

BELIEF, PERCEPTION, AND CHALLENGES OF NON ENGLISH DEPARTMENT STUDENTS TO LEARN ENGLISH IN GLOBALIZATION ERA

Erna Iftanti

*English Language Education, Faculty of Teacher Training and Education
IAIN Tulungagung, Indonesia
Email: erna@iain-tulungagung.ac.id*

Binti Maunah

*Islamic Education, Faculty of Teacher Training and Education
IAIN Tulungagung, Indonesia
Email: Uun.lilanur@gmail.com*

APA Citation: Iftanti, E. & Maunah, B. (2021). Belief, perception, and challenges of non english department students to learn English in globalization era. *Indonesian EFL Journal*. 7(1), 1-12. <https://doi.org/10.25134/ieflj.v7i1.3985>

Received: 29-09-2020

Accepted: 27-11-2020

Published: 31-01-2021

Abstract: This study was carried out in response to the demand that in this 4.0 era, Indonesian students should be proficient in English. Hence, in Indonesia, English has been taught and learnt since elementary school level up to tertiary level of education. This long period of learning should lead the students to be proficient in English which is proved by passing the minimum score of 450 TOEFL test. Yet, many of them did not meet the minimum score. Thus, this study investigates their perception and belief in learning English and the challenge of being able to be proficient in English. The study was done qualitatively through interviewing 80 students of non-English Department who were taking TOEFL course. It reveals that English is perceived like a two-side coin which in one hand, it is misperceived as a difficult subject because of its complicated rules to be memorized. In the other hand, it is thought to be joyful and meaningful that they believe as a means of bringing educational, social, and economical success. Therefore, they are challenged to be proficient in English. This study is then pedagogically implemented through building positive belief and perception that learning English is fun and helpful.

Keywords: *Belief, perception; challenge; and globalization era*

INTRODUCTION

Globalization is indicated by the continuous process to intensify social, economic, and cultural. It exchanges across the globe has increasingly coordinate and integrate those fields. The global economic has also forced people to stimulate their migrations in a great number from and to every corner of this universe which subsequently result in either cultural or language exchange and integration. This makes the old boundaries and the aspired cultural coherence and homogeneity of the nation-state be increasingly untenable. This further leads to the rise of the breadth of social networking in any fields such as education. The importance of English has then increased on social media (Kamran & Mansoor, 2017) which affect to the building an online community (Habibi, Mukinin, Riyanto, Prasohjo, Sulistiyo, Sofwan, & Saudagar 2018).

The globalization era which has meant dramatic social, economic, educational, cultural changes and distinctions from what it used to be, has

triggered the global force instead of not having particularizing and localizing one anymore. English language for example has such global power in almost all aspects of life. This affects the global people to be proficient in English in order to be globally competitive (Shobikah, 2017). Japan Ministry of Education for example initiates English as medium of instruction to foster global human resources (Rose & McKinley, 2018). It is then taken as part of education with which people transfer a range of English skills, culture, and values as well.

Education can be broadly conceived as formally or informally structured, socially organized, and directed teaching and learning as well. The English instructional activities in schools which tend to be highly formalized because of the strict time, subject, and level or grade border does not always bring about high achievement in learning English. Schooling in formal education today needs more cultural sophistication, collaboration skills, better communication, higher-order cognitive skills for

critical thinking, and the meta-cognitive abilities to reflect on their own learning. Therefore, they become lifelong learners. Accordingly, it is essential to know how much the learners perceive and believe in English as one of the foreign languages taught to equip them with skills of using English. Considering the global changes in this globalization era, learning English is also challenging. Thus, it is also essential to investigate challenges that they might think about English.

Perception, as according to Cambridge Online Dictionary, is as belief or opinion, which is often held by many people and based on how things seem. Meanwhile, belief is the feeling of being certain that something exists or is true. Kumaravadivelu (2012) discussed two types of beliefs and suggested *core and peripheral beliefs*. These shape the teachers' professional development and how they work which are significant to the comprehending of their teaching methods and their decisions in the classroom (Gilakjani & Sabouri, 2017). He further described core belief as more effective in shaping teachers' instructional approaches. Peripheral belief, in the other hand, is not as effective as core belief because it paves way to the conflict between what teachers' claim they do and what they actually do in the classroom. In the domain of EFL learners, their sophisticated epistemic beliefs determine their learning strategies (Rahmiati & Emaliana, 2020) which appear to get impact on their learning performance (Broadbent, 2017; Loh & Teo, 2017). And belief itself is proved to be strongly associated with motivation (Amrullah, 2018).

In the context of classroom, several studies prove that there are some contributory factors that the students bring with them in the learning process and success, i.e. the perceptions (Manurung et.al., 2020; Metruk, 2020), beliefs (Al-Malki & Zahid Javid, 2018); Dislen Daggöl, 2019), attitudes (Katawazai & Saidalvi, 2020; Miqawati, 2020), and metacognitive knowledge (Hamiddin & Saukah, 2020; Teng, 2020). Foreign language students for example might have strong beliefs about the nature of the language they learn, the difficulties, the acquisition process, the success of implementing certain learning strategies, teaching strategies and their own expectations about achievement.

A study by Aslan & Thompson (2018) proves that beliefs contributes much to the EFL students performance. Positive beliefs about language learning is meaningful to reduce anxiety and boost

confidence in language learning. In addition, a study carried out by Wei et.al. (2018) implied that how students perceive about the application of autonomous activities helped to improve learners' languages skills and successful learners tended to be more autonomous which brings about success in EFL performance. It is also revealed that students with high degree of EFL Epistemic beliefs also have high level of English language proficiency in listening, speaking, and writing (Emalia, 2017), and reading (Florida & Mbato, 2020).

There are a number of studies concerning with belief, perception, and challenges in language learning. A study concerning with English instruction with ESP approach in Indonesia indicated unsuccessful story which was proved that many students have achieved only minimal English proficiency (Poedjiastutie & Oliver, 2017). They further revealed that because they have pragmatic reasons for learning English such as to get greater life opportunity, then to fulfill the their need, the teachers should develop their teaching capacity.

Similarly, Abubakar, et.al. (2017) in their study in a more specific context- English speech training through *Muhadloroh* program in an Islamic boarding school which was followed by students of grade 2 and grade 6- also showed that they were challenged with grammatical factors, anxiety and the program itself. Abrar, et.al. (2018), in their research found the limited skills of EFL students of a public university in Indonesia.

This is parralel to a study by Alharthi (2020) revealing that one of the problems challenged by the ESP Saudi Arabia students is related to the limitation of the input. However, the result of reviewing related previous studies indicates that the attention on the learning needs of the EFL learners of non-English Department in an Islamic university covering perception, beliefs, and challenges is hardly given. Meanwhile, the global changes affect EFL students of any level of education either public or religion-based-educational institution as exist in Indonesia.

Thus, by investigating learners' perception, beliefs, and challenges of non English Department in religion-based university, the EFL instructional practices can be better achieved and it further gives meaningful data on what to be better planned in preparing the EFL learners to face the global changes and as well as to be competitive. As demonstrated by Tang & Tian (2015) in their study

that to identify students' perceived beliefs and strategy used is useful to build effective and productive classroom instruction.

METHOD

This exploratory study was done to the third semester students of 21 non English Departments of State Islamic Institute of Tulungagung, Indonesia. They were about 19- 20 years old who could be categorized as digital native. They were from Social Science Department (hereafter TIPS), Biology Department (TBIO), Chemistry Department (TKIM), Physics Department (TFIS), Indonesian Language Department (TBIN), Teacher Education of Elementary School Department (PGMI), Islamic Education Department (PAI), Math Department (TMT), Syariah Banking Department (PS), Family Law Department (AS), Alqur'an Tafsir Science Department (IAT), Syariah Monetary Accounting Department (AKS), Arabic Language Department (PBA), Syariah Economic Department (ES), Syariah Business Management Department (MBI), Islamic Psychology Department (PI), Islamic Philosophy (AFI), State Administration Law Department (HTN), Islamic Broadcasting Commission Department(KPI), Syariah Accounting Department (AS), and Islamic Early Child Education Department (PIAUD). Those students were taking TOEFL course, because they did not pass the minimum passing grade of TOEFL, 450.

There were 80 students participated in filling out the questionnaire of this study. The questionnaire showed that they claimed themselves to have learnt English since Elementary school and some others have even started learning English at their pre elementary age, but they said not to be successful. This is due to the fact that when they took TOEFL test, most of them did not reach the minimum passing score (450).

Therefore, they need to take English TOEFL course in order to help them to reach the score. However, during the instruction, some students could actively take part in the instructional process and some others passively get involved. They were not quite eager to learn English either. Thus, it is significant to comprehensively investigate what really happen in the students' mind concerning with English- what is their perception and belief about English and what is their challenge towards English in this 4.0 era.

The data concerning with their perception, belief and challenge on learning English in this 4.0 era were collected through interviewing them. The

semi structured interview consisting of two main parts- structured questions and open ended question. The struture questions asked about their perception and belief and open ended questions investigated the challenges they were facing during learning English. This interview was done in written, so that they could freely answer the questions of interview. The data obtained from this stage were classified and coded. The same data recorded from the participants were reduced. Subsequently, they were qualitatively described. The result of data analysis is used as the basis to draw conclusion on the perception, belief, and challenge of learning English among the students of non English Department.

RESULTS AND DISCUSSION

There are some important findings about the students' perception, belief, and challenges in learning English.

The perception of non-English department students towards English

There are various perception concerning with learning English as organized in Table 1.

Table 1. *Perception on English and the possible reasons*

N	Perception	Possible underlying reasons
1	English as difficult subject	Memorization as a misconception learning style Uninteresting teaching technique The purposes of learning English Languages as the gate to learn anything Reluctant to read Lack of willingness and spirit Lack of using it for daily communication Difference between pronunciation and spelling is a big problem for Indonesian learners Their belief that English is difficult is the source of their difficulty in learning English
2	English is easy and joyful	if mastering its grammar and vocab depending on the purpose of learning English. To learn English for speaking is easier than that for academic purposes to have sufficient number of vocabulary Containing various knowledge Feeling proud as if staying in overseas and being beautiful
3	Learning English is a need	International language Covering all fields of life A means of instruction

English as difficult subject

The students of non English Department perceive English as difficult subject with various levels of difficulty. The first, they think English as a really difficult subject for some reasons such as memorizing vocabularies and constructing English sentences. This can be seen from this quoted interview: "English is difficult for me, because there are many things to be memorized and I need to note the sentence construction" (TMT3). "...too many patterns to be memorized and confusing (AKS2). The statements imply that their perception on memorizing patterns while learning English has driven them to think that learning English is difficult. This finding is in line with Alsawat (2016) who prove the highest provoking causes of students' anxiety were worrying about consequences of failing, forgetting things they knew and feeling uneasiness during language tests. Besides, their perception on learning English gets worse when they think of constructing English sentences. This perception might lead to some limitations in their EFL personal performance in mainly writing skill. Yet, such a limitation, as revealed by Yuliani & Fadhy (2020), can be overcome by appropriate students' choices on using a certain strategy. Another study reported that teacher's personal performance is believed to be motivational

strategy in the EFL classroom (Al-Mahrooqi et.al., 2016). Thus, both teachers and students play significant role to build positive perception in learning English.

This present study also shows that English is not only thought difficult but also boring because of the teachers' less interesting teaching technique. This can be inferred from the student' quoted interview "I think to learn English is difficult and a bit boring...it will be interesting if the English instruction is carried out as interesting as possible. (PS6). Motivational teaching strategies and helpful, interactive, engaging, and enjoyable learning environment are proved to be influential to stimulate the learners' interest and enthusiasm (Abdullah et.al. 2019). Implementing meaningful learning such as using digital game (Shahriarpour, 2014) during EFL instruction do increase learners' motivation.

The other reason noted from the students' perception that English as a difficult subject is because to start learning English takes serious and hard effort. In this condition, This is explicitly stated in the student' quoted interview: "The first step to understand new thing is a language and I don't understand this English language, so that I need to seriously try hard..." (LAT2). It is accepted that language be the central to social life, while language development and speech is the cornerstone to get success in life.

The other thing which might affect the students' perception of the difficulty level of learning English is the learning purpose. Different purpose of learning English brings about the different perception of difficulty toward learning English. Some respondents claim that to learn English for speaking is considered easier than that for academic purpose. This can be explicitly pictured out from the student's quoted interview. "*English is actually easy, but it depends on the purposes of learning English. To learn English for speaking is easier than that for academic purpose.* (PS2). As digital native they are mostly engaged with online media application such as *Orai* application which is helpful to alleviate fear of speaking (Halimah et.al., 2018). Moreover, they perceived learning English is difficult because they are reluctant readers. This can be sum up from the student's quoted interview stating that "*My perception on English is that I have been reluctant to read, to translate...and that is the main reason why I get difficulty in learning English.*" The statement implies that if a learner of English is keen on reading English text, he/she can tackle problems encountered during his learning English.

The willingness and spirit also contribute to determine the student's perception of learning English. This is implied from the quotation of a student from Islamic Psychology below.

"In my opinion, learning English is exciting. For me, if I have willingness and spirit to do anything, it will run easily and interestingly because the power comes from the deepest of mind. English will also be difficult to be learned if I do not have any willingness to learn it, but I am eager to learn it, so it will be easily learnt."(PI2)

The other students (IPS4 and PS3) also perceived English as not a difficult subject as long as the learner has willingness and patience. Learning English is sometimes difficult, but at some other time it is easy. This depends on the willingness, patience, and how much grammar and vocabulary that they can master. This is parallel to Fadilah (2018) who found that EFL students' perception, motivation, and communicative self-confidence affect directly and indirectly to the students' willingness to communicate in English. "Learning English is easy, it depends on the willingness and patience" (IPS4)

English teacher is also considered as the influential basis to determine whether English is thought to be difficult or easy subject. This present study also pointed out that the students' success in learning English is much more depending on the

teachers. This finding is explicitly mentioned in one of the student's quoted interviews: "*To learn English in my opinion depends on who teaches it*" (TFIS3). This proves that teachers play essential role in determining the classroom environment and students satisfaction during the instruction. However, Ruzek et.al. (2016) have revealed that teacher emotional support on students' engagement and motivation indicates significant mediating effects of autonomy and peer relatedness experiences, but not competence beliefs. Still, there is positive correlation amongst students' academic adjustment, patterns of teacher behavior and practices related to classroom quality (Zee & Koomen, 2016).

The other possible reason which makes students perceive English as difficult subject is the difference between spelling and its pronunciation. This can be inferred from the student's quoted interview stating that "*the difference between pronunciation and spelling makes me often misunderstand to learn English.*" (TBIO4).

Moreover, to learn English is also perceived to be difficult because it is seldom used. This implies that they are not actively involved in the instructional activities. The students claimed themselves to find some difficulties because when they learn it, they do not practice it. As a result, they always start from the basic whenever they learn English and it has easily gone after finishing the course. "*I do not understand English because of lacking use in my daily communication.* (TMT2). A study found that to promote learners' active participation, they should be given chances to practice using authentic English language in context and the teachers should integrate various activities in a lesson to meet their needs and goals (Gudu, 2015).

In addition, the students' belief that English is difficult comes from their own belief that English is difficult. This can be clearly implied from the student's statement that "Before knowing English, I imagine English as difficult subject, but after I understand the patterns of English, I myself find English is easy."(HTN1)

English as an easy and interesting subject

The result of data analysis also reveals some important points. It is found that after they gradually learned and enjoyed learning English, they noticed English as interesting subject which can trigger the pride of its users. Using English through reading texts in English brings the readers about "being beautiful" since it seems like internationally recognized. As a result, English is

thought to be interesting. This is implied from the student's quoted statement: *"English is joyful, interesting, and funny. When I read English texts I feel like in overseas, and it attracts me to be beautiful."* (AS1). Student from the other study program also considered that although English is difficult for him, it is interesting to be learned. *"For me English is difficult, but it is interesting to be learned"* (TMT 1). His statement shows that he finds the joy in learning English. The obstacles found during their learning English do not inhibit them to learn English, so that they keep being attracted. This can be proved from one of the students' claim that *"English is interesting ...and attracting."*(TKIM1).

To struggle against the lack of vocabulary number does not mean that the learners perceive English as difficult subject, because to keep studying English will make them getting a lot of knowledge. This finding is implied from the student's quoted interview *"I think English is interesting subject although I find many difficult words, and I can find a lot of knowledge from learning English."* (PS4).

Learning English is a need

As being discussed previously, English is considered to be difficult. However, they perceived that learning English is a need since it is international language used by almost all people in all over the world. *"In my opinion, English is a language that should be learnt by everybody because it international language, so, if we go abroad, English is really needed"* (TMT5). People agree that life has become global at present, trade relations and political interdependence among nations have grown, and foreign travel for business, study and pleasure have all intensified contacts across linguistic and cultural borders. Hence, it is necessary to have a language which can be used world-wide as means of international communication.

English language is the first and at the same time successful choice for this function (Knapp, 2015). It is found that they perceived English as means of economic relation as stated in the student's quoted interview that *"English covers all fields of life such as economics, people cooperation, knowledge, and so on."*(MBS1). This point supports a study conducted by Hayes (2016) proving that English is considered as a tool for personal economic advancement.

Besides as a need, learning English is also perceived as examination and problem as stated in the student's quoted interview *"Learning English*

is a need, examination, and problem." (PAI3). It can be inferred that the need and examination/problem are perceived equally. Because to be less proficient in English language is also proved to create trouble to understand knowledge of subjects learned (Khatoun et.al, 2018).. This is also in line with a study carried out by Zheng et.al. (2016) who found that learner' unsophisticated conceptions of language learning correlate with achieving examination success.

Moreover, the problems faced by the non English Department students as portrayed in this present study can be reduced by implementing appropriate learning styles. *"Learning English for me is necessity because English is international language. Even though it is difficult, by using good learning style, learning English will be easy."*(PGM11). It is also found that English is sometimes used as a means of instruction, so that the learners are demanded to be able to use English or at least recognizing terms used in their field of study. As stated in the statement below.

"Actually it is important to master English, because it is used in my Study Program. My lecturers sometimes use English to deliver materials, even though they sometimes only use some terms in English. However, for me it is significant because although it is only some terms, it affects my understanding on my lecturers' explanation." (TFIS2)

In addition, it is also essential to learn English because it is used as a means of transferring innovation and technology. Thus, in order not to be left behind with the advancement, being able to use English and to communicate in English is a need. As reflected in one of the students' quoted interview: *"It is a must for everybody to master because it is helpful keep up to date with the technological advancement which is mostly in English"* (IAT2). The various functions of English that the students perceived have challenged them to be independent and autonomous in learning English so that they can keep up to date with the global information. Using learning style appropriate for their own characteristic and needs is one of the ways to be autonomous which will further trigger them to be proficient in English. Yunus & Arshad, (2015) in their study also suggest that learners should be able to identify and employ the appropriate strategies with their learning styles and preferences because learner training has the capability to foster and develop learner autonomy.

To sum up, it is revealed that the students of non English Department perceived English in a-three-tier notes. In 4.0 era, they perceive English as a

necessity to be learned and mastered. However, English, in one hand, is noticed to be difficult for some reasons, namely 1). misconception on learning style that learning English needs to be memorized, 2). uninteresting teaching technique; 3). different purposes of learning English, 4). reluctant readers, 5) lack of willingness and spirit to learn and use English regularly, 6). different linguistic system and 7). misbelieve that English is difficult. In the other hand, they perceive English as interesting and joyful subject because of the appropriate purpose of learning, sufficient number of vocabulary and grammar mastery, and as a means of creating one's pride of using English.

The beliefs of non English department students towards English

The result of data analysis reveals some important notes:

The beliefs brings about the reality. This finding means that the students' belief in English will affect much on what will really happen to them. If the people believe something is difficult, then they will find what they believe. This is implied in a study which demonstrates that teachers' beliefs are indeed reflected in their classroom practices (Alghanmi & Shukri, 2016). This can be inferred that what students believe can be portrayed in their learning practices as explicitly stated in the student's cited interview: " *One hatred thing must be difficult to be accepted...therefore, I strongly believe that English is not difficult, so that I will get an ease to learn and use it.*" (IPS2). Thus, to set positive belief affects the real context of learning.

A means to study abroad and go around the world. The students believe that English is a means to continue their study abroad. They also believe that in order to be able to go around the world, they have to master English. This can be clearly seen from the student's statement: "*If I can communicate in English, I can continue my study in overseas and go vacation in around the world*"(TIPS3). It is implied that they believe English to be influential towards their academic success which is indicated by taking further study abroad. Studies prove that proficiency in English is significantly connected to standardized achievement scores, as well as grade point averages (Martirosyan,et.al, 2015) and impacts academic performance (Geide-Stevenson, 2018). Students who communicate better in the classroom also reached higher level of achievement in college learning (Aydin, 2017) and workplace (Shrestha et.al. (2018). Moreover, to master English is also

meaningful to expand social networking- meeting people and going around the world, as reflected in this quoted statement "*If I can use English, I believe that I can go around the world and meet people from various countries.*"(TMT1). Li et.al (2020) found that English language proficiency of Chinese employees is positively related to their willingness to accept international assignments through openness to corporate globalization.

A means of expanding carrier. In addition to the previously mentioned beliefs, it is also noted that they believe English as a means of expanding carrier. As revealed by Sukarni (2020) that Vocational School students of Accounting Department need to learn ESP for seeking a job after their graduation. The success in building, developing, and expanding carrier is believed to be influenced by how much a person can use English either orally or in written. English takes part in determining the creation of this globalization era. For example, traffic light in public building is written in English languages, specification of merchandise is written in English, language used in computer instruction is English, and English is everywhere. Japan as an advanced country in technology has expanded the use of English language Japanese places of employment to remain successful globalization. Nixon (2015) stated that several Japanese multinational corporations have adopted English as their official language and Japanese companies also use English in the workplace to remain global and succeed in foreign markets. In can be inferred that those who can use English is believed to be lucky to build and expand their career. This is what most of the students believe, as reflected in one of their statements below:

"If I am able use English either orally or in written, I believe that my world carrier seems to be easier because it is now demanded to use English in almost all field of life."(TMT2).

"I also believe that if I use English well, I will internationally expand my business to the global people."(MBS5).

Some positive believes have been noted from students of various Study programs either those from Education Study Program, Religious Study Program, Economics or Math and Science Study Programs. They believe that "*by using English, I can expand my chance to build cooperation with both domestic and foreign institutions and I will have broader opportunity to continue my study abroad through scholarship program.*" (AS6).

This belief indicates that one of the keys to expand their careers is by mastering English as revealed by Nam at.al. that the ideal career can be successfully obtained through being proficient in English.

As a means of sharing knowledge, go international and getting luck in carrier. It is found that English is not only believed as the influential basis to reach success in carrier and going international, but it is useful as a means to share knowledge. To share experience, knowledge, and stories in English will be more easily accepted and recognized in all over the universe. This is due to the fact that English is commonly accepted as the global language, as reflected in the following students' statements:

"I believe that if my English is good I can teach Math in all over the world, go international, and improve my carrier relatively easy." (TMT4);

"...especially in my Department, Banking, I can communicate with foreign customer" (PS2)

It is implied that their belief in English as a means of chasing their dream to go abroad, share knowledge, and to get good carrier is seriously established. This present supports a study by Sener & Erol (2017) showing that the aim of learning English as a foreign language was mostly to find a good job. Thus, English teaching should bring students to establish healthy and upward outlook on life, values, world outlook and entrepreneurship and break them away from the traditional teaching mode and seize the psychological characteristics by always focusing on them so as to actively mobilize their learning enthusiasm, and integrate the concept of innovation and entrepreneurship education into college English teaching well (Yu Ma, 2019).

To support academic and social success

This study noticed that they believe English is able to support their academic and social success such as to get good job and better life. This can be explicitly seen from the students' quoted statements below.

"I believe that if I am proficient in English, it will be easier for me to find literature on Alqur'an studies in the West and it will be my plus point to my articles about Alqur'an science and *tafsir* which hopefully can be published in journal"(IAT1)

It is implied that he put a big dream to be able to learn Alqur'an Studies from the West point of view which he believes written in English. This

indicates that so far he has a big constraint to read and understand literature on Alqur'an science in English. Thus, he dreams of and believes that mastering English language can be of his meaningful and helpful means of learning *Alqur'an* science from the West point of view.

Besides, this study demonstrates that English is believed to be able to help people to find their expected job, as clearly stated;" *...easy to build carrier and to get job*"(AKS3). Moreover, it is also believed that to master English orally or in written will be very advantageous to support their studies which mostly use references in English. Not to be able to understand English literature becomes a big constraint to their academic success. This can be explicitly found in the student's quoted interview:

"I believe that if can use English well, it will be easier for me to understand Biology courses because the references are mostly written in English. Moreover, most of the assignment give by the lecturers is about reviewing international journal which are written in English, so that I find difficulties because I am not good at English."(TBIO4)

To be good at English is also found as a means that bringing them to get good job and better life, because in this globalization era almost all things are delivered in English. It can be acceptable that without understanding English, one will get many problems in facing the world. This can be found in on of the students' quoted interview: "*I believe that if I am successful in English, it will be easier for me to create new carrier and get better life.*"(PGMI5). It is implied that the student put their hope and dream on English and mastering English so that they can change their life. Furthermore, by mastering English, it is believed to be able to transfer knowledge to people around the world, as can be clearly noted from the student's quoted interview: "*If I am good at English, I will transfer my knowledge to other people in this world.*"(PAI3). In short, it is believed that English contributes as means of achieving academic and social success.

Prestigious language, to increase pride and confidence

English for the students of non English Department is also believed to be a prestigious language that can bring them about increasing pride and confidence. From interviewing them, it can be clearly portrayed that they will feel more confident anytime they are able to deliver their thought in

English. It is proved from one of the students' quoted statements:

"In my opinion, I believe that English is a prestigious language which is useful to get prestigious jobs for prestigious people....".(ES1)

"If I am good at oral or written English, I must be very proud if sometimes later I am abroad I will not insecure to be among people."(ES4)

It can be clearly concluded that the students put their big hope to be good at English in order to improve their psychological state and increase their social status.

As a means of recognizing the world

It is also found that one of the instruments to recognize this world is English. They believe that to get success in learning English is helpful for them to know and get closer a look at this world. This is due to the fact that in this globalization era, English takes very great contribution in all aspects of life. Therefore, they believe that without English they will get much obstacle to get involved in the world community. They claim that "If I get success in learning English I believe that I can recognize this world."(TFIS3), "English is means to pass through this world,..." (KPI1). Students have positive belief towards English as a means of recognizing this global community

Indeed, the students of non English Department believe that English play significant roles as means of catching dream into reality, supporting academic, social, and economical success, transferring or spreading knowledge, and that of creating and improving one's pride and prestige.

The challenge of students of non English department towards English

There are some findings dealing with challenges for non English Department students beyond their perception and beliefs about English. Firstly, the advancement of technology which is presented mostly in English has challenged them to be able to use English so that they can keep up to date with the innovation in this world. This challenge is committed by the students that besides the difficulties that they might face during learning English, they should not be trapped to be hopeless in learning English. This challenge should have motivated them to keep doing efforts so that they can use English well. This can be clearly stated in the student quoted statement: "The advancement of technology has challenged me to be able to use

English, because all technology is presented in English."(PGM1). They are also aware that if they do not understand English, they will get serious problem such as getting difficult to get job. To have skill in English means to hold the key to open up the world. As being clearly stated below:

"for those who do not know English, they will get difficulties to get jobs. For example, nowadays anything is in English, in 4.0 era the competition is getting more..."(TBIO1)

"All is written in English so that we have to be able to use English."(TBIO2b).

In this digital era, most people use internet to communicate and search anything. The digitalized information as that in internet is also delivered in English, so that to be proficient in English is an important challenge for whoever wants to get informed. This challenge is also clearly claimed by the student in his quoted interview:" Nowadays, it has been 90% people use internet and the language used in the Internet is English. Thus, to master English is essential for me so that I can see any information through Internet." (HTN).

Secondly, in this global market, people around the world interact economically by means of international language, English, which is universally acceptable. Therefore, in order to get involved in the global market, people should prepare themselves with the skill of English. The students in this case have also been aware that they are challenged to be good at English. They should take aside on the problems they face during their learning English such as language constraints i.e. low proficiency (Alharbi, 2015) and psychological problems i.e lack of motivation, lack of either self or collaborative practices (Abrar et.al. 2018). Instead, they must keep trying to learn English so that they can use English well in order to be competitive in this free market. Unless, they won't left behind with the advancement and fast pace economical progress, they do not improve their language. As being reflected in the students' point of view below:

"In this global market, the use of English is needed." (ES1b)

"Because English is taken as the formal language of the world, so, this is my challenge, because by learning English and understanding technology used English is essential for me."(IPSb)

The innovation of any field is presented, informed, and passed through using English. Considering the significant role of English, students are aware that they are challenged to be proficient in English and this is clearly stated in the student's quoted interview: "I must be able to make innovation which can pass through this world by using English." (KPI). He demands himself to both make innovation and use English well.

The third point is that living in this globalization era, the students are challenged to be competitive in the world of economics so that they get their expected position. To expand the interaction with the people around this universe is also meaningful to chase their carrier and among the ways, English as international language is used as means of achieving it. "I am challenged to master English so that I can do several jobs and expand my interaction with people in this world". (AS5). They claim that they will be left-behind if they can not use English. "If I can not use English, I will be left-behind" (PAI8). In the 4.0 industrial era in which almost all is delivered in English, people are not able to well compete without equipping themselves with English proficiency. Innovation which are mostly published in journals are mostly written in English, so that people are challenged to be proficient in English. This fact is explicitly stated in one of the students' quoted statement: "Many scientific works are published in English, so that students are demanded to able to use English." (TFIS7)

In conclusion, with the fast advancement of information and technology in this 4.0 era at which all innovation is tremendously expanded and spread mostly in English, learning English has become more crucial. This study results in some challenges of the non English Department students to learn English. This challenge was resulted from their awareness as the product of their perception and beliefs in learning English. They are challenged to keep up to date with the innovation mostly presented in English, to get involved in the global market, and to be competitive. One of the ways is by equipping themselves with good English proficiency.

CONCLUSION

This study reveals that the students of non English Department perceived English as a two-side of a coin that in one hand they portray English as difficult subject and in the other hand, they think it as joyful, interesting, and meaningful subject that they believe as a means of triggering them to get

social, academic, and economical success. As demonstrated in this present study that their perception and belief are affected by some factors such as teachers, teaching strategies, and learners' view on the connectedness between English and globalization era.

Hence, it is beyond their perception and belief that they are challenged to be proficient in English so that they can keep up to date with the global innovation, compete in the global market, and improve their quality of education. Therefore, as suggested by Yunus & Arshad (2015), EFL learners of non English department should practice the lifelong learning and to become more creative and innovative learners and human capital in this challenging industrial age. EFL teachers at the same time are supposed to improve their quality teaching innovation in order to guide their students to be proficient in English so that they can be a competitive generation living in this competitive wide-world.

REFERENCES:

- Abdullah, M. Y., Ghafri, A., Harib, H. M., Yahyai, A., & Hamdan, K. S. (2019). A Qualitative Study on the Best Motivational Teaching Strategies in the Context of Oman: Perspectives of EFL Teachers. *English Language Teaching*, 12(3), 57-64.
- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL Student Teachers' Challenges Speaking English. *The Qualitative Report*, 23(1), 129-145
- Abubakar, B., Atmowardoyo, H., & Korompot, C. A. (2017). The Challenges in Undertaking English Speech Training Program at an Islamic Boarding School: A Study of Students' Perspectives. *ELT WORLDWIDE*, 4(2), 125-137
- Alghanmi, B., & Shukri, N. (2016). The Relationship between Teachers' Beliefs of Grammar Instruction and Classroom Practices in the Saudi Context. *English Language Teaching*, 9(7), 70-86.
- Alharbi, H. A. (2015). Improving Students' English Speaking Proficiency in Saudi Public Schools. *International Journal of Instruction*, 8(1), 105-116.
- Alharthi, A.N. (2020). Investigating the Challenges Faced by ESP Learners in Saudi EFL Context. *International Journal of English Language Education*, 8(2), 29-37. doi:10.5296/ijele.v8i2.16925
- Al-Mahrooqi, R., Abrar-Ul-Hassan, S., & Cofie, C. (2016). Analyzing the use of motivational strategies by EFL teachers in Oman. *Malaysian Journal of ELT Research*, 8(1), 41.
- Al-Malki, E. A., & Zahid Javid, C. (2018). Identification of Language Learning Beliefs among Saudi EFL Learners. *Arab World English Journal (AWEJ) Volume*, 9 (4), 186-199. doi: https://dx.doi.org/10.24093/awej/vol9no4.13

- Alsowat, H. H. (2016). Foreign language anxiety in higher education: A practical framework for reducing FLA. *European Scientific Journal*, 12(7).
- Amrullah, A., Vianty, M., & Fiftinova, F. (2018). Language Learning Beliefs of Indonesian English Education Study Program Students. *The Journal of English Literacy Education (The Teaching and Learning of English as A Foreign Language)*, 5(1), 62-70.
- Aslan, E., & Thompson, A. S. (2018). The interplay between learner beliefs and foreign language anxiety: insights from the Turkish EFL context. *The Language Learning Journal*, 1-14. <https://doi.org/10.1080/09571736.2018.1540649>
- Aydin, G. (2017). Personal factors predicting college student success. *Eurasian Journal of Educational Research*, 17(69), 93-112.
- Broadbent, J. (2017). Comparing Online And Blended Learner's Self-Regulated Learning Strategies And Academic Performance. *The Internet and Higher Education*, 33, 24-32.
- Dislen Daggöl, G. (2019). Learning Climate and Self-Efficacy Beliefs of High School Students in an EFL Setting. *Novitas-ROYAL (Research on Youth and Language)*, 13(1), 19-35.
- Fadilah, E. (2018). Perception, Motivation And Communicative Self-Confidence Of Indonesian Students On Willingness To Communicate In L2 By Using Facebook. *JEELS (Journal of English Education and Linguistics Studies)*, 5(1), 23-48.
- Florida, N. A., & Mbato, C. L. (2020). The Influence Of Attributional Beliefs On Indonesian Efl Learners' reading Comprehension. *JEELS (Journal of English Education and Linguistics Studies)*, 7(2), 297-320.
- Geide-Stevenson, D. (2018). Does English proficiency affect academic performance?. *International Review of Economics Education*, 28, 41-48. <https://doi.org/10.1016/j.iree.2018.04.002>
- Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature. *English Language Teaching*, 10(4), 78-86. doi: 10.5539/elt.v10n4p78
- Gudu, B. O. (2015). Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. *Journal of Education and Practice*, 6(35), 55-63.
- Habibi, A., Mukinin, A., Riyanto, Y., Prasohjo, L. D., Sulistiyo, U., Sofwan, M., & Saudagar, F. (2018). Building an Online Community: Student Teachers' Perceptions on the Advantages of Using Social Networking Services in a Teacher Education Program. *Turkish Online Journal of Distance Education*, 19(1), 46-61.
- Halimah, H., Lustyantie, N., & Ibrahim, G. A. (2018). Students' perception On The Implementation Of Orai Application In Cll Method In Teaching Speaking. *JEELS (Journal of English Education and Linguistics Studies)*, 5(1), 1-22.
- Hamiddin, H., & Saukah, A. (2020). Investigating metacognitive knowledge in reading comprehension: The case of Indonesian undergraduate students. *Indonesian Journal of Applied Linguistics*, 9(3), 608-615. DOI: <https://doi.org/10.17509/ijal.v9i3.23211>
- Hayes, D. (2016). The value of learning English in Thailand and its impact on Thai: perspectives from university students. *Asia Pacific Journal of Education*, 36(1), 73-91 <https://dictionary.cambridge.org/dictionary/english/perception> <https://dictionary.cambridge.org/dictionary/english/belief>
- Kamran, S., & Mansoor, S. (2017). Globalization and language use on social media in Pakistan. *European Journal of Language and Literature*, 3(2), 79-84.
- Katawazai, R., & Saidalvi, A. (2020). The attitudes of tertiary level students towards cooperative learning strategies in Afghan EFL Context. *International Journal of Learning, Teaching and Educational Research*, 19(9), 301-319. DOI: <https://doi.org/10.26803/ijlter.19.9.16>
- Khatoon, S., Umer, M., & Roofi, Y. (2018). English as An Obstacle To Gaining Knowledge: A Case of Sindh Pakistan. *Grassroots*, 52(1), 200-208.
- Knapp, K. (2015). English as an international lingua franca and the teaching of intercultural communication. *Journal of English as a Lingua Franca*, 4(1), 173
- Kumaravadivelu, B. (2012). *Language teacher education for a Global Society*. New York: Routledge
- Li, J., Zhao, Y., & Han, X. (2020). Would you work abroad? The effect of English proficiency on Chinese employees' willingness to accept international assignments. *International Business Review*, 29(2), 101669. <https://doi.org/10.1016/j.ibusrev.2020.101669>
- Loh, C. Y. R., & Teo, T. C. (2017). Understanding Asian students learning styles, cultural influence and learning strategies. *Journal of Education & Social Policy*, 7(1), 194-210.
- Manurung, G. N., Manurung, K., Mertosono, S. R., & Kamaruddin, A. (2020). Perceptions of EFL Learners in the Implementation of Blended Learning Post-natural Disaster at a University in Indonesia. *Theory and Practice in Language Studies*, 10(8), 959-968. DOI: <http://dx.doi.org/10.17507/tpls.1008.15>
- Martirosyan, N. M., Hwang, E., & Wanjohi, R. (2015). Impact of English proficiency on academic performance of international students. *Journal of International Students*, 5(1), 60-71.
- Metruk, R. (2020). EFL Learners' Perspectives on the use of Smartphones in Higher Education Settings in Slovakia. *Electronic Journal of e-Learning*, 18(6), pp537-549. DOI: <https://doi.org/10.34190/JEL.18.6.006>
- Miqawati, A. H. (2020). Pronunciation Learning, Participation, And Attitude Enhancement Through Mobile Assisted Language Learning (Mall). *English Review: Journal of English Education*, 8(2), 211-218.
- Nam, B. H., Bai, Q., & Bae, W. (2020). 'English proficiency matters': ESL learning as a vocational behavior among former korean college student-athletes on dropping out of athletic programs. *International Studies in Sociology of Education*, 1-24. <https://doi.org/10.1080/09620214.2020.1762109>

- Nixon, R. M. (2015). Workplace English Usage in Japan. *Journal of the Faculty of Foreign Studies, Aichi Prefectural University (Language and Literature)*, 47, 21-34.
- Poedjiastutie, D., & Oliver, R. (2017). Exploring Students' Learning Needs: Expectation and Challenges. *English Language Teaching*, 10(10), 124-133.
- Rahmiati, I. I., & Emaliana, I. (2020). Efl Students'online Learning: Epistemic Beliefs Determine Learning Strategies. *EDUCAFL: Journal of Education of English as Foreign Language*, 2(2).
- Rose, H., & McKinley, J. (2018). Japan's English-medium instruction initiatives and the globalization of higher education. *Higher Education*, 75(1), 111-129.
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and instruction*, 42, 95-103.
- Sener, S., & Erol, I. K. (2017). Motivational Orientations and Self-Efficacy Beliefs of Turkish Students towards EFL Learning. *Eurasian Journal of Educational Research*, 67, 251-267.
- Shahriarpour, N. (2014). On the effect of playing digital games on Iranian intermediate EFL learners' motivation toward learning English vocabularies. *Procedia-Social and Behavioral Sciences*, 98, 1738-1743. doi: 10.1016/j.sbspro.2014.03.601
- Shobikah, N. (2017). The Importance of English Language in Facing Asean Economic Community (AEC). *At-Turats*, 11(1), 85-93.
- Shrestha, R. N., Awasthi, J. R., & Pahari, B. R. (2018). Impact of English Language Proficiency on the Job Grabbing Process of Engineers in Nepal and the Other Countries: A Bird's Eye View. *Journal of the Institute of Engineering*, 14(1), 223-234. doi: <https://doi.org/10.3126/jie.v14i1.20088>
- Sukarni, S. (2020). Understanding learners' need of ESP for accountancy program at vocational school. *English Review: Journal of English Education*, 8(2), 273-282. doi: 10.25134/erjee.v8i2.2002.
- Tang, M., & Tian, J. (2015). Associations between Chinese EFL graduate students' beliefs and language learning strategies. *International journal of bilingual education and bilingualism*, 18(2), 131-152.
- Teng, F. (2020). The role of metacognitive knowledge and regulation in mediating university EFL learners' writing performance. *Innovation in Language Learning and Teaching*, 14(5), 436-450. DOI: <https://doi.org/10.1080/17501229.2019.1615493>
- Wei, Q., Siriyothin, P., & Lian, A. P. (2018). Chinese university EFL students' perceptions of learner autonomy in language learning. *Beyond Words*, 6(1), 26-40.
- Yuliani, I., & Fadhly, F. Z. (2020). Learning Through Learners: Indonesian Efl Learners'writing Strategies Experiences. *Learning*, 3(2)
- Yunus, M. M., & Arshad, N. D. M. (2015). ESL Teachers' Perceptions toward the Practices and Prospects of Autonomous Language Learning. *Asian Social Science*, 11(2), 41.
- Yu Ma. 2019. A Study of College English Teaching from the Perspective of "Entrepreneurship and Innovation. *Advances in Social Science, Education and Humanities Research*, volume 310. 3rd International Conference on Culture, Education and Economic Development of Modern Society (ICCESE 2019). Atlantis Press
- Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational research*, 86(4), 981-1015.
- Zheng, C., Liang, J. C., Yang, Y. F., & Tsai, C. C. (2016). The relationship between Chinese university students' conceptions of language learning and their online self-regulation. *System*, 57, 66-78. <https://doi.org/10.1016/j.system.2018.05.003>