The Use of English Outside the Classroom by Students of the English Education Study Program

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Abstract: English is a widely used language in various countries. The purpose of this study is to determine whether students use English beyond the classroom and to identify reasons for not doing so, with a focus on speaking. The study utilizes a quantitative research method, involving descriptive statistical data analysis, with students from the English 2023 program as subjects. Data was collected through a Likert scale with 10 statements and reasons for not using English outside the classroom. Results indicate that 71 students used English outside of class, with lack of participation being the primary reason for those who did not. It is important for students to use English beyond the classroom to improve their speaking skills and vocabulary.

Keywords: speaking problems, English use, out of classroom

INTRODUCTION

Language is an essential tool for humans to express their feelings and thoughts. According to Devitt & Hanley (2006, p.1) (in Noermanzah 2019) language is a means of expression that conveys a message in specific contexts and for a variety of purposes. According to Isphording & Otten (2014), and Anum (2018), language can be defined in two ways. Firstly, it is a tool that is used to shape thoughts, feelings, desires, and actions, and has the power to influence and be influenced. Secondly, it is a clear indicator of a person's personality, family, nation, and human dignity. Language plays a crucial role in our daily lives, and many people make an effort to learn proper language usage, especially English, which is the current international language for communicating with people from different countries.

The objective of this study is to determine the frequency at which EFL students utilize English effectively and accurately in verbal communication, both within their peer group

and the wider community. Utilizing English outside of the classroom can expand their vocabulary and improve their ability to communicate effectively in various situations, ultimately decreasing any discomfort or unease when speaking English. According to Sukatno (2022, p.12), students who learn English outside of the classroom using the Super Camp model can improve their English vocabulary with an average score of 65 to 80. Meanwhile, Bialystok's theory (Pickard, 1996), (Tayl 2013, p.17) asserts that students' activities outside the classroom can help students in learning English. According to Arianti & Numaningsih (2020), learning English largely depends on how often you speak and communicate in English during daily activities and outside of lectures. However, EFL students often struggle with speaking English for various reasons, as highlighted in Hakim's research (2019, p.3-4), which identifies anxiety, nervousness, and a lack of confidence as the primary factors limiting students' ability to apply English speaking. According to Akbari (2016) in Mohamed (2022) difficulties with learning English, her research on MA English students in Iran revealed the following challenges that these students faced when trying to learn the English language: a lack of appropriate learning strategies; limited vocabulary and grammatical knowledge; weakness in four language skills; limited knowledge of pronunciation and spelling; and limited knowledge of vocabulary. According to Swary (2014) in Putra (2019, p.29-33), some problem in speaking English are low of vocabulary mastery, grammar as a stumbling block, pronunciation trouble, shyness, nervousness, and fear of making mistakes, lack of confidence, limited of practice, minimum opportunities, mother tongue dominantly, low motivation, facilities problems, and poor of teaching English strategy. Conversely, Ur in Rahayu (2015, p.24) identified several problems that students face when speaking English, including the use of their mother tongue, student inhibitions, lack of participation, and the topics being discussed. These findings align with the researcher's own observations that EFL learners often do not use English effectively in speaking situations. Sularso's study in Luhita, (2018) that speaking practices of English language learners from Indonesia emphasize the importance of confidence and anxiety in oral performance among students.

Undoubtedly, Indonesian students face the challenge of utilizing English as it is not their mother tongue and is not commonly spoken in their nation. Consequently, they are frequently unable to incorporate English into their everyday lives, which restricts their exposure to the language. Regrettably, the majority of students only interact with English during classroom lessons and activities, impeding their advancement and achievement.

Sargsyan and Kurghinyan (2016) noted the use of English language outside the classroom that many student teachers prefer to use English for reading and listening rather than speaking. This is similar as shown by Hyland's research 2004, (in Sargsyan and Kurghinyan 2016). This may be due to factors such as shyness, lack of confidence, and the need to adapt to different situations, as previously discussed by Ur (in Rahayu 2015). Ranta (2010) in Sargsyan and Kurghinyan (2016) conducted a follow-up study that used questionnaires to collect data on the use of English by secondary school students in Finland, both inside and outside the classroom. According to the results, approximately 80% of the students learn English, and they typically use it to communicate with non-native speakers.

Ipek and Mutlu (2022) in their study entitled "English Outside the Classroom in the Age of Technology: A Concurrent Triangulation Mixed Method Study" suggest that using English outside the classroom (EOC) can provide a more comprehensive approach to language learning, without limiting students to specific activities. As noted by Barker (2004) in Haque (2017) conversing with others outside the classroom can be a challenge for many students. It has been observed that in Hong Kong, students spend a significant amount of time learning and using English outside the classroom, but often prioritize reading and attentive listening over speaking. Notably, there are variations in expert opinions based on their respective research.

This study in-hand surveyed 71 English students at Nias University, inquiring about their reasons for not using English outside of class using a questionnaire. Results showed that 30% of students gave the same reasons while 70% gave different reasons. The data demonstrated that students do not frequently use English outside of class, indicating that English language learning needs to extend beyond the classroom. To achieve objectives such as effective oral communication, students must practice using English in real-life situations. This study aims to determine how many students speak English outside of class and why some students do not. The research question centers on the extent of English language use and the reasons for limited use outside the classroom.

METHOD

This research used quantitative methods, which involve a systematic examination of components, phenomena, and causal relationships. This approach involves collecting data that can be quantified through computational, mathematical, or statistical methods to study phenomena in a methodical way Abdullah et al. (2022: 1). According to Mundir (2013, p.54), the process of quantitative research involves deductive reasoning to formulate hypotheses, which are then tested and concluded from the empirical field data. Empirical measures and analyses are emphasized in quantitative research. The data analysis method used in this study was descriptive statistics, which is a statistical method used to describe collected data without making general conclusions or generalizations (Sugiyono in Abdullah et al. (2022). This type of analysis includes data from tables, graphs, diagrams, circles, pictograms, and calculations such as mode, median, mean, decile, percentile, data distribution through averages and standard deviations, and percentage calculations (Pratiwi, 2019, p.81).

As per Arikunto's guidelines (2012) in Pratiwi (2019), if the population is less than 100, the entire population is considered for sampling, while populations over 100 require 10-15% or 20-25% of the population to be sampled. As explained by Abdullah et al. (2022, p.82), simple random sampling is used to randomly select sample members from a population without considering strata, which is suitable for homogeneous population. Therefore, in this study, with a population of over 100, the researchers randomly selected 71 students as research samples using simple random sampling. The research focused on the students' inclination towards using English as a communication tool outside the classroom, and their reasons for not using it. The study's subjects were English Education Study Program students from Nias University in 2023, comprising 1st, 3rd, 5th, and 7th semester students. To collect data, the researcher administered a questionnaire containing ten

questions to each student, querying their use of English outside the classroom, as well as the reasons behind their actions.

In this research, data was collected through the use of a questionnaire. As noted by Pratiwi (2019, p.78), a questionnaire involves compiling a list of questions and presenting them to respondents in person. Similarly, Noor (2011) in Chaniago (2019) explains that a questionnaire is a method of collecting data whereby respondents are given question and answer sheets to complete. For the purposes of this research, the researcher distributed questionnaires directly to the students with the aim of gathering their opinions on the use of English beyond the confines of the classroom. This research utilized a Likert scale to rate participants' attitudes, opinions, and perceptions towards a specific societal phenomenon. As stated by Abdullah et al. (2022, p.70), this scale ranges from strongly agree (SS) to strongly disagree (STS). Similarly, as noted by Sugiyono in Pratiwi (2019) that the Likert scale is commonly used to measure social phenomena. In analyzing the data, Pratiwi (2019, p.81) suggests using descriptive statistical methods such as mean, median, and mode.

The research questionnaire contained two distinct question types: open-ended questions and closed-ended questions. Open-ended questions require respondents to provide a descriptive answer to a given matter. In contrast, closed-ended questions offer pre-selected answer options for respondents to choose from Sugiyono in (Chaniago 2019). Both question types were utilized in this study. The first section consisted of ten questions about the use of English outside of the classroom, specifically for speaking (Chaniago 2019). The second section focused on the reasons why respondents do not use English outside of the classroom, as explained in Ur's research cited in Rahayu (2015, p.24).

RESULT

In this research, 71 students were surveyed and their responses were analyzed by researchers. The questionnaire results were categorized to determine the frequency of English usage for oral communication outside of the classroom. Anum (2018) suggests that interactions with teachers and peers are beneficial for improving English language skills as they increase students' confidence and engagement. Therefore, students can develop their speaking abilities both inside and outside of the classroom. Additionally, the researchers examined the students' explanations for their lack of English usage outside of class, particularly for speaking tasks.

Ur in Rahayu (2015) highlights several challenges that students encounter when speaking. These include inhibition, as students may be hesitant to speak certain words for fear of making errors or feeling shy about speaking in English. Additionally, some students may struggle to come up with things to say due to a lack of motivation or confidence, and a limited vocabulary. Low participation is another issue, with some students dominating conversations while others speak very little. Finally, the use of the mother tongue in speaking activities can be a barrier to learning, particularly in small groups where less disciplined or motivated students may struggle to maintain the target language.

A. The result data of closed-ended questions

The following is responses provided by 71 students from the English Department of Nias University in 2023, in relation to a set of 10 questions presented by a research questionnaire. The responses were catalogued into distinct categories, as per the methodology employed by the researcher.

Figure 1. Student preference using English outside the classroom

The first statement shows Strongly Agree 25.4%, Agree 36.6%, Neutral/Undecided 36.6% and Disagree 1%. Therefore, most of the students like to use English outside the classroom.

Strongly Agree : 18 students
Agree : 26 students
Neutral/Undecided : 26 students
Disagree : 1 student
Strongly Disagree : -

Figure 2. Student preference of English when greeting friends outside the class

The second statement shows Strongly Agree 22.5%, Agree 36.6%, Neutral/Undecided 39.4% and Disagree 1%. As a result, most students use English outside of class when greeting friends.
Strongly Agree : 16 students

Agree   : 26 students
Neutral/Undecided   : 28 students
Disagree   : 1 student
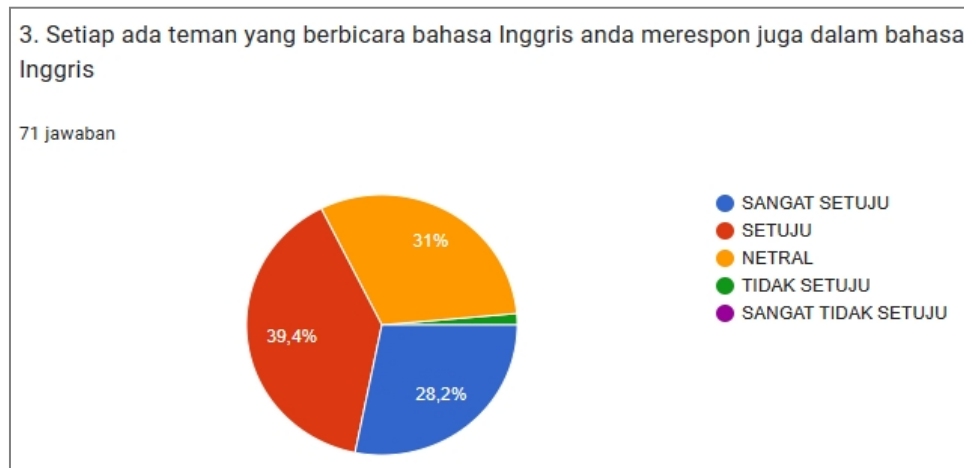Strongly Disagree   : -

Figure 3. Students' response to friends when speaking in English

The third statement shows Strongly Agree 28.2%, Agree 39.4%, Neutral/Undecided 31% and Disagree 1%. Therefore, most students are not very able to respond in English.

Strongly Agree   : 16 students
Agree   : 26 students
Neutral/Undecided   : 28 students
Disagree   : 1 student
Strongly Disagree   : -

Figure 4. How comfortable students speaking English outside the classroom

The fourth statement shows Strongly Agree 7%, Agree 15.5%, Neutral/Undecided 70%, and Disagree 7%. Therefore, most of the students are not very comfortable using English outside the class.

Strongly Agree   : 5 students

Agree   : 11 students
Neutral/Undecided   : 50 students
Disagree   : 5 students
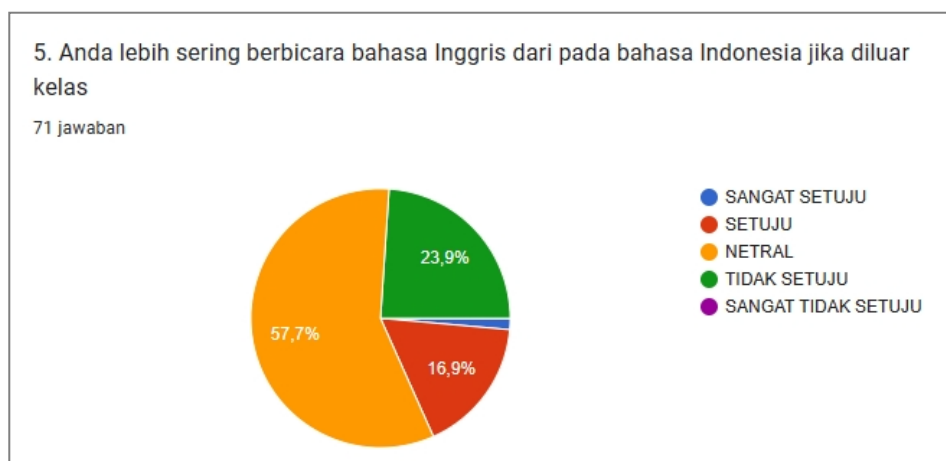Strongly Disagree   : -

Figure 5. How often students speak English outside the class

The fifth statement shows Strongly Agree 1%, Agree 16.9%, Neutral/Undecided 57.7% and Disagree 23.9%. Therefore, most students are not very comfortable using English outside the classroom.

Strongly Agree   : 1 student
Agree   : 12 students
Neutral/Undecided   : 41 students
Disagree   : 17 students
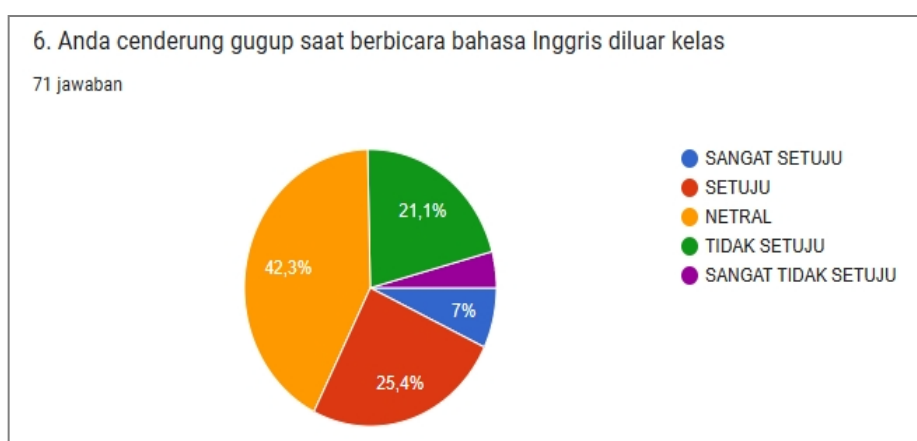Strongly Disagree   : -

Figure 6. How students tend to be nervous when speaking outside the classroom

The sixth statement shows Strongly Agree 7%, Agree 25.4%, Neutral/Undecided 47.3% and Disagree 21.1% and Strongly Disagree 15%. The tendency to be nervous in using English is Neutral/Undecided.

Strongly Agree   : 5 students
Agree   : 18 students
Neutral/Undecided   : 30 students
Disagree   : 15 students
Strongly Disagree   : 5 students

Figure 7. Students' preference whether using Indonesian or English outside of class

The seventh statement shows that 11.3% Agree, 50.7% Neutral/Undecided 36.6% Disagree and 1% Strongly Disagree. As a result, students use Indonesian more than English when they are outside the classroom.

Strongly Agree   : -
Agree   : 8 students
Neutral/Undecided   : 36 students
Disagree   : 26 students
Strongly Disagree   : 1 student

Figure 8. How students respond when speaking in English

The eighth statement shows Strongly Agree 16.9%, Agree 35.2%, Neutral/Undecided 42.3% Disagree 3% and Strongly Disagree 1%. Students use Indonesian more than English when they are outside the classroom.

Strongly Agree   : 12 students
Agree   : 25 students
Neutral/Undecided   : 30 students
Disagree   : 3 students
Strongly Disagree   : 1 student

Figure 9. How do students practice outside the classroom in using English

The ninth statement shows Strongly Agree 21.1%, Agree 39.4%, Neutral/Undecided 35.2%, and Disagree 3%; therefore, students practice using English more when they are outside the classroom.

Strongly Agree   : 15 students
Agree   : 28 students
Neutral/Undecided   : 25 students
Disagree   : 3 students
Strongly Disagree   : -

Figure 10. How students use English properly and correctly

The tenth statement shows Strongly Agree 7%, Agree 31%, Neutral/Undecided 52.1% and Disagree 9.9%; therefore, students practice using English more when they are outside the classroom.

Strongly Agree   : 5 students
Agree   : 22 students
Neutral/Undecided   : 37 students
Disagree   : 7 students
Strongly Disagree   : -

Table 1 below shows the number of student answers to the 10 statements submitted by the researcher in the questionnaire.

Table 1. Summary of students' answer in the questionnaire

No	The Statement	Strongly agree (SS)	Agree (S)	Neutral/ undecided (N)	Disagree (TS)	Strongly disagree (STS)	Total
1.	You like using English outside of class	18	26	26	1	-	71
2.	You are more interested in using English when greeting friends outside of class.	16	26	28	1	-	71
3.	Every time a friend speaks English, you respond in English too.	20	28	22	1	-	71
4.	You are more comfortable speaking English outside of class.	5	11	50	5	-	71
5.	You speak English more often than Indonesian outside of class.	1	12	41	17	-	71
6.	You tend to get nervous when speaking English outside of class	5	18	30	15	3	71
7.	You always use English rather than Indonesian when talking to people outside of class.	-	8	36	26	1	71
8.	You can immediately respond well when someone speaks English with you.	12	25	30	3	1	71
9.	You practice using English more when outside of class	15	28	25	3	-	71

10.	You can speak English outside of class properly.	5	22	37	7	-	71
	Total	**97**	**204**	**325**	**79**	**5**	**710**

Table 1 shows that most students chose to answer Neutral, followed by Agree, Strongly Agree, Disagree, and Strongly Disagree with the least answer.

Then, mean, median, mode, variance, and standard deviation were also used to further analysis of the data.

1) Mean

The following is the result of sample mean based on the calculation formula from Linda, & Wathen (2019, p.56).

Table 2. Mean of student answers

No.	Answers from students	Mean
1.	Strongly Agree	1,367
2.	Agree	2,873
3.	Neutral/Undecided	4,578
4.	Disagree	1,112
5.	Strongly Disagree	0,070
	Total	**10,254**

As a result, the mean in each answer from students varies where the Neutral answer 4.578 is the largest Mean, then the answer Agrees is 2.873, while for Strongly Agree is 1.367 and Disagrees 1.112, the least answer Strongly Disagree 0.070.

2) Median

The following is the result of sample median (M) based on the calculation formula from Joshua (2006, p.79) based on the median position location

1, 1, 1, 1, 1, 1, 3, 3, 3, 5, 5, 5, 5, 7, 8, 11, 12, 12, 15, **15, 16**, 17, 18, 18, 20, 22, 22, 25, 25, 26, 26, 26, 26, 28, 28, 28, 30, 36, 37, 41, 50

$$M = \frac{15 + 16}{2} = \frac{31}{2} = 15,5$$

Therefore, the median of data obtained is 15 and 16 which is the middle value by the result of 15,5.

3) Mode

The following is the result of sample mode based on the calculation from the median scores calculated above.

Table 3. Mode for frequency of students' scores

No.	Scores	Frequency
1.	1	6
2.	3	3
3.	5	4
4.	7	1
5.	8	1
6.	11	1
7.	12	2
8.	15	2
9.	16	1
10.	17	1
11.	18	2
12.	20	1
13.	22	2
14.	25	2
15.	26	4
16.	28	3
17.	30	1
18.	36	1
19.	37	1
20.	41	1
21.	50	1
Total	**428**	**41**

The result analysis for the mode data in table 3 above are 3, 4 and 6.

4) Sample Variance

The following is the result of sample variance based on the calculation from Peck's et al. formula (2008).

Table 4. Sample Variance of students' answers

No	Answers from students	Sample Variance
1.	Strongly Agree	1,366
2.	Agree	2,832
3.	Neutral/Undecided	4,513
4.	Disagree	1,097
5.	Strongly Disagree	0,069
	Total	**9,877**

The sample variance shows more Neutral answers, namely 4.513. Meanwhile, for answers that Agree is 2.832, then Strongly Agree is 1.366 and Disagree is 1.097 while the smallest is Strongly Disagree which is 0.069. Therefore, the total of sample variance is 9,877.

5) Standard Deviation

The following is the result of Standard Deviation based on the calculation from the sample variance above,

Table 5. Standard Deviation (SD) of student answers

No	Answers from students	SD
1.	Strongly agree (SS)	2,732
2.	Agree (S)	5,746
3.	Neutral/undecided (N)	9,154
4.	Disagree (TS)	2,225
5.	Strongly disagree (STS)	0,140
	Total	**19,997**

Table 5 shows that the Neutral answers are greater than the others, of which there are 9,154. Meanwhile, the answer Agrees 5,746; the answer Strongly Agree is 2,732; and the answer Disagree is 2,225. The lowest answer is 0,140 for Strongly disagree. The total of standard deviation is 19.997.

B. The result data of open-ended questions

The data below show the reasons why students do not use English outside of class, especially for speaking. As Ur said that there are four problems for students not using English outside of classroom. Then, the following is the data finding for this study.

Table 6. Students' answers to the speak problem

No	Problems in speaking	Number of answers
1	Inhibition	14
2	Nothing to say	17
3	Low participation	30
4	Mother tongue use	10
	Total	**71**

The table 6 above reveals that low participation in English-speaking activities is due to a variety of reasons. Firstly, 30 students are struggling because they are unable to invite enough participants, which causes them to refrain from using English outside the classroom, particularly for speaking. Additionally, 17 students have no input on this issue. Secondly, 14 students cite inhibition as the reason for not participating. Lastly, 10 students prefer to use their mother tongue. In conclusion, it is evident that lack of participation hinders students from honing their speaking skills in English outside the classroom.

Based on the feedback provided by students through 10 statements and corresponding reasons, it can be inferred that their usage of English outside of class ranges from neutral to strongly agree/disagree. The primary reasons for students not utilizing English outside the classroom, particularly for speaking, include low participation, lack of content, inhibitions, and preference for their mother tongue. Nonetheless, students do employ English outside of class, albeit limited to interactions with individuals who comprehend the language.

DISCUSSION

Based on the research findings in the first part of closed-ended questions, students tend to utilize English outside of class more frequently, particularly for speaking, which contrasts with Hyland's (in Sargsyan and Kurghinyan, 2016) assertion that students seldom use the language for speaking beyond the classroom. Meanwhile, Barker's research (in Haque 2017) of Hong Kong students aligns with Hyland's statement, indicating that English is not commonly used outside of class. Barker's study observed that speaking English outside of class poses a challenge for students. The first segment of the statement includes closed-ended questions in the Students Categories 1-10 section, demonstrating that the majority of responses are either in agreement or neutral regarding how students prefer using English outside of the classroom. Similarly, in the second segment, students tend to greet using English outside of class most often with neutral responses, followed by agreeing answers. Finally, the third segment notes that students are responsive when invited to use English outside of class.

It can be observed that in the questionnaire, students tend to use English more often outside the classroom, as opposed to Hyland (in Sargsyan and Kurghinyan 2016) and Barker's (in Sargsyan and Kurghinyan 2016) statement. The fourth and fifth parts of the questionnaire, which are about the use of English over Indonesian, have mostly neutral responses. Similarly, students feel neither nervous nor confident when using English outside the classroom, as indicated by the neutral responses in the sixth and seventh parts. However, in the eighth section, students generally respond neutrally or positively when asked about their ability to use English outside the classroom. The same trend can be observed in the ninth part, where students mostly agree that they practice using English outside of class. In the tenth statement, students tend to respond neutrally or positively when asked about their ability to use English correctly outside of class. Overall, the sample mean shows that neutral responses are the most common, followed by agree, strongly agree, disagree, and strongly disagree. The median is 15.5, and the mode appears most frequently in the first, fifth, and twenty-sixth parts of the questionnaire. In terms of variance, neutral responses are the most frequent, followed by agree, strongly agree, disagree, and strongly disagree. The standard deviation also shows that neutral responses are the most frequent, followed by strongly agree, disagree, and agree. From the above analysis, it can be concluded that students in the English Language Study Program at Nias University tend to use English outside of the classroom.

Furthermore, the findings in the second part of an open-ended question as displayed on Table 6 that shows various speaking problems. This result differs from Hakim's study which found only three speaking problem factors. Hence, the study discovered that low participation was the most significant issue hindering English speaking proficiency. In other words, students who are interested in speaking English may struggle due to lack of participation, leading to poor speaking skills.

CONCLUSION

In this era of globalization, the ability to use English proficiently is crucial. Therefore, students majoring in English should be provided with guidance on how to effectively use the language. Research findings indicate that students utilize English outside of the classroom to enhance their vocabulary in relation to the circumstances they encounter. Regrettably, the absence of interaction or feedback from the listener inhibits students from utilizing English outside of the academic setting.

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