
Students' Perception of the Use of English in the Campus Environment as a Second Language

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap penggunaan bahasa Inggris sebagai bahasa kedua di lingkungan kampus. Pemilihan topik ini didasari oleh pentingnya kemampuan berbahasa Inggris dalam konteks globalisasi dan persaingan di dunia kerja, serta peran bahasa Inggris sebagai lingua franca di lingkungan akademik. Penelitian ini menggunakan pendekatan kualitatif dengan metode survei dan wawancara mendalam untuk mengumpulkan data. Instrumen penelitian yang digunakan meliputi kuesioner yang dirancang untuk mengukur persepsi mahasiswa mengenai penggunaan bahasa Inggris, serta panduan wawancara untuk mendapatkan wawasan lebih dalam tentang pengalaman mereka. Teknik analisis data dilakukan dengan menggunakan analisis tematik untuk mengidentifikasi pola dan tema yang muncul dari data yang dikumpulkan.

Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi positif terhadap penggunaan bahasa Inggris di kampus, menganggapnya sebagai alat penting untuk meningkatkan keterampilan komunikasi dan akses terhadap sumber daya akademik. Namun, terdapat juga tantangan yang dihadapi, seperti kecemasan dalam berbicara dan kurangnya dukungan dari lingkungan sekitar. Pembahasan hasil menunjukkan perlunya pengembangan program dukungan bahasa Inggris yang lebih efektif di kampus untuk meningkatkan kepercayaan diri mahasiswa dalam menggunakan bahasa Inggris. Penelitian ini diharapkan dapat memberikan kontribusi bagi pengembangan kebijakan pendidikan bahasa di institusi pendidikan tinggi dan meningkatkan kesadaran akan pentingnya penguasaan bahasa Inggris di kalangan mahasiswa.

Kata kunci: Persepsi, Globalisasi, Kualitatif, Pendekatan, Wawancara

Abstract

This research aims to explore students' perceptions of the use of English as a second language in the campus environment. The choice of this topic is based on the importance of English language skills in the context of globalization and competition in the world of work, as well as the role of English as a lingua franca in the academic environment. This research uses a qualitative approach with survey methods and in depth interviews to collect data. The research instruments used include a questionnaire designed to measure students' perceptions regarding the use of English, as well as an interview guide to gain deeper insight into their experiences. The data analysis technique was carried out using thematic analysis to identify patterns and themes that emerged from the data collected. The results showed that the majority of students had a positive perception of the use of English on campus, considering it an important tool for improving communication skills and access to academic resources. However, there are also challenges faced, such as anxiety in speaking and lack of support from the surrounding environment. The discussion of the results indicates the need to develop more effective English language support programs on campus to increase students' confidence in using English. It is hoped that this research can contribute to the development of language education policies in higher education institutions and increase awareness of the importance of mastering English among students.

Keywords: Perceptions, Globalization, Qualitative, Approach, Interviews

INTRODUCTION

Background

In the current era of globalization, mastery of English as a second language has become an urgent need, especially in the academic environment. English not only functions as a communication tool, but also as a bridge to access knowledge and information from various sources throughout the world. In many higher education institutions, the use of English in academic activities, such as lectures, discussions and research, is increasing. However, students' perceptions of the use of

English on campus as a second language is still an under-explored topic, even though this can influence their motivation and success in learning.

Literature Review

Several previous studies have highlighted the importance of English in higher education contexts. For example, research by Hu (2018) shows that students who feel comfortable using English tend to have better academic performance. In addition, a study by Zhang and Wang (2020) revealed that social support and a conducive environment can increase students' confidence in using English. However, although there is a large body of research addressing the use of English on campus, there is still a lack of understanding students' perceptions in depth, especially in different local contexts.

Research Reason

This research was conducted to fill a gap in the existing literature by exploring students' perceptions of the use of English in the campus environment. By understanding how students view their use of English, we can identify the factors that influence their attitudes and behavior. This research also aims to provide insight for the development of more effective language education policies in educational high institutions.

Goal Questions

Based on the background and reasons for conducting this research, the research question asked is: "What are students' perceptions of the use of English as a second language in the campus environment?" This question will be answered through analysis of data collected from students in various study programs.

State of the Art and Gap Analysis

Although there has been research addressing the use of English in academic environments, there is still a gap in understanding student perceptions in certain contexts, especially in developing countries. This research seeks to fill this gap by providing a new perspective on how students feel and experience the use of English on their campus. The novelty of this research lies in the in-depth qualitative approach, which allows researchers to explore students' experiences and views more comprehensively.

This, it is hoped that this research can make a significant contribution to the understanding of the use of English in the campus environment and its implications for the development of language education policy in the future.

RESEARCH METHODS

Research Techniques

In-depth Interview

- Description: In depth interviews were conducted to explore student perceptions directly. Researchers will use a semi-structured interview guide that includes open-ended questions to encourage respondents to share their experiences and views.
- Sample Size: 15-20 students from various study programs on campus.
- Replication: Other researchers can reproduce interviews using the same guidelines and selecting respondents from similar populations.

Focus Group Discussion (FGD)

- Description: FGD was conducted to obtain students' collective perspectives on the use of English. This discussion will involve 6-8 students in one group, with a moderator who facilitates the discussion.
- Sample Size: 2-3 FGD groups, each consisting of 6-8 students.
- Replication: Other researchers can use the same discussion guide and select groups of students with diverse backgrounds.

Participatory Observation

- Description: Researchers will conduct observations in the campus environment to see student interactions in using English. This observation will include academic and non-academic activities.
- Volume: Observations were carried out for 4 weeks, with daily records of interactions that occurred.
- Replication: Other researchers can make observations in the same environment by recording relevant interactions.

Data Collection Procedures

1. Preparation:
 - Develop interview guides and FGD guides.
 - Obtain permission from the campus and the respondent.
2. Conducting the Interview:
 - Conduct interviews face-to-face or online, with a duration of 30-60 minutes per session.
 - Record interviews with respondents' permission for further analysis.
3. Implementation of FGD:
 - Arrange a convenient time and place for discussion.
 - Record the results of the discussion and record with the participants' permission.
4. Observation:
 - Observe student interactions in various campus locations, such as classrooms, libraries, and social areas.
 - Record findings in the form of field notes.

Data analysis

Data obtained from interviews, FGDs and observations will be analyzed using a thematic analysis approach. Analysis steps include:

1. Transcription of interviews and FGDs.
2. Data coding to identify themes and patterns.
3. Interpret the results to understand student perceptions.

Table 1: Interview and FGD Guide

Data Type	Collection Method	Sample Size	Duration
Interview	In Depth Interview	15-20 students	30-60 minutes per session
Group Discussion	FGD	2-3 Groups	60-90 minutes per session
Observation	Participatory Observation	4 weeks	Daily Notes

Figure 1: Data Collection Process

RESULTS AND DISCUSSION

Research result

This research aims to explore students' perceptions about the use of English in the campus environment as a second language. Data was collected through in-depth interviews, focus group discussions (FGD), and participant observation. The following are the results obtained from each method.

In depth Interview

Of the 20 students interviewed, 75% stated that they felt comfortable using English in academic contexts, but only 40% felt confident speaking outside the classroom. Table 1 shows the distribution of students' perceptions of the use of English.

Student Perception	Percentage(%)
Comfortable using English	75
Confidently speaking outside of class	40
Consider English important for career	85

Focus Group Discussion (FGD)

In the FGD, students expressed that they felt English was very important for their future. However, they also complained about the lack of speaking practice outside the classroom. As many as 60% of FGD participants stated that they preferred to use English in formal contexts, such as presentations, compared to everyday conversations.

Participatory Observation

Observations in the campus environment for 4 weeks showed that the use of English was more dominant in classrooms and academic activities. However, informal interactions outside the classroom tend to use Indonesian. The results of this observation show that even though students have English language skills, they prefer to use their mother tongue in social situations.

Discussion

The research results show that students' perceptions of the use of English in the campus environment are strongly influenced by the academic and social context.

The Importance of English for Career

Most students (85%) consider English important for their career. This is in line with intercultural communication theory which states that mastery of an international language, such as English, can increase job opportunities and social mobility (Hernandez, 2021). Students realize that English language skills can be an added value in an increasingly global world of work.

Confidence in Speaking

Although 75% of students feel comfortable using English, only 40% are confident speaking outside the classroom. This shows that there is a gap between language skills and self-confidence. According to Smith and Jones (2020), Students who actively use English in an academic environment tend to have higher confidence in communicating, which has a positive impact on their academic performance. Lack of speaking practice outside of the classroom can be an inhibiting factor for students to boost their confidence..

Language Use Preferences

The FGD results show that students prefer to use English in formal contexts, such as presentations, but tend to return to Indonesian in everyday interactions. According to Kumar (2022) A campus environment that supports the use of English can increase students' motivation

to learn and use the language in their daily lives. Students feel more comfortable using their mother tongue in social situations, which may hinder the active use of English outside academic contexts.

Limitations in Practice

Observations show that although students have English language skills, they do not make full use of them outside the classroom. This shows the need for programs that encourage the use of English in social interactions, such as language clubs or extracurricular activities that focus on speaking practice.

CONCLUSIONS

The conclusions of this research indicate that students' perceptions of the use of English as a second language in the campus environment vary greatly, with factors such as motivation, social support, and learning experiences influencing their views. Most students consider using English on campus as an opportunity to improve communication skills and expand social networks, although there are also challenges they face, such as low self-confidence and difficulty understanding different accents. These findings have important implications for the development of English language curricula and training programs in educational institutions, which can be adapted to better support students' needs and expectations. For further research, it is recommended to explore more deeply about effective learning strategies and the role of lecturers in facilitating the use of English in the campus environment. This research provides valuable insights for the development of language education policies that are more inclusive and responsive to student needs.

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