

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH**

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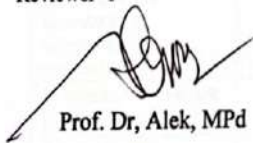
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 Pendidikan Terakhir : S3

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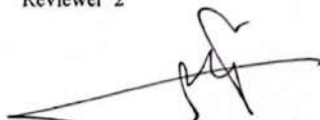
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Jakarta, 10 November 2023
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Constraints Based Behaviours in EFL Mastery of English Education Students

by Sri Arfani

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Constraints Based Behaviours in EFL Mastery of English Education Students

Поведінкові труднощі в оволодінні англійською мовою як іноземною студентами англійської філології

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ABSTRACT

Purpose. *This manuscript is a result of a research that aims at identifying Constraints Based Behaviours in EFL (English as a Foreign Language) Mastery.*

Methods and procedure. *This scientific research result manuscript has data obtained descriptively and analysed qualitatively so that qualitative descriptive method is used. Graduate students of English Education Study Program, Faculty of Teacher Training and Education as its subjects have to do real behaviours for overcoming the constraints to master the EFL that has been learnt to decode and encode messages for having solution of problem through activities that have not been realized because of the constraints. Its specific target is realization of the university students' behaviours supporting their English competence/knowledge and performance/skill. They have to realize main points of activities based on their problems in learning that foreign language to be behaviours based on the constraints in mastering that international language. This is to identify the students' constraints to hopefully be overcome by the English education students and lecturers. The students are intended to freely use their English so that they do have the foreign language skills: receptive and productive skills.*

Results. *Results of the research indicate that the English education students sometimes learn English, use/produce it so that they can understand/comprehend it, develop their skills, and always improve their English. English skill that they master most is Reading. They master oral English more than visual one and most of them do English speaking skill/activities and they in mastering the English have most constraints on reading skill.*

Conclusions. *English education students experienced most constraints on Reading Skill, have behaviours for overcoming the constraints, and then can master most that skill. Thus, constraints based behaviours of English education students in EFL mastery are identified through their experiences consistently.*

Key words: *EFL, receptive skills, productive skills, behaviour, constraint, mastery, student.*

Introduction

Behaviour is an action to realize attitude. This is a part of abilities consisting of affective ability (covering attitude and behaviour), psychomotor ability (as skill), and cognitive ability (that is knowledge). Those influence each others in mastering a language, like English.

Constraint is a problem that makes someone can not reach a certain aim. University students in Indonesia learn English. They have knowledge of English but in fact there are so many of them have not been able to communicate in it. This problem happens so that a research is necessarily carried out.

Mastery is carried out after having knowledge and skill of object used. In this matter, knowledge and skill of English have been had by the university students as subjects of this research. They have various behaviours and must experience constraints in the mastery. It is easy for us to find university students who have not been able to master the foreign language. We have not had accurate data about the Constraints Based Behaviours of English Education Students in English Mastery. The data are needed in making decision for carrying out real activities.

EFL (English as a Foreign Language) in Indonesia is learnt formally since Primary Level (Junior High School) up to Tertiary Level (Higher Education). Its learners must past it successfully. Its priority is a skill. It is different individually. Its learners hopefully have Integrated Language Skills consisting of Receptive Skills (Listening and Reading) and Productive Skills (Speaking and Writing). Those are needed and can be practiced in various fields and always be researched but its problems always exist especially in its uses.

The constraints based behaviours in EFL mastery have not been researched at Tadulako University especially in English Education Study Program. Its students and lecturers have interacted in process of learning and teaching. The students have passed some semesters successfully so that they have English knowledge and skills, but in fact it is easy to find them who have not been able to communicate in English because of constraints so they seemly have not been mastered it. They hopefully have behaviours/activities in mastering English. The constraints experienced by them are identified to be overcome in order that the students can master the EFL.

These problems can be solved by answering the following research questions:

- RQ 1. What are most constraints experienced by English education students in EFL mastery?
- RQ 2. Do they have behaviours for overcoming the constraints?
- RQ 3. How are constraints based behaviours of English education students in EFL mastery?

This manuscript is to identify behaviours based on constraints experienced by English education students in EFL mastery. They hopefully communicate in EFL even though still have constraints but the constraints can be overcome. It can be mastered effectively. This work can be applied to develop foreign language skills. Knowledge based skill is integrated, so is constraint based behaviour. Therefore, this manuscript entitled *Constraints Based Behaviours in EFL Mastery of English Education Students*.

Review of Related Literature

Behaviour

Behaviour as a concrete action in activity realized can be learnt in Psycholinguistics. It covers minds/words/attitudes and actions/activities/behaviours. A combination of Psychology (as a scientific study of human minds and behaviours) and Linguistics (as a scientific study of human language) becomes Psycholinguistics (as an integration of human minds and behaviours and language). In other words, Psycholinguistics is a combination of human minds and behaviours and language integratively. The behaviors are skill, action, and experience. "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). Human beings have to integrate their attitudes and behaviours to be consistent human resources (Said et al., 2021c). Those must be had by Teacher Profession Education students. Thereby, a foreign language learner must have good behaviours in social life by using a target language.

Constraint

An activity goes on well through a systematic planning even though there is a constraint but we can overcome it. It must be overcome if we want to be successful. Constraint defined as “something that limits the range of a person’s actions or freedom” (Cambridge Dictionary, n.d.). Planning is realized in action that is usually unfree of constraint.

Psycholinguistic strategies should be applied to overcome constraints of learning, teaching, and using a language dealing with human behaviours. The psycholinguistic strategies focus on solving a linguistic problem in communication through self-expression (Zhu, Liao & Cheong, 2019). Communication consists of a source or sender, message, channel, receiver, and feedback (Chanwanakul, 2021). “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). Feedback, particularly corrective feedback, is one of the ways to improve a student’s ability in using a target language (Muslem et al., 2021). In general, most students like to receive oral corrective feedback from their lecturer (ibid.). Students also need to be trained to give and receive feedback (Boonma & Swatevacharkul, 2020). Psycholinguistic strategy in this matter is a way of solving problem or overcoming a constraint by integrating psychological and linguistic aspects of human beings in learning, teaching, and using a target language.

Learning can be carried out cooperatively and collaboratively. 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)” (ibid.). Cooperative learning is more effective than traditional teaching in learning English and developing academic achievement (Al-Mubireek, 2021). 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). 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 (ibid.). Cooperative learning is used in interaction for improving knowledge together with other(s) having different ability level whereas

collaborative learning with other(s) having similar/same ability level. Both are necessarily applied in learning for EFL mastery.

Students in learning to master the EFL should understand the meanings of words used. “It is important to first understand how meanings of words are typically learned” (Pham et al., 2020: 2). The meaning of ‘thing’ is, of course, very general and close to the meaning of ‘something’ (Auwera & Krasnoukhova, 2021). By comprehending the meanings of words, the learners can decode and encode messages in the EFL.

Mastery

Mastery deals with having competence/knowledge and performance/skill to be competence based performance. Language learners hopefully use their integrated language skills to integrate their competence and performance for having language mastery. Performance in this matter deals with use whereas competence is usage. “Language competence and performance can be integrated in science applied in real life. We should have competence based performance” (Said et al., 2021b: 392). Skill can be had after having knowledge.

Performance covers skills that contain knowledge. “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, Musthafa & Muslim, 2020). Scientific writing plays an important role in the learning process (Suprihatin et al., 2021). Writing is a complex mental process that requires a specific level of linguistic knowledge, written norms, vocabulary and grammar (Alzahrani, 2022). A receptive skill is to decode/receive knowledge whereas a productive skill to encode/express knowledge.

Teaching a foreign language is begun from oral/spoken language, (i.e. speaking to be listened by the learner to the speaker’s pronunciation) then visual/written language, (i.e. writing to be looked at and read by the learner). Teachers/lecturers and students as members of society relate and influence each others in communicating something by using a language like English. “Society and language cannot be separated, both have a relationship where society can be formed by the language they use” (Agustine, Asi & Luardini, 2021: 372) Languages mirror the social

history of their speakers (Aikhenvald & Maitz, 2021). In normal social interactions, society communicates ideas and thoughts using a nonverbal language known as paralanguage (Fougty, Bensig & Ramos, 2023). Thereby, the language use is realized in communicative action.

EFL (English as a Foreign Language)

English in Indonesia is a foreign language. Principle of EFL (English as a Foreign Language) is appropriate to be a priority as in learning and teaching English in Indonesia so that it can be mastered quickly. It is also called EIL (English as an International Language). “EFL (English as a Foreign Language) in Indonesia is needed by people academically and professionally” (Said et al., 2022: 485). Nowadays, someone who masters English as an international language can get information easily (Said & Weda, 2018). Global professional people need have good English proficiency even though they act locally in Indonesia. “One key aspect of human development in the Indonesian context is good English proficiency” (Muslim, Hamied & Sukyadi, 2020: 493). Thereby, EFL is necessarily had by learners in any field.

Beside as a foreign language and an international one, English globally is called EGL (English as a Global Language) and ELF (English as a Lingua Franca). “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). Institutions must also draw teachers’ attention to their role as vital knowledge resources for their students (Al-Dosari, Mohsen & Curle, 2022). 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, Sumardi & Tarjana, 2020). ELF is used as a unity language by people who have different national languages.

Constraints Based Behaviours in EFL Mastery

Constraints Based Behaviours in EFL Mastery hopefully can be identified well to enable university students as learners to use EFL fluently, accurately, and appropriately. The learners have to always practice it since its priority is skill. English skill is used by them and

it then became an experience. They in this matter have to overcome the constraints to be behaviours which are appropriate to master the EFL.

The university students of course have constraints in learning and using English as a tool of communication to encode thought and feeling internationally. Anxiety usually appears on meeting lecturers and friends who have English well. “The language practitioners and lecturers at the university should reduce students’ anxiety. Students’ anxiety can be reduced in all levels of language learning by implementing good atmosphere and relaxed situation to attract students’ involvement in the language learning process” (Said & Weda, 2018: 28). Since the speakers or the learners are anxious, they cannot express ideas and thoughts fluently (ibid.). 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). The lecturers and students having better English can be motivators to increase spirits and decrease anxieties of the English learners.

Constraints of learning and using the foreign language constantly exist even though there are lecturers who are proficient in applying Approach, Method, Technique, Strategy, and Model. “The tradition of learning a foreign language through communication alone has a long history” (Mohammed, 2021: 130). 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). Communicative method has to be applied through appropriate technique. Learning, acquisition, or immersion as technique can be applied in language learning and use through appropriate strategy applied through appropriate model. Cooperative learning (different ability level) and collaborative learning (similar/same ability level) can be appropriate models. Model of the language use is realized in behaviour.

Behaviours can be evaluated by principle of skill development and knowledge improvement. “Language has different ways of expressing evaluation” (Shorabek et al., 2021: 245). Evaluation, implemented verbally, is mainly studied by such sciences as linguistics, sociolinguistics, and psycholinguistics (Shorabek et al., 2021). In addition, linguistic pragmatics deals with the study of the speaker’s attitude (especially evaluative) to what he reports (ibid.). Evaluation is

carried out in process of learning and teaching to measure success as a standard in lesson plan.

The university student and lecturer influence each other in the process 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). People are interested in and affected by events that happen around them (Mumin & Salleh, 2021). The lecturer motivates his/her students to be future human resources.

Motivation consists of extrinsic motivation and intrinsic motivation. “Motivation is an important aspect of successful teaching and learning” (Muslim, Hamied & Sukyadi, 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). Traditionally, motivation has been perceived as dichotomous: intrinsic versus extrinsic and instrumental versus integrative (Griffiths & Soruç, 2021). Creating such motivation among learners through adopting certain teaching practices is likely to stimulate learners to learn” (Ahmed & Al-Ward, 2020: 695). It is the only motivation theory that claims the possibility of extrinsic motivation to change into more intrinsic types, given internalisation happens (Basikin, 2020). In English class, willingness to communicate is very important. Therefore teachers are required to be able to motivate English learners (Said et al., 2021a). They have reciprocal influence.

Students can be influenced formally and nonformally. They should have progress to be better than before. “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). Language teachers make decisions all the time – they need to choose, for instance, what textbook to use, which role to adopt, or how to treat their learners (Strugielska, Gutfeld & Linke-Ratuszny 2021). English teachers, material developers, and syllabus designers can gain insight from the result of the study to enable students to do self-reflection and self-evaluation (Yulianawati et al., 2022). Therefore, as a facilitator and manager in the classroom, the teacher needs to minimize students’ anxiety and he needs to improve

students' motivation to take part in all activities in the classroom (Said & Weda, 2018). EFL is used to support the students to be smart globally.

Method

Method is needed in a research. This research manuscript is to find out authentic and descriptive data for problem solution to be standard in decision making and program design. We collect its data descriptively and analyse them qualitatively by describing important matters dealing with the main title and its quality priority. Therefore, we carried out the research for having this scientific work by using Qualitative Descriptive Method.

Time and Setting

A research must have time and setting/place. This research has been carried out one year in, 2022. It was done in Faculty of Teacher Training and Education, Tadulako University, Palu, Central Sulawesi, Indonesia. We obtain descriptive data in that tertiary level and analyse them qualitatively in that year.

Subjects of the Research

Subject of this research were students of English education in Faculty of Teacher Training and Education at Tadulako University. They were students of S1 (Strata One), Semester VI–IX, Kelas A–F. They consist of 12 students of Semester VI, 10 students of Semester VII, 10 students of Semester VIII, and 8 students of Semester IX. Totally they were 40 students consisted of 20 Males and 20 Females. Their initials are different each others and arranged alphabetically (in the following Table 1).

Table 1
Subjects of the Research

No.	Initial	Semester	Class	Gender	
				Male	Female
1	A	IX	C	√	
2	AA	VII	E		√
3	AMF	VI	F	√	

Constraints Based Behaviours in EFL Mastery of English...

4	ANA	VI	D		√
5	AP	VII	A	√	
6	AR	VIII	C	√	
7	AS	IX	A	√	
8	AZB	VIII	E	√	
9	D	VI	D		√
10	DF	VII	B		√
11	DS	VIII	D	√	
12	F	VI	E		√
13	FA	IX	A		√
14	HMDH	VI	F	√	
15	JDZS	VIII	A		√
16	KS	VIII	B		√
17	M	VII	F	√	
18	MAP	VIII	D	√	
19	MB	VII	A	√	
20	MDWM	VII	E	√	
21	MH	IX	D	√	
22	MMF	VI	A	√	
23	MYJ	VII	C	√	
24	MZ	VI	D	√	
25	N	VII	A		√
26	NK	IX	A		√
27	NM	IX	A		√
28	NRK	VI	D		√
29	NS	VI	B		√
30	R	VIII	D	√	
31	RA	VII	A		√
32	S	VIII	E		√
33	SA	VI	E		√
34	SDA	VIII	C		√
35	SMI	VIII	A		√
36	VMMS	VII	C		√
37	WP	IX	C		√
38	YD	VI	A	√	
39	YRK	VI	C	√	
40	ZK	IX	C	√	
Total (2 x 20 = 40)				20	20
Percentage/% (2 x 50 = 100)				50	50

Procedure and Instrument of Data Collection

Accurate data are needed to answer the research questions that cover solutions on the research problems. This research manuscript has data collected through Identification/Questions-Answers (as a technique/procedure) by using a Questionnaire (as an instrument) given to the subjects, i.e. the English education students. They answered and filled out the following QUESTIONNAIRE individually. The procedure was done and the instrument was used to obtain its data. Its scientific principles are supported by Quotations through the References. Those can be analyzed to have the problem solutions.

QUESTIONNAIRE

Name: _____ Gender: Male/Female Study Program:
English Education
Reg. Number: _____ Semester: _____ Signature: _____
Phone Number: _____ Class: _____ Date: ___ August, 2022

Answer the following questions carefully!

1. How do you learn/comprehend English?
 - a. Always
 - b. Seldom
 - c. Sometimes
2. How do you use/produce English?
 - a. Always
 - b. Seldom
 - c. Sometimes
3. How do you develop your English skill?
 - a. Always
 - b. Seldom
 - c. Sometimes
4. How do you improve your English language?
 - a. Always
 - b. Seldom
 - c. Sometimes
5. What English skill do you master most?
 - a. Listening
 - b. Reading
 - c. Speaking
 - d. Writing
6. What English language do you master more?
 - a. Spoken/oral language
 - b. Written/visual language

7. What English skill/activity have you done most in mastering English?
 - a. Listening
 - b. Reading
 - c. Speaking
 - d. Writing
8. What skill do you have most constraints in mastering English?
 - a. Listening
 - b. Reading
 - c. Speaking
 - d. Writing

Thank You
Good Luck

Source of Data

A research must have data. Descriptive data of this research manuscript are in the Tables 1 and 2 processed authentically and accurately. Those are obtained from the English education students through the Questionnaire. It contains list of questions which have been answered objectively by the students as source of data.

Technique of Data Analysis

The data obtained descriptively are analyzed qualitatively. Its result is to develop EFL Mastery Model Development so that the students have constraints based behaviours integrated in learning, using, and mastering the EFL. We express the data by using qualitative analysis descriptively. Thereby, we apply qualitative descriptive analysis technique.

Results

Data of this research have been completed so that this manuscript is made. Results of the research are expressed through the Tables 1 and 2. The data have been analyzed carefully. The analyzed data is to answer the research questions covering the problem solutions. It can be a reference for next scientific works.

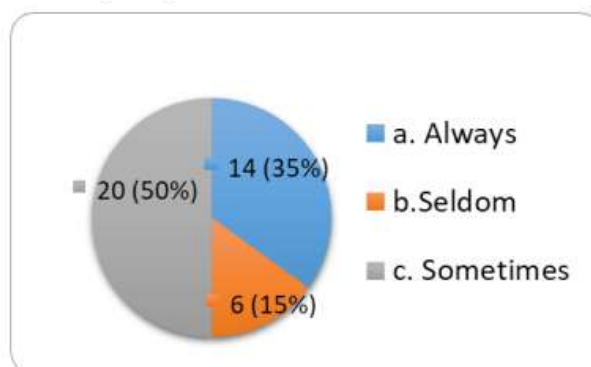
The Table 2 contains Constraints Based Behaviours of English Education Students in EFL Mastery identified through their experiences. The data indicate that the students express: (1). How they learn/comprehend English. (2). How they use/produce English. (3). How they develop their English skill. (4). How they improve their English.

Table 2
Constraints Based Behaviours of English Education Students in EFL Mastery

No.	Initial	How do you learn/comprehend English?			How do you use/produce English?			How do you develop your English skill?			How do you improve your English language?			What English skill do you master most?				What English language do you master more?				What English skill/activity have you done most in mastering English?				What skill do you have most constraints in mastering English?			
		a. Always	b. Seldom	c. Sometimes	a. Always	b. Seldom	c. Sometimes	a. Always	b. Seldom	c. Sometimes	a. Always	b. Seldom	c. Sometimes	a. Listening	b. Reading	c. Speaking	d. Writing	a. Spoken/oral language	b. Written/visual language	a. Listening	b. Reading	c. Speaking	d. Writing	a. Listening	b. Reading	c. Speaking	d. Writing		
1	A	✓			✓																		✓						
2	AA		✓																										
3	AMF			✓																									
4	ANA																												
5	AP																												
6	AR																												
7	AS																												
8	AZB																												
9	D																												
10	DF																												
11	DS																												
12	F																												
13	FA																												
14	HMDH																												
15	JDZS																												
16	KS																												

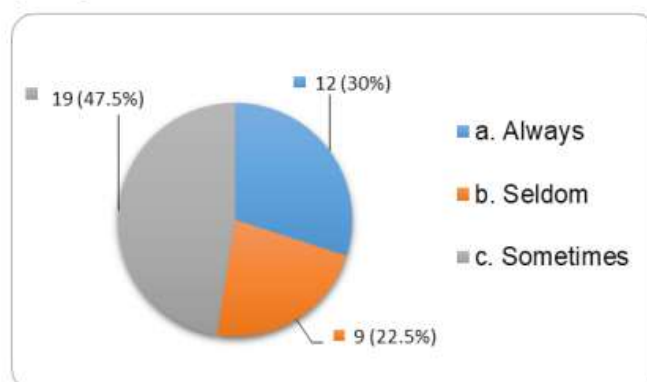
(5). What English skill they master most. (6). What English language (Knowledge) they master more. (7). What English skill/activity they have done most in mastering their English; and (8). What skill they have most constraints in mastering English. These can be looked at the following Figures (1–8).

Figure 1
Learning/Comprehending English



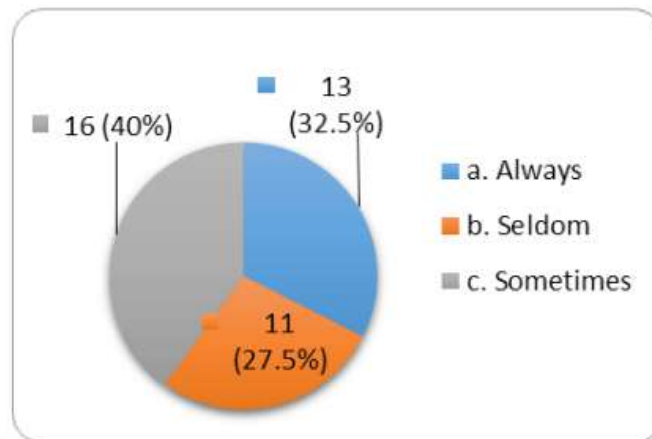
The Figure 1 indicates that the most/50% of the students sometimes learn English. In this matter, they do language learning effectively to understand EFL (English as a Foreign Language). “Language learning is a process for restructuring identity among learners” (Rashidi & Esmaeeli, 2023). There are 35% of them who always learn English. The remains/15% are seldom. Thereby, they sometimes learn English so that they can comprehend it.

Figure 2
Using/Producing English



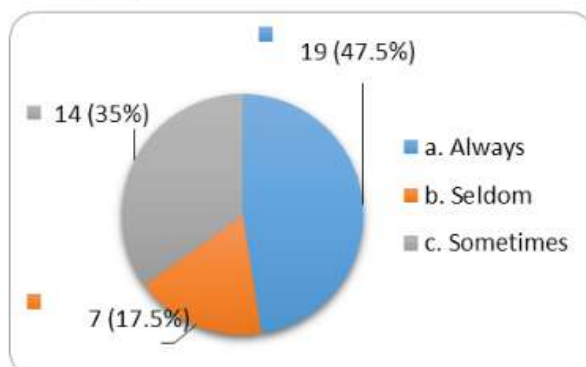
The Figure 2 contains data dealing with way of using/producing English. The data are obtained through answers of the Question 2: How do you use/produce English? They communicate their thoughts by encoding English words/sentences. “Words are stored in the mental lexicon which is located within semantic memory. But words are not stored randomly, they follow a certain structure” (Agustin-Llach, 2023). Result of the students’ answers of the Question 2 indicates that the most/47.5% of them sometimes use/produce English. The remains are 30% always and 22.5% seldom. Thus, they sometimes use/produce English.

Figure 3
Developing English Skill



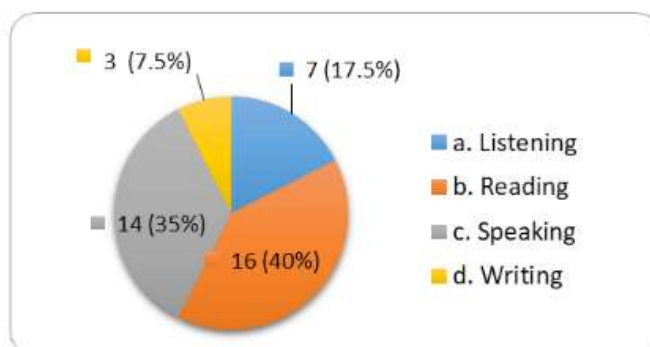
The Figure 3 contains data about way of developing their English skill which are obtained through answers of the Question 3: How do you develop your English skill? This is influenced by learning assessment. “Learning assessment is carried out through listening, observing, and talking to students when completing assignments. Students can learn from assessments and develop their knowledge and skills through self-evaluation. Teachers adapt their teaching practices according to student performance” (Jafar et al., 2023). Result of the question answer indicates that the most/40% of them sometimes develop their English skill. The remains are 32.5% always and 27.5% seldom. Thereby, they sometimes develop their English skill.

Figure 4
Improving English Language



The Figure 4 is dealing with data of way of improving their English language. Those are obtained through answers of the Question 4: How do you improve your English language? Since the students always have errors and/or mistakes in using EFL, so they need corrections/improvements. “For EFL students, making errors in using the target language is very common” (Muslem et al., 2021). Result of the students’ answers of the Question 4 indicates that most/47.5% of them always improve their English language. The remains are 35% sometimes and 17.5% seldom. So, the most of them always improve their English language.

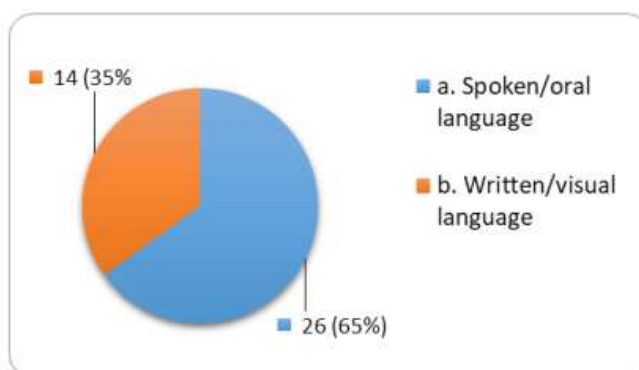
Figure 5
English Skill the Students Master Most



The Figure 5 contains data of English skill they master most. Those are obtained through answers of the Question 5: What English skill do you master most? Its result indicates that most/40% of them

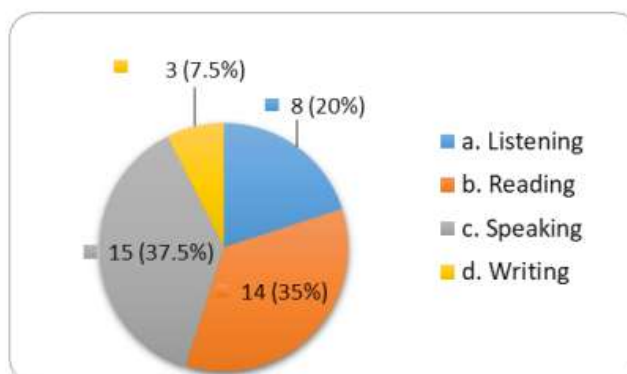
master English Reading Skill most. The remains are 35% Speaking Skill and 17.5% Listening Skill and only 7.5% Writing Skill. Writing is the most difficult skill among the language skills (Bairmani et al., 2021). Thus, the mostof them master English Reading Skill most and the least of them master English Writing Skill most.

Figure 6
English Language the Students Master More



The Figure 6 contains data of English language (knowledge) the students master more. Those are obtained through answers of the Question 6: What English language do you master more? Its result indicates that there were 65% of them who master spoken/oral English (that consists of listening and speaking) more than written/visual one (that consists of reading and writing), 35%. Thus, they master spoken/oral English more than written/visual one.

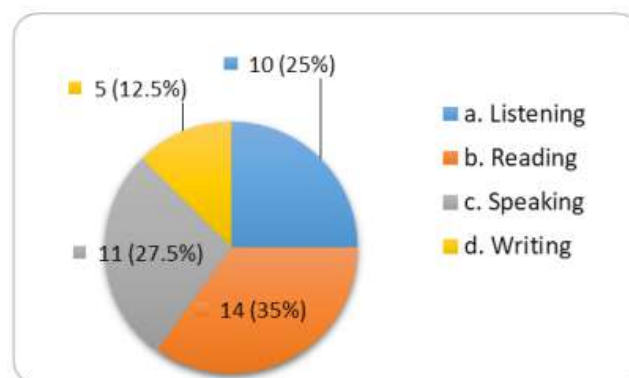
Figure 7
English Skill/Activity the Students Have Done Most in Mastering English



The Figure 7 contains data as result of the students' answers of the Question 7: What English skill/activity have you done most in mastering English? Its result indicates that the most/37.5% of them have done English speaking skill/activity most in mastering their English. The remains are respectively 35% English reading skill, 20% listening skill, and only 7.5% writing skill. Therefore, we may state that they have done English speaking skill/activity most in mastering their English.

Figure 8

Skill the Students Have Most Constraints in Mastering English



The Figure 8 contains data of skill that they have most constraints in mastering English. Those are obtained through answers of the Question 8: What skill do you have most constraints in mastering English? Its result indicates that the most/35% of them have most constraints on reading skill in mastering English. The remains are 27.5% on speaking skill, 25% on listening skill, and only 12.5% on writing skill. Thus, they have most constraints on reading skill in mastering English.

Discussion

Constraints Based Behaviours of English Education Students in EFL Mastery identified through their experiences can be looked at in the Table 2. Since there are eight questions listed in the Questionnaire, so the data obtained from it are eight: How they learn/comprehend English; How they use/produce English; How they develop their English skill; How they improve their English; What English skill they master most;

What English language (Knowledge) they master more; What English skill/activity they have done most in mastering their English; and What skill they have most constraints in mastering English. These can be described as follows.

Data of way of learning/comprehending English are obtained through answers of the Question 1: How do you learn/comprehend English? Ahmadi (2022) expresses that English is considered as the principal medium of scientific communication and publication (Ahmadi, 2022). “It is widely accepted that communication is the main aim of language teaching and learning” (Gholami, Pishghadam & Shayesteh, 2021: 33). “The purpose of communicative methods is seen in the development of students’ communication skills” (Hrydzhuk, Struhanets & Struhanets, 2021: 201). English is used to communicate anything internationally and to get information globally (Said et al., 2022). The research result (based on the data on the Figure 1) indicates that the most of them sometimes learn English. The remains are always and seldom. Thereby, they sometimes learn English so that they can comprehend it.

We learn a language to be used in our real life. “The essential function of language is to communicate” (Woore, Molway & Macaro, 2022: 147). Teachers should provide students with opportunities to reflect on their own developing identity as language learners and language users (Evans & Fisher, 2022). The concept of an effective student-centred learning environment requires teachers to appreciate and treat students like co-learners (Mohammad, 2022). “Hence, one assumption can be that teachers’ reflections on their environment while doing action research may impact their professional identity development” (Meihami & Werbińska, 2022: 32). Data dealing with way of using/producing English are obtained through answers of the Question 2: How do you use/produce English? Its result (the Figure 2) indicates that the most of them sometimes use/produce English. The remains are always and seldom. Thus, they sometimes use/produce English.

University students as learners who can use English have to develop their English skill if they want to master it. “Clearly, to use language independently learners need a base of sounds, vocabulary and grammar” (Porter et al., 2022: 212). Data about way of developing their English skill are obtained through answers of the Question 3: How do you develop your English skill? Its result (the Figure 3) indicates that

the most of them sometimes develop their English skill. The remains are always and seldom. Thereby, they sometimes develop their English skill.

The students want to master English so that they have to improve it constantly. Data of way of improving their English language are obtained through answers of the Question 4: How do you improve your English language? Its result (the Figure 4) indicates that most of them always improve their English language. The remains are sometimes and seldom. So, the most of them always improve their English language. Thus, learning English by watching movies or TV shows spoken in English may improve learners' proficiency (Damanik, 2022). The teaching and learning are duly integrated. "In language learning, adult learners are known to have specific characteristics" (ibid.). Based on the data, we may inform that the English education students always improve their English language.

Data of English skill they master most are obtained through answers of the Question 5: What English skill do you master most? Its result (the Figure 5) indicates that the most of them master English Reading Skill most. The remains are respectively Speaking Skill, Listening Skill, and Writing Skill. In this matter, the most of them master English Reading Skill most. "To have good writing skills, one must not only learn them but also practise them regularly" (Saeed et al., 2022). Knowledge about writing plays an important role as a source in the writing process and product (Rofiqoh et al., 2022). Thereby, based on the data, the English education students master English Reading Skill most.

English mastery is characterized by integrating English knowledge into English skill. Data of English language (knowledge) the students master more are obtained through answers of the Question 6: What English language do you master more? Its result (the Figure 6) indicates that the students who master spoken/oral English (that consists of listening and speaking) are more than written/visual one (that consists of reading and writing). Thus, they master spoken/oral English more than written/visual one.

Skill as a psychomotor ability must be realized into activity/action. Data of skill/activity the students have done most in mastering English are obtained through answers of the Question 7: What English skill/activity have you done most in mastering English? Related activities have to be integrated in lesson plan. "The lesson plan should cover learning activities not only inside but also outside the classroom"

(Zain, 2022). Integrating culture into the language teaching programs has an effect on motivation of the language learners and the process of teaching and learning (Rohmani & Andriyanti, 2022). Result of their answers (the Figure 7) indicates that the most of them have done English speaking skill/activity most in mastering their English. The remains are respectively English reading skill, listening skill, and writing skill. Therefore, we may state that they have done English speaking skill/activity most in mastering their English.

The activities of writing skill are least since the learners are afraid of making errors even though have selfconfidence in encoding ideas visually. "As a rule, foreign language learners face different problems with vocabulary misuse, grammatical errors, spelling, capitalization, punctuation and some others when write academic texts in English" (Ivanova et al., 2022). A non-native English student often produces errors in using the target language. However, those errors should be corrected wisely by her teacher (Muslem et al., 2021). Correct spelling, grammar and punctuation are key factors in written communication (Ivanova et al., 2022). The affective fluctuation is also hard to control since it integrates the individual's own personality and emotional management with the surroundings (Ma et al., 2022). Self-confidence and emotions are also affected by contextual factors (ibid.). The students have to be trained to write their ideas accurately.

The students must experience constraints in mastering the foreign language. "In learning a second or foreign language, mastering is essential to support the development of reading, listening, speaking, and writing" (Damanik, 2022: 71). Data of skill that they have most constraints in mastering English are obtained through answers of the Question 8: What skill do you have most constraints in mastering English? Its result (the Figure 8) indicates that the most of them have most constraints on reading skill in mastering English. The remains are respectively on speaking skill, listening skill, and writing skill. Thus, the English education students have most constraints on reading skill in EFL (English as a Foreign Language) mastery.

The descriptive data can be scientific knowledge as the research result dealing with Constraints Based Behaviours of English Education Students in EFL (English as a Foreign Language) Mastery. We may have papers to express the data. "We do hope that the readers of Research in Applied Linguistics will find the papers both enjoyable and informative"

(Izadi & Jalilifar, 2022: 4). They need have behaviours and English skills better than before. They hopefully use their English skills in their real life and have EFL mastery. This scientific work can be a reference of whoever need it.

Conclusions

Constraints Based Behaviours of English Education Students in EFL Mastery can be identified through their Experiences. They express: (1). Their way of learning/comprehending English. (2). Their way of using/producing English. (3). Their way of developing their English skill. (4). Their way of improving their English. (5). English skill they master most. (6). English language (Knowledge) they master more. (7). Skill/activity they do most in mastering English; and (8). Skill they have most constraints in mastering English.

Data of this research indicate that:

- (1) The students sometimes learn English to be able to comprehend it.
- (2) They sometimes use/produce it.
- (3) They sometimes develop their English skill.
- (4) They always improve their English.
- (5) English skill they master most is Reading.
- (6) They master Spoken/Oral English more than Written/Visual One.
- (7) They do English speaking skill/activitiy most.
- (8) They in mastering the English have most constraints in reading skill.

Thereby, the research question 1 is answered that English education students experienced most constraints on Reading Skill. The research question 2 is answered that they have behaviours for overcoming the constraints and then can master most that skill. Thus, the research question 3 is then answered that constraints based behaviours of English education students in EFL mastery are identified through their experiences consistently.

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ADHERENCE TO ETHICAL STANDARDS

Ethic declarations. The study was conducted according to the guidelines of the Declaration of Helsinki (1964). Prior to the start of the study, informed consent was obtained from all participants for voluntary participation. The study was conducted in compliance with international ethical standards (American Psychological Association, 2002).

Data availability statement. The data that support the findings of this study are available from the corresponding author, Mawardin M. Said, upon reasonable request at mawardinmsaid@yahoo.com

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Conflict of Interest. The Authors declare that there is no conflict of interest.

Author contributions. All authors contributed to the study conception and design. Material preparation, data collection and analysis were performed by Dr. Mawardin M. Said, M. Hum., Dr. Ferry Rita, M. Hum., and Dr. Sri Arfani, M. Pd. The first draft of the manuscript was written by Dr. Mawardin M. Said, M. Hum., and all authors commented on previous versions of the manuscript. All authors read and approved the final manuscript.

Consent for Publication. The authors approve this submission agree with the publication of the current work. The work has not been, nor has it been submitted to other journals.

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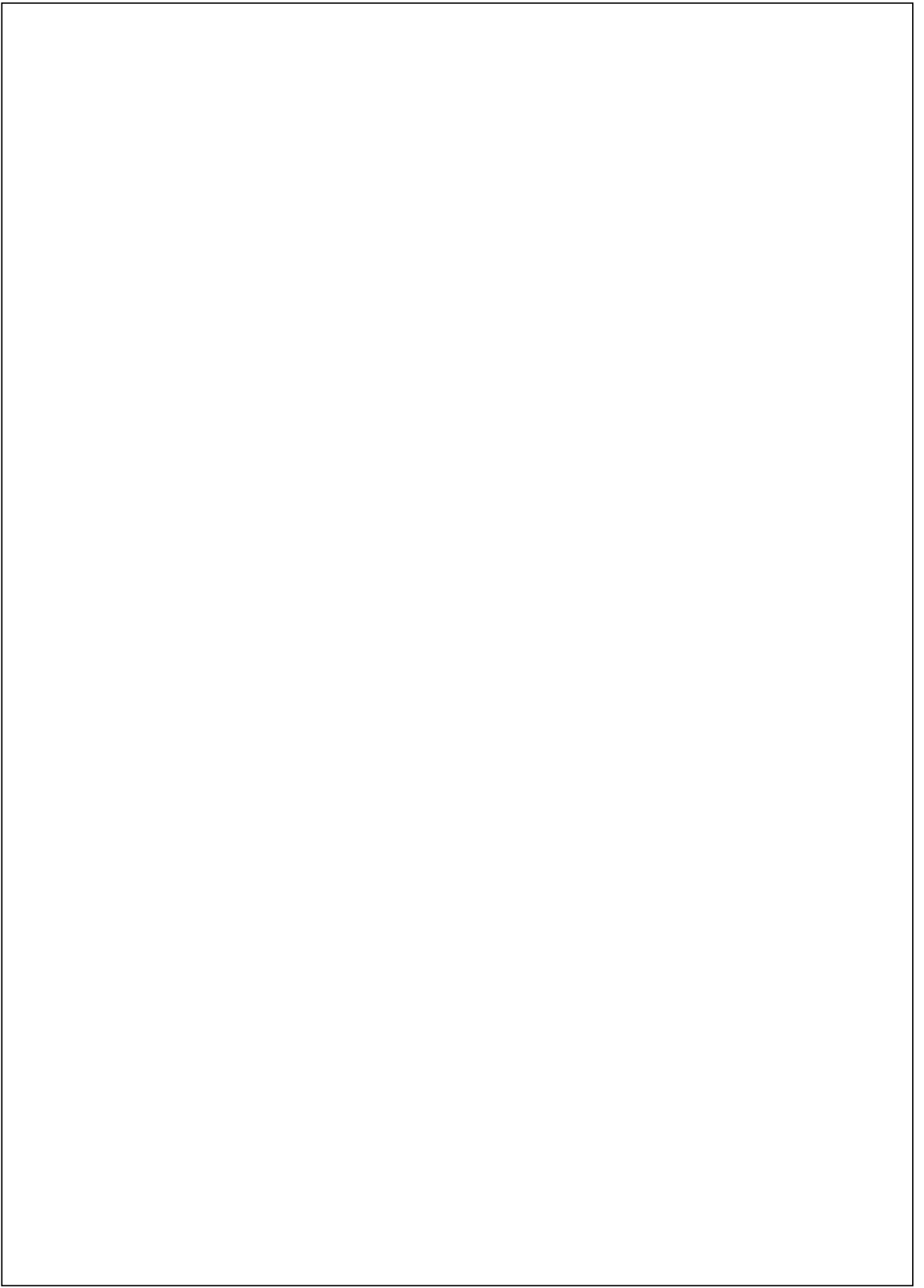
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АНОТАЦІЯ

Мета. Цей рукопис є результатом дослідження, спрямованого на виявлення поведінкових труднощів у процесі оволодіння англійською мовою як іноземною (EFL) студентами англійської філології.

Методи та процедура. Дані отримані описовим шляхом та проаналізовані якісно, тобто використано якісний описовий метод. Студенти випускних курсів спеціальності “Англійська філологія” факультету педагогіки і освіти повинні були проявляти реальну поведінку для подолання обмежень (труднощів) в процесі оволодіння англійською мовою як іноземною, котра вивчалась для декодування і кодування мовленнєвих повідомлень для вирішення проблем за допомогою діяльності, яка не була реалізована через обмеження. Згідно дослідження, метою оволодіння англійською мовою є усвідомлення студентами поведінки, що підтримує їхню англійську компетентність/знання та продуктивність/навички. Студенти повинні усвідомити основні моменти діяльності, що ґрунтуються на їхніх проблемах у вивченні іноземної мови, щоб стати поведінкою, яка ґрунтується на обмеженнях в оволодінні англійською мовою як мовою міжнародного спілкування. Це необхідно для того, щоб виявити труднощі, які виникають у студентів при оволодінні англійською мовою як іноземною і які можуть бути подолані студентами та викладачами англійської мови. Студенти повинні вільно використовувати свою англійську мову, щоб мати навички володіння іноземною мовою – рецептивні та продуктивні.

Результати. Дослідження свідчать про те, що студенти спеціальності “Англійська філологія” вивчають англійську мову, використовують/продукують її так, щоб розуміти/сприймати її, розвивають свої навички та постійно вдосконалюють свою англійську мову. Навичка англійської мови, яку вони опановують найбільше, – це читання. Вони опановують усне англійське мовлення більше, ніж візуальне, і більшість з них займаються розмовною англійською мовою; студенти мають найбільші труднощі в оволодінні навички читання англійською мовою.

Висновки. Студенти, які вивчають англійську мову як іноземну, стикаються з найбільшою кількістю обмежень (труднощів) у навичці читання, проявляють активну поведінку для подолання цих обмежень задля оволодіння навичкою читання англійською мовою. Таким чином, поведінка студентів, які вивчають англійську мову як іноземну в оволодінні навичкою читання, заснована на обмеженнях, послідовно ідентифікується через їхній досвід.

Ключові слова: англійська мова як іноземна, рецептивні навички, продуктивні навички, поведінка, обмеження, оволодіння мовою, студент.

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