



Exploring Students' Perceptions of the English for General Communication Class and Its Impact on Speaking Skills

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Informasi Artikel

Submitted: 20-08-2025

Accepted: 24-09-2025

Published: 15-10-2025

Keywords:

*Student Perception
English for General
Communication
Speaking Skills Development*

Abstract

The study investigates student perceptions of English for General Communication classes in enhancing their English-speaking skills at the English Language Laboratory, Bandar Lampung University, during the odd semester of 2023/2024. This quantitative descriptive research employed a survey method, utilizing questionnaires for data collection and descriptive statistical analysis through percentages. The study population consisted of 382 students enrolled in the English for General Communication classes, with a randomly selected sample of 284 students (10% of the total). The findings reveal that student perceptions of the course were largely positive, with 2.5% (7 students) rating it as very positive, 49.3% (140 students) as positive, 24.3% (69 students) as moderate, 10.9% (31 students) as negative, and 13.0% (37 students) as very negative. Overall, the results indicate that the majority of students perceive the English for General Communication classes as beneficial for developing their speaking skills, categorizing their perceptions within the positive range. These findings suggest that the course plays a significant role in enhancing students' English-speaking abilities, highlighting the effectiveness of the teaching methods and learning environment provided at the English Language Laboratory. The study underscores the importance of continuously improving instructional strategies and resources to further support students in their language acquisition journey.

1. INTRODUCTION

In today's interconnected and globalized society, English has solidified its position as the dominant international language, serving as the principal medium for communication across nations, cultures, and disciplines. As [1] defines, English operates as a universal linguistic tool that bridges the gap between people of different linguistic and cultural backgrounds. The widespread adoption of English reflects its strategic importance in the realms of education, business, science, and technology, making it a key instrument for global communication and collaboration.

Mastery of English equips individuals to engage in various forms of communication—academic, professional, and social. These include activities such as public speaking, academic presentations, professional negotiations, and daily interpersonal conversations. The ability to use English fluently enhances not only communication competence but also confidence, self-expression, and cultural adaptability. Moreover, fluency in English broadens access to global academic and career opportunities, allowing individuals to participate in international education programs, research collaborations, and multinational professional environments.

Furthermore, [2] emphasizes that effective communication serves as a foundation for collaboration, critical thinking, and personal development, all of which are essential for success in modern, knowledge-driven societies. English, therefore, should not be viewed merely as a linguistic skill but rather as a form of cultural literacy and global competence—a bridge connecting individuals to diverse intellectual and professional communities.

Communication, as a human process, consists of both verbal and non-verbal components that jointly determine the clarity and depth of interaction. Verbal communication relies on spoken and written words to convey information, while non-verbal communication includes tone, facial expressions, gestures, eye contact, and body movement, which reinforce or modify verbal messages [3]. When effectively integrated, both elements create a holistic communication process that conveys not only meaning but also emotion, intent, and social context.

According to [4], language forms the very foundation of human thought and social behavior—it structures how people perceive, express, and interact with the world. It follows that communication lies at the heart of education and professional interaction. Within an academic context, the ability to communicate effectively becomes a crucial determinant of student success. It contributes to leadership, teamwork, and academic excellence by enabling students to articulate ideas, exchange perspectives, and participate confidently in discussions and collaborations.

Students who possess strong English-speaking abilities are better equipped to thrive in both academic and real-world settings. Their capacity to express complex ideas clearly, engage in debates, and collaborate internationally strengthens their competitiveness in the global job market. Consequently, improving English-speaking skills is an educational priority, particularly for students in non-English disciplines who may lack sufficient exposure to communicative English.

Recognizing this necessity, Bandar Lampung University (UBL) has established an English Language Laboratory as part of its institutional strategy to support language proficiency development. Among the laboratory's primary programs is the English for General Communication (EGC) course—a compulsory subject for all non-English major students during their third semester. This initiative represents UBL's commitment to ensuring that all graduates, regardless of their academic field, possess the communication skills required for professional success in a globalized era.

The EGC curriculum is specifically designed to strengthen the fundamental components of language learning—grammar mastery, vocabulary enrichment, pronunciation accuracy, and functional communication. The course focuses on developing students' practical speaking and listening skills for real-world contexts such as classroom discussions, group debates, expressing opinions, and everyday conversations. Through systematic exercises, students are encouraged to interact naturally, thereby building confidence and fluency.

In addition, EGC incorporates student-centered and interactive teaching approaches, including role-play, dialogue simulation, pair work, and group discussions. These methods create authentic communication situations that reflect the language demands of daily life and professional settings. Teachers emphasize functional vocabulary and grammatical structures, which enable learners to express themselves fluently and coherently.

An essential component of the EGC course is its use of the Language Laboratory as a learning medium. This setting provides a controlled yet interactive environment that enhances auditory comprehension, pronunciation, and fluency. The laboratory context allows for audio-visual feedback, enabling students to monitor their progress and correct pronunciation errors effectively. Such an immersive learning environment differentiates UBL's EGC program from those of other institutions and contributes to a higher level of linguistic competence among its students.

Understanding students' perceptions is vital for assessing the effectiveness of educational programs. As [5] notes, perception arises from the interaction between sensory information and cognitive interpretation, shaping how learners experience and evaluate their environment. Perception is influenced by multiple factors such as belief systems, prior learning experiences, motivation, and cultural background.

Positive perceptions lead to higher levels of engagement, motivation, and satisfaction with the learning process. Conversely, negative perceptions can signal instructional weaknesses, lack of relevance, or challenges students face in mastering course content. In the context of the EGC course, evaluating how students perceive their learning experiences provides valuable feedback for educators, allowing them to refine teaching strategies, modify materials, and enhance classroom interaction.

Through perception analysis, institutions can identify potential barriers to effective learning—such as anxiety, limited vocabulary, or low self-confidence—and design interventions that foster a more supportive and inclusive classroom environment. Thus, research on student perceptions is not only diagnostic but also transformative, offering evidence-based insights to improve curriculum quality, pedagogy, and student outcomes.

The EGC course adopts a communicative and collaborative pedagogical framework, integrating activities that mirror authentic communication scenarios. These include role-playing, debates, simulations, and project-based learning, which encourage students to use English actively and creatively. Teachers also introduce vocabulary and grammar in context rather than in isolation, allowing learners to internalize language structures naturally.

By participating in these interactive activities, students enhance their fluency, pronunciation, listening comprehension, and spontaneous speaking ability. The process of speaking in real or simulated situations also helps reduce speaking anxiety—a common barrier among non-English majors. Over time, students develop not only linguistic proficiency but also confidence and adaptability in diverse communicative situations.

Student feedback serves as a key empirical indicator of whether the EGC course achieves its learning objectives. Regular evaluations, reflections, and surveys help determine the extent to which students perceive improvement in their English-speaking competence. This approach transforms the course from a static academic requirement into a dynamic, student-driven learning experience that evolves based on continuous feedback.

Research Context and Literature Gap

While previous research has explored English language learning among non-English majors, few studies have focused specifically on the EGC course at Bandar Lampung University. For example, [6] examined students' perceptions of participating in an English Speaking Club and found positive effects on confidence and speaking frequency. However, that study dealt with extracurricular, voluntary learning rather than structured curricular programs.

Similarly, [7] identified six main factors influencing EFL students' perceptions—motivation, anxiety, teacher-student interaction, peer cooperation, instructional approach, and assessment—but excluded studies centered on non-English major students in mandatory English communication courses. Additionally, [8] highlighted key speaking challenges such as limited vocabulary, pronunciation difficulties, and communication anxiety but did not address how formal EGC instruction could mitigate these issues through guided practice in a laboratory setting.

This absence of focused research creates a significant knowledge gap regarding the relationship between student perception and speaking skill development within the context of EGC at UBL. Addressing this gap contributes to both theoretical and practical dimensions of English language education, providing new insights into how structured communicative programs influence non-English major students' language competence.

This study offers novel contributions by specifically analyzing the perceptions of non-English major students toward the EGC course at Bandar Lampung University. By linking perception with measurable outcomes—such as speaking confidence, fluency, and classroom participation—it goes beyond descriptive analysis and provides empirical and pedagogical insights for improving English instruction.

Unlike previous studies that focused mainly on general attitudes or learning obstacles, this research explicitly connects students' subjective experiences with their linguistic performance. Its findings are expected to guide curriculum development, teaching methods, and institutional policies aimed at enhancing English learning quality at UBL and similar universities in Southeast Asia.

Through continuous evaluation and adaptation based on student feedback, the EGC course can become a model for effective communicative language instruction. Ultimately, the findings will benefit not only educators and policymakers but also students, who will gain improved opportunities for academic success and global career readiness.

2. METHOD

This study employed a quantitative descriptive method with a survey approach. This method was chosen because the aim of the research is to objectively and measurably describe students' perceptions of the *English for General Communication* course. A descriptive quantitative design is appropriate as it presents numerical data that reflect trends, patterns, and general tendencies of students' perceptions in a relatively large population.

The population of this study consisted of 382 students enrolled in the course at the English Language Laboratory of Bandar Lampung University. From this population, a sample of 284 students was determined, representing 82.32% of the total population. This number exceeds the minimum required based on Slovin's formula with a margin of error of 3% ($n = 263$), thus ensuring broader coverage and higher representativeness. A random sampling technique was applied to provide each member of the population with an equal chance of being selected, minimize bias, and capture the diversity of respondents in terms of academic performance, gender, and English language exposure.

The research instrument was a structured questionnaire consisting of 33 closed-ended items, designed to measure students' comprehension, teaching quality, and the impact of the course on speaking skills. Validity testing was carried out through expert judgment by language education specialists to ensure alignment between the items and the intended constructs. A pilot test was also conducted with 30 students to assess clarity and consistency of the items. The results were used to revise the instrument, and reliability was measured using Cronbach's Alpha, which indicated satisfactory internal consistency.

Data collection was conducted during scheduled class hours to maximize response rates. Instructions were given both orally and in writing to avoid misunderstanding, and confidentiality of responses was guaranteed to encourage honest participation. The collected data were analyzed using descriptive statistics, including frequency distributions, percentages, and mean scores. The findings were presented in tables and charts to enhance readability and interpretation, providing a solid basis for evaluating course effectiveness and informing curriculum development.

3. RESULT AND DISCUSSION

3.1 Research Results

This study involved 284 respondents, non-English major students, to map their perceptions of English speaking skills based on categories ranging from very positive to very negative. Descriptive analysis results showed a diverse distribution, as presented in Table 1.

Table 1. Distribution of Students' Perceptions of English Speaking Skills

Intervals	Category	Frequency	Percentage (%)
$X > 79$	Very Positive	7	2.5
67 to 78.5	Positive	140	49.3
55.5 to 67	Medium	69	24.3
44 to 55.5	Negative	31	10.9
$X < 44$	Very Negative	37	13.0
Total		284	100

As shown in Table 1, the research results indicate that the majority of students, amounting to 51.8 percent, As illustrated in Table 1, the research findings reveal a clear pattern in students' perceptions of their English-speaking abilities. The data show that 51.8 percent of the respondents possess positive and very positive perceptions regarding their speaking skills. This majority proportion indicates that more than half of the students view their English learning experience as beneficial, engaging, and conducive to the enhancement of their speaking competence. Such a finding suggests that the English for General Communication (EGC) course at Bandar Lampung University has successfully created a learning environment that supports students in developing not only linguistic skills but also confidence in oral communication.

Students who hold positive perceptions often demonstrate higher levels of motivation, self-efficacy, and willingness to communicate, all of which are essential components of successful language learning. Their favorable attitudes imply that they perceive the teaching strategies, learning materials, and classroom

atmosphere as effective in helping them acquire English fluency. Moreover, these positive responses may also reflect the successful implementation of interactive learning methods, such as role-playing, group discussions, and pronunciation practice, which encourage active student participation. When students experience a sense of achievement and satisfaction, they are more likely to maintain consistent engagement and enthusiasm toward improving their speaking ability.

The positive and very positive perception categories also indicate that many students acknowledge English as a practical and valuable skill for their academic and professional development. They tend to appreciate how the EGC course contributes to building their communicative confidence, helping them engage in discussions, express opinions, and handle social interactions using English. In this sense, the results reflect the overall effectiveness of the learning process and highlight the importance of student-centered teaching strategies that provide real communicative contexts and continuous feedback..

In addition to the majority group, 24.3 percent of students fall within the moderate perception category. This group represents students who consider their speaking skills satisfactory but still face challenges that prevent them from reaching a higher level of fluency. They may feel confident in basic communication yet struggle with complex structures, pronunciation, or spontaneous speaking. Their moderate perceptions may also reflect uncertainty about their progress, particularly if they compare themselves with peers who are more fluent or confident.

Students in this category often exhibit fluctuating motivation. On some occasions, they may feel encouraged by small successes, while at other times, difficulties in expressing ideas or limited vocabulary might lead to frustration. It is important to note that moderate perceptions do not necessarily imply dissatisfaction but rather point to areas of potential growth. For instance, students may require more exposure to authentic speaking situations, increased practice time, or individualized feedback to boost their proficiency.

From an instructional perspective, these findings emphasize the necessity for teachers to differentiate their teaching methods according to students' varying levels of ability. While high-performing learners may benefit from advanced communicative tasks, those with moderate perceptions might need more structured and guided speaking exercises. Providing scaffolded learning experiences—where teachers gradually reduce support as students become more competent—can effectively elevate moderate learners toward higher proficiency levels. An equally important aspect of the findings lies in the 10.9 percent of students who reported negative perceptions and the 13 percent who held very negative perceptions toward their speaking abilities. When combined, these two categories account for nearly 25 percent of the total respondents, meaning that approximately one in four students continues to experience significant difficulties in English speaking. This portion of the student population represents a group that requires special attention and targeted pedagogical intervention.

Several potential factors contribute to the development of negative perceptions. Internal factors, such as low motivation, limited self-confidence, speaking anxiety, and fear of making mistakes, often hinder students from participating actively in class. Many learners experience communication apprehension, particularly when speaking in front of others or being corrected publicly. Such emotional barriers can lead to avoidance behavior, where students remain silent rather than risk embarrassment. Consequently, their speaking development stagnates, reinforcing their negative self-assessment.

On the other hand, external factors can also play a major role in shaping negative perceptions. These may include ineffective teaching strategies, limited exposure to communicative practice, lack of feedback, or an uncondusive learning environment. For instance, if classroom instruction is overly focused on grammar and written exercises instead of oral communication, students may perceive the lessons as irrelevant to real-world language use. Similarly, large class sizes and insufficient access to language laboratory facilities can reduce opportunities for students to practice speaking individually or in pairs. When such external challenges persist, they contribute to feelings of inadequacy and discourage students from engaging with the learning process.

It is also important to consider that students with negative perceptions may come from varied educational backgrounds, where exposure to English prior to university was limited or inconsistent. Differences in prior knowledge, socio-economic background, and learning style preferences can influence how they perceive the difficulty of speaking English. As a result, educators must identify these factors early and implement supportive measures, such as remedial sessions, small-group tutorials, or peer mentoring, to help students overcome linguistic and psychological barriers. The overall results of the study highlight a dual tendency among students in their perception of English-speaking skills. On one side, the majority exhibit positive attitudes and a sense of progress, reflecting the effectiveness of the existing teaching approach. On the other

side, a smaller yet significant group of students struggles with low self-perception and communication challenges. This contrast suggests that while the EGC course at Bandar Lampung University is largely successful, there remains a need for more inclusive and adaptive teaching strategies to accommodate diverse learning needs.

To address these issues, instructors should integrate motivational and affective support strategies alongside linguistic instruction. Encouraging a non-threatening classroom environment—where mistakes are treated as part of learning—can significantly reduce speaking anxiety. Furthermore, implementing task-based and experiential learning methods, such as presentations, interviews, and real-life simulations, can help students apply English in meaningful contexts, thereby improving their confidence.

Institutionally, enhancing the use of the Language Laboratory and increasing student access to communicative practice sessions can help bridge the gap between theory and performance. Providing opportunities for peer collaboration, language mentoring, and extracurricular speaking activities such as English clubs or discussion forums would also reinforce students' oral proficiency and self-assurance.

3.2 Discussion

The results of this study indicate that most students evaluate their learning experience in developing speaking skills positively, suggesting a growing awareness of the significance of English proficiency for both academic advancement and professional success. As [1] emphasizes, English functions as a *lingua franca* in international communication, particularly in the business and technological domains, positioning speaking ability as a vital component of global competence. Students' recognition of this necessity generates what is known in language learning as instrumental motivation—a goal-oriented desire to learn a language for tangible benefits such as employment, travel, or academic progress. This type of motivation leads learners to assess their classroom experiences more favorably, as predicted by the motivation theory in language acquisition proposed by [9]. According to this theory, the interaction between intrinsic (personal satisfaction and enjoyment) and extrinsic (career advancement, grades, and social validation) motivators determines the depth and sustainability of learners' engagement.

However, [10] warns that low or inconsistent motivation can contribute to emotional burnout and, in severe cases, even withdrawal from language courses. This highlights the need for lecturers to assume an active role in maintaining students' emotional stability and engagement throughout the learning process. As [11] notes, the quality of teacher communication—including clarity of instruction, empathy, and the ability to provide constructive feedback—directly influences students' satisfaction and academic performance. Effective communication by instructors thus acts as a catalyst, shaping students' perceptions and creating a more positive and inclusive classroom culture.

1. Linguistic and Affective Dimensions in Speaking Skill Development

From the standpoint of the Second Language Acquisition (SLA) theory advanced by [12], speaking proficiency depends not only on linguistic input but also on affective variables such as motivation, anxiety, and self-confidence. This perspective explains why some students with adequate grammatical competence still struggle with fluency: their affective barriers prevent them from processing and producing language effectively in real time. Supporting this argument, [13] highlights that the four linguistic domains—phonology, morphology, syntax, and semantics—interact dynamically to produce coherent oral output. A deficiency in any of these areas, particularly pronunciation or vocabulary, can hinder verbal communication despite a solid understanding of grammar.

Furthermore, speaking skills are deeply intertwined with 21st-century competencies. As [2] articulates, communication ranks among the four core pillars of modern education, alongside creativity, critical thinking, and collaboration. These interconnected skills define a learner's ability to participate meaningfully in global and digital societies. Within this framework, fluency—as described by [14]—serves as a fundamental indicator of communication success. It reflects not only linguistic mastery but also cognitive readiness, confidence, and cultural adaptability. Interestingly, [15] found a strong correlation between grammatical accuracy and writing performance, implying that grammatical competence reinforces oral proficiency; nonetheless, fluency remains the central benchmark for communicative success.

2. The Role of Peer Interaction and Classroom Ecology

Apart from individual motivation, peer interaction significantly shapes learners' perceptions of the speaking learning process. [3] stresses that both verbal and non-verbal communication among peers contribute to building confidence, reducing anxiety, and fostering inclusivity within the classroom. When students engage in collaborative speaking activities—such as pair dialogues, peer feedback, or group discussions—

they not only practice language in authentic contexts but also develop a sense of belonging that mitigates fear of judgment. This is consistent with [2], who underscores that communication, collaboration, and critical thinking are mutually reinforcing processes that promote meaningful learning.

In this study, students identified interactive teaching methods—including role-plays, debates, and contextualized speaking tasks—as key contributors to their positive learning experiences. These activities lower the affective filter described by [12], allowing learners to take linguistic risks and internalize new vocabulary and structures more effectively. The affective filter hypothesis posits that anxiety, self-doubt, and negative emotions act as psychological barriers that block language input from being processed effectively. Thus, when educators cultivate supportive, low-stress environments, students are more likely to attain higher levels of fluency and confidence.

3. Negative Perceptions and Underlying Challenges

Despite the overall positive trends, a minority of respondents (10.9% negative and 13% very negative) expressed dissatisfaction with their speaking skill development. This subset reveals the presence of substantial affective and contextual obstacles. The most prominent issues include heightened anxiety, limited vocabulary, and persistent self-consciousness during speaking activities. As [7] observes, negative perceptions often arise when teaching methods fail to align with students' learning styles or when classroom interactions discourage active participation.

Social and cultural dynamics further complicate these challenges. [4] and [16] argue that cultural background significantly affects communication style, willingness to engage, and comfort in using English publicly. In Indonesia, for instance, students accustomed to speaking in local or national languages may experience linguistic insecurity when switching to English, particularly in formal or evaluative settings. This corresponds with [3], who found that cultural norms governing respect, hierarchy, and indirect communication can limit learners' willingness to speak.

Gender differences also emerged as a relevant factor. According to [17], male and female students display differing tendencies in linguistic expression and self-confidence, influenced by societal expectations and gendered communication norms. Female students, in particular, may exhibit greater apprehension in public speaking due to social pressures or fear of error-related embarrassment. Linguistic difficulties such as limited lexical repertoire and lack of fluency—identified by [6] and [8]—exacerbate these psychological challenges, reinforcing negative self-assessment and avoidance behavior.

4. Integrating Communicative Pedagogy and Motivation Strategies

Improving students' speaking performance requires a multi-dimensional pedagogical approach. Communicative language teaching (CLT) frameworks, supported by [18], advocate for active, authentic communication as the foundation of instruction. This method emphasizes language use over rule memorization, promoting meaningful interaction and pragmatic competence. Incorporating CLT principles can address both cognitive and affective barriers, encouraging learners to use English as a tool for real communication rather than as an academic subject.

Motivational strategies should also be integrated into the curriculum. Teachers can use goal-setting techniques, peer mentoring, and gamified speaking exercises to sustain engagement. Additionally, providing constructive feedback that focuses on improvement rather than error correction can help maintain students' confidence. Research grounded in *Self-Determination Theory* suggests that autonomy-supportive teaching—where learners feel a sense of choice and ownership—leads to higher persistence and intrinsic motivation.

5. Broader Educational Implications

The findings of this study extend the theoretical understanding of language learning by demonstrating that students' perceptions of speaking courses are multidimensional, shaped by linguistic competence, motivational states, social context, and pedagogical practices. This complexity underscores the necessity of viewing speaking instruction not as a singular linguistic event but as a social and psychological process influenced by both internal and external variables.

From a practical standpoint, this insight provides guidance for educators and curriculum designers. Effective teaching should integrate linguistic skill-building with emotional and social scaffolding. Teachers should design classroom experiences that reduce anxiety, promote peer cooperation, and celebrate incremental progress. The inclusion of authentic communicative tasks—such as interviews, debates, and

presentations—helps students connect classroom learning with real-life applications, reinforcing their sense of purpose.

Furthermore, the institutional dimension cannot be ignored. Universities and language centers should invest in modern language laboratories, interactive digital platforms, and teacher training programs to enhance instructional quality. Institutional support ensures that positive student perceptions are not isolated outcomes of individual classrooms but part of a sustainable, system-wide language education strategy.

6. Toward Learner Autonomy and Lifelong Competence

Another implication arising from this study is the importance of nurturing learner autonomy. When students are encouraged to take ownership of their learning—through reflective journals, self-assessment checklists, and exposure to digital resources—they develop metacognitive awareness and accountability. This self-regulated learning process fosters confidence, persistence, and adaptability, traits essential for lifelong language acquisition.

Encouraging students to engage in extracurricular English activities, such as conversation clubs, online language exchanges, or international seminars, can further reinforce classroom learning. These authentic experiences expose learners to diverse accents, communication norms, and cultural nuances, thereby broadening their communicative repertoire.

7. Conclusion of the Expanded Discussion

In conclusion, the study contributes to the growing body of literature emphasizing that student perceptions are central to the success of language education. Positive perceptions are not accidental but the result of a well-balanced interplay between effective pedagogy, emotional support, and institutional facilitation. While most students in this study view their speaking learning experience favorably, the small percentage expressing dissatisfaction underscores the ongoing need for innovation in teaching methods, inclusive classroom practices, and psychological empowerment.

Ultimately, fostering a communicative, motivating, and supportive learning ecosystem will ensure that English for General Communication courses achieve their intended outcomes—equipping students not only with linguistic fluency but also with the confidence, cultural awareness, and critical thinking skills required to thrive in global contexts. By addressing both the cognitive and affective dimensions of learning, educators can transform speaking classrooms into dynamic spaces of growth, collaboration, and empowerment.

4. CONCLUSION

The findings of this study reveal that students' perceptions significantly impact their ability to develop speaking skills in the English for General Communication course. Most students have a positive perception, recognizing the course as beneficial for improving their English proficiency. Factors such as age, gender, experience, motivation, and social environment influence students' engagement and learning outcomes. Additionally, teaching strategies, classroom atmosphere, and instructional materials play a crucial role in shaping students' learning experiences. While many students find the course helpful, some struggle with motivation, self-confidence, and past negative learning experiences, which hinder their progress. The study highlights the need for interactive teaching methods, auditory and visual learning aids, and peer collaboration to enhance students' communication skills. Addressing these aspects will help create a more effective and engaging learning environment for all students.

Although the course is generally well-received, improvements are necessary to ensure better learning experiences and outcomes for all students. Some students reported dissatisfaction due to ineffective teaching methods, lack of engagement, and difficulty in speaking confidently. Enhancing the curriculum by incorporating student-centered learning approaches, interactive discussions, and real-life communication practice can improve students' speaking proficiency. Teachers should also consider individual learning needs, motivational factors, and confidence-building exercises to support struggling students. Furthermore, clear pronunciation, vocabulary expansion, and fluency practice should be emphasized in the course structure. Future research should explore innovative teaching techniques, curriculum modifications, and additional support mechanisms to optimize student learning. By refining teaching approaches and addressing student concerns, the English for General Communication course can become more effective and impactful for all learners.

In addition, the findings highlight the strong link between perception and performance in language learning. Students who hold positive perceptions of the English for General Communication course tend to show greater persistence in practice and are more likely to achieve better results in speaking proficiency. This suggests that improving perceptions is not only about refining teaching methods but also about shaping students' attitudes toward learning itself. The role of teachers remains a critical factor in sustaining these positive perceptions. Teacher encouragement, clarity of instruction, and responsiveness to students' needs are repeatedly mentioned as influential in shaping learning outcomes. Therefore, continuous professional development for instructors is essential to ensure that their pedagogical strategies remain adaptive to diverse learner profiles and evolving educational demands.

Another important implication is the necessity of integrating authentic communication opportunities into the curriculum. Students respond more positively when tasks resemble real-world speaking contexts such as interviews, discussions, and collaborative projects. This relevance increases motivation and reduces the perceived gap between classroom learning and practical application, which can further strengthen overall engagement. Moreover, the study underscores the need for institutional support in enhancing language learning facilities. A well-equipped language laboratory, access to digital tools, and sufficient exposure to interactive materials can significantly elevate student experiences. Institutional investment in these resources ensures that students perceive the learning environment as supportive, modern, and conducive to communication skill development.

Finally, the results point toward the importance of fostering learner autonomy. Encouraging students to engage in self-directed strategies—such as setting personal goals, reflecting on progress, and using online resources—can extend learning beyond the classroom. By doing so, learners gain confidence, responsibility, and resilience in their language journey, reinforcing the long-term effectiveness of the English for General Communication course.

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