 6.7% strongly disagreed. Fourteenth statement showed 25 persons or (55.6%) of 45 students were neutral to be active to express opinions during the teaching-learning process meanwhile 2.2% strongly agreed, 13.3% agreed, 24.4% disagreed and 4.4 strongly disagreed. Fifteenth statement indicated 19 persons or (42.2%) of 45 students were neutral to make them learn English intently in the teaching-learning process meanwhile 6.7% strongly agreed, 37.8% agreed, 11.1% disagreed and 2.2% strongly disagreed. Sixteenth statement described 25 persons or (55.6%) of 45 students meanwhile 4.4% strongly agreed, 20% agreed, 15.6% disagreed and 4.4% strongly disagreed. Seventeenth statement shown 21 persons or (46.7%) of 45 students strongly agreed that *Bahasa Inggris* course is important for guidance and counseling students meanwhile 42.2%

agreed, 8.9% was neutral and 2.2% disagreed. Eighteenth statement showed 22 persons or (48.9%) of 45 students agreed that *Bahasa Inggris* course to create or find out a job in the field of guidance and counseling meanwhile 31.1% strongly agreed, 15.6% was neutral and 4.4% disagreed. Nineteenth statement indicated 22 persons (48.9%) of 45 students agreed that *Bahasa Inggris* course will help them to adjust themselves in globalization era meanwhile 33.3% strongly agreed, 13.3% was neutral, 2.2% disagreed and 2.2 strongly disagreed. Twentieth statement described 22 persons or (48.9%) of 45 students were neutral that *Bahasa Inggris* course motivated them to learn seriously meanwhile 6.7% strongly agreed, 37.8% agreed, 4.4% disagreed and 2.2 strongly disagreed. Twenty first statement showed 18 persons or (40%) of 45 students agreed that they were inspired to learn English because of the lecturer's words and actions meanwhile 13.3% strongly agreed, 40% was neutral, 4.4% disagreed and 2.2% strongly disagreed. Twenty second statement described 19 persons or (42.2%) of 45 students strongly agreed that coming earlier in the classroom before the teaching-learning process started meanwhile 35.6% agreed and 22.2% was neutral. Twenty third statement described 24 persons or (53.3%) of 45 students agreed that leaving *Bahasa Inggris* course was a loss meanwhile 28.9% strongly agreed, 13.3% was neutral, 2.2% disagreed and 2.2% strongly disagreed. Twenty fourth statement indicated 19 persons or (42.2%) of 45 students agreed that learning *Bahasa Inggris* course through google meet/zoom meeting or face to face group would not be a problem to learn the course meanwhile 33.3% was neutral, 17.8% was strongly agreed, 4.4% disagreed and 2.2% strongly disagreed. The last statement shown 27 persons or (60%) of 45 students agreed that English teaching method implemented in the classroom made them easily learn *Bahasa Inggris* course meanwhile 6.7% strongly agreed, 26.7% was neutral and 6.7% disagreed.

With the different percentages of students' perception above, it is seen different students have point of view toward certain phenomenon around them that can be positive and negative, (Pratiwi & Triprihatmini, 2018) and Altman, Valenzi and Hodgetts; and Kleinke in (Pratiwi & Triprihatmini, 2018). When students were in line with strongly agree and agree, it indicates positive meanwhile when their choice referred to neutral, disagree and strongly disagree, it shows negative.

From Table 1 above also, it is seen that each mean of each statement is different. The highest one was 4.3 for statement 17 that was *Matakuliah Bahasa Inggris penting untuk mahasiswa program studi Bimbingan dan Konseling* meanwhile the lowest mean was 2.84 for statement 14 which was *Proses pembelajaran Bahasa Inggris di kelas membuat saya aktif memberi pendapat*. From the two statements, it describes that students realized how important *Bahasa Inggris* course for them as students of guidance and counseling study program but were inactive to express opinions in the teaching-learning process. This was supported by (Ansow et al., 2022) saying that students' perception is how students' thought to respond about what they have done or about what they learned. Perceptions build people's beliefs and action, (Puspitasari & Ishak, 2023). This is in line what is said by (S & Hum, 1958) that students majoring in non-English speaking countries generally have internal and external factors that

cause learning difficulties, such as low intelligence, low aptitude for English subjects, low interest in learning, and low motivation to learn. They only attend as a matter of obligation and to get good grades, to complete assignments, not to learn English as an international language, which is so important today. External factors that may make it difficult for students to learn English include a lack of support for using English at home or in the community, or limited opportunities to learn and use English outside of the classroom. There are some things that are lacking.

In addition, the grand mean of whole means was 1.907. As mentioned by (Sözen & Güven, 2019) the scoring range of Likert Scale has five ranges, that were 1-1.80 for strongly disagree, 1.81-2.60 for disagree, 2.61-3.40 for neutral, 3.41-4.20 for agree, and 4.21-5 for strongly agree. To see the grand mean above, so students' perception towards *Bahasa Inggris* course existed between 1.81-2.60 scaled disagree. In other words, students of guidance and counseling study program exactly disagree with the course that might be caused with two types of factors above.

In the following are charts of a variety of mean for each statement and grand mean as well as scoring range of Likert Scale presented.

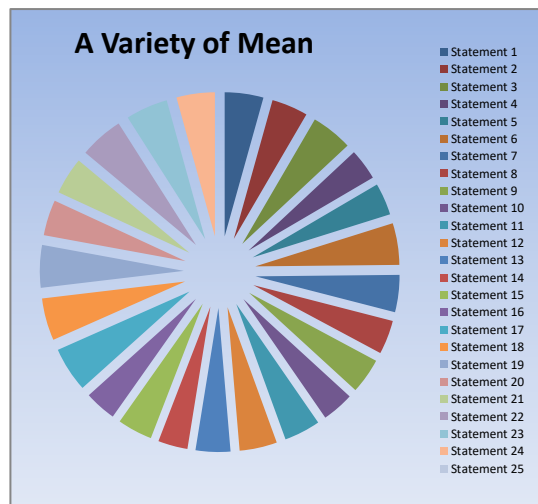


Figure 1. Chart of a Variety of Mean

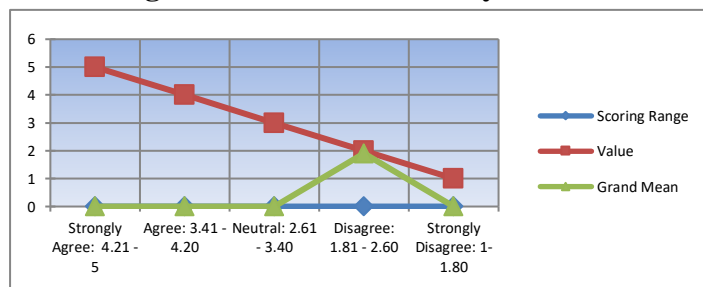


Figure 2. Chart of Grand Mean and Scoring Range of Likert Scale

In accordance with the disagreement above, this was supported by some dominant scales with high percentages as written in the following table.

Table 2. Dominant Scale

Highest Dominant Scale	Frequency	Statements
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1. Neutral	14	2, 4, 5, 8, 9 , 10, 11, 12, 13, 14, 15, 16, 20, 21 .
2. Agree	11	1, 3, 6, 7, 9 , 18, 19, 21 , 23, 24, 25.
3. Strongly agree	2	17, 22.
4. Disagree	1	8

From Table 2, it is seen the first highest frequency that students have neutral perception towards 14 statements of 25 statements. A language learning program other than English can lead to negative attitudes that lead to aversion to English itself, or teaching situations that do not support the learning of classmates. This is an issue because it can occur. They underestimate the task of English, do not participate actively in class, and have beliefs that describe learning English as a wrong, misguided and undesirable activity, that is, a negative attitude, (Telaumbanua, 2023). Most of students could not decide yet whether teaching method in teaching *Bahasa Inggris* course in the classroom was interesting for them although the lecturer implemented group discussion method, students' presentation, individual learning, teacher's and students' questioning strategies and video presentation. It was confusing for them to prepare themselves before attending *Bahasa Inggris* course. It might happen that students came to the classroom for obtaining knowledge only without any self-preparation. (Amadi, 2018) states that without status, the learner cannot learn. The law of preparation states that learning is made conceivable by the excitement of activity propensity within the learner. The excitement is the preparation or affinity to carry out an action. Learner's preparation encourages the method of association between jolt and reaction. Learners must be organic and mental arranged some time recently the school can make them learn. The insight made them think unimportant to prepare their self before the course started. Students could not decide yet to learn each material uploaded in Telegram application group two days by any presenters before attending *Bahasa Inggris* course. It might happen that students thought learning material before the presentation day was presenters' obligation, not them. The insight made them think unimportant to learn the material before the class began since they were going to be listeners only in the teaching-learning process. This statement is contrast with (Karakitsiou et al., 2012) saying however, this is only half the truth: the good student is more than a listener. Submitting paper for each group to be presented could not be done at least two days before the presentation day because students had insight that two days, one day or before the presentation began, the material still could be shown to other students during the presentation was being done in front of the classroom. Students could not think it was a regulation wherein each student in the classroom should be disciplined. Since some teaching methods applied in the classroom were uninteresting for them, students could not decide to be focused on the teaching-learning process. Giving any attention did not mean they were learning *Bahasa Inggris* course together. Seemingly students' presence from the beginning to the end was good enough in students' sight. A similar thing happened to students that most of them were not actively to participate in the teaching-learning process meanwhile (Karakitsiou et al., 2012) note that the understudy ought to not be like an 'empty box' inactively accepting the data from the educator. The understudy ought to on the opposite take the part of teacher's facilitator. This infers dynamic cooperation within the learning process: the understudy isn't as it were

audience; he is additionally prepared to respond. Another similar thing was students could not decide that the teaching-learning process made them calm, and not to play mobile phone for unuseful things which did not support their learning. Otherwise (Supriani et al., 2023) deliver that ICT-based learning media include mobile phones makes learning delivery more effective and efficient, allows learners to be active and creative as well as offers many benefits to educators, education administrators, including program flexibility and more interesting and memorable learning materials. Incorporating information technology into education improves the quality of learning.

Furthermore students were hesitant to see their self whether they were active to pose questions or not; whether active to express opinions or not. Even, students could not decide yet they were encouraged to learn *Bahasa Inggris* course seriously in the teaching-learning process. Giving a sudden assignment in the teaching-learning process did not show that they felt pleasant or displeasent. The same thing also with *Bahasa Inggris* course they learnt, it could not be decided that it made them be motivated to learn the course intently. Last statement, most of students could not decide whether students learnt *Bahasa Inggris* course whether it was because of being inspired by the lecturer's words and action to teach. It is concluded that students were not ready to learn *Bahasa Inggris* course with the lecturer. As two of different stages of human development that were first, learners' experience that represents the learner's previous pleasurable experiences facilitates learning in new learning situations. An initial confrontation will help reduce tension and doubts. Second, students suffering from serious mental conditions such as trauma, stress, and depression are psychologically unprepared to learn because they lose focus and coordination. Emotionally disturbed learners develop a disdain for things that previously intrigued them. When a learner is emotionally stable, she is calm, relaxed, and satisfied with what she is doing, (Amadi, 2018). In simply terms, learning readiness is the overall state of student readiness, family readiness and school readiness, UNICEF, 2012; USDHHS, 2014 in (Dangol & Shrestha, 2019).

Besides having neutral perception, the second one was most of students also had agreement for other 11 statements. Students received the teaching of *Bahasa Inggris* course in the classroom. It was comfortable to students to interact with the lecturer who taught the course. Students printed out or copied material uploaded in Telegram application before the class started for each meeting. Doing assignments was done seriously. Those agreements concern with (Nikoopour & Farsani, 2011) place great emphasis on students learning the required material. *Bahasa Inggris* course was believed to help students to create or look for a job in the field of guidance and counseling. It was also believed that *Bahasa Inggris* course gave them a favor to adjust themselves in globalization era in the future. In agreement with that, learning materials related to anticipated areas of work will motivate students to speak up more boldly in the classroom, improve their English skills, and support their professional development, (Gahdu & Mataram, 2018). Students did not want to leave the teaching-learning process; it's a learning loss if it happened. The teaching-learning process conducted through face to face group in the classroom or online via google meet or zoom meeting was not a problem for them to learn *Bahasa Inggris* course. Some teaching methods implemented in the teaching-learning process made them easily learn *Bahasa Inggris*

course. In short, personally students are aware that *Bahasa Inggris* course was a need for their sustainable life in the future.

Furthermore, the third one was most of students also had strongly agreement towards 2 other statements namely *Bahasa Inggris* course was important for students of guidance and counseling study program and another was coming earlier before the teaching-learning process began as a shape of self-receptient towards the course. In summary, students realized that learning *Bahasa Inggris* course is importantly obligation or considered as an obligatory course, (Bahar & Husain, 2021).

In addition, the fourth one was students had disagreement towards 1 statement that students did not submit group assignment two days before the deadline. In conclusion, students did not realize how important a rule to make them discipline.

Among 11 statements above in the second one, particularly for statements 8 and 21, scales between neutral and agree were same percentage wherein students who could not decide to focus on on giving an attention to the teaching of *Bahasa Inggris* course with students who agreed with as well as students who could not decide to learn *Bahasa Inggris* course with students who agreed with because they were inspired by the lecturer's words and action to teach them. In addition, statement 9 was a similar thing between two scales that were neutral and disagree which was students could not decide to submit their assignments meanwhile the rest one did it. Having said that, a half of students were ready to learn while the rest was not ready. It depends on the student readiness that is individual state of student where he or she is physically, mentally and emotionally ready to learn, (Dangol & Shrestha, 2019).

From all the findings being discussed above, in the following is a chart of frequency of highest dominant scale of students' perception towards 25 statements.

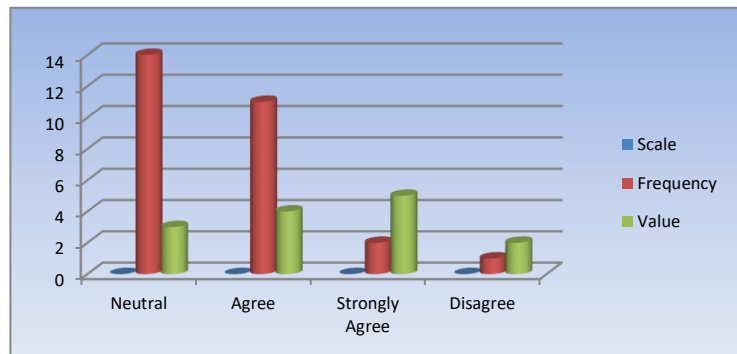


Figure 3. Chart of Frequency of Highest Dominant Scale of Students' Perception towards 25 Statements

CONCLUSION

Guidance and Counseling study program students had negative insight or disagreement towards *Bahasa Inggris* course which were more dominant influenced by internal and followed by external factors. The factors made them not ready to follow the teaching-learning process in the classroom although some various teaching methods were implemented and students' engagements were maintained. Therefore it is expected

to ask students to join English course outside, increase reading activity to English literacy, and to the lecturer needs to recommend the study program to re-organize the placement of *Bahasa Inggris* course in curriculum so that students when learning it, physically, mentally and emotionally students have been ready to learn it.

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