THE EFFORTS TO IMPLEMENT ENGLISH ON CAMPUS ENVIRONMENT

Yuyun Suhada[1], Halim Dwi Putra[2]
Politeknik Negeri Bengkalis
Yuyunbltg88@gmail.com
halim@polbeng.ac.id

Abstract

heability to speak foreign languages, particularly English language in this era, has a very crucial role for the survival of one's career. To make it easier for our generation to respond to challenges inthe current era, there have been many activities that can launch one's English skills, for example through the English community, English music, learning English. through courses or other training. However, for people in remote cities, far in the far eastof East Nusa Tenggara, activities that can support English language proficiency are still unable to enjoy the convenience of participating in activities that can support people's English proficiency. English is one of the international languages in the world, English is spoken as the most common language used throughout the world and the first language by the majority of the population in various countries, including the United Kingdom, Ireland, the United States, and others. It is very important to learn because this is very useful in the current era, especially in the world of work, where the competition is very fast. This study aims to invite female students to apply English in the campus environment.

1.INTRODUCTION

In the education system in Indonesia, English has been taught and introduced since the initial level, such as elementary school. English is also the material of important exam tests, such as the National exam, college entrance test. Therefore, English should have been integrated in the learning of students and students in Indonesia. Unfortunately, it is very easy to find Indonesian students who are still difficult to communicate in English. Even after spending a long time in school learning English and getting various English tests in their education journey, there are still many Indonesian students who are not proficient in communicating using English. Several research findings which show that students have problems in aspects of oral communication, Wididawati and Cahyono (2006) identify several problems, namely linguistic problems (grammar, vocabulary, pronunciation), communication techniques (such as fluency and interaction), and no less the importance of psychological problems (such as motivation and anxiety). The results of this study are in line with the results of research conducted by Nashruddin, Ningtyas, and Ekamurti (2018) which underlined the pronunciation of words or phrases, inaccurate grammar, pronunciation problems, these are all problems faced by Indonesian students in English lessons.

Ina Sukaesih and Junaedi (2012) conducted a research entitled "English in Service Industry Industry measured using the common framework for Europe". This study uses a general quantitative and descriptive scale framework for Europe. The average language quality and vocabulary mastery strategy skills are 3.10 and 3.25 on average.

From some students who are less successful in carrying out oral communication in English, there are still some of them that are already good. Of course, they are categorized as good or successful language learners. To become a good language learner, it is believed that not only

one factor plays a role. There are several factors that determine it. It is concluded that in addition to motivation and learning strategies, the principle of politeness in language also has an important role in improving students' abilities in language learning. So the question in this study is: "What are the factors that influence students on campus it is very difficult to apply English on campus?"

2..LITERATURE REVIEW

a. Nashruddin, Ningtyas, and Ekamurti, which underlined the pronunciation of words or phrases, inaccurate grammar, pronunciation problems, these are all problems faced by Indonesian students in English lessons

b. Ina Sukaesih and Junaedi, conducted a research entitled "English in Service Industry Industry measured using the common framework for Europe". This study uses a general quantitative and descriptive scale framework for Europe. The average language quality and vocabulary mastery strategy skills are 3.10 and 3.25 on average.

c. Wididawati and Cahyono (2006) identify several problems, namely linguistic problems (grammar, vocabulary, pronunciation), communication techniques (such as fluency and interaction), and no less the importance of psychological problems (such as motivation and anxiety).

3. RESEARCH METHOD
 a. Method technic
 In this research, was conducted in a qualitative way which was formulated in the form of descriptive and speaks in English, this research we want to know what is the obstacle for the student to speaks English.
   At state Polytechnic of Bengkalis it self, English has begin to be applied in all majors, but for the student self it's too hard to speak enlish, because what? They are not dominate in vocabulary, grammar, and etc. so, I think that's why they are hard to speaks or communicate in English.
b. location
this research was located at state Polytechnic of Bengkalis.

4. THE RESULT SEARCH AND EXPLANATION
  The results of the research that I got are, the factors that influence the lack of effort to apply the use of English on campus are, the lack of student confidence to communicate using English, Many students do not trust themselves to speak English for fear of being ridiculed by their friends, afraid wrong and afraid of not being noticed because of the lack of vocabulary, and messy grammar.
   The success of a student is determined by his learning motivation. A person will be successful in learning, if in himself there is a desire to learn. This is the first principle and law in educational and teaching activities" (Sardiman).
So, a student can communicate using English if the student has the intention and determination to learn English.

5. CONCLUSION AND SUGGESTION

To start communicating in English, we must start from ourselves, must be confident, should memorize a lot vocabulary. From some expert and research many students at state polytechnic of Bengkalis hard to communicate in English, they didn't have skills to speak in English and still didn,t memorize vocabulary.

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