

CHAPTER I

INTRODUCTION

A. Research Background

Language is one of the important aspects in human life. According to Wibowo (2001:3), language is a system of symbols that are meaningful and articulate sound or tool, which are arbitrary and conventional and used as a means of communicating by a group of human beings to give birth to feelings and thoughts. There are thousands language in this world. English is the one of the most used language in the world. English as an international language has an important role in global communication, because by using English we can communicate on with other people from different countries. It also increases our knowledge, because throughout the world many references are written in English. That is why English is mostly learned by people from many countries, either as a second language or a foreign language.

Learning English as a foreign language in an English classroom has been concern for a long time. There are various kinds of methods, approaches, and techniques applied to conduct even to support learning-teaching process in classroom. Recently, research has found that out-of-class studies reveal learners who show more initiative in creating opportunities outside the classroom to support their English learning in the classroom (Benson:2011) Benson in recent literature proposes that the term “out-of-class” language activities have mainly been used to refer to activities that supplement classroom learning.

According to Cayandrawati et al (2017), out-of-class experiences involve the activities the students do outside the classroom. The activities can be in the form of academic activities, social activities, leisure activities, and part-time jobs activities. These are all out-of-class activities. Among these out-of-class activities, out-of-class English learning activities are also employed. Out-of-class English learning activities are the activities which the students employ intentionally and unintentionally to improve their English.

Various different out-of-class activities are available to be chosen by the students. The activities they choose will unavoidably improve their academic performance and their English proficiency. Also, the students' time spent outside the classroom is longer than it is spent in the classroom. Therefore, the students are responsible for choosing the activities they like to do and they feel they need to do. As such, these activities should be considered as important factors that play a role in the success of the English Department students.

According to Cayandrawati et al (2017), out-of-class activities employed by the English Department students need to be studied because of the following reasons: (1) there are probably many successful English students due to their activities to learn English outside their classrooms or informal schooling; (2) students spend more time outside the classroom, so that they have more opportunities to improve their English individually outside; (3) not everything can be learnt in the classroom because of limited time and limited resources available. Students have a lot of opportunities outside the classroom to develop what they have learned in-class; (4) awareness and understanding of the role of students' out-of- class activities and out-of-class English learning activities on achievement will allow lecturers to provide optimal learning opportunities for all students.

Moreover, there has been much research related to out-of-class language learning activity, especially on learning strategies and personal traits, such as motivation and attitude, but there is less research on out-of-class general activities and out- of- class English learning activities of the students, especially in Indonesian context. The studies of out of class activities were done by Spratt,Humphreys, and Chan (2002) discovered that most activities adult learners engaged in are related to communication and entertainment, such as watching movies and television in English and using the internet. Additionally, Hyland (2004) noted that the activities students do in English are speaking with family members, talking to people in the stores, talking on the phone, speaking with friends, listening to the radio, attending meetings, reading novels, speaking with colleagues, listening to songs, reading newspapers and

magazines, watching TV programs, watching videos, surfing the internet, reading academic books, and writing e-mails in ranking order.

One research on out-of-class language learning was carried out by Chun Lai et al (2014) with a research title: understanding of out-of-class English learning activities. The study surveyed eighty-seven middle school EFL students on their out-of-class English language learning in order to identify the characteristics of the experiences that are associated with good learning outcomes. The study found that out-of-class learning composed of diversified constituents that met the varied needs in language learning and complemented in-class learning by striking a balance between focus on meaning and focus on form were positively associated with good English grades, English language learning efficacy and enjoyment.

However, the findings of previous studies mentioned above showed that out-of-class studies reveal students who show more initiative in creating opportunities outside the classroom to support their English learning in the classroom. By those result of previous study, the researcher found it fascinating to investigate the kind of out-of-class language activities that in higher level which is university level. To collect required data that could provide an explanation to the problem focused on this research, the researcher would like to conduct a survey with a qualitative method. The data has been collected by using a questionnaire adapted from Hyland (2004) and interview guide adapted from Hasan Aydin (2013).

B. Research Question

Based on research background above, the research questions are:

1. What kinds of out of class language activities were the English Students of IKIP PGRI Pontianak engaged in? and how frequently are these activities employed?
2. What are the students' opinion about their out-of-class language learning experiences?

C. Research Purpose

Based on research problem, this study aimed to investigate the kind of out-of-class language activities that the English Students of IKIP PGRI Pontianak engaged in, and how frequently are these activities employed. And their opinion about out-of-class language learning experiences.

D. Research Significance

1. Theoretical Significance

The findings of the research expected to add beneficial theory and give a problem solving to the college students in out-of-class language learning activities. This research analysis theoretically aimed to gain more knowledge for further research that can be done in the future by other researcher. Furthermore, the research findings of this research added another theoretical value not only for the researcher but also the readers' references for their research on the same particular area of college students in out-of-class language learning activities.

2. Practical Significance

a. For the lecturer

This study aims to offer new insight for lecturer in accommodating students' out-of-class language activities.

b. For the Students

This study aims to provide knowledge and information for the English IKIP PGRI Students to engage themselves in out-of-class language activities to support English learning in the classroom. Consequently, they are suggested to choose the appropriate activities to support their English learning in the classroom.

c. For the Researcher

This study aims to provides knowledge and information for other researchers. Hopefully, this the result of this study can provide useful information for other researchers for their own study related to out-of-

class language activities. They can conduct studies on more specific aspects of out-of-class language activities.

E. Research terminology

According to Britannica Dictionary, terminology is the special words or phrases that are used in a particular field. The use of research terminology here is to avoid misunderstanding of certain word use in this research.

1. Investigation

An investigation is a thorough search for facts, especially those that are hidden or need to be sorted out in a complex situation. The goal of an investigation is usually to determine how or why something happened.

2. Out of Class

According to Chusanachoti's (2010) definition of out-of-class is any time students spend outside of the formal classroom setting to do English activities. The term "out-of-class" in this research refers to any time the sixth semester students of English Education Department of IKIP PGRI Pontianak spend outside of the formal classroom setting to do English activities.