

NEEDS ANALYSIS FOR AMPLIFYING EXTRAMURAL ENGLISH LEARNING AMONG UNIVERSITY STUDENTS OF ENGLISH IN INDONESIA

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Abstract

This research was to investigate rates of extramural English (EE) activities among college students of English in and EFL (English as a foreign language) context of Indonesia correlated with several factors such as perceived English competence, genders, and amount of use of different language skills. As many as 161 respondents from 7 English departments across Indonesia took part in this research by responding to a set of questionnaires developed in Google Forms and distributed to the student respondents through WhatsApp groups, emails, and Facebook with the help of their lecturers. The results indicate that first, all respondents did EE activities with various degrees of intensity with a similar pattern of choice activities across levels of student's perceived English competence. Second, EE receptive skill activities were more frequently practiced as opposed to the productive ones. When all skills are correlated against perceived competence, reading showed the highest value of correlation index (0.612). Reading activities also were the most practiced regardless the level of competence. This research also found that male students were more active in doing EE use. Next, most respondents showed more frequency of *online* EE activities than the offline ones. They did not, however, do much face-to-face (FTF) communication when outside classroom. In this respect, providing more motivation and more frequency for virtual EE practice should be necessary to promote beyond EE use. School's recognition of students' EE activities thus beyond classroom learning, has to be promoted. This way, a composite model of formal-informal learning will help the process of the acquisition of English to the maximum.

Keywords: out-of-class, extramural English, levels of competence, language skills, navigating skills

INTRODUCTION

Students doing English in an EFL (English as A Foreign Language) context like Indonesia are deprived of real and readily confronted beyond classroom English language interactions. Since their immediate linguistic environment is not English, they are deficient with exposure to the language use in real life as mentioned by Kamalizad & Samuel, 2016. It is worth mentioning that the participants in the Iranian EFL context do not have much exposure to the target language outside of the classroom to pick it up unconsciously.

Conversely, those doing English in an ESL (English as a Second Language) setting are richly provided with the luxury of affordances of English use. In an ESL environment, when out of class, students are immediately provided with such a setting that English is directly or immediately heard, spoken, and seen. This is hardly found in an EFL context like Indonesia where students would

normally be exposed to how English is used when in their classroom only. Formal classroom instruction with more conscious learning to help build learners' English proficiency is of course necessary but never fully sufficient.

Much classroom learning is compartmentalized and abstract (McLeod, 2017). In this ecosystem, learners study English in a sheltered setting, unauthentic and probably different from the real-life use. In this respect, Thorne et al. (2009) noted that informal learning could offer more real and meaningful second language communication rather than the learning about language found prevalent in the classroom. Learning in a "water-tight compartment" found in a classroom as suggested by Dewey, can prevent learners from constructing the knowledge on their own. This is because classroom may promote more (re)production than self-knowledge construction and real-life practices as offered when outside classroom within which it provides more chances for a knowledge-in-the-making process.

Beyond-classroom learning can be advantageous to reinforce the learning outcome that learners have concurrently obtained from classroom instruction (Tanaka, 2007; Ferdous 2013; Sundqvist & Sylvén, 2016; Benson & Reinders, 2011; Kashiwa & Benson, 2017; Coşkun, 2016). Facilitating learners to magnify the impact of classroom learning with beyond classroom English activities should intensify learners' chances for more frequent efforts to restructure, re-hypothesize, and recycle their interlanguage. This should carry various outcomes other than English proficiency improvement like learner autonomy, learning efficacy, challenges, and engagement or enjoyment.

In fact, for learners doing English in an EFL context, using English outside the classroom as life-needs activities should be as important as participating in classroom activities. Informal and more engaging activities carried out beyond classroom premises provide significant contribution to foreign language learning processes (Coşkun & Mustlu, 2017) and in the process, it can help build independent learners.

In addition, the students may perform another type of English communication when out-of-class. When outside classroom regardless their language competence level, they may want to intentionally/consciously or unintentionally/unconsciously use the English language in their communication exchanges. It is out-of-class language use that the students do when to communicate with others through face-to-face and virtual encounters. This extramural type of English use is more prevalent among those doing English in an ESL context.

In an EFL context, if out-of-class learning is considered as much strategic and effective as classroom instruction, research should put more efforts to unveil the nitty-gritty of this area. But this is not really the case till today. When many publications of classroom language learning have been easily spotted, rarely can we easily access studies about non-classroom, real-life, and self-triggered learning beyond the classroom. This probably clarifies why out-of-class and informal learning is not yet formally recognized by the education institution be it the primary, the secondary,

the high school, or even the university. Research would normally be engrossed in such issues as Materials, Methods, and Measurements intended for classroom instruction.

Research that deals with beyond-classroom yet still *classroom-related* students' English activities has been found many, however. Research on virtual learning as in blended learning and flipped learning has been widely discussed as written in, for instance, Khan (2005), Gonzalez-Lloret & Ortega (2014), Thomas & Reinders (2010), Hinkel (2011). These activities to a great extent are still instructed, nevertheless. Informal English learning that should take place extramurally has rarely been investigated.

Sundquist (2016) used "Extramural English" to distinguish it from any other non-classroom activities that still have something to do with classroom instruction or teachers' learning initiation. This is about "English outside the classroom walls" that is about the English that learners come in natural contact when outside the walls of the classroom, the activities of which are free from any initiation of the teachers.

Even though not found many, research on extramural English use has been carried out in such countries as Norway, Sweden, Finland, Spain, Korea, Japan, and Turkey. Sundqvist (2009), for instance, investigated about one type of out-of-class activities among Swedish teenagers called as "extramural English" use. In this report, the extramural English activities proved to show connection with their oral proficiency and vocabulary enrichment. Beebe as written in Hoyt (2015:257) found that the rate of English oral fluency of Japanese high school students was also determined by the extent of their engagement in listening activities outside the classroom. Lamb as reported in Sundqvist & Sylvén (2016:4) noted that Indonesian junior high school students' extramural English activities were most largely increased by watching TV and using computers, but with listening to English songs as the most highly chosen activity.

Extramural English activities have been also reported among students in Turkey by Coşkun & Mutlu (2017). This study investigated the frequency of Extramural English (EE) among high school students in an EFL context of Turkey. It was reported that EE use correlated with different variables such as gender, course selection, and English competence. EE use among female students was reported to be more pronounced than that of the males. As for the types of skills of English (reading, writing, speaking, listening), one which was mostly carried out was speaking. In addition, in aggregate, this report also noted that the frequency of EE activities among these high school students was still low.

Knowing that the previous research was mostly done in Europe among those with a higher chance of participation in EE use and that it attended only students of non-English major, this research was to investigate how Indonesian university students of English carried out EE activities.

This research was aimed at knowing the frequency and patterns of EE use among college students of English doing EE in EFL niches of Indonesia based on their genders, levels perceived

English competence, modes of communication (online or offline), and kinds of English skills. This was also to look at how technology mediated their participation in EE activities to subconsciously help construct knowledge in the process of making.

RESEARCH METHOD

Instruments

In this research, a survey questionnaire of open and closed items was provided via the Google Forms and distributed through students' WhatsApp groups, Facebook, and Emails with the help of their lecturers. This questionnaire was composed of 4 groups of items developed based on each language skill as follows.

Items on reading skills (the translation)

1. (R) I play online games to improve my Reading
2. (R) I read novels/short stories and the like in English.
3. (R) I use HP application to help improve my reading.
4. (R) I read magazines/newspapers in English.
5. (R) I read comics written in English.
6. (R) I read English texts in websites.
7. (R) I read English texts in social media (WA, IG, etc.)
8. (R) I read manuals and product descriptions written in English.
9. (R) The language setting in my HP is English.
10. (R) The language setting in my laptop is English
11. (R) I search information through Google in English.

Items on writing skills

1. (W) I play video games to help improve my writing skills.
2. (W) I Write English in the Internet.
3. (W) Using internet, I write to pen pals.
4. (W) I write short stories, poems, and novels in English.
5. (W) I write emails in English

6. (W) I write WA messages in English.
7. (R) I read status in social media in English.
8. (W) I write diaries in English.
9. (W) I write messages in WA, IG, FB in English.
10. (W) When outside classes, I take notes of new words, expressions, sentences of English.
11. (W) I use HP application to help improve my writing skills.

Items on listening skills

1. (L) I play online video games to help improve listening.
2. (L) I listen to English radios like VOA, BBC, English news.etc.
3. (L) When outside classes, I listen to TOEFL listening.
4. (L) I listen to English song lyrics.
5. (L) I use HP application to improve listening.

Items on speaking skills

1. (S) I sing English songs.
2. (S) I speak English with native speakers of English via internet.
3. (S) I speak English with friends when outside classroom.
4. (S) I play online games to improve my speaking skills.
6. (S) I speak with tourists in English.

Each of the closed items was assigned a certain language skill either (**S**)peaking, (**L**)istening, (**R**)eading, or (**W**)riting. For instance, “I speak with native speakers of English” was labeled as “**S**”; Listening to English songs was of course assigned as “**L**”, and so on and so forth.

There were also questions to know the level of English competence, gender, ethnicity, amount of online vs. offline EE use, and on their communication partners.

Some of the item contents were adapted from the work of Coşkun & Multu (2017) such as EE of reading comics, listening to song lyric, singing songs, and playing game online (GOL). However, some other new contents were also used such as writing to online pen pals, reading English status in social media, gadget language setting, and singing songs, etc. These items were to replace the items in Coşkun et al. that some are not really appropriate to be fronted here. Such

items as “I participate in overseas programs...” and “I attend an English course...” seem a bit irrelevant in this research setting for some reasons.

The options in the closed items were presented in a scale of 10. The scale of 10 was selected to resemble the scoring system in Indonesian schools that the students are already familiar; 1 for the lowest and 10 for the highest score. By using the 10-scale rating, it should help make the impressionistic rating more valid. In addition, the questions were presented in Bahasa Indonesia to get more valid responses as opposed to when they were presented in English knowing that their English comprehension varied.

Respondents

As many as 161 college students of English took part in this research. These students of English literature and English teaching were from 7 English departments of universities located in Bandung (1 college), Aceh (1 college), Pontianak (1 college), Jakarta (1 college), and Yogyakarta (3 colleges). They were composed of 102 females and 59 males. They were randomly selected and only those who were willing to participate were encouraged to make replies to the online questionnaires.

Data and Analysis

Data was analyzed with the help of SPSS 22. Descriptive statistics was used to help analyze the data. This is to know the distribution of mean, the rates of EE use, and the most pronounced EE activities. A correlation test was then used to find out if there is correlation between rates of types of EE activities and genders, levels of competence, productive vs. receptive skills. This is to identify if, for instance, perceived English competence significantly correlated with amount of EE use of speaking, reading, writing, and listening; or between low or high achievers and their amount of EE use; or whether levels of competence correlated with types of English activities.

RESULTS AND DISCUSSION

Perceived English Competence

Data reveals that the average of perceived English competence is 5.98 ranging from score 1 to 9 with an SD (Standard Deviation) of 1.65 as presented in the table below.

Table 1: Perceived English Competence (Scale of 1-10)

	N	Minimum	Maximum	Mean	Std. Deviation
PerceivedComptn	161	1	9	5.98	1.651
ValidN (listwise)	161				

As many as 67 respondents out of the 161 respondents scored 5 and below for their English competence, with only 5 respondents scored themselves 9. This indicates that the range of competence among university students of English is found big. The relatively low value of SD further confirms that these students were taken from one similar level of English competence. And the next is the frequency distribution of their out-of-class English activities based on each of the language skills.

Listening Activities

The respondents were prompted with 5 different extramural English listening activities. They tend to score listening to music as the most frequent activity and listening to TOEFL material as the lowest as indicated below.

Table 2: Extramural English (L)isting Activities (Scale of 1-10)

	N	Minimum	Maximum	Mean	Std. Deviation
L_Hp App	161	1	10	6.23	2.463
L_Listen Lyric	161	1	10	8.11	2.126
L_Listen Radio	161	1	10	4.42	2.652
L.GOL	161	1	10	4.78	3.028
L_TOEFL_Listen	161	1	10	3.63	2.238
Valid N (listwise)	161	1			

HPApp – Hand phone application to help listening

ListenLyric – Listening to song lyrics

ListenRadio – listening to English radio

GOL – Doing online games to help listening

TOEFL_Listen – Listening to the listening part of the TOEFL

This table mathematically shows that a more relaxing thus more engaging activity (L_ListenLyric) is much more preferred as opposed to “learning” per se (e.g. L_TOEFL_Listen) when outside classroom.

Speaking Activities

They were prompted with 5 possible speaking activities: speaking with native speakers of English, Speaking English with peers, singing English songs, speaking English with any foreign tourists, and speaking English while doing online games (GOL) and the distribution is as follows.

Table 3: Extramural English (S)peaking Activities (Scale of 1-10)

	N	Minimum	Maximum	Mean	Std. Deviation
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S_SpeakNS	161	1	10	4.61	2.826
S_SpeakPeersEtc	161	1	10	4.60	2.270
S_SingSongs	161	1	10	7.32	2.407
S_SpeakTouris	161	1	10	6.25	2.861
SGOL	160	1	10	4.43	2.915
ValidN (listwise)	160				

SpeakNS –Speaking with native speakers of English

SpeakPeersEtc – Speaking with peers, close friends, etc.

SingSongs – Singing English songs

SpeakTouris – Speaking with foreign tourists

GOL – Speaking English while doing online games

The data obviously shows that the students of English chose “sing English songs” as their most frequently-done extramural English activity. Online Games (GOL) which has been getting popular among the millennial today does not seem to be widely carried out and it shows an average score of only 4.43 on the scale of 10.

Reading Activities

For this part, the English student respondents were to provide responses to such extramural English reading practices as: reading English through GOL, cell-phone application for helping reading, reading offline magazine/newspapers, reading in websites, reading English texts in social media, reading manuals/guidelines, reading English novels/short stories, setting their cell-phones (HPs) in English, reading English comic, setting the language in their laptop into English, and searching things through Google in English. And the survey has rendered data as visualized in the table as follows.

Table 4: Extramural English (R)reading Activities (Scale of 1-10)

	N	Minimum	Maximum	Mean	Std. Deviation
R-GOL	161	1	10	4.58	3.041
R_HPApp	161	1	10	6.51	2.427
R-MagNewsPapers	161	1	10	4.22	2.392
R-Web	161	1	10	5.88	2.703
R_SocialMedia	161	1	10	6.89	2.323
R_Manuals	161	1	10	5.75	2.447
R_Novels_etc	161	1	10	5.19	2.695
R_SettingHP	161	1	10	6.86	3.238
R-Comic	161	1	10	4.19	2.909
R_SettingLaptop	161	1	10	7.01	3.210
R_InGoogleEng	161	1	10	6.33	2.643
ValidN (listwise)	161				

GOL–Reading English while doing online games.

HPApp–Setting the language of their hand phone into English.

MagNewsPprs–Reading English Magazines / Newspapers.

Web–Reading English texts in the Internet.

SocialMedia – Reading English texts in the social media

Manuals–Reading English manuals/ instructions

Novel_etc–Reading printed English novels, short stories

Comic – Reading English comics

SettingLapatop - Setting the language of their laptop into English

InGoogleEng–Searching information using English Google

Reading activities through social media and reading English through cell-phone application were the most pronounced activities. In addition, setting the language of their gadgets (cellphone and laptops) into English has been found commonly practiced. As well, the responses indicate that these students of English no longer favor reading comics, magazines, or newspapers (respectively, 4.19 and 4.22). Instead, they did reading activities through social media most. And interestingly, most of these students have set the language of their gadgets into English. However, the big SD value (3.64) indicates that some are almost always set in English while many others are never.

Writing Activities

As many as 10 probable extramural activities of English have been rated variously with writing in a diary as the least pronounced one (4.14) and with using cell-phone applications to help write English as the most frequently done (6.01). The latter is much attested by the fact that the students write English in the social media (5.99) and also write email messages in English using cellphones (5.99). These findings are visualized in the table below.

Table 5: Extramural English (W)riting Activities (Scale of 1-10)

	N	Minimum	Maximum	Mean	Std. Deviation
W_HPApp	161	1	10	6.01	2.532
W_GOL	161	1	10	4.55	2.915
W_OnDiInternet	161	1	10	5.43	2.699
W_PenPal	161	1	10	4.74	2.946
W_ShortStoryPoem	161	1	10	3.98	2.602
W_Email	161	1	10	5.99	2.221
W_StatusSocMed	161	1	10	5.99	2.221
W_TakeNotes	161	1	10	5.06	2.603

W_Diary	161	1	10	4.14	2.758
W_ChatWAEtc	161	2	10	5.91	1.910
ValidN (listwise)	161				

HPApp – Using hand phone application to help writing in English

GOL – Writing in English while doing online games

OnDiInternet – Writing English in the Internet

PenPal – Writing English with penpals

ShortStoryPoem – Writing English short stories, novels, poems and the like.

Email – Writing English emails

StatusSocMed – Writing English statuses in their social media

TakeNotes – Taking notes in English

Dairy – Writing diaries

ChatWAEtc – Chatting via social media in English

The lowest standard deviation value (SD: 1.91) of social media chatting also suggests the fact that the millennial would use chatting through such social media as via WA, IG, and the others as the most favored thus the most pronounced activities.

A Pearson correlation test of perceived language competence and amount of EE listening, speaking, and writing activities shows a value of < 0.5 except for some reading and listening like Internet reading (0.544), social media reading (0.528), reading manuals (0.531), and reading novels/short stories and the like (0.612).

Comparing Extramural English Use across Language Skills

Students' extramural English activities vary from one language skill to another. One skill is more frequently practiced than the rest as indicated in the following table.

**Table 6: English Skills and Extramural English Use
(Scale of 1-10)**

	N	Minimum	Maximum	Mean	Std. Deviation
Listening	5	3.63	8.11	5.4340	1.76811
Speaking	5	4.43	7.32	5.4420	1.28502
Reading	11	4.19	7.01	5.7645	1.07261
Writing	10	3,98	6.01	5.1800	.79743

This table tells us that in aggregate, receptive skills seem to be more pronounced than the productive ones. Reading activities seem to be dominant (5.77) followed by listening/speaking and then writing that comes as the lowest (5.18). The standard deviation value of writing is also the lowest and it indicates that the 161 respondents do not differ in that they do not do much writing when outside classroom.

Gender and EE Skills Practice

The number of female students is in fact more dominant in this research as is also commonly found in various schools of English in Indonesia. The respondents for this research are 63.8% of female students as indicated below. The following is some comparison between male vs. female students in EE use. The table is about the four skills of English they carry when outside classroom. It is obvious that the two groups carry different patterns of EE practice as indicated below.

Table 7: Female vs. Male Amount of Extramural English Activities (Scale of 1-10)

Activities	Male/Mean	Female/Mean
Reading	7.0275	5.1958
Writing	5.3878	4.0411
Speaking	6.0650	4.7483
Listening	6.3600	5.3217
Mean Average	6.2100	4.8267

Different from the finding in Coşkun et al. (2017), this data shows that male students tend to be more active in carrying out EE activities as opposed to the female students. The average amount of each activity of the male students outnumbers that of the female. Interestingly, the male respondents do speaking activities more often than the female students. Again, it is confirmed that, for all the respondents, writing seems to be the least practiced activity when outside classes. They would do reading for the most, on the average. In addition, the male respondents are more active in doing all extramural English activities (Σ :6.2100) as opposed to the female respondents (Σ : 4.8267).

Males seem to like reading the most (7.0) while females like listening more (5.3). Note that both of them are receptive skills.

Different Levels of English Competence and EE Activities

For a further analysis, the data was then divided into three segments of competence: low level (scores 1-3), medium level (scores 4-6), and high-level competence (7-9). To know the differing activities between the low and the high competence groups and to compare the activities by the

students of the two groups, the middle performers were deleted, after which the results look like the following.

Table 8: Least Favoured Activities between the Low and the High Achievers (Scale of 1-10)

No	High Achievers/Mean		Low Achievers/Mean	
1	L_TOEFL_Listen	4.27	L_TOEFL_Listen	3.63
2	W_Diary	4.94	W_ShortStoryPoem	3.98
3	W_ShortStoryPoem	5.04	W_Diary	4.14
4	S.Gol	5.18	R_Comic	4.19
5	L.ListenRadio	5.25	R_MagNewsPprs	4.22
	Average	4.94	Average	4.03

There are some differing patterns across the two groups of English competence. Interestingly, out the 5 entries of the least favored activities, the 3 of them are found similar: (1) listening to TOEFL problems, (2) writing a diary, and (3) writing short stories/poems/novels. Students do not seem like doing serious “learning” stuff such as studying for TOEFL when outside classes. Also, it seems obvious that keeping a diary, reading magazines/newspapers, and listening to the radio have no longer been favoured by the millennial. These activities were widely found in the pre web era.

In addition, it is indicative that the amount of EE uses correlates with the proficiency. The data shows that even for the most lowly-rated activity, it is still more highly pronounced among the high achievers. The average frequency of EE use among those with higher English competence is found bigger (\sum : 4.94 vs. \sum :4.03). A one sample t-Test of between the two levels of competence against amount of EE use shows a sig value of 0.00. It confirms that different levels of competence show different amount of EE use.

A similar pattern of activity preferences is detected when the two groups’ activities (low vs. high performers) are visualized.

Table 9: Most Frequent Activities and Levels of Competence (Scale of 1-10)

No	High Competence/Mean		Low Competence/Mean	
1	R-SocialMedia	7.94	R_SettingHP	6.86
2	R_SettingHP	8.00	R_SocialMedia	6.89
3	R_SettingLaptop	8.10	R_SettingLaptop	7.01
4	S_SingSongs	8.27	S_SingSongs	7.32

5	L_ListenLyric	8.75	L_ListenLyric	8.11
	Mean Average	8.21	Mean Average	7.23

Still with the competence scores of 1-3 for the low competence respondents and 7-9 for the high competence group, surprisingly, the two extremely different groups of perceived English competence find 5 activities as the most highly practiced when outside classroom: (1) reading texts in social media, (2) setting cell phones into English and (3) setting laptop language into English, (4) singing songs, and (5) listening to song lyrics. Regardless the level of English competence, they all favour these 5 things in their extramural English activities. In addition, the greater average of the frequency of EE uses as shown by the high competence group indicates and reconfirms that there is a correlation between amount of language use when outside classes and their language competence (high group of Σ :8.21 vs. low group of Σ : 7.23).

DISCUSSION

This research reveals strong evidence that learners of English in an EFL setting like Indonesia carry out different patterned EE activities. In aggregate, the scale of EE use is Σ : 4.82 on the scale of 10 with an average English competence of Σ : 5.62, a low level of EE use and competence for college students of English. However, the fact tells us that these learners use English when in another environment.

The role of language learning environment in fostering the immediate result of language acquisition has been widely discussed by various scholars. Gass wrote one chapter in Markee (2015) and stated that relying on input to account for language learning was not sufficient. Quoting Swain's work, she says that an early piece of evidence for the insufficiency of input indicated that after many years in school setting, children of Canadian Immersion School lacked in proficiency when compared with native-speaking French children. To account for this, Swain then proposed what she called the Comprehensible Output Hypothesis. She stated that language output helps push learners to move from semantic processing to syntactic processing (Swain & Lapkin, 1995). The Comprehensible Output hypothesis predicts that learners acquire language when there is a communicative breakdown and they are pushed to use alternative means to get across the message precisely, coherently, and appropriately (Swain, 2005).

The finding of this research confirms that those with high and low levels of English competence all both favoured and disliked the same activities. This calls for the needs for promoting the favourable activities as part of institutional learning processes. The school needs to extend positive reception and to push learning of this kind that is by recognizing EE use as part of learning.

Learning English today can no longer fully rely only on classroom instruction, which is necessary but yet never sufficient. Course materials, teaching methods, and learning achievement measurements have been widely attended and researched because they are considered probably as infallible measures. Consequently, student-initiated autonomous extramural English practices are left unrecognized. Researchers have been indulged in concocting what is considered as something new-thus-infallible learning materials, methods, or measurements to help classroom instruction work in a more effective way, a predictive measure philosophically. In fact, Corder in Ellis (1992) says that efficient foreign language teaching must work with rather than against natural processes, facilitate rather than impede learning of this kind.

Some sort of natural lived experience of language learning needs to be further attended. More extended thus beyond the constructivist approaches in promoting learning need to be further investigated. Letting students explore and then build (construct) knowledge in a more emancipative and self-engaging way should be worth attending. More engaging practices when outside classes, thus extramural in nature, will be much more empowering than relying only on classroom instruction, the latter of which is a teaching-learning conduct that has been carried out with all kinds of materials, methods, and measurements ever since. But today, with the advance of technology, the fact that learners of English today are confronted with the web-instigated communication reality, that things are widely and richly provided in English and that e-communication of today is highly spurred by the technology makes the constructs of language education revolutionary changed. It suffices to write that navigating skills of today the term introduced by Brown (2006) can be effectively incorporated with classroom-oriented learning-teaching practices.

The data of this research shows that English competence correlates with the amount of EE use. Even though the causal relationship has not yet been clearly identified as to whether it is the level of competence that incurs more English use or vice versa, at least it can be partly inferred that they are engaged in the use of English when outside classroom. Ellis (2009) assert that knowledge is acquired as a result of students who actively engaged in processing L2 input that they are exposed to, where then students gradually and dynamically develop their current interlanguage.

Krashen (1983) notes that language acquisition takes place when the language is used for what it has been designed for *communication*. Comprehensible input that the learners are exposed to while being involved in such activities as extramural practice may contribute to a language acquisition process in real functionally communicative practices. He also noted that it is highly important to let students know how language acquisition may take place, so that they can improve their language competence on their own to then get successfully involved in communication events.

People learn from experience. Trim in Stern (1983) believes that teachers must be able to produce students to be, one amongst others, better able to learn from experience. Cohen in Hinkel (2011) claims that in an ideal situation, language learners can maximize their experience inside and

outside the classroom. They may want to interact with others in various speech communities throughout the world. This confirms the importance of not only classroom but also beyond classroom English activities and this is highly amplified by the advent of technology. The finding indicates that learners of today get engrossed in online activities more frequently (73.6% of the time).

A bigger number of online activities are attested. Technologies offer various learning affordances of those offered in an ESL context, those that are scarcely found in an EFL context like Indonesia. They can make friends with people across world, can get assistance from the internet, and can do other things that students of the pre-technological era would never be able to do.

The next probable by-product of recognizing extramural English activities is learner autonomy. In fact, for learners doing English in an EFL context, using English outside the classroom as life-needs activities is as important as participating in classroom activities. Extracurricular thus informal and more engaging activities carried out beyond classroom premises also provide significant contribution to foreign language learning processes (Coşkun & Mutlu, 2017), one of which should be to help build independent learners. Extramural English use can be promoted for many kinds of by-impact benefits such as promoting learner autonomy.

Coşkun (2016) noted that out-of class activities by the learners are perceived to provide benefits for their fluency, vocabulary, pronunciation development, and even problem solving skills (p. 1448). The same is also revealed by Norrby & Hakanson (2010). Their longitudinal research has revealed that learners' L2 pragmatic skills and lexicon are to benefit from being in a target language environment (p. 645).

Little (2007) noted that the term autonomy derives from learner-centered theories within the constructivist epistemologies as also referred to as "independent learning." Little denoted that learner autonomy is a social-interactive as well as an individual-cognitive phenomenon. He further contended that autonomous learners take the initiative in carrying out learning-related activities. As a result, they feel more competent in the things they do or carry more learning capacity within their learning arsenals.

Constantly carrying out communication at their own will should help trigger them to empower themselves with communicative ammunition that they lack when in sheltered class English communication. They would for instance search for (new) vocabulary they need to convey a certain concept, get more and more careful in their grammar use when texting, and even naturally and eventually nurture certain strategic competence to compensate communicative lapses or breakdown. They will eventually get more independent thus more autonomous in the process of learning the language.

CONCLUSION

This research, first, has helped reveal what and how frequent Indonesian college students of English carry out extramural English (EE) activities, those that they do for the real/authentic purpose of communication, even though not in a big amount. On average, these students in fact do not do much EE activities (4.82 on the scale of 10). Knowing that, the high achievers do more frequent EE activities, pushing them to do more frequent EE use shall be effective to help them improve their English.

Second, the findings indicate that male students are more active in EE use and even do more speaking activities than female students. They also outperformed the perceived English competence of the female respondents. This signifies a probable causal relation of the two, competence and EE use.

Third, data also indicates that regardless the levels of English competence, the preferred activities are highly similar. Both of the least opted activities and the most frequently practiced ones are found similar across levels of competence. For instance, both groups do not like doing listening to TOEFL problems and both of them highly favour singing and listening to English songs/lyrics. They do not seem like doing “learning” when outside classes. They would opt for something relaxing or engaging. They all have very similar patterns in EE activities.

Fourth, this research also shows that students of today prefer online English activities than face-to-face or offline EE activities. Social media (WA, IG, etc.) prove to be the most frequently used for English communication. Conversely, they no longer listen to the radio and reading print magazines and newspapers. This shows the shifting habits, from offline to online modes. This also suggests how navigating skills are highly strategic in enhancing learning. Navigating skills can also help improve learner autonomy in which learners can search and meet what they need (for English communication) independently. Thus, beyond-classroom learning (subconscious or unintended) is strategic to amplify the learning output that learners have derived from classroom instruction. Facilitating learners to magnify the impact of the classroom learning with beyond classroom English activities will intensify learners’ chances for more frequent efforts to restructure, dehypnotize, and recycle the language input they have attained from their classroom. This is more attested when the factor of EFL is calculated.

All in short, it suffices to say that students of today have done EE activities in various degrees. This practice helps build the knowledge-in-the-making repertoire. The impact can be extremely capitalized when designed in tandem with classroom instruction, formally or institutionally. Some kind of formal recognition of these types of out-of-class communicative works is urgent and constructive.

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