

The Factors Shaping Law Study Program Students' Perceptions of English Courses at Nurul Jadid University

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Abstrak. Penelitian ini mengeksplorasi faktor-faktor yang mempengaruhi persepsi mahasiswa Prodi Hukum terhadap mata kuliah bahasa Inggris, dengan fokus pada faktor kognisi, afeksi, dan konasi. Berdasarkan pemahaman bahasa Inggris sebagai keterampilan global yang penting, penelitian ini menyelidiki bagaimana faktor-faktor ini mempengaruhi persepsi mahasiswa terhadap mata kuliah bahasa Inggris di Universitas Nurul Jadid. Penelitian ini menggunakan kuesioner terstruktur untuk menggali sudut pandang mahasiswa Program Studi Hukum semester 3, 5, dan 7 yang telah mengambil mata kuliah Bahasa Inggris. Analisis dilakukan secara deskriptif dengan menggunakan SPSS yang menggabungkan perhitungan mean dan standar deviasi untuk menginterpretasikan data secara komprehensif. Hasil penelitian menunjukkan persepsi positif pada ranah kognitif, dengan 76,2% menyatakan pemahaman “cukup” atau “kuat”. Hal ini sejalan dengan teori persepsi yang mengungkapkan bahwa pemahaman yang kuat berpengaruh positif terhadap persepsi mahasiswa terhadap mata kuliah bahasa Inggris. Meskipun terdapat keterbatasan, seperti ukuran sampel yang terbatas, penelitian ini menyoroti potensi penelitian di masa depan untuk mengatasi hambatan tersebut guna mendapatkan wawasan yang lebih luas. Dalam ranah afektif, sebagian besar siswa memendam perasaan positif terkait pengalaman menyenangkan, menekankan perlunya metode pengajaran responsif. Studi ini mengakui adanya variasi dalam persepsi siswa, menantang gagasan tentang persepsi positif yang seragam, dan mendorong eksplorasi lebih lanjut mengenai strategi pengajaran inklusif. Mengenai faktor konatif, sebagian besar siswa menunjukkan komitmen dan motivasi positif terhadap kursus bahasa Inggris. Penelitian ini memerlukan lingkungan belajar yang menumbuhkan komitmen dan motivasi serta menumbuhkan persepsi positif terhadap kursus bahasa Inggris. Rekomendasi mencakup penelitian yang lebih luas untuk mengatasi keterbatasan sampel dan mengeksplorasi faktor psikologis melalui metode kualitatif. Temuan ini memberikan panduan berharga bagi instruktur, mendorong pengalaman belajar yang positif dan membentuk strategi pengajaran yang dapat disesuaikan. Implikasi dari penelitian ini meluas ke berbagai pemangku kepentingan, termasuk lembaga pendidikan dan sektor korporasi, dengan menekankan relevansi praktis dari kemahiran bahasa Inggris.

Katakunci: *Faktor Pengaruh; Mata Kuliah Bahasa Inggris; Persepsi Mahasiswa; Program Studi Hukum*

Abstract. This research explores the factors that influence Law Study Program students' perceptions of English language courses, with a focus on cognition, affection, and conation factors. Based on the understanding of English as an important global skill, this research investigates how these factors influence students' perceptions of English courses at Universitas Nurul Jadid. This research uses a structured questionnaire to explore the perspectives of 3rd, 5th, and 7th

semester Law Study Program students who have taken English courses. The analysis was carried out descriptively using SPSS, which combines the calculation of the mean and standard deviation to interpret the data comprehensively. Results showed positive perceptions in the cognitive domain, with 76.2% stating “fair” or “strong” understanding. This is in line with perception theory, which reveals that strong understanding has a positive effect on students' perceptions of English courses. Despite limitations, such as a limited sample size, this study highlights the potential for future research to overcome these obstacles to gain greater insight. In the affective domain, most students harbored positive feelings related to enjoyable experiences, emphasizing the need for responsive teaching methods. This study acknowledges variation in student perceptions, challenges the notion of uniform positive perceptions, and encourages further exploration of inclusive teaching strategies. Regarding conative factors, most of the students showed positive commitment and motivation towards the English course. This research requires a learning environment that fosters commitment and motivation and fosters positive perceptions of English courses. Recommendations include broader research to overcome sample limitations and explore psychological factors through qualitative methods. These findings provide valuable guidance for instructors, encouraging positive learning experiences and shaping adaptable teaching strategies. The implications of this study extend to a wide range of stakeholders, including educational institutions and the corporate sector, emphasizing the practical relevance of English language proficiency.

Keywords: English Courses; Influence Factors; Law Study Program; Students' Perceptions

Introduction

English language proficiency has become a must in this age of globalization, especially in settings involving higher education. The background to this research stems from a deep understanding of the importance of English as an essential skill in today's global world (Khidirov, 2023). English courses have a significant impact on students' cross-cultural communication skills. English courses, especially those focused on business and translation, play a crucial role in enhancing students' cross-cultural communication skills (Zhou, 2019). These courses help students learn about cultural differences and how to navigate them, which is important in today's globalized world (Zhou, 2019). According to Kustyarini (2020), students' perceptions of this course are influenced by cognition, affection, and conditioning factors, including knowledge, emotions, and motivation. The problem that arises is how these factors influence Law Study Program students' perceptions of English courses. This research is important because perception plays a major role in shaping and modifying behavior (Ahmad et al, 2020). Therefore, understanding the factors that influence students' perceptions of this course has profound implications for the teaching and learning of English in academic contexts and can provide guidance for improving the quality of teaching in the future (Suryanto et al, 2021).

An exploration of existing scholarly works on student attitudes toward English courses reveals significant insights. Wang & Guan (2020) study underscores the pivotal role of teaching strategies tailored to students' psychological and motivational factors for successful language acquisition. Similarly, Harsch et al's research (2021) highlights the necessity of fostering a stimulating and interactive learning atmosphere to enhance English language skills. These studies collectively lay the foundation for the present research, delving deeper into the intricacies of cognition, affection, and conation in molding students' perceptions of English courses. Cho's research reaffirms the centrality of psychological and motivational aspects in language teaching (Cho, 2020). Furthermore, Almelhi's findings stress the essential nature of interactive and engaging learning environments for language skill development (Almelhi, 2021). These insights serve as the basis for a comprehensive exploration of the multifaceted dimensions influencing how students perceive their English learning experiences. By building upon these studies, this research aims to provide a nuanced understanding of the complexities shaping students' perspectives on English courses.

This research is anticipated to yield substantial contributions to curriculum development and English teaching methodologies within the Law Study Program at Nurul Jadid University. The findings can serve as valuable guidance for educators and instructors when crafting more adaptable and student-centered teaching strategies (Paudel, 2022). Moreover, by gaining an intricate insight into the factors influencing students' perceptions of English courses, it is expected that students will be better equipped to surmount any challenges encountered during their learning journey (Rahiem, 2021). The implications of this research extend beyond the confines of a single institution, as other educational establishments can draw upon its insights to enhance their English language instruction (Tight, 2022). Furthermore, the corporate sector, which increasingly demands graduates with proficient English language skills, stands to benefit from this research as it contributes to producing graduates who meet these language competency requirements (Piller & Bodis, 2022). Thus, the significance of this study is not limited to academia but holds substantial practical relevance for a myriad of stakeholders.

Methods

This research aims to explore the factors that shape the perceptions of Law Study Program students towards English courses at Universitas Nurul Jadid. The research method used involves the use of a structured questionnaire as the main instrument for collecting data. This questionnaire focuses on three main aspects, namely cognition (knowledge), affection (emotions), and conation (attitudes and behavior), so that it can provide a comprehensive understanding of students' perceptions of English courses.

The respondents included in this research were students of the 3rd, 5th, and 7th semesters of the Law Study Program who had taken English courses. The selection of respondents from various semesters aims to obtain diverse points of view regarding their perceptions. The collected data will be analyzed descriptively using SPSS

statistical software. The analysis includes the use of descriptive statistics, such as the mean and standard deviation, to summarize and describe the data in greater depth (Cooksey & Cooksey, 2020). The results of the analysis will later be interpreted to understand what factors significantly shape students' perceptions of English courses. The conclusions of this research will be summarized in a report that includes methodology, findings, and suggestions for further development in the implementation of English courses at the Law Study Program of Universitas Nurul Jadid.

Results and Discussion

Factors that Influence Student Perceptions of Aspects of Cognition

Table 1. Factors that Influence Student Perceptions of Aspects of Cognition

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Weak | 4 | 19,0 | 19,0 | 19,0 |
| | Enough | 9 | 42,9 | 42,9 | 61,9 |
| | Strong | 7 | 33,3 | 33,3 | 95,2 |
| | Very Strong | 1 | 4,8 | 4,8 | 100,0 |
| | Total | 21 | 100,0 | 100,0 | |

From the research results, it can be seen that the majority of Law Study Program students at Nurul Jadid University have a positive perception of English courses in the cognitive aspect. As many as 33.3% of respondents stated they had a "strong" understanding, while 42.9% felt their understanding was "sufficient". Only a small majority, 19.0%, felt they had a "weak" understanding, and only 4.8% considered their understanding "very strong."

These results can be linked to perception theory, where an individual's understanding or knowledge influences his or her perception of an object or phenomenon (Ahmad et al, 2020). In this case, students with a stronger understanding tend to have a more positive perception of English courses. This is in line with previous research findings, which state that strong understanding in the context of language learning tends to increase motivation and positive perceptions of courses (Cho, 2020).

However, it also acknowledges that there are several limitations to this research, such as the limited sample size. Although the results provide valuable insight into student perceptions, future research could broaden the scope and address these limitations. The implication of this research is that learning approaches that increase students' understanding can help improve their perceptions of English courses. Moreover, the results of this research can provide guidance for instructors to develop more effective teaching strategies and support student progress in English courses. As a result of still-fresh research, this study contributes to our understanding of how

comprehension influences perception and is an initial step in achieving novelty in this field.

Factors that Influence Student Perceptions of Aspects of Affection

Table 2. Factors that Influence Student Perceptions of Aspects of Affection

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Weak | 3 | 14,3 | 14,3 | 14,3 |
| | Enough | 11 | 52,4 | 52,4 | 66,7 |
| | Strong | 2 | 9,5 | 9,5 | 76,2 |
| | Very Strong | 5 | 23,8 | 23,8 | 100,0 |
| | Total | 21 | 100,0 | 100,0 | |

From the results of research regarding the factors that influence Law Study Program students' perceptions of the English course at Nurul Jadid University with a focus on the affective aspect, it appears that the majority of students have a positive perception of the course. A total of 52.4% of respondents considered their understanding of English courses to be "fair," and 23.8% felt their understanding was "very strong." Only a small number, 14.3%, felt their understanding was "weak," and 9.5% felt their understanding was "strong."

These findings can be linked to affect theory, which emphasizes the role of individual emotions and feelings in forming perceptions of an object or situation (Almelhi, 2021). In this case, students' positive perceptions of the English course may be related to the positive experiences or positive emotions they associate with the course.

In contrast, these findings also enrich the literature review by highlighting students' diverse understanding. Previous studies may have emphasized results indicating positive perceptions, whereas the results of this study illustrate variations in student perceptions. This shows that not all students have the same positive perception of English courses, which can inspire further research on teaching strategies that are inclusive and responsive to students' affective needs.

However, this discussion also acknowledges limitations, such as the limited sample size. Therefore, further research can expand the sample scope to obtain more representative results. By presenting a new taste image through the results of this research, the researcher tries to present novelty in understanding the affective aspects of students' perceptions of English courses. By examining variations in perceptions, this research makes an important contribution to the understanding of the affective factors that influence students' perceptions of English courses.

Factors that Influence Student Perceptions of Aspects of Conation

Table 3. Factors that Influence Student Perceptions of Aspects of Conation

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Weak | 3 | 14,3 | 14,3 | 14,3 |
| | Enough | 8 | 38,1 | 38,1 | 52,4 |
| | Strong | 4 | 19,0 | 19,0 | 71,4 |
| | Very Strong | 6 | 28,6 | 28,6 | 100,0 |
| | Total | 21 | 100,0 | 100,0 | |

From the results of research regarding the factors that influence Law Study Program students' perceptions of the English course at Nurul Jadid University with a focus on the conation aspect, it appears that the majority of students have a positive perception of the course in terms of their commitment and motivation. A total of 38.1% of respondents considered their commitment and motivation to be "fair," 28.6% felt they had "very strong" commitment and motivation, and 19.0% felt they had "strong" commitment and motivation. Only a small number, 14.3%, felt their commitment and motivation were "weak."

These results can be linked to conation theory, which emphasizes the role of individual commitment and motivation in shaping their behavior and perceptions of an activity or task (Piller & Bodis, 2022). Students with a high level of commitment and motivation tend to have a positive and deeper perception of English courses.

However, this research also acknowledges limitations, such as a limited sample. Therefore, future research could involve a larger sample and diversify respondents to understand variations in students' perceptions and conation towards the course. The implication of these findings is that creating a learning environment that strengthens students' commitment and motivation can increase their positive perceptions of English courses. This research attempts to open a new window in understanding the conation factors that influence students' perceptions of English language learning, providing an important contribution to the development of more adaptive and effective teaching methods. Although limited in scope, this study seeks to demonstrate novelty by exploring relevant aspects of conation, creating a foundation for further research in this area. By presenting original arguments and paying attention to variations in student perceptions and conation, this research seeks to achieve an image that follows the latest scientific developments in this scientific field.

Closing

The research outcomes regarding the factors shaping Law Study Program students' perceptions of English courses at Nurul Jadid University demonstrate that the majority of students hold favorable views in the cognitive domain. A significant 76.2% of students expressed a "fair" or "strong" understanding, linking comprehension to

positive attitudes in English courses. However, limited samples require broader research for comprehensive insights.

Regarding the affective aspect, according to Almelhi (2021), most students hold positive feelings, shaped by enjoyable experiences. Diverse emotional responses stress the need for responsive teaching methods.

Furthermore, Piller & Bodis (2022) stated that students with high commitment and motivation exhibit more positive perceptions of English courses. Acknowledging sample limitations, the study advocates broader research to understand varied student perceptions. Implying the need for a motivating learning environment, this study pioneers conative factor exploration, contributing to the evolution of teaching methods. Despite limitations, it lays the groundwork for extensive research, aligning with field advancements.

Future research should expand samples and conduct detailed analyses to understand student perceptions. Qualitative methods can reveal psychological factors, guiding inclusive and responsive educational policies. These findings will guide instructors, fostering positive learning experiences and shaping adaptable teaching strategies.

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