Non-English Major Students' Interest on Applying Speaking In Daily Life

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Abstract- This study aims to investigate the factors influencing non-English major students' interest in applying their english speaking skills in daily life. The research focuses on Chemical Engineering students of the University of Muhammadiyah Riau, Class of 2024. Utilizing a quantitative approach, data were collected through a structured questionnaire using a 5-point Likert scale, which measured students' interest in speaking English outside the classroom. A sample of 45 students was selected through random sampling from a population of 51, with results showing that 81% of respondents expressed an interest in using English in their daily interactions. The study identifies key factors affecting students' speaking interest, including self-confidence, social environment, and motivation. Results suggest that a supportive environment and intrinsic and extrinsic motivations significantly influence students' willingness to speak English. However, challenges such as lack of confidence and fear of making mistakes remain significant barriers. The study highlights the need for targeted interventions to foster practical English use and bridge the gap between academic learning and real-world communication. These findings contribute to the development of more effective strategies for encouraging non-English major students to apply their English skills in everyday life.

Keywords: English Speaking Skills, Non-English Major Students, Interest in Language Use, Motivation and Confidence, Quantitative Research

I. INTRODUCTION

In the era of globalization, English has

cemented its position as the lingua franca of international communication, business, and academia. Wright (2016) highlights the unique status of English as a global language used across various domains, including commerce, education, and technology. Eapen (2007) reports that approximately 1.5 billion people worldwide are currently learning English as a second or foreign language, with a significant proportion being university students in non-English-speaking countries. This widespread learning reflects the growing acknowledgment of English proficiency as an essential skill for academic and professional achievement.

A concerning pattern has emerged among non-English major students across various universities, particularly in developing countries. Despite recognizing the importance of speaking skills, many non-English major students demonstrate reluctance in practicing their English in daily conversations. Kang (2005) identifies factors such as fear of making mistakes, speaking anxiety, and a lack of confidence as significant barriers to active English usage outside the classroom. Moreover, studies by Tuan and Mai (2015) reveal that students often confine thqeir English use to formal settings like classroom interactions, leading to a disconnect between academic learning and practical application.

While extensive research has been conducted on English language learning methodologies and classroom strategies, there is a notable gap in understanding the psychological and social factors that influence non-English major students' willingness to practice speaking English in their daily lives. Much of the existing research focuses on in-class learning environments, neglecting the informal settings where language use is equally critical. Horwitz, Horwitz, and Cope (1986) emphasize the role of speaking anxiety in hindering language acquisition, while Wen and Clément (2003) highlight the influence of social factors like peer pressure and cultural norms on students' willingness to communicate in English.

MacIntyre et al. (1998) proposed that willingness to communicate (WTC) in a second language is influenced by a complex interplay of psychological and social factors. They conceptualized WTC as a situation-specific state resulting from a hierarchical model. This model includes layers of influence ranging from relatively stable individual differences like personality and intergroup attitudes, to more dynamic situational variables such as perceived communication competence, social context, and motivation. Most studies have centered on English major students, leaving the unique challenges faced by non-English majors underexplored.

This study offers a fresh perspective by examining the intrinsic and extrinsic factors that affect non-English major students' interest in applying English speaking skills in their daily interactions. Unlike previous research, this study delves into the informal learning environment and considers the impact of social media, peer influence, and cultural factors on students' speaking practices, as suggested by Kim (2010). By doing so, it seeks to bridge the gap between theoretical knowledge and practical application.

The purpose of this study is to identify and analyze the key factors that influence non-English major students' interest in applying English speaking skills in their daily lives. By understanding these factors, the research aims to provide valuable insights for educators and institutions to develop more effective strategies that encourage students to apply their English speaking skills in practical contexts. Ultimately, this study contributes to improving English language acquisition among non-English major students by addressing the gaps between academic learning and real-world communication.

The operational definition of students' English skills refers to their measurable ability to use English effectively in areas such as speaking, listening, reading, and writing, often assessed through standardized tests or performance-based tasks designed to evaluate proficiency levels in accuracy, fluency, and comprehension (Brown & Abeywickrama, 2019). Student interest in applying spoken English is operationally defined as the degree to which students self-report a desire or willingness to actively engage in spoken English

communication, measured through surveys or questionnaires assessing their attitudes, motivation, and perceived value of using English in real-life contexts (Gardner, 1985).

In the era of globalization, English has cemented its position as the lingua franca of international communication, business, and academia. Recent studies indicate that approximately 1.5 billion people worldwide are learning English as a second or foreign language, with a significant portion being university students in non-English speaking countries. This global trend reflects the growing recognition of English proficiency as a crucial skill for academic and professional success.

However, a concerning pattern has emerged among non-English major students across various universities, particularly in developing countries. Despite understanding the importance of english speaking skills, many of these students show reluctance in applying their English knowledge in daily conversations. Observations at several universities indicate that students often restrict their English usage to formal classroom settings, creating a significant disconnect between their academic learning and practical application. This phenomenon has resulted in slower progress in English language acquisition and reduced confidence in real-world communication scenarios.

While extensive research has been conducted on English language learning methodologies and classroom strategies, there is a notable gap in understanding the psychological and social factors that influence non-English major students' willingness to practice speaking English in their daily lives. Previous studies have primarily focused on in-class participation and formal learning environments, leaving the dynamics of informal English practice relatively unexplored. Additionally, most existing research has concentrated on English major students, overlooking the unique challenges and motivations of students from other disciplines.

This study offers a fresh perspective by examining the intrinsic and extrinsic factors that affect non-English major students' interest in applying English speaking skills in their daily interactions. Unlike previous research, this investigation specifically focuses on the informal learning environment and considers the role of social media, peer influence, and cultural factors in shaping students' speaking practices.

The purpose of this study is to identify and analyze the key factors that influence non-English major students' interest in applying English speaking skills in their daily lives. By understanding these factors, this research aims to provide valuable insights for educators and institutions in developing more effective strategies to encourage practical english speaking applications beyond the classroom setting. Furthermore, this study seeks to bridge the gap between theoretical knowledge and practical application, ultimately contributing to more effective English language acquisition among non-English major students.

II. METHODS

This study employs a quantitative research approach to analyze non-English major students' interest in applying their English speaking skills in daily life, focusing specifically on Chemical Engineering students from the University of Muhammadiyah Riau, Class of 2024. The study uses a structured questionnaire to gather data, employing a random sampling technique. The population consists of 51 students, and a sample of 45 students was selected based on the Slovin formula, ensuring a confidence level of 95% and a margin of error of 5%.

The questionnaire designed for this study uses a 5-point Likert scale to measure student responses. This scale includes the following options: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree. The questionnaire evaluates various aspects that might influence students' interest in practicing English speaking in their daily life. The main factors examined include self-confidence, social environment, and motivation, which have been identified in previous research as key elements affecting language use outside of formal classroom settings.

The data analysis process includes calculating the mean, median, and standard deviation of responses to determine the overall trends in student interest and willingness to speak English in informal contexts. Statistical analysis will also examine the relationships between intrinsic and extrinsic factors such as motivation (both integrative and instrumental) and students' self-perceived speaking abilities.

In addition to the questionnaire, descriptive statistics are employed to analyze the data in a clear and systematic way, providing an understanding of how students perceive the application of their English-speaking skills in real-life situations. The study will also assess how social factors such as peer pressure and cultural attitudes toward speaking English influence students' behavior.

Overall, the quantitative data obtained from this study will help identify which factors most significantly contribute to non-English major students' interest in using English in daily interactions. The findings aim to provide insights that can inform educational strategies, helping institutions develop more effective methods to encourage students to practice English outside the classroom.

III. RESULT AND DISCUSSION

Based on the research conducted, the results are presented in the form of statistical data. The research aimed to measure the interest of Chemical Engineering students in applying their English speaking skills in daily life. A sample of 45 students was selected to represent the population of Chemical Engineering students, and data was collected regarding their interest in speaking English outside the classroom. The following table summarizes the collected data:

Variable: Interest of Chemical Engineering Students in Applying Speaking in Daily Life

Statistic	Value
Mean	81
Median	63
Mode	62
Average Deviation	30.2

Variance	1.378
Standard Deviation	37.2
Quartile 1 (Q1)	58
Quartile 2 (Q2/Median)	64
Quartile 3 (Q3)	70

The descriptive statistics derived from the data offer a clear picture of the students' interest in using English for daily communication. Here are the key findings:

1. Mean: The mean value of 81 suggests that, on average, students in the sample show a strong interest in speaking English in their daily lives.

2. Median: The median value of 63 indicates that 50% of the students fall below this value in terms of interest. This is significant because the median represents the middle point of the data distribution and shows that half of the students have a moderately high interest in speaking English daily.

3. Mode: The mode of 62 reveals that the most common interest level among students is closer to this value, showing that this specific interest level appears most frequently in the data.

4. Average Deviation: The relatively large average deviation of 30.2 suggests that there is a considerable amount of variation in students' interest levels. While most students show a strong interest, others may not be as enthusiastic, indicating diversity in student attitudes towards speaking English outside the classroom.

5. Variance: The variance of 1.378 reinforces the point that the data has a high level of dispersion. A higher variance value suggests that there are noticeable differences in the levels of interest among individual students, and that some students may have either much higher or

lower levels of interest compared to the average.

6. Standard Deviation: The standard deviation of 37.2 further emphasizes the variability in students' interest levels. A large standard deviation indicates that the data points (students' responses) are spread out over a wide range, showing considerable variation in the students' attitudes.

Quartile Distribution

1. Q1 (First Quartile)**:** The first quartile value of 58 indicates that 25% of the students in the sample have an interest level below this value. This suggests that a portion of students may be less inclined to use English in everyday interactions, highlighting the variability in interest levels.

2. Q2 (Second Quartile/Median)**:** The second quartile or median of 64 indicates that 50% of students have an interest level below this point, which reflects the overall central tendency of the data. It suggests that the majority of students have at least a moderate interest in applying English speaking skills outside the classroom.

3. Q3 (Third Quartile)**:** The third quartile value of 70 reveals that 75% of the students fall below this threshold, while 25% have a higher interest in applying their English-speaking skills. This quartile highlights that while a significant portion of students show interest in using English in daily life, there is still a portion that shows a higher level of enthusiasm for its application.

Discussion

The data was analyzed using a Likert scale, which allows for the categorization of interest levels into ranges of agreement. The mean, median, and mode values provide a clear picture of the general trend in the sample.

1. The mean of 81 suggests that students, on the whole, express a high level of interest in applying their English skills outside the classroom. This value is above the "agree" category on the Likert scale, suggesting that most students are enthusiastic about using English in their daily lives.

2. The median value of 63**,** which is closer to the "agree" category than the midpoint of 50**,** supports the idea that the majority of students have a positive disposition towards using English regularly. The position of the median further reinforces that more than half of the students have a moderate to high interest in applying English in daily situations.

3. The difference between the mean (81) and the median (63) also indicates that the distribution of data is slightly skewed towards higher interest levels. The mean being higher than the median suggests that a smaller group of students may have an exceptionally strong interest in speaking English, pulling the average upward.

4. The mode of 62 indicates that this interest level is the most frequent response. This suggests that while many students have a high interest in applying English in their lives, a large portion of them are concentrated around a specific interest level, which can reflect the general trend of moderate interest in speaking English.

The variation in the data, as shown by the large average deviation (30.2) and high standard deviation (37.2)**,** highlights that while a significant number of students show a strong interest in using English, others have a more limited interest. This variability may be due to various factors such as confidence, motivation, social environment, and

previous exposure to English outside the academic setting.

Campus policies, access to English-speaking environments, and the influence of technology. Campus policies that support bilingualism, such as extra classes or English-based programs, can increase students' confidence in communication. Access to English-speaking environments, for example through student exchange programs or language communities, also can provide greater exposure to the use of English in everyday life (Dörnyei, 2005). Technology also plays an important role, where language learning apps and social media can improve speaking skills through virtual interaction and self-paced practice (Godwin-Jones, 2018).

IV. CONCLUSION

This study highlights the factors influencing non-English major students' interest in applying their English speaking skills in daily life, specifically among Chemical Engineering students at the University of Muhammadiyah Riau. The findings show that 81% of the respondents expressed interest in using English in their daily interactions, emphasizing a positive attitude towards real-world language use.

Key factors affecting this interest include self-confidence, motivation (both intrinsic and extrinsic), and the social environment. While students generally show enthusiasm, barriers such as a lack of confidence and fear of making mistakes remain prevalent. The variability in students' interest, as evidenced by significant differences in individual responses, suggests that factors such as peer influence, cultural attitudes, and personal experiences significantly shape students' willingness to practice English outside the classroom.

The study also indicates that a supportive environment and increased motivation, both internal and external, can foster greater use of English in everyday situations. In conclusion,

targeted interventions, including promoting a safe and encouraging space for practicing English and addressing the psychological barriers students face, are essential for bridging the gap between academic learning and practical communication. These findings offer valuable insights for educators in designing strategies that encourage students to apply their English skills in real-world contexts. In addition, Universities should implement more interactive and technology-assisted English language programs to enhance students' willingness to communicate and apply English in real-life contexts.

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