

**THE ORAL USE OF ENGLISH IN CAMPUS LIFE: EFL STUDENTS'
EXPERIENCES**

THESIS

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The Oral Use of English in Campus Life: EFL Students' Experiences

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

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I have made every effort to complete this thesis to the best of my ability; however, I acknowledge that there may be some deficiencies, both in terms of content and grammar. Therefore, welcome any suggestions and constructive criticism from readers to further improve this work.

Banda Aceh, 20 March 2025

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ABSTRACT

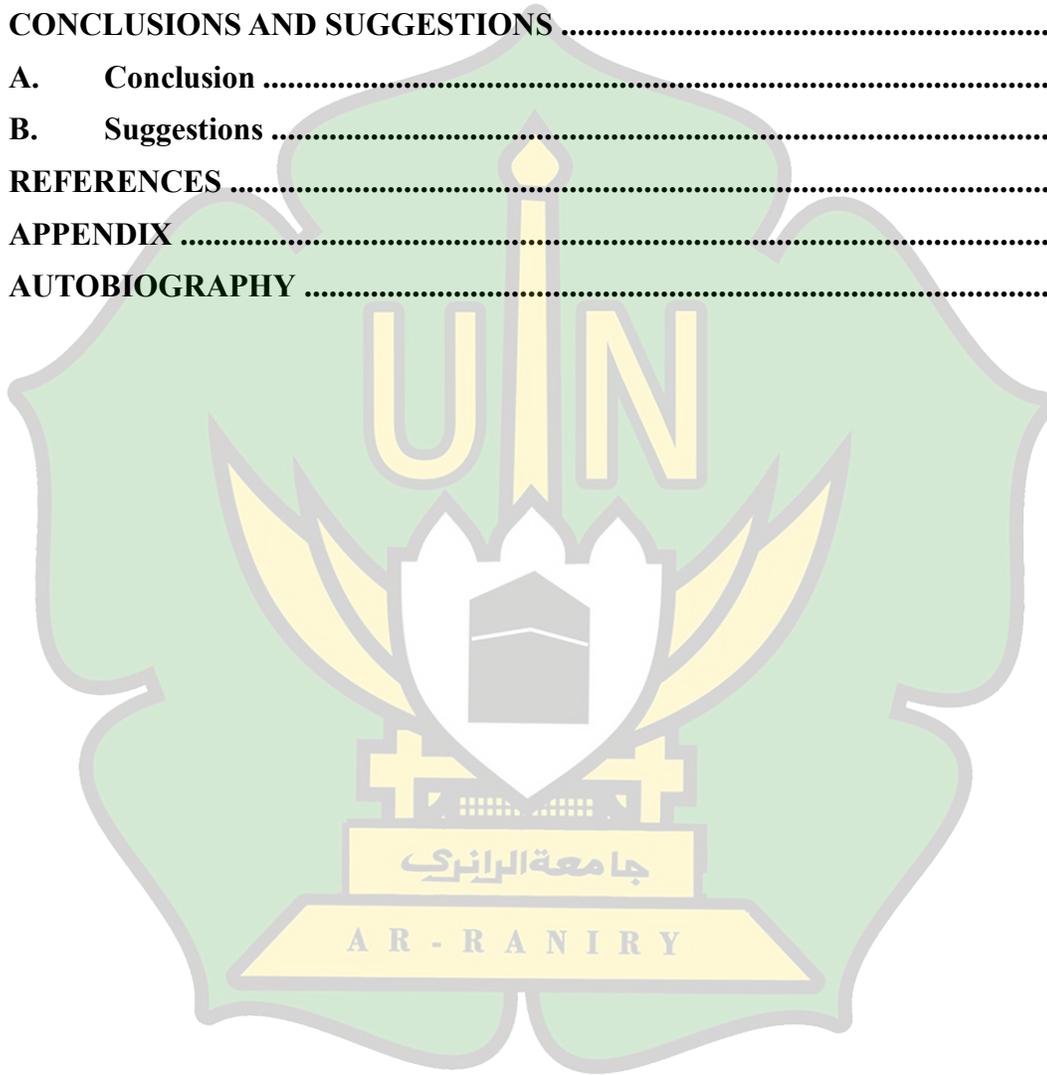
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This study investigates the factors that influence the use of English in everyday interactions among English as a Foreign Language (EFL) students, especially in the campus environment. This study aims to answer the following questions: 1) What are the factors that motivate students to use English in their everyday interactions, especially on campus? 2) What are the factors that demotivate students to use English in their everyday interactions, especially on campus? 3) What are the challenges faced by English Department students when using English in campus-related activities?. A mixed-method approach was used in this study, utilizing interviews and questionnaires to collect data from EFL students. Participants were selected from the English Department at UIN Ar-Raniry. Qualitative data were collected through semi-structured interviews, which provided in-depth insights into students' personal experiences and perceptions. Quantitative data were collected through a Google form questionnaire to obtain broader patterns and generalizable trends regarding English use on campus. The findings of this study reveal various motivating, demotivating factors and challenges experienced by EFL students when using English on campus.

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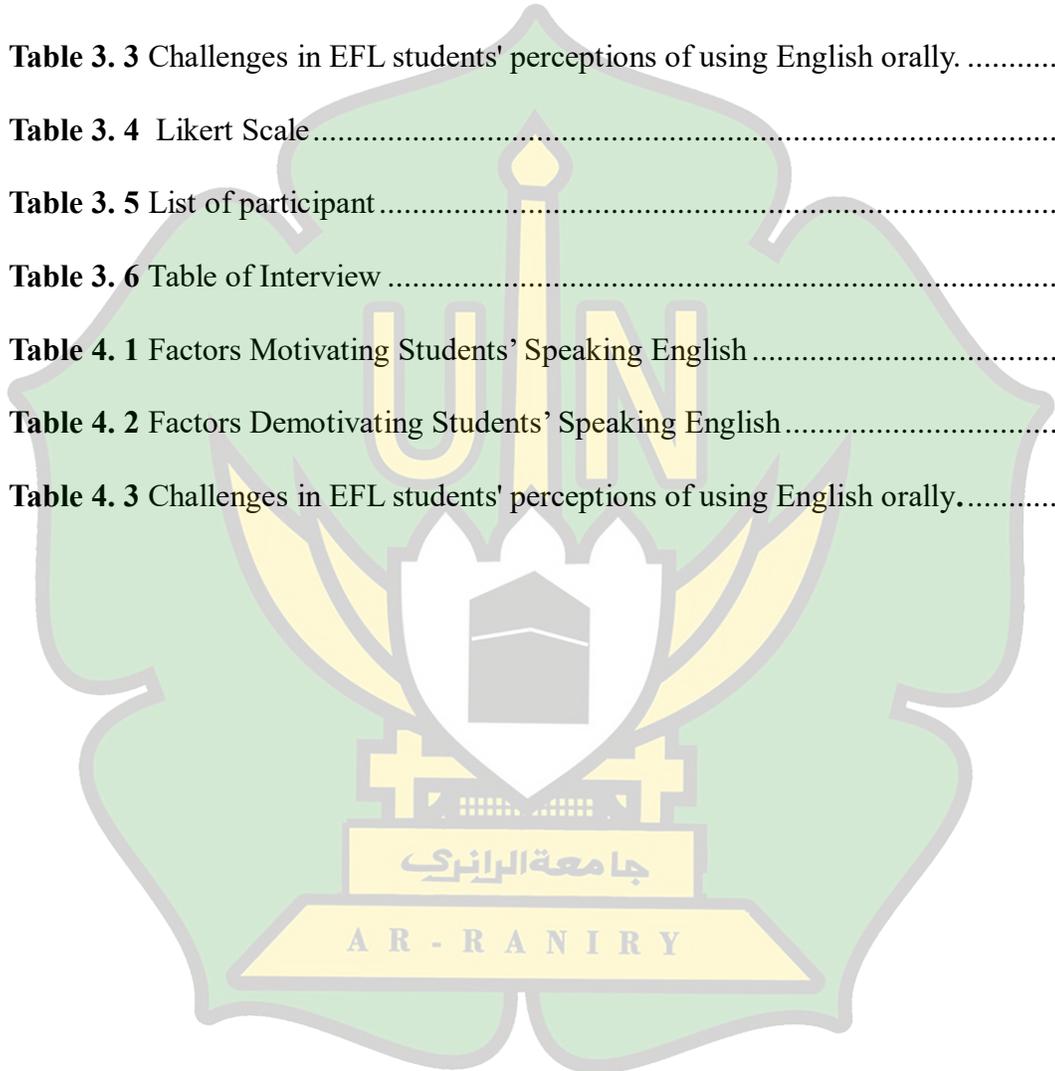
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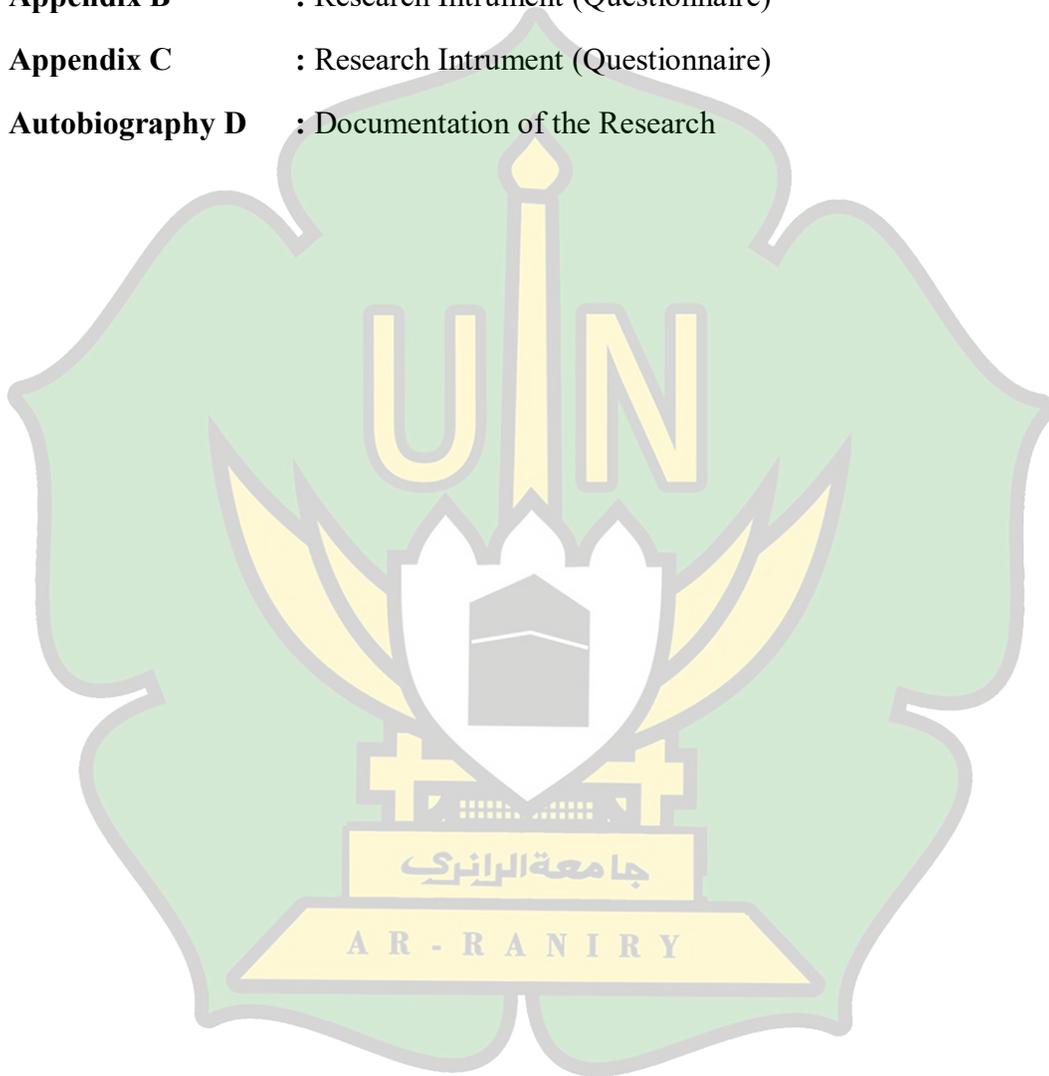
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CHAPTER I

INTRODUCTION

A. Background of Study

Learning English necessitates to use it frequently in order to achieve its vocabularies. The use of English in campus life, for intences, significantly enhances the language skills of English Department students learning that English as a Foreign Language. EFL students often face challenges such as limited opportunities to practice English outside the classroom and the need to adapt to different cultural contexts in which the language is used. Several factors are believed to influence the learning process, including motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, and personality traits (Rackevičienė et al., 2019).

As mentioned by Syaputra et al., (2024), English Department students frequently switch between English and their native languages, which helps them express themselves and understand better in different campus context. English students benefit greatly from using English on campus, which improves their social and academic experiences. Students improve confidence in speaking and listening as well as fluency when english is often used in daily interactions.

Using english regularly is helpful for students because most resources, lectures, and assignments are in english. Being familiar with the language helps students understand their lessons better and participate more in class discussions, leading to

better academic results. Speaking English with classmates also helps build communication skills that are important in later semesters, especially when working on final projects, giving presentations, and taking part in discussions that require strong speaking skills.

And using English on campus also helps students get ready for their future jobs. Many students in the English department want to work in international or multilingual workplaces where speaking English is important. Regular practice on campus helps them improve their communication skills, giving them an advantage when they start looking for jobs.

In the context of general education, English students typically do not take advantage of the opportunity to practice their English skills outside of the classroom, which leads to a decrease in their improvement in listening and speaking activities. Usually, students' interactions with teachers only occur when answering questions, further limiting their use of language in practical communication. Nithideechaiwarachok et al. (2022) expressed that even though some students have successfully passed the Test of English as a Foreign Language (TOEFL), they still encounter challenges in effective communication.

In a study involving English language students at Syiah Kuala University as participants, it was found that the most frequent challenge they encountered when wanting to speak English was limited vocabulary mastery, which led to fear of making mistakes, therefore they chose not to speak English (Heriansyah, 2012)

It was confirmed that learners often hesitate to speak because they struggle to remember what to say, and they fear making mistakes, being laughed at, or criticized by their peers (Wang & Roopchund, 2015). Because of this problem, students chose not to participate in class discussions by choosing to only listen and take notes of the material explained by the lecturer.

According to Zheng et al. (2021), public speaking anxiety is a type of communication fear that happens when giving oral presentations. It is common among students, especially when students are asked to do activities in front of the class or give spontaneous performances. Another issue when speaking English is that students struggle to answer their lecturers' questions because they do not completely grasp the material covered in class. Therefore, many students prefer to use Indonesian to reduce the challenge of explaining their ideas during the class.

Megawati and Mandarani (2016) mentioned Vocabulary and grammar limitations, along with anxiety, significantly prevent effective communication in English. Students often feel uneasy about speaking in front of the class, even if they have something to share. They may also fear being judged for mispronouncing words or using incorrect language. Difficulties with understanding, self-expression, and limited vocabulary lead to tension, causing students with less effective strategies to feel anxious during performances or written tests, though they are able to manage these feelings (Lestari & Wahyudin, 2020).

English as a second language learners at Al Quds Open University reported various issues, including feelings of nervousness, anxiety, and a lack of self-confidence when attempting to speak English (Maher & Al Nakhalah, 2016). The fear of making mistakes or being judged often causes students to hesitate, which makes it harder for them to practice and get better at speaking. These mental challenges show how important it is to create a positive and supportive learning environment that helps students feel confident and able to overcome these problems. Additionally, many college students cited their fear of being misunderstood by others as a significant factor in their reluctance to engage in conversations in English as a foreign language (Wang & Roopchund, 2015).

B. Research Question

1. What are the factors that motivate students to use English in their daily interaction especially in the campus environment?
2. What are the factors that demotivate students to use English in their daily interaction especially in the campus environment?
3. What challenges do English Language Department students face when using English in campus-related activities?

C. Aims of the Study

Based on the background of the research, the purpose of this study are :

1. Identify the factors contributing to the limited use of English in campus life among English department students.

2. To explore the difficulties students face when using English in their classes and social interactions on campus.
3. To understand what students think about the benefits and challenges of using English in campus life.

D. Significance of this Study

This research hopefully will conduct an in-depth investigation into how English is used among English department students, as well as the effects of using English in campus life. This study focuses specifically on English department students, seeking to identify the underlying factors that contribute to their reluctance or challenges in using English in various contexts, such as academic, social, and extracurricular activities. Additionally, the research will explore how the use or lack of English impacts students' language development, academic performance, and confidence in communication. By addressing both the causes and effects, this study hopes to provide valuable insights that can be beneficial for students, educators, and future research, ultimately contributing to strategies that encourage more effective and frequent English use on campus.

E. Terminology

To avoid misinterpretations, several terms are explained as in the following way:

1. Oral Use of English

Use of English refers to the various ways in which the English language is employed by individuals in different contexts and situations. The language is constantly evolving, and individuals who remain focused on learning the basics may struggle to keep up (Issa Al-Khalidi, 2020). In the context of this study, it specifically concerns how English students utilize the language in their daily campus life, encompassing both academic and social interactions.

2. Campus life

Campus life includes all the experiences and activities students have while attending a college or university. It covers social events, academic work, and extracurricular activities that shape their daily routines. Understanding campus life is important because it shows how it affects students' language use, social interactions, and academic performance, helping us see how language works in a university setting.

3. EFL students

EFL students are individuals learning English in countries where English is not the main language of communication. This distinction is important as it emphasizes the specific challenges EFL learners encounter. EFL students generally lack regular

exposure to English beyond the classroom. Consequently, their chances to practice and immerse themselves in the language are mostly confined to educational settings, affecting both their learning experience and the approaches they use.

