

REFERENCES

- AlKPIDar, P. (2021). *Teaching the Basic of English to Common People Through Vocabulary Enrichment*. January.
- Ardiansyah, F., & Jaya, A. (2021). Extending the Students' Narrative Text Comprehension through Reading SMART. *ESTEEM: JOURNAL OF ENGLISH STUDY PROGRAMME*, 21(5–6), 508–516. <https://doi.org/10.1080/00102208008946937>
- Arisandi, B., & Irawan, B. (2022). STUDENTS' PERCEPTION OF ENGLISH LEARNING TOWARD THEIR CURRENT PROFESSION. *British Journal of English Linguistics*, 11(1), 41–56.
- Azhar, A. A., Ayu, T., & Nasution, A. (2020). The Perception of UINSU Students towards GO-JEK Online Transportation Services. *Britain International of Humanties and Social Sciences (BIOHS)*, 2(1), 199–205.
- Bahar, B.-, & Husain, D. (2021). Non-English Major Students Perception Toward the Teaching of English as a Compulsory Subject. *New Language Dimensions*, 2(1), 35–40. <https://doi.org/10.26740/nld.v2n1.p35-40>
- Chorrojprasert, L. (2020). Learner readiness – Why and how should they be ready? *LEARN Journal: Language Education and Acquisition Research Network*, 13(1), 268–274.
- Fauzanah, D., & Fatimah, S. (2019). UNP CHEMISTRY STUDENTS' PERCEPTION OF USING REFERENCES WRITTEN IN ENGLISH. *Journal of English Language Teaching*, 8(3).
- Firmansyah, A. O., Fadjri, M., Nurtaat, H. L., & Amrullah, A. (2023). An Analysis of Civic Education Students' Perception toward Their Needs in Learning English for Specific Purpose in University Of Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 635–646. <https://doi.org/10.29303/jipp.v8i1b.1276>
- Guglielmino, L. M., Guglielmino, P.J. & Choy, S. (2001). Readiness for self-directed learning, job characteristics, and workplace performance: An Australian sample. In H. B. Long & Associates, *Self-directed learning in the information age*. Schaumburg, IL: Motorola University (refereed CE ROM publication).
- Hasanah, U., & Nurcholis, I. A. (2024). English Education Students' Perception of the Use of ChatGPT in Writing Articles. *Pubmedia Jurnal Pendidikan Bahasa Inggris*, 1(2), 10. <https://doi.org/10.47134/jpbi.v1i2.298>

- Husna, H. A. U. (2021). The Relationship between the Students English Speaking Skills and Their Closeness to English. *Language Circle: Journal of Language and Literature*, 15(2), 229–240. <https://doi.org/10.15294/lc.v15i2.28581>
- Jamilah. (2016). the Effectiveness of English As a General Course Program in Yogyakarta State University. *Journal of Education*, 1(1), 1–9.
- Kulkarni, S. R., Talagade, M. V., Professor, A., & Society', K. L. E. (2020). Perceptions of Students in Learning English. *International Journal of Creative Research Thoughts (IJCRT)*, 8(4), 1072–1079. www.ijcrt.org
- Latar, I., & Rummahlewang, E. (2020). Analysis Perception of Teacher's Physical Education Model Based on Creativity and Indenpendency. *International Journal of Education, Information Technology and Others (IJEIT)*, 3(2), 262–269. <https://doi.org/10.5281/zenodo.3969915>
- Lele, M. A. (2019). THE STUDENTS' PERCEPTION OF THE MEDIA USED BY TEACHER IN TEACHING ENGLISH (Descriptive Research at the Eighth Grade Students of SMP Muhammadiyah 12 Makassar) A. *SKRIPSI MUHAMMADIYAH UNIVERSITY OF MAKASSAR*.
- Maddox, N., Forte, M., & Boozer, R. (2000). Learning Readiness: An underappreciated yet vital dimension in experiential learning. *Developments in Business Simulation & Experiential Learning*, 27(1993), 272–278.
- Mumary Songbatumis, A. (2017). Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Language Teaching and Learning*, 2(2). <https://doi.org/10.18196/ftl.2223>
- Najogi, J., & Adnan, A. (2019). USING PEER CORRECTION TOWARDS STUDENTS WRITING ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT SENIOR HIGH SCHOOL. *Journal of English Language Teaching*, 8(1), 127–138. <http://ejournal.unp.ac.id/index.php/jelt>
- Nurcholis, I. A. & Andriyani, K.. (2024). ANALISIS FAKTOR-FAKTOR MOTIVASI DALAM BELAJAR BAHASA INGGRIS PADA KELAS 11 SMAN 6 BENGKULU: Analysis of Motivational Factors in Learning English Classroom at Eleventh Grade SMAN 6 Bengkulu. *PUAN INDONESIA*, 5(2), 457–468. <https://doi.org/10.37296/jpi.v5i2.207>
- Nurcholis, I. A. & Putri, A.,. (2025). Student's perception of the use of English in the Campus Enviroment as a Second Language. *Jurnal Inovasi Penelitian Ilmu Pendidikan Indonesia*, 2(2), 113-118.
- Putri, H., Herfyna ASTY, & M. Khairi IKHSAN. (2023). Students' Readiness of Learning English Process During the New Normal at Junior High School. *Journal of Digital Learning and Distance Education*, 2(1), 395–401. <https://doi.org/10.56778/jdlde.v2i1.84>

- Sahrul, Khumaedi, M., & Masrukan. (2022). Development of instruments to measure self-confidence and creative thinking in mathematics learning for vocational high school students. *Journal of Research and Educational Research Evaluation*, 11(1), 81–92. <http://journal.unnes.ac.id/sju/index.php/jere>
- Sitorus, M. Y., & Soesanto, R. H. (2022). Increasing Student Responsibility Through the Application of Numbered Head Together Based on Student Worksheet. *PEDAGOGIK: Jurnal Pendidikan*, 9(2), 144–155. <https://doi.org/10.33650/pjp.v9i2.4485>
- Sriwichai, C. (2020). Students' Readiness and Problems in Learning English through Blended Learning Environment. *Asian Journal of Education and Training*, 6(1), 23–34. <https://doi.org/10.20448/journal.522.2020.61.23.34>
- Sundari, W. (2018). The Difficulties of Learning English for the Beginner English Learners. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*, 2(1), 34–41. <https://doi.org/10.14710/culturalistics.v2i1.2050>

L
A
M
P
I
R
A
N

APPENDIX 1**KUESIONER**

No	Items of Questions	Students' Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
	Emotive-Attitudinal Readiness				
1	Saya siap secara emosional untuk bertanggung jawab ketika belajar bahasa Inggris umum				
2	Saya antusias belajar di kelas Bahasa Inggris Umum				
3	Saya bersedia beradaptasi dengan pembelajaran Bahasa Inggris umum yang terkadang bersifat ambigu				
4	Saya merasa nyaman ketika belajar Bahasa Inggris umum secara mandiri				
5	Saya menghargai nilai intrinsik dari pembelajaran Bahasa Inggris umum				
	Cognitive Readiness				
6	Saya Memiliki keterampilan berpikir kognitif dan kritis yang diperlukan dalam belajar				
7	Saya sadar akan kelebihan dan kekurangan yang saya punya ketika belajar				
8	Saya siap membuat hubungan antara pembelajaran di kelas dan penerapannya di kehidupan sehari-hari.				

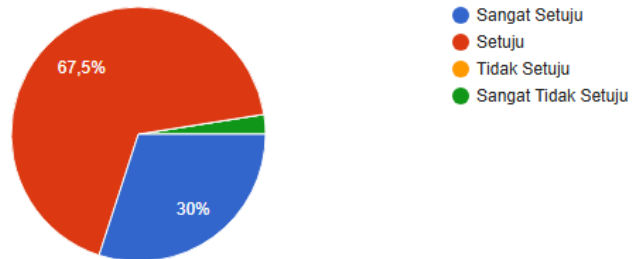
9	Saya sadar akan kemampuan yang saya punya dan siap dikembangkan saat pembelajaran				
10	Saya mampu mengintegrasikan konsep dan praktek dari berbagai disiplin ilmu				
	Behavioral Readiness				
11	Saya bersedia bekerja sama dengan teman kelas dan dosen				
12	Saya pandai mengatur waktu untuk mencapai tujuan pembelajaran				

APPENDIX 2

Hasil Grafik Pie Questioner Google Form

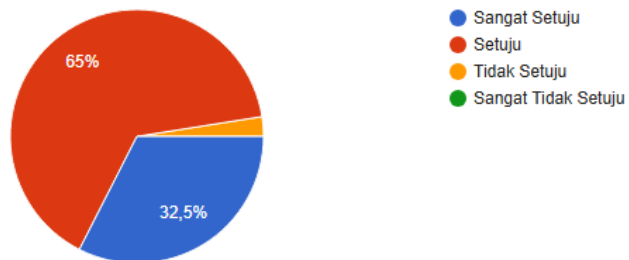
1. Saya siap secara emosional untuk bertanggung jawab ketika belajar bahasa Inggris umum [Salin diagram](#)

40 jawaban



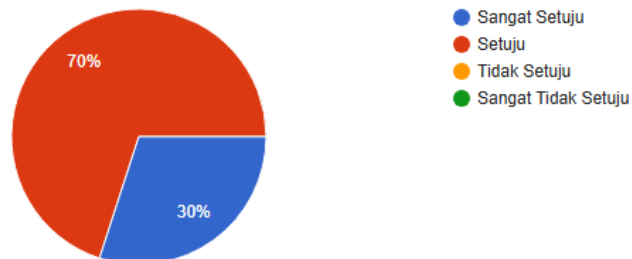
2. Saya antusias belajar di kelas Bahasa Inggris Umum [Salin diagram](#)

40 jawaban



3. Saya bersedia beradaptasi dengan pembelajaran Bahasa Inggris umum yang terkadang bersifat ambigu [Salin diagram](#)

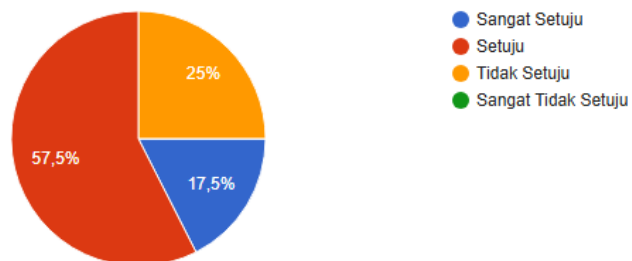
40 jawaban



4. Saya merasa nyaman ketika belajar Bahasa Inggris umum secara mandiri

[Salin diagram](#)

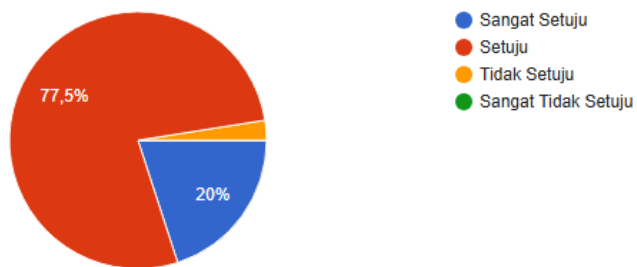
40 jawaban



5. Saya menghargai nilai intrinsik dari pembelajaran Bahasa Inggris umum

[Salin diagram](#)

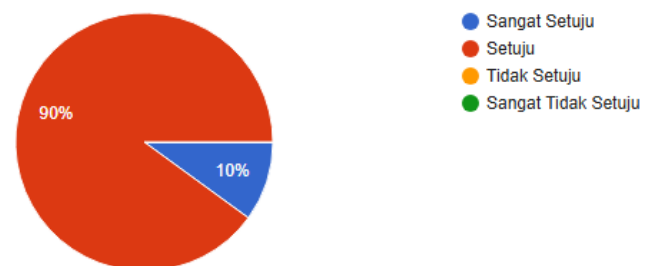
40 jawaban



6. Saya Memiliki keterampilan berpikir kognitif dan kritis yang diperlukan dalam belajar

[Salin diagram](#)

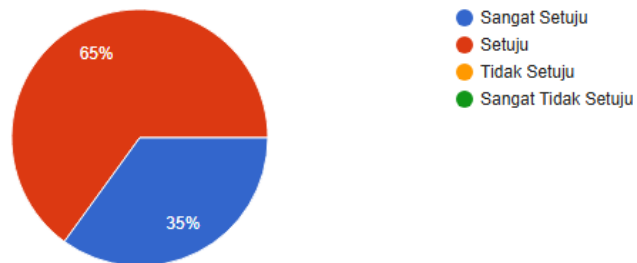
40 jawaban



7. Saya sadar akan kelebihan dan kekurangan yang saya punya ketika belajar

[Salin diagram](#)

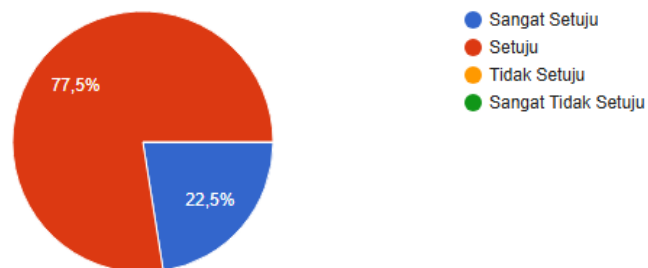
40 jawaban



8. Saya siap membuat hubungan antara pembelajaran di kelas dan penerapannya di kehidupan sehari-hari.

[Salin diagram](#)

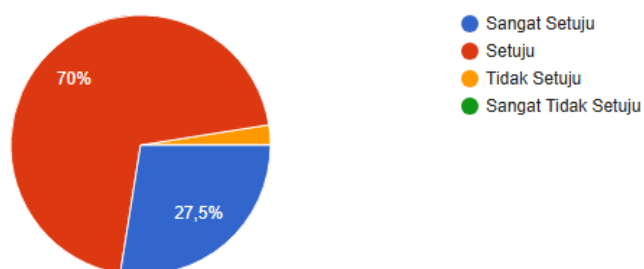
40 jawaban



9. Saya sadar akan kemampuan yang saya punya dan siap dikembangkan saat pembelajaran

[Salin diagram](#)

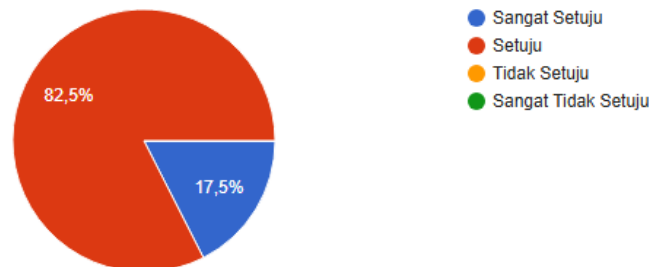
40 jawaban



10. Saya mampu mengintegrasikan konsep dan praktek dari berbagai disiplin ilmu

 [Salin diagram](#)

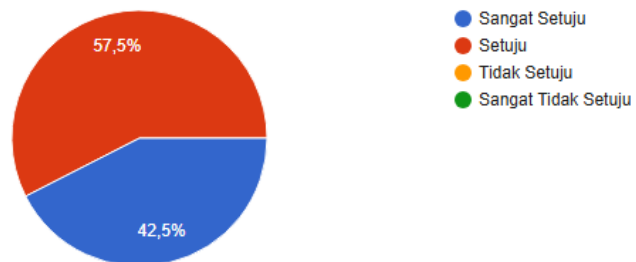
40 jawaban



11. Saya bersedia bekerja sama dengan teman kelas dan dosen

 [Salin diagram](#)

40 jawaban



12. Saya pandai mengatur waktu untuk mencapai tujuan pembelajaran

 [Salin diagram](#)

40 jawaban

