EFL USE CONSTRAINTS EXPERIENCED BY UNIVERSITY STUDENTS OF NON-ENGLISH EDUCATION

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Abstract

EFL use constraints can be expressed by lecturers in Indonesia since English in this country is taught from junior high school up to higher education. Non-English education students should be able to communicate in it, but it is easy to meet them who cannot express something in English since they do not know how to use it for expressing ideas. They have constraints in using it. This manuscript aims at identifying and expressing constraints experienced by them. Its data are expressed descriptively and analysed qualitatively, so descriptive qualitative method was used. Its result deals with EFL Use Constraints Experienced by University Students of Non-English Education as respondents of the questionnaire used. Those are variously based on mostly their EFL uses containing: They are dominantly like English; Almost all of them have passed the English subject in their study programs; They mostly get A; Most of them want to use English; They mostly sometimes use it; and They mostly like Speaking, but they also like Listening, Reading, and Writing, so that EFL skills they like can be arranged from the highest/most to the lowest/least respectively: Speaking, Listening, Reading, and Writing. Those are integrated as experiences, so that their EFL use constraints are mostly on Speaking

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then respectively on Listening more than Writing. Thereby, their EFL use constraints are on Speaking, Listening, and Writing, but no on Reading. Thus, the students mostly like Speaking which is also as their most EFL use constraint experienced whereas Writing is their last like and constraint.

Keywords: EFL; use; constraint; experience.

1. Introduction

EFL (English as a Foreign Language) in Indonesia is needed by people academically and professionally. It is learnt formally from junior high school up to higher education. Its learners must pass it successfully. Their successfulness is a standard to complete their studies. They have to fulfill requirement of assessment of the EFL skills and knowledge. They can encode knowledge internationally if they can communicate in it. Knowledge can also be decoded if they understand it. Therefore, its learners have to be helped to decode and encode ideas by overcoming their constraints in using the target language to be excellent future human resources.

Use is done after having knowledge of object used. In this matter English knowledge has been had by all university students like the samples/subjects of this research have joined English subject. Accurate data of constraints in using English are to make decision for carrying out real activities in future. The use can be analyzed as an application of something like language descriptively. It is different from usage as a pattern/formula of something like language prescriptively. English use is needed by university students of non-English education. Activities of using it have not been maximally carried out by the non-English education students so that some of them have not been able to communicate in it fluently even though they have joined it formally, but they have constraints which have not been overcome yet.

Constraint can be overcome if we have good plan to empower our ability that consists of affective ability, psychomotor ability, and cognitive ability. Those can be hopefully integrated and realized by human resources in their studies. They can apply their experience to help learners to be successful. Human beings who want to be human resources have to be able to overcome their constraints. Constraint is a problem that makes someone cannot reach objective. Students of any tertiary level in Indonesia have learnt English. They have knowledge but in fact they mostly have not been able to communicate in EFL because of constraints.

Experiences must be had by university students. They need have English skills. This article/manuscript aims at expressing EFL Use Constraints Experienced by University Students of Non-English Education. It is hopefully a prior stimulus in expressing the English use experiences so that lecturers can enable them to develop their EFL skills effectively and efficiently. They intentionally become human resources who can communicate in it and consistent in integrating principles into practices. Its results are data used to treat the students to have experiences in practicing

the English through good academic atmosphere to enable the students to use the EFL effectively without constraints. Its outcome is this manuscript.

University students have learnt it but have not used it communicatively. In other words, they have joined the English subject academically to have English knowledge and skills but they experience constraints in using it so that they have not been able to use the foreign language yet. These problems can be solved by having data accurately. Constraints experienced by the students have to be identified and expressed. Therefore, this research manuscript is written and published.

Non-English education has curriculum containing English subject for its students. They must pass it. They of course have constraints in using it. EFL use constraints experienced by university students of non-English education are expressed in this research article.

EFL learning priority is skill. Its learners hopefully have Integrated Language Skills divided into Receptive Skills (Listening and Reading) and Productive Skills (Speaking and Writing). Those can be practiced in various fields of studies and be often researched but problems are often experienced especially in its use. Tadulako University students especially who are in non-English education study programs experience the EFL use constraints. They have interacted with their lecturers in learning and teaching processes. They should be able to communicate in English but in fact many students have not been able to communicate in it. They are intentionally able to use it. Their constraints are identified to be overcome in order that next students will not experience those so that they can freely use the EFL as a communication medium for supporting their success in their fields to be experts who have English skills. Therefore, this research manuscript entitles *EFL Use Constraints Experienced by University Students of Non-English Education*.

1.1. Literature review

EFL

Status of English in Indonesia is foreign language. Taskiran et al. (2018) state that in the process of teaching English as a foreign language social networking sites enhance active participation of learners for real purposes. English should be used as much as possible in English lessons, as English proficiency is the main objective of English teaching and learning (Manalastas & Batang, 2018). "Learning can be carried out effectively and efficiently if the teacher as a learning designer can select, determine, and use various media, appropriate learning resources." (Lisnawati, 2021: 2046). "One key aspect of human development in the Indonesian context is good English proficiency." (Muslim et al., 2020: 493). Principle of EFL is appropriate to be priority in process of learning and teaching it so that the international language can be mastered quickly.

Beside EFL, there are also other terms as the statuses of English, namely EIL (English as an International Language), EGL (English as a Global Language), and ELF (English as a Lingua Franca). Said & Weda (2018) state that as an international language, English has a vital role in a variety of purposes and activities. "Globalization and internationalization of higher education in developing

countries have become synonymous with the Americanization of universities where English becomes the lingua franca of higher education institutions." (Nicolas & Annous, 2021: 10). Therefor, English have to be mastered by international human resources.

English is used to communicate anything internationally and to get information globally. "English is a very important language in this world. It is the international language that has been used by most of countries in this world." (Setyaningrum, 2016: 188). "The nature of English as the world lingua franca and the nature of Indonesian students who are multicultural call for the application of Intercultural language learning (ILL) approach in English education in Indonesia." (Morganna et al., 2020: 657). "The low quality of English teaching in Indonesia is influenced by many factors, like lack of classroom and teaching facilities, students' lack of motivation, and other influential factors." (Dollah & Weda, 2018). Thereby, English as a foreign language or an international one or a lingua franca is necessarily had by the learners in any fields.

Use

Using can be analysed by differentiating between use and usage. The former is dealing with using or applying skill descriptively whereas the latter is using patterns/formulas or knowledge prescriptively. We can apply **use** because of having **usage** as we have skill/performance because of having knowledge/competence. Language skills are often used to obtain social dominance (Massey-Abernathy & Haseltine, 2018). Commitment is certainly the key to success in teaching, besides competence in the field study to be taught and coordination with other teachers of the same subjects (Lengkanawati, 2017). Thus, use is performance whereas usage is competence.

Foreign language teaching is begun with oral/spoken language in order that its learners listen to pronunciation and then visual/written language to look at or see and read writing. According to Seau et al. (2018), certainly, formal speaking or oral presentation skills are abilities that are required in most job interviews and frequently demanded of at the workplace. Therefore, teachers are viewed as the primary sources of comprehensible input for learners (Yusuf et al., 2017). Moreover, without suitable command of the target language, it is difficult to imagine how teacher educators are able to communicate their ideas easily to teacher candidates (Moradkhani, 2017). Use of the foreign language is realized in communicative actions.

Constraints

Activities can go on well through systematic planning realized in action that is usually unfree of constraint as a problem. Constraints of learning and language use dealing with human minds and behaviours are covered by Psycholinguistics. Psycholinguistics is a combination of Psychology (as a scientific study of human minds and behaviours) and Linguistics (as a scientific study of language). It is integration of human minds and behaviours and language. In other words, Psycholinguistics is combination of human minds and behaviours and language integratively. Constraint is defined as "something   that limits the range of   a   person's actions or freedom" (https://dictionary.cambridge.org/dictionary/english/constraint accessed in October 10, 2021). The

psycholinguistic strategies focus on solving a linguistic problem in communication through self-expression (Zhu et al., 2019). "The tradition of learning a foreign language through communication alone has a long history." (Mohammed, 2021: 130). Constraint is a problem that limits someone to do something and problem is a discrepancy between what should happen and what has happened. Success can be reached if constraint can be overcome and problem can be solved.

Experience

Language use is prioritized on skill. Skill has to be developed. Developing English skill in this matter can be a behavior to be experience. Salehuddin (2018) expresses that through lots of practice, the skill becomes automatic. "There is no doubt that anything experienced in social life directly affects learners' educational experiences." (Taskiran et al., 2018: 100). "Behaviour is an action as one of affective aspects which can be seen to indicate someone good or bad. It affects life experience." (Said, 2021: 7001). Thereby, foreign language learners have to practice/use their target language skill to be experience.

University students usually find constraints in learning and using English for expressing thought and feeling. They usually feel anxiety when they meet their lecturer and friends who have better abilities than them. "The language practitioners and lecturers at the university should reduce students' anxiety." (Said & Weda, 2018: 28). Since the speakers or the learners are anxious, they cannot express ideas and thoughts fluently (Said & Weda, 2018). The learners who have better abilities can be motivators for increasing spirits and decreasing anxiety of the others.

EFL Use Constraints Experienced

Constraints of foreign language learning and use are constantly experienced by the university students even though there are lecturers who are proficient in applying Method, Technique, and Model. Globally they have to do communication by using EFL. Chanwanakul (2021) expresses that communication consists of a source or sender, message, channel, receiver, and feedback. "Communication in the language class and especially in a foreign language class plays a key role in ensuring a sense of achievement of learning objectives and fulfilment for teachers and learners." (Aromaih, 2021: 34). The use of various teaching methods can improve the students' interest in English learning, their enthusiasm to participate in the classroom learning and the autonomy of learning after class (Wang & Zeng, 2018). Communicative method has to be applied well through appropriate technique.

Learning, acquisition, and immersion as techniques can be applied in the language learning and use through appropriate models. Cooperative learning (different ability level) dan collaborative learning (similar/same ability level) can be appropriate models. According to Haskova et al. (2021: 10), "Students who achieved excellent to good results during their previous studies (classical school teaching) cooperated with teachers regularly and sent them elaborated exercises for control (email, WhatsApp, Messenger)." "Cooperative learning is more effective than traditional teaching in learning English and developing academic achievement." (Al-Mubireek, 2021: 35). Appropriate instructional

models are needed to produce effective learning materials (Ghani & Daud, 2018). "It is important to first understand how meanings of words are typically learned." (Pham et al., 2020: 2). The language use models are realized in behaviours/actions to be experiences.

Students and lecturers/teachers are reciprocally influenced or motivated in processes of learning and teaching EFL. "Academic environment can contribute to academic perception and learning preferences." (Mumin & Salleh, 2021: 48). "Attitude is a principle as one of affective aspects which can be analysed to assess someone's thought and feeling." (Said, 2021: 7001). "People are interested in and affected by events that happen around them." (Kaku-MacDonald et al., 2020). Thereby, the students as a part of people are influenced by their lecturers and surroundings.

Currently educational people like students and lecturers/teachers do their activities well by using information and technology devices like handphone and computer. "The current world involves the use of information and technology in almost any individual's life. Lecturers have to learn and adapt themselves to a digital world where there are a wide range of sources and online tools and software technologies." (Ganapathy et al., 2017). The significance of teacher talk in influencing the quality of teaching and learning has been well realized (Khany & Malmir, 2017). "The use of multimedia is intended to facilitate the presentation of learning materials by teachers and understanding of the material by students. For example, pictures and videos are used to facilitate understanding of real-world experiences by students" (Lisnawati, 2021: 2048). "The process of learning by using multimedia enables the various senses (audio, visual, etc.) of learners so that the learning is done effectively and efficiently." (Lisnawati, 2021: 2050). Discussion in its various types, group discussion, small group work, big class discussion, classroom presentation, and even debate needs to be well prepared by the teacher and lecturer in the umbrella of student-centred approach (Weda et al., 2021). They do their best and use internet (international networks) to support their success in their fields of studies.

The university students learn English to have Performance/Skill and Competence/Knowledge. "Language competence and performance can be integrated in science applied in real life. We should have competence based performance." (Said et al., 2021b: 392). The language performance covers two productive skills, speaking and writing and two receptive skills, listening and reading." (Said et al., 2021b: 389). Speaking is a skill under time pressure (Kahng, 2020). "Within the limited speaking practice, the participating teachers prefer to emphasise on language structure in their teaching." (Setyarini et al., 2020: 222). Scientific writing plays an important role in the learning process (Suprihatin et al., 2021). "Writing is the most difficult skill among the language skills." (Bairmani et al., 2021: 2123). Systematically the skill focuses on Use whereas the knowledge deals with Usage. Actually both can be directed to EFL (English as a Foreign Language) but be focused on Use since the EFL priority is Skill. They experience constraints in the EFL use so that the constraints are identified to be overcome and the EFL can be used to support them to be global human resources.

1.2. Research questions

This scientific work is dealing with EFL use constraints experienced by university students. They have joined English subject academically but they experience constraints in using English so that they have not been able to use the foreign language yet. These problems can be solved by answering the following research questions: 1. How is EFL use experienced by university students of non-English education? 2. What are EFL use constraints experienced by university students of non-English education? Data for answering these questions have to be identified and expressed. Therefore, this research manuscript/article is written and published.

2. Method

Method in this research is to find out authentic/actual and descriptive data to be decision making standard in program design. It is supported by references to have supplementary information. We describe important matters to be the research data dealing with main problem as what has happened and then analyse the data qualitatively, so quality is its priority. The students hopefully overcome the constraints, solve problem of EFL use, and use EFL skill. The research result is then to be this manuscript. Questionnaire was used to collect its data descriptively. The data are analyzed qualitatively. Thereby, Descriptive Qualitative Method is used in this research for this manuscript.

The research has been carried out objectively at Faculty of Teacher Training and Education, Tadulako University located in Palu, Central Sulawesi, Indonesia. Its students mostly have joined English subject but they have not been able to use it. They have to be motivated to develop their English skills to win global competition and be global human resources. "It is the only motivation theory that claims the possibility of extrinsic motivation to change into more intrinsic types, given internalisation happens." (Basikin, 2020: 37). "In English class, willingness to communicate is very important. Therefore teachers are required to be able to motivate English learners." (Said et al., 2021a: 340). Identifying the EFL use constraints in this matter is to find out solution of the problem and to motivate the students to develop their English skills.

This manuscript is made based on the research carried out completely for expressing the students' English use constraints. "English is the most important foreign language which is learned in Indonesia. Commonly, in Indonesia, English has been taught as a foreign language." (Setyaningrum, 2016: 190). In the process of teaching English as a foreign language social networking sites enhance active participation of learners for real purposes (Taskiran et al., 2018). "Students also need to be trained to give and receive feedback." (Boonma & Swatevacharkul, 2020: 202). Target of the research is to have descriptive data as a result of data processing about *EFL Use Constraints Experienced by University Students of Non-English Education*.

2.1. Respondents

Respondents/subjects of this research were students of Non-English education, Faculty of Teacher Training and Education, Tadulako University in 2021. They will be teacher candidates who are aware of progress and responsibility. "When the students are aware of the progress as a result of their effort, they became more appreciative of their learning success over the grade received." (Boonma & Swatevacharkul, 2020: 202). Every teacher is obliged to carry out various activities in carrying out his duties and responsibilities (Wardoyo et al., 2020). We hope that language teacher educators, practitioners, and researchers can investigate more language education-related issues using different research approaches, methods, and designs in order to look into what innovations have been made in the field (Widodo et al., 2018). Therefore, teacher educators need to accumulate more knowledge about teacher candidates in order to provide more useful instructions during teacher education programs (hence, their significantly higher rating to knowledge of teachers) (Moradkhani, 2017). One of the instruments that they have in order to acquire this knowledge is reflecting on their own practices and their influences on teacher candidates (Moradkhani, 2017). Hopefully they can use EFL professionally.

The university students have experiences in language learning and evaluation. "Language learning and evaluation are common categories of applied linguistics." (Suwanarak, 2018). "Language has different ways of expressing evaluation." (Shorabek et al., (2021: 245). "Evaluation, which is an objective and at the same time subjective factor of a person's attitude to the surrounding world, is the subject of study of such sciences as psychology, sociology, and philosophy. Evaluation, implemented verbally, is mainly studied by such sciences as linguistics, sociolinguistics, and psycholinguistics." (Shorabek et al., 2021: 245). "In addition, linguistic pragmatics deals with the study of the speaker's attitude (especially evaluative) to what he reports." (Shorabek et al., 2021: 245). The students from any disciplines in this matter are evaluated after learning the language.

The respondents were in all study programs except English Education. Those are 1) Education of Indonesian Language and Letters, 2) Chemistry Education, 3) Physics Education, 4) Biology Education, 5) Mathematics Education, 6) Geography Education, 7) History Education, 8) Pancasila and Citizenship Education, 9) Physical/Body Education, 10) Elementary School Teacher Education, and 11) Teacher Education of Early Age Child Education. They have joined English subject. They were 24 students consisted of 2 students for each of those study programs (as the following Table 1).

Tabel 1. *Respondents/subjects of the research*

No.	Initial	Study Program	Gender	
			Male	Female
1	A	Elementary School Teacher Education		√
2	AAM	Elementary School Teacher Education	√	

No	Initial	Program		
3	AD	Biology Education	√	
4	AHB	Geography Education	√	
5	ANF	Guidance and Counselling		√
6	AP	Education of Indonesian Language and Letters)	√	
7	ART	Physics Education	√	
8	D	Chemistry Education	√	
9	DF	Mathematics Education		√
10	DIM	Education of Indonesian Language and Letters		√
11	DY	History Education		√
12	F	Guidance and Counselling	√	
13	FS	Education of Pancasila and Citizenship		√
14	HP	Biology Education		√
15	I	Physical/Body Education	√	
16	INF	Physics Education		√
17	IPDA	Education of Pancasila and Citizenship	√	
18	J	Mathematics Education	√	
19	JCL	Chemistry Education		√
20	M	History Education	√	
21	N	Geography Education		√
22	NA	Teacher Education of Early Age Child Education		√
23	NY	Phsysical/Body Education		√
24	R	Teacher Education of Early Age Child Education	√	
Total (12x2=24)			12	12
Percentage/%			50	50

The Table 1 indicates that Respondents of this research were 24 university students. They consist of 12 Males and 12 Females. In other words, there are 50% Males and 50% Females. Their initials are differentiated each others and arranged alphabetically.

2.2. Instrument

This research has instrument of data collection. It was used to have actual data analysed to be this manuscript. Those were obtained from the respondents (the university students of non-English education) through a **Questionnaire** filled out by them individually. The instrument used in this matter was the following **Questionnaire**.

Questionnaire

Name: _____ Class: _____ Study Program: _____

Signature: _____

Reg. Number: _____ Gender: Male/Female   Semester: _____

Date: ___ June 2021

Answer the following questions carefully!

1. Do you like English?

a. No, I do not.

b. Yes, I do.

2. Have you passed English Subject in your study program?

a. No, I have not.

b. Yes, I have.

3. What is your English Subject grade?

a. A

b. A-

c. B+

d. B

e. B-

f. C

g. D

h. E

4. Do you want to use your English?

a. No, I do not.

b. Yes, I do.

5. How do you use your English?

a. Always

b. Never

c. Seldom

d. Sometimes

6. What English skill do you like most?

a. Listening

b. Reading

c. Speaking

d. Writing

7. How do you listen to materials in English?

a. Always

b. Never

c. Seldom

d. Sometimes

8. How do you speak English?

a. Always

b. Never

c. Seldom

d. Sometimes

9. How do you read materials in English?

a. Always

b. Never

c. Seldom

d. Sometimes

10. How do you write something in English?

a. Always

b. Never

c. Seldom

d. Sometimes

11. What English skill/activity have you done most in using your English?

a. Listening

b. Reading

c. Speaking

d. Writing

12. What is your most constraints in using English?

a. Listening

b. Reading

c. Speaking

d. Writing

Good Luck

2.3. Data collection procedures

Accurate data of this research have been collected through Identification (Question and Answer) by using a Questionnaire given to the subjects, namely university students of non-English education, Department of Language and Art Education, Faculty of Teacher Training and Education, Tadulako University in 2021. They fill out the Questionnaire individually. Its results can be looked at the following Tables 2 and 3. Those were obtained through this procedure to be standard for writing this manuscript. Its scientific principles are supported by References. Those can be analised to answer the research questions for solving the problems.

2.4. Data analysis

This manuscript has actual data obtained descriptively and analysed qualitatively. The data were described by using qualitative analysis. Its results are to develop EFL use model so that the students will have good motivation and can use the EFL well. "Motivation is an important aspect of successful teaching and learning." (Muslim et al., 2020: 494). "Motivation is an important factor for success in learning a foreign or second language. Creating such motivation among learners through adopting certain teaching practices is likely to stimulate learners to learn." (Ahmed & Al-Ward, 2020: 695). They are hoped to be professional.

3. Results

How is EFL use experienced by university students of non-English education (research question 1)

This research question can be answered by analyzing the Questionnaire responded by the student respondents. They have individually answered the questions in the Questionnaire. Its data were obtained appropriately as the procedure expressed in the method. We can look at its results in the following Table 2.

Table 2. *EFL use experienced by university students of non-English education*

No.	Initial	Do you like English?		Have you passed English Subject in your study program?		What is your English Subject grade?								Do you want to use your English?		How do you use your English?				What English skill do you like most?			
		No, I do not	Yes, I do.	No, I have not	Yes, I have	A	A-	B+	B	B-	C	D	1	No, I do not	Yes, I do.	Always	Never	Seldom	Sometime	Listening	Reading	Speaking	Writing
1	A		√		√	√									√				√		√		
2	AAM	√			√			√							√	√				√			
3	AD		√		√	√									√			√		√			
4	AH		√		√	√									√				√			√	

No.	Code																				
	B																				
5	ANF		√		√	√								√				√		√	
6	AP		√	√								√	√		√					√	
7	ART		√		√	√							√			√					√
8	D		√		√	√							√			√			√		
9	DF		√		√	√							√				√		√		
10	DIM		√		√		√						√				√	√			
11	DY		√		√	√							√			√			√		
12	F		√		√				√			√				√			√		
13	FS		√		√		√						√				√	√			
14	HP		√		√		√						√			√			√		
15	I	√			√		√					√				√		√			
16	INF		√		√				√				√				√	√			
17	IPDA		√		√		√						√			√		√			
18	J		√		√		√						√			√			√		
19	JCL		√		√	√							√			√			√		
20	M		√		√			√					√				√		√		
21	N		√		√					√		√				√		√			
22	NA		√		√	√							√				√	√			
23	NY		√		√			√					√				√		√		

24	R		√		√	√						√			√		√		√		
Total		2	22	1	23	11	6	3	2	1		1	5	19	2	2	10	8	6	9	1
Percentage/%		8.3	91.7	4.2	95.8	45.8	25	12.5	8.3	4.2		4.2	20.8	79.2	8.3	8.3	41.7	33.3	25	37.5	4.2

What are EFL use constraints experienced by university students of non-English education (research question 2)

This research question is answered by having data through the questions 7–12 of the Questionnaire. The data are to express the EFL use constraints. Those are main data of this scientific work. Look at the following Table 3!

Table 3. *EFL use constraints experienced by university students of non-English education*

No.	Initial	How do you listen to materials in English?				How do you speak English?				How do you read materials in English?				How do you write something in English?				What English skill/activity have you done most in using your English?				What is your most constraints in using English?			
		Always	Never	Seldom	Sometimes	Always	Never	Seldom	Sometimes	Always	Never	Seldom	Sometimes	Always	Never	Seldom	Sometimes	Listening	Reading	Speaking	Writing	Listening	Reading	Speaking	Writing
1	A				√	√							√	√						√					√
2	AAM			√				√				√					√	√							√
3	AD				√				√			√				√			√					√	
4	AHB	√							√			√				√					√	√			
5	ANF				√				√				√				√				√			√	
6	AP				√	√				√				√							√	√			
7	ART				√				√				√	√										√	
8	D			√				√				√				√			√					√	

No.	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
9	DF				√			√			√				√				√		√			
10	DIM				√				√			√			√			√						√
11	DY	√						√			√					√			√				√	
12	F			√				√			√				√				√				√	
13	FS				√			√				√				√	√						√	
14	HP	√						√	√				√						√		√			
15	I				√		√				√				√				√				√	
16	INF				√			√				√				√		√					√	
17	IPDA			√				√			√				√		√						√	
18	J				√			√			√				√				√		√			
19	JCL			√				√			√				√				√		√			
20	M				√			√				√			√				√				√	
21	N			√				√			√				√			√			√			
22	NA			√				√			√				√				√		√			
23	NY			√				√			√				√				√		√			
24	R				√			√				√			√		√						√	
Total		3		8	13	2	1	9	12	2	13	9	4		14	6	4	4	15	1	9		12	3
Percentage/%		12.5		33.3	54.2	8.3	4.2	37.5	50	8.3	54.2	37.5	16.7		58.3	25	16.7	16.7	62.5	4.2	37.5		50	12.5

4. Discussion

The Table 2 indicates EFL Use Experienced by the University Students of Non-English Education. This is identified through their experiences analysed based on their answers on the questions 1–6 of the Questionnaire filled out by the respondents. They expressed their likes, passing, grades, wants, ways, and skills. Data as nswer results of the 24 students/respondents can be identified as follows:

1.   Answers of the question 1 (Do you like English?) indicate that 91.7% students like English and only 8.3% not, so they dominantly like English.

2.   Answers of the question 2 (Have you passed English Subject in your study program?) indicate that 95.8% university students have passed the English in the study programs and only 4.2% of them have not passed. Thus, almost all of the respondents have passed the English subject in their study programs.

3.   Answers of the question 3 (What is your English Subject grade?) indicate that 45.8% students get grade A; 25% A-; 12.5% B+; 8.3% B; 4.2% B-; none C and D; and only 4.2% E. Thus, they mostly get A.

4.   Answers of the question 4 (Do you want to use your English?) indicate that 20.8% students do not want to use their English whereas 79.2% want to use their English, so most of them want to use it.

5.   Answers of the question 5 (How do you use your English?) indicate that among those students, there were 8.3% students who always use their English, none who never use it, 8.3% who seldom use it, and 41.7% who sometimes use it. Thereby, the most students are who sometimes use it.

6.   Answers of the question 6 (What English skill do you like most?) indicate that there were 33.3% students who like Listening most, 25% Reading, 37.5% Speaking, and 4.2% Writing. Thereby, the most students are the ones who like Speaking most so that EFL skills they like can be arranged from the highest/most to the lowest/least as follows respectively: Speaking, Listening, Reading, and Writing.

Those descriptions can be analysed that the Table 2 contains the non-English education students' EFL uses containing the following main points: 1. The university students of non-English education are dominantly like English; 2. Almost all of them have passed the English subject in their study programs; 3. They mostly get A; 4. Most of them want to use English; 5. They mostly sometimes use it; and 6. They mostly like Speaking, but beside it they also like other skills: Listening, Reading, and Writing respectively, so that EFL skills they like can be arranged from the highest/most to the lowest/least respectively: Speaking, Listening, Reading, and Writing. Those are main data integrated to be EFL Uses Experienced by University Students of Non-English Education to answer the research question 1 of this Manuscript.

EFL Use Constraints Experienced by Non-English Education are expressed in the Table 3. It contains data of the students' EFL use and constraints as the results of the questions 7–12 of the Questionnaire. Their main points are frequency of listening, frequency of speaking, frequency of reading, frequency of writing, skills, and constraints. Results of the 24 respondents' answers on those questions can be identified as follows:

7.   Answers of the question 7 (How do you listen to materials in English?) indicate that 12.5% students always listen to materials in English; none never; 33.3% seldom; and 54.2% sometimes. Thus, the students mostly sometimes listen to materials in English.

8.   Answers of the question 8 (How do you speak English?) indicate that 8.3% students always speak English; 4.2% never; 37.5% seldom; and 50% sometimes. Thus, the most are the students who sometimes speak English.

9.   Answers of the question 9 (How do you read materials in English?) indicate that 8.3% students always read materials in English; none never; 54.2% seldom; and 37.5% sometimes. Thereby, the most are the students whoseldom read materials in English.

10.   Answers of the question 10 (How do you write something in English?) indicate that 16.7% students always write something in English; none never; 58.3% seldom; and 25% sometimes. Thus, the most are the students who seldom write something in English.

11.   Answers of the question 11 (What English skill/activity have you done most in using your English?) indicate that 16.7% students have done most Listening in using their English; 16.7% Reading; 62.5% Speaking; and 4.2% Writing. Thereby, the most are the students who have done Speaking in using their English.

12.   Answers of the question 12 (What is your most constraint in using English?) indicate that 37.5% students have most costraint experienced in using English on Listening; 50% on Speaking; and 12.5% on Writing. The most in this case are the students who have most constraint experienced in using English on Speaking. Thus, the students experience the constraints in using English respectively on Speaking, Listening, and Writing and none on Reading.

Those descriptions can be analysed that the Table 3 contains the non-English education students' EFL Uses and Constraints Experienced. Results of the respondents' answers on those two tables are main data. The data can be integrated to be EFL Use Constraints Experienced by University Students of Non-English Education as the title of this Article/Manuscript. It is a scientific work that can be a reference for next researchers/authors.

5. Conclusions

EFL use experienced by university students of non-English education is variously based on mostly the non-English education students' EFL uses containing the following main points: 1. The university

students of non-English education are dominantly like English; 2. Almost all of them have passed English subject in their study programs; 3. They mostly get A; 4. Most of them want to use English; 5. They mostly sometimes use it; and 6. They mostly like Speaking, but beside it they also like other skills: Listening, Reading, and Writing respectively, so that EFL skills they like can be arranged from the highest/most to the lowest/least respectively: Speaking, Listening, Reading, and Writing. Those are main data integrated to be EFL Uses Experienced by them to answer the research question 1 of this Article.

EFL use constraints experienced by university students of non-English education are mostly on Speaking. Beside it, they also have constraints on Listening and Writing, in this matter the constraints on Listening are more than the ones on Writing. They have no constraint on Reading. Thus, their EFL use constraints are on Speaking, Listening, and Writing, but no on Reading.

The EFL use and constraints experienced can be expressed integratively. Bairmani et al.'s principle in this case is rejected. According to them (Bairmani et al., 2021: 2123), "Writing is the most difficult skill among the language skills." This research article data indicate that the university students of non-English education mostly like Speaking which is also as their most EFL use constraint experienced whereas Writing is their last like and constraint.

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