

THE STUDENTS' PERCEPTION OF ENGLISH COURSES (THE NUTRITIONIST STUDY PROGRAM FACULTY OF HEALTH UNIVERSITAS NAHDLATUL ULAMA NUSA TENGGARA BARAT)

Lalu Dwi Satria Ardiansyah¹, Fahimah Saifudin², Baiq Dewi Sukma Septiani³

¹ Drama, Dance, and Music Department, Education Faculty, UNU NTB, Indonesia
laludwisatriardiansyah@gmail.com

² Information Systems Department, Faculty of Engineering, UNU NTB, Indonesia
fahimahsaifuddin2@gmail.com

³ Nutritional Science Department, Faculty of Health, UNU NTB, Indonesia
dewisukma180989@gmail.com

ABSTRACT

The ability to use English is an important ability to be achieved in the process of learning a foreign language. The Nutritionist Study Program aims to develop students' language skills both orally and written. With oral skills, students are expected to master a number of vocabulary and sentence structures and be able to speak actively; With written skills, students are expected to be able to read and understand language texts, especially those closely related to the material being studied. This research was conducted to obtain data related to the perceptions of students of Nutritionist Study Program, Faculty of Health, UNU NTB. The learning process carried out, which is divided into five parts, namely: perceptions of English for the students, related Faculty of Health, UNU NTB: the purpose of learning English language proficiency, teaching materials from the language proficiency courses, application of language proficiency teaching methodologies, lecturers of English language proficiency courses perceptions and student perceptions of evaluation techniques used by lecturers of language proficiency courses in the Nutritionist Study Program, Faculty of Health, UNU NTB. The results of this study are expected to be an evaluation material for the English learning process in the UNU NTB and future curriculum development.

Keywords: *perception; process; learning; language proficiency*

Learning English is an important asset for students to answer various challenges in their professional world. The role of lecturers is very important in order to facilitate students to acquire adequate English language skills. Especially for English lecturers who teach the students of the Nutrition Study Program (English for Specific Purposes). The lecturers are expected to be able to develop syllabus and teaching materials based on student needs and be able to meet students' real-

world professional demands effectively (Aflah & Rahmani, 2018)

The ability to use English (listening, speaking, writing and reading) is an important ability to be achieved in the process of learning a foreign language. In general, in the context of learning and teaching English, the Nutrition Study Program aims to develop students' language skills both orally and written. With oral skills, students are expected to master a number of vocabulary and

sentence structures and be able to speak actively; With written skills, students are expected to be able to read and understand language texts, especially those closely related to the material being studied (Hendra, 2016)

However, the problems that occur in Indonesia, especially in West Nusa Tenggara, are that many English lecturers who teach have difficulty in designing the teaching syllabus and teaching materials for the Nutrition Study Program. This includes teaching English at Nahdlatul Ulama University in West Nusa Tenggara (UNU NTB), where lecturers find it difficult to design teaching materials due to the unavailability of special English books for students of the Nutritionist Study Program, Faculty of Health, UNU NTB at the local bookstore. Therefore, analysis of student perceptions will be an alternative solution to the problem above.

Ramani & Pushpanathan (2015) in their research found that it is important to understand how students perceive the needs of English Courses by identifying students' backgrounds and the factors that cause changes in their language needs. This is considered important to be used as constructive information in preparing a learning curriculum.

Boroujeni & Fard (2013) in their research stated that conducting a perceptual analysis of the needs of an English course can help find out whether the program is in accordance with the goals and objectives for learning a language and at the same time it is used to help improve various components of a more oriented program. student needs. ⁽⁴⁾ Furthermore, Boroujeni & Fard, (2013) argue that needs analysis can also help in evaluating existing programs and if deficiencies are found it can help determine the need to introduce changes that may suit student needs.

After a long implementation of the English learning process Nutritionist Study Program, Faculty of Health, UNU NTB which is guided by the ongoing curriculum, it is time for a comprehensive evaluation to see, analyze, and assess the final results of the learning process. Evaluation is not only done to students as objects of implementing the existing curriculum. However, it is also carried out on the performance of lecturers and the methodology used in learning as a direct implementer of the learning process at the University.

A competent lecturer is generally seen from how far the lecturers master the material and the lecturer can apply the appropriate learning model for the material being studied. According to Djamarah (2000, p. 99) competent educators are educators who have the skills to provide reinforcement, question skills, variation skills, explaining skills, and opening and closing lessons'

According to law No. 14 of 2005 article 69 paragraph 2 quoted from Martinis (2006, p. 21), lecturer competence includes pedagogical competence, personality competence, social competence, and professional competence.

Competent lecturer is needed in today's education world. The efforts made by the university include selecting and raising the education standards for lecturers. For example, lecturers have at UNU NTB is supported by educators who are competent in academics. Competent educators are not enough to have. Students should use it to deepen their knowledge. Lecturer is in charge of transferring knowledge to students and students have the right to ask questions if something is not understood.

Another factor that needs to be considered to foster learning motivation is learning facilities. Arikunto (2002, p. 6) argues that learning facilities are anything

that can facilitate and smooth the implementation of any business. A student should be more active in studying when the learning facilities are adequate.

Wuryani (2002, p. 329) states that learning facilities are complete, teachers are provided, and buildings are made with the hope that students are excited. But all will be in vain if there is no motivation to learn.

Educational institutions seem to have thought about this. As has been done by the UNU NTB, which every year tries to improve facilities to make it easier for students to learn. For example, the library has tried to add to the latest collection. In addition, the equipment provided by the university is also increasingly sophisticated. Currently, it has been equipped with guides for accessing data via the internet either from the library itself or from hotspots in the university area. In addition, the university area is also cleaned every day with the aim of creating comfort while studying.

Various efforts can be made to determine the level of teaching competence, this can be done by using various sources, methods and various other criteria such as from peers, education departments, leaders, administrative records and from students. But in principle, the sources of information should be people who have the opportunity to directly observe the teaching and learning program being carried out, Sastra Wijaya (2019) stated that: "The information provided by students can be used as a basis for improving the teaching process". This opinion is quite reasonable because: firstly, the evaluation of students providing information directly from consumers is accurate than momentary visitors, and secondly because students receive a lot of lessons from other teachers / lecturers so that they have a good basis for comparison, namely the

performance of other teacher competencies.

Even though the assessment of the competence is carried out at a certain moment, in fact the results of the observations are based on observations over a relatively long time. The teaching ability or competence of a teacher that can be observed directly by students when giving lessons in class includes: competency in mastering subject matter, competency in managing teaching and learning programs, competence in class management, competency in using media or learning resources.

From the description above, it can be understood that students' perceptions of lecturer teaching competence are student assessments of the skills and abilities of lecturers that can be directly observed when teaching in class which includes material mastery competencies. management of teaching and learning programs, class management and use of media and learning resources.

Based on the literature above, the analysis of student perceptions of English courses plays an important role in teaching because through perception analysis, lecturers, students, teaching materials, teaching procedures, all of which can be connected harmoniously in order to improve the student learning process. Therefore, researchers are motivated to analyze the perceptions of the Nutrition Study Program students towards English courses. This research is the first stage of a series of future research in the process of developing and evaluating teaching materials in the English language course of Nutritionist Study Program, Faculty of Health, UNU NTB.

This research is important to do in order to make it easier for lecturers to develop teaching materials and to help Nutritionist Study Program, Faculty of Health, UNU NTB students access the

specific languages they need in order to communicate appropriately in accordance with the demands of the world of work. In the future, it is expected that the resulting formulation will be used to compile and develop teaching content and instructional strategies (in the form of teaching modules, techniques, applications and others) to assist lecturers in the teaching and learning process in the class.

METHOD

This type of research is descriptive qualitative research. According to Sugiyono (2014, p. 8) qualitative descriptive is called naturalistic research because the research is carried out in natural conditions or "natural settings". This study does not use numerical or statistical data as a way of presenting information; however, this research uses descriptive language, exposition, and even narrative in the presentation of the research.

Then Bogdan & Taylor (2016) define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words of people and observed behavior. Denzin & Lincoln (2005) explain that descriptive qualitative research is always based on things that are phenomena that are analyzed and described, finally it is concluded based on the findings and analyzes that have been carried out.

them to remain objective. Plus, the fact that the researcher is a participant too can affect the naturalness of the actions and behaviors of subjects who know they're being observed.

Whenever the resources for 1-on-1 interviews are limited (whether in terms of people, money, or time) or you need to recreate a particular social situation in order to gather data on people's attitudes and behaviors, focus groups can come in very handy. Ideally, a focus group should

The subjects in this research are all of the students' Nutritionist Study Program of the UNU NTB who will take English I courses. Those are students who are actively registered since 2016-2021 academic year.

The setting of the research is at Nutrition Science Study Program of the UNU NTB. Which located in Mataram, the capital city of West Nusa Tenggara.

The data collection used three techniques: interview; observation; focus group discussion. Interviews are one of the most common types of data collection methods in qualitative research. Here, the interviewer collects data directly from the interviewee. Due to it being a very personal approach, this data collection technique is perfect when you need to gather highly-personalized data. The interviewees are the first Semester of Nutrition Science Study Program of the UNU NTB.

Observation is one of the most passive qualitative data collection methods. Here, the data collector takes a participatory stance, observing the setting in which the subjects of their observation are while taking down notes, video/audio recordings, photos, in the teaching and learning process.

Due to its participatory nature, direct observation can lead to bias in research, as the participation may influence the attitudes and opinions of the researcher, making it challenging for have 3-10 people, plus a moderator. Of course, depending on the research goal and what the data obtained is to be used for, there should be some common denominators for all the members of the focus group.

The writer used data reduction, triangulation, and conclusion to analyze the data. Data reduction is defined as the process of selecting, focusing attention on simplifying, abstracting, and transforming raw data that emerge from written records

in the field. Data reduction activities are ongoing, especially during a qualitatively oriented project or during data collection. During the data collection, a reduction stage occurred, namely making a summary, coding, exploring themes, creating clusters, creating partitions, and writing memos.

Triangulation can be done using different techniques (Nasution, 2003, p. 115), namely interviews, observations and documents. This triangulation is not only used to check the correctness of the data but also to enrich the data. According to Nasution, besides that triangulation can also be useful for investigating the validity of the researchers' interpretation of the data, because triangulation is reflective.

The third analysis activity is to draw conclusions and verification. When data collection is carried out, a qualitative analyzer begins to look for the meaning of things, noting regularities, patterns, explanations, possible configurations, causal pathways, and propositions. Conclusions that are initially unclear will escalate into greater detail. "Final" conclusions will emerge depending on the size of the field record collections, their coding, storage, and retrieval methods used, the ability of the researcher, and the donor's demands, but often these conclusions have often been predefined from the start.

FINDINGS

Students' Perceptions of the Learning Process of English Language Proficiency in the Nutritionist Study Program, Faculty of Health, UNU NTB.

As the table 1 below, here were 64 students as respondents in this study out of 90 students who were actively enrolled in English for the 2016-2020 academic year, which were spread across different semesters starting from

semester one, three, five, and seven and some were even students. the ninth semester, and from the class of students who were sampled, they were spread from different intakes, starting from the 2016 class, the 2017 class, the class 2018, the class 2019, and class 2020, which are the new intake for this year 2020. From each class and batch were randomly selected as the research sample. So the total of all English students who became respondents was 64 students.

Table 1 Profile of study respondents based on age, sex and generation

No	Information		Quantity
1	Age	17	4
		18	6
		19	9
		20	18
		21	15
		22	12
2	Sex	Male	27
		Female	37
3	Intake	2016	2
		2017	2
		2018	10
		2019	19
		2020	24

--	--	--	--

DISCUSSION

<< | 2 The following is an analysis of research related to student perceptions about the objectives of learning language

proficiency in the Nutritionist Study Program, UNU NTB.

Table 2 Students' perceptions of the statement that students understand and are fully aware of the objectives and direction of English Language Proficiency in the learning process.

	Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid Agree	50	78.1	78.1	78.1
Abstain	4	6.2	6.2	84.3
Disagree	10	15.7	15.7	100.0
Total	64	100.0	100.0	

From the table 2 above, it is found that the majority of English students are fully aware of the objectives and direction of English Language Proficiency which is focused on the four skills language, listening, speaking, reading and writing which are used to equip them to the professions expected to be born from English graduates, namely as a nutritionist. Mastery of language proficiency is the initial capital for students before they take nutritionist courses which are a characteristic of English. The form of student understanding of the goals and directions of English learning at Nutritionist Study Program UNU NTB is illustrated by the results of observations made where 50 people or around 78.1% agreed that they understand and are aware of the goals and directions of learning English Language Proficiency at Nutritionist Study Program UNU NTB, and four people or 6.2% did not express their opinion, while 10 people or 15.7% disagreed with the statement that English students understood and were fully aware of the objectives and direction of learning English Language Proficiency at Nutritionist Study Program UNU NTB. This is according to the researcher's analysis based on the interviews conducted, the number of 10% is the majority of first-year

students who are not yet fully aware of the direction and purpose of learning English at Nutritionist Study Program UNU NTB. When this research was carried out, the first semester students of English were in preparation for their midterm examinations, semester 2016-2017.

From the table 3 below, it was found that as many as 45 students or about 70.3% stated that learning English Language Proficiency courses at Nutritionist Study Program UNU NTB was directed and in accordance with the standards expected by students. The number of 45 people is quite large considering that learning English at Nutritionist Study Program UNU NTB is really directed at language proficiency to be prepared to become a nutritionist. This understanding of the direction and purpose has been socialized to students from an early age about the importance of language proficiency as an initial capital to become a nutritionist. three people or about 4.6% did not express their opinion. Meanwhile, 17 people or around 25.1% stated that they did not agree with the statement of the learning objectives of the English Language Proficiency at Nutritionist Study Program UNU NTB is prepared to answer the challenges of graduates in the field of

English Language Proficiency that is targeted and in accordance with the standards expected by English students.

According to the researcher's analysis, 17 students who have this opinion, of course, have their own reasons. There was an uneasiness, especially the final semester

students of English before they graduated from Nutritionist Study Program UNU NTB, when they tried to introspect themselves from their English Language Proficiency where the market needs (users) were greater than their mastery of the skills they mastered.

Table 3 Students' perceptions of the statement that the learning objectives are focused and in accordance with the standards expected by students

		Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid	Agree	45	70.3	70.3	70.3
	Abstain	3	4.6	4.6	74.9
	Disagree	17	25.1	25.1	100.0
	Total	64	100.0	100.0	

From table 4 below, it is found that as many as 40 students or about 62.5% of students agree with the statement stating that the learning objectives of the students go to the desired job field, especially before students graduate from Nutritionist Study Program UNU NTB they are equipped with practical field work (PKL) to institutions and institutions engaged in nutritionist. The experience of students in street vendors has led them to the reality in the field that requires mastery of four language proficiency which must be mastered because without sufficient mastery of English graduates will not be glimpsed (used) by graduate users or society. As many as 7 people or about 10.9% did not express their opinion. Meanwhile, 17 people or around

26.6% disagreed when it was stated that the objectives of learning English Language Proficiency at Nutritionist Study Program UNU NTB were prepared to answer the challenges of graduates in the later work field. According to the researcher's analysis, this is due to the fact that the input that goes to Nutritionist Study Program UNU NTB is quite diverse, with this diversity causing the level of student mastery of language proficiency as a basic asset to pursue the world of nutrition as a Nutritionist Study Program UNU NTB major is also diverse. Their unpreparedness in mastering special language proficiency for final semester students causes them to feel uneasy about facing the challenges of the world of work after graduating.

Table 4 Students' perceptions of the statement that learning objectives are prepared to answer the challenges of graduates in the later work field

		Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid	Agree	40	62.5	62.5	62.5
	Abstain	7	10.9	10.9	73.4
	Disagree	17	26.6	26.6	100.0
	Total	64	100.0	100.0	

Students' perceptions about the subject the Nutritionist Study Program matter of English Language Proficiency in

Table 5 Students' perceptions of the statement that in general, the material of English proficiency in Nutritionist Study Program UNU NTB is understandable

	Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid Agree	53	82.8	82.8	82.8
Abstain	3	4.7	4.7	87.5
Dissagree	8	12.5	12.5	100.0
Total	64	100.0	100.0	

From the table above, it was found that as many as 53 students or about 82.8% stated that in general, the material of English Language Proficiency in Nutritionist Study Program UNU NTB is easy to understand, this is because English uses a curriculum and teaching materials that are integrated between one language proficiency course with language proficiency. other so that students feel there is a synchronization of material between similar subjects 3 students or about 4.7% did not express their opinion. While 8 people 12.5% of students or around 12.5% disagree with the statement that in general, the material of English Language

Proficiency in Nutritionist Study Program UNU NTB is easy to understand, this is according to the researcher's analysis because the input that goes to Nutritionist Study Program UNU NTB varies not from one background where there are several students learning English for the first time at Nutritionist Study Program UNU NTB, this diversity of backgrounds causes different mastery of the language proficiency that is being taught so that there is a feeling of difficulty in learning the proficiency course material taught for a small number of students.

Table 6 Students' perceptions of the statement that the material taught is in accordance with the students' daily language reality

	Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid Agree	45	70.3	70.3	70.3
Abstain	6	9.4	9.4	79.7
Disagree	13	20.3	20.3	100.0
Total	64	100.0	100.0	

From the table above, it was found that 45 students or about 70.3% agreed when it was stated that the material taught in the English was in accordance with the students' daily language realities. This statement departs from the use of the three-volume English book. This book is thematic in nature which is divided into conversational material, reading material designed with titles that are close to the daily lives of students. Indirectly, the language used is

practiced by students both among students and between students and lecturers who teach. These materials become motivation in itself for students to dare to speak according to the theme being studied 6 students or about 9.4% did not express their opinion. While 13 students 20.3% of students or about 20.3% disagree with the statement that the material taught in English is in accordance with the student's daily language reality. This can be understood as evidence

that the various inputs that enter English greatly affect their mastery of the expected language proficiency even though they have used ideal teaching materials to improve students' ability in language proficiency.

The following is an analysis of research related to student perceptions about the application of language proficiency teaching methodologies by lecturers who teach English Language Proficiency courses in the Nutritionist Study Program.

Table 7 Students' perceptions of the statement that teaching English language proficiency at Nutritionist Study Program UNU NTB has been systematically taught

	Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid Agree	57	89.1	89.1	89.1
Abstain	0	0	0	89.1
Disagree	7	10.9	10.9	100.0
Total	64	100.0	100.0	

From the table above, it is found that 57 students or around 89.1% of students agree with the statement which states that the teaching of the English Language Proficiency at Nutritionist Study Program UNU NTB has been systematically taught. According to the researcher's analysis, this student statement is motivated by a lecture system that is designed in such a way as to use methods and tools that are in accordance with the teaching materials being taught. The lecture system at Nutritionist Study Program UNU NTB tries to balance rights and obligations that must be carried out in a balanced manner between lecturers and

students. For example, 3 credits which is taught, in practice it means 3 credits face to face in class, 3 credits of strengthening through student discussions outside class hours and the next 3 credits through independent study of each student at home. The application of this system has a significant impact on the mastery of language proficiency in English at Nutritionist Study Program UNU NTB. Meanwhile, 7 students or about 10.9% of students disagreed with the statement stating that the teaching of the English Language Proficiency at Nutritionist Study Program UNU NTB had been systematically taught.

Table 8 Student perceptions of the statement that the lecturer teaches according to the Lecture Reference Unit that has been set at the beginning of the lecture

	Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid Agree	57	89.1	89.1	89.1
Abstain	3	4.7	4.7	93.8
Disagree	4	6.2	6.2	100.0
Total	64	100.0	100.0	

From the table above, it is found that 57 students or around 89.1% of students are the majority who agree with the statement which states that the, lecturers teaching English Language Proficiency in accordance with the Lecture Reference Unit that has been set at the beginning of the lecture. This

statement is in line with the demands of lectures at Nutritionist Study Program UNU NTB because before teaching lecturers must revise the RPS of the courses being taught and socialize the material to be taught to the students being taught. Three students or about 4.7% of students are not express his

opinion. Meanwhile, 4 students or about 6.2% of students disagreed with the statement stating that the lecturers teaching English Language Proficiency was in accordance with the Lecture Reference Unit that had been set at the beginning of the lecture.

The following is an analysis of research related to students' perceptions about lecturers / teachers of English Language Proficiency in the Nutritionist Study Program

Table 9 Students' perceptions of the statement that the English Language Proficiency lecturer is close and familiar to the students being taught

	Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid Agree	47	73.4	73.4	73.4
Abstain	2	3.1	3.1	76.5
Disagree	15	23.4	23.4	100.0
Total	64	100.0	100.0	

From the table above, it is found that 47 students or about 73% agreed when it was stated that the lecturers of language proficiency in English were close and close to the students being taught. This statement is in line with the concept of education developed at Nutritionist Study Program UNU NTB where the concept of kinship is a necessity developed by the Nutritionist Study Program UNU NTB academic community, both students and students and between lecturers and students. Two students or about 3.1% did not express their opinion, while 15

people or about 23.4% of students felt that they were not very close and close to the lecturers who taught, this could be due to the lecturers themselves or it could be that students feel reluctant to be close to lecturers outside the ongoing lectures. On the other hand, there is a group of students, especially the class of 2020 who have not been integrated with the teaching lecturers for a long time, because when this research was carried out specifically for the class of 2020 it was only study for 2 months.

Table 10 Students' perceptions of the statement that the English Language Proficiency lecturer taught according to the specified schedule and time

	Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid Agree	31	48.5	48.5	48.5
Abstain	5	7.8	7.8	56.2
Disagree	28	43.7	43.7	100.0
Total	64	100.0	100.0	

From the table above, it is found that 31 students or around 48.5% of students agreed with the statement stating that the lecturers of English Language Proficiency taught according to the specified schedule and time. According to the student's perception analysis which states that English proficiency lecturers teach according to the specified schedule is the true and honest

answer. With a total of only about 31 people who agreed out of the 64 students who were distributed the questionnaire proved that not all students assessed the teaching lecturers according to the predetermined time (28 students). This number is in the very large category because of the activities carried out by the lecturers, both permanent and non-permanent lecturers, both internal

Nutritionist Study Program UNU NTB activities and activities carried out outside the Nutritionist Study Program UNU NTB campus.

There are permanent lecturers who have structural positions outside of their official positions as permanent lecturers, this slightly disturbs the learning process held. Sometimes permanent lecturers in English are hired to hold activities that are not his academic responsibility, but due to the limited staffing, the lecturer is forced to do the work in question as well as non-permanent lecturers. The existence of this

non-permanent lecturer is really needed, but the personal activities of each non-permanent lecturer outside the Nutritionist Study Program UNU NTB campus also influence the maximum injustice of teaching English in English. Meanwhile five students or around 7.8% of students did not express their opinion. According to the researcher's analysis, the number of five if we have a special approach might choose to disagree, but because of the concern that is within them if they choose to disagree will have an impact on them, they prefer an abstain opinion.

Table 11 Student perceptions of the statement that subject lecturers monitor all assignments given and are corrected and returned back to students

	Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid Agree	28	43.8	43.8	43.8
Abstain	7	10.9	10.9	54.6
Disagree	29	45.3	45.3	100.0
Total	64	100.0	100.0	

From table 11 above, it is found that 28 students or about 43.7% of students agree with the statement stating that the English Language Proficiency, lecturers monitor all assignments given and are corrected and returned back to the students. Student perceptions like this are a picture in English where only about 28 students out of 64 people sampled in this study stated that the lecturers who taught them were committed to the assignment given, monitoring, correcting and returning the assignment given to students, meaning that only about half of the lecturers are committed to using the standard of giving daily assignments to students. Meanwhile, 29 students or around 45.3% of students stated that they disagreed with the statement stating that the lecturers with English Language Proficiency monitor all the assignments given and corrected and returned back to the students.

The number is very large indeed, this perception certainly needs to be cross-checked with the lecturer concerned, but this is the dynamic that exists in our higher

education in Indonesia, including in the Nutritionist Study Program UNU NTB. Lecturers are busy with various kinds of activities sometimes affecting the level of their closeness to students, including monitoring the forms of assignments given. Ideally, a task assigned to students should be monitored to what extent the student is working independently, the extent to which the lecturer corrects and the extent to which the lecturer appreciates the work that has been done by the student.

This is our collective responsibility in English. Meanwhile, seven students or about 10.9% of students did not express their opinion. According to the researcher's analysis, the number of seven is that if we take a special approach to them, maybe they will choose to disagree, but because of the concern that is in them if they choose to disagree will have an impact on them, they prefer a statement of not having an opinion (abstain).

Analysis related to student perceptions about the evaluation techniques

used by lecturers / teachers of English Language Proficiency courses in the Nutritionist Study Program, UNU NTB.

From table 12 below, it is found that 53 students or about 82.8% of students agreed with the statement stating that the lecturer of English Language Proficiency gave an assessment in accordance with the ability standards of the student concerned. According to the researcher's analysis, this perception is very closely related to the previous statement where assessing students professionally through daily, weekly and monthly assessments will be fair and closer to the actual reality and in accordance with

their abilities, in fact as the English lecturers when we found the fact that some students do not show satisfactory results from day to day, week to week and so on, we can find therapy and solutions for their inability to their weak language proficiency.

Seven students or about 10.9% of students did not express their opinion. Meanwhile, four students or about 6.2% of students disagreed with the statement stating that the lecturer of English Language Proficiency gave an assessment in accordance with the competency standards of the student concerned.

Table 12 Student perceptions of the statement that an English Language Proficiency lecturer gave an assessment in accordance with the student's competency standards

		Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid	Agree	53	82.8	82.8	82.8
	Abstain	7	10.9	10.9	93.7
	Disagree	4	6.2	6.2	100.0
	Total	64	100.0	100.0	

Table 13 Student perceptions of the statement that the lecturer gave a fair final score and was not influenced by closeness to students, and others

		Frequency	Percentage	Percentage of Validity	Percentage of Cumulative
Valid	Agree	50	78.1	78.1	78.1
	Abstain	5	7.8	7.8	85.9
	Disagree	9	14.1	14.1	100.0
	Total	64	100.0	100.0	

From the table above, it is found that 50 students or around 78.1% of students agree with the statement stating that the lecturers of English Language Proficiency in giving the final score are fair and are not influenced by their closeness to students, and so on.

According to the researcher's analysis, student perception like this is an ideal assessment because it is only natural for us as educators to put aside a personal approach when assessing the students, we teach. The closeness between students and lecturers is a necessity in the educational process carried out in education, both at the

primary, secondary and tertiary education levels. This closeness is used to motivate students to study harder.

However, when closeness affects the assessment of students, it seriously injures the success of learning. Five students or about 7.8% did not express their opinion. Meanwhile, 9 students or about 14.1% of students stated that they disagreed when it was stated that the lecturers of English Language Proficiency in giving final grades were fair and were not influenced by their closeness to students, and so on. The reality of student perceptions needs to be our study of lecturers in the English department where there are still assessments in the eyes of

students stating that there are lecturers who do not give scores according to the ideal assessment standards, there are some lecturers in the eyes of students who give grades which are still influenced by the closeness between lecturers and students.

Hopefully this input will provide a change in the scoring system English language to students in the Nutritionist Study Program UNU NTB English literary environment in particular.

CONCLUSION

In learning English, Nutritionist Study Program UNU NTB students have a positive perception and awareness of the importance of English in their daily lives, as well as the objectives of learning English developed by Nutritionist Study Program UNU. Besides being a reliable nutritionist, the student is also delivered to master four language proficiency properly and in a balanced manner.

Teaching materials or materials used by lecturers who teach English Language Proficiency courses at the Nutritionist Study Program UNU NTB are in accordance with the standards and can deliver students to the language skills they want.

The application of language proficiency teaching methodology by lecturers who teach English Language Proficiency courses in the Nutritionist Study Program UNU NTB is quite systematic

Acknowledgments

Acknowledge anyone who has helped you with the study, including: Researchers who supplied materials, reagents, or computer programs; anyone who helped with the writing, or offered critical comments about the content, or anyone who provided

according to the RPS outlined, and refers to the use of the teaching materials used.

Lecturers who teach English Language Proficiency courses in in the Nutritionist Study Program UNU NTB have a fairly good ability to teach English. The lecturers' personal appearance and communication with students are quite positive so that it helps to encourage and motivate students to learn English Language Proficiency well. This situation was also accompanied by the commitment of the lecturers to uphold the discipline of upholding the applicable rules at Nutritionist Study Program UNU NTB.

For the evaluation used by lecturers, the lecturers have implemented the assessment process fairly and are not influenced by closeness to students and are in accordance with the ability standards of the students concerned.

technical help.

State why people have been acknowledged and ask their permission. Acknowledge sources of funding, including any grant or reference numbers. Please avoid apologize for doing a poor job of presenting the manuscript.

REFERENCES

- Aflah MN & Rahmani EF. (2018). Analisa Kebutuhan (*Need Analysis*) Mata Kuliah Bahasa Inggris untuk Mahasiswa Kejuruan. *Jurnal Pendidikan Bahasa*, 7(1), 77-89. DOI: <http://dx.doi.org/10.31571/bahasa.v7i1.828>
- Arikunto, S. (2002). *Metodologi Penelitian Suatu Pendekatan Proposal*. Jakarta: PT. Rineka Cipta.
- Bogdan & Taylor (2016). *Introduction to Qualitative Research Methods*. John Wiley & Sons, Inc., Hoboken, New Jersey.

- Boroujeni, SA & Fard FM. (2013). A Needs Analysis of English for Specific Purposes (ESP) Course for Adoption Of Communicative Language Teaching. *International Journal of Humanities and Social Science Invention*, 2(6), 2319 – 7714. www.ijhssi.org.
- Denzin, N. K., & Lincoln, Y. S. (2005). *Introduction: The Discipline and Practice of Qualitative Research*. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research*. Sage Publications Ltd.
- Djamarah, Syaiful Bahri. (2000). *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.
- Esti, Sri & Djiwandono, Wuryani. (2002). *Psikologi Belajar*. Jakarta: PT. Grasindo.
- Hendra, Faisal . (2016). Persepsi Mahasiswa terhadap Proses Pembelajaran Kemahiran Bahasa. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 3, (4), 297-309. DOI: <http://dx.doi.org/10.36722/sh.v2i1.118>
- Martinis, Yamin. (2006). *Profesionalisasi Guru dan Implementasi Kurikulum Berbasis Kompetensi*. Jakarta: Gaung Persada Press.
- Nasution. (2003). *Metode Penelitian Naturalistik Kualitatif*. Bandung: Tarsito.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Wijaya, Sastra, (2019). Hubungan Kecerdasan Emosional Dan Motivasi Berprestasi Siswa Dengan Hasil Belajar Ilmu Pengetahuan Sosial (IPS), *Pedagonal: Jurnal Ilmiah Pendidikan*, 3(2) 33-42. DOI: [10.33751/pedagog.v3i2.1305](https://doi.org/10.33751/pedagog.v3i2.1305)