



A Survey of an Exposure to Extramural English Activities among EFL Undergraduate Students

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Abstract

Apart from learning English in class, EFL students start learning English outside the classroom, known as Extramural English activities. This study aims to determine how often EFL undergraduate students are exposed to Extramural English activities in everyday life. It involved 153 students majoring in English Education at a private university in Indonesia who participated in the study. To garner the data, a questionnaire adapted from Barbee (2013) with a total of 34 items which consisted of three elements of language learning activities beyond the classroom, namely 1) Exposure to verbal sources of English outside the classroom, 2) Exposure to written sources of English outside the classroom, and 3) Exposure to verbal-written sources of English outside the classroom was distributed to the students. The results showed that Extramural English activities that were often carried out by the students were listening to English songs with and without lyrics, reading English content on social media, and 'sometimes' watching English TV series or movies with subtitles. Overall, each of these activities was carried out by students with a duration of between 4 to 5 and 5 to 7 hours each week. This research can be useful for language teachers or lecturers to motivate students to start practicing English through Extramural English language activities that students do, and for the English Education department to facilitate students' language proficiency with Extramural English activities outside of the classroom.

Keywords: *EFL, Extramural English, English Outside the classroom*

INTRODUCTION

From their early age, students in Indonesia have been introduced to foreign languages, especially English. At schools, these students have experienced and spent about 90 minutes per week on English lessons. However, it is widely known that many of them also start learning English outside of their classrooms. As argued by Coskun (2017), although foreign language learners seem to learn more in the classroom, a significant contribution to the foreign language learning process is obtained when students carry out Extramural English (EE) activities outside the classroom. In addition, learning a foreign language outside the classroom can help foreign language learners improve the foreign language skills they learn in class. In addition, through Extramural English activities, incidental learning can occur. Incidental learning occurs outside the formal teaching environment and most of this learning occurs through experience. We learn through encountering new situations through doing something. In applied linguistics incidental learning is the acquisition of unfamiliar words or expressions from listening to someone or from reading a text without conscious intention to put them in memory (Hulstijn, 2013). Incidental learning can occur when doing something whose main purpose is not learning such as learning coincides with problem solving in one's work (Watkins & Marsick, 2020). That is what happens when we learn something new from watching television, reading books, talking to friends, playing video games, or, as many language learners do, traveling to another country and communicating in that language. Incidental learning also occurs in the context of other activities or experiences. For example, playing video games in English. In this case, the main activity is gaming; learning vocabulary is a beneficial by-product of enjoying the game. In other words, everything that a learner hears or reads in a second language is input into the language. Language input provides the necessary positive evidence about how meaningful content can be expressed in the target language (Kieu, 2022).

Learning English outside the classroom is introduced as an Extramural English activity by Sundqvist (2009). According to Sundqvist and Sylvén (2016), the types of EE activities that foreign language learners might be able to do include watching movies, listening to English music, reading magazines, reading books, etc. A study on the impact of using EE on English proficiency at the private university of Erbil investigated by Bala (2020) found that 87 first-year students in English language teaching (ELT), biology education, physics education, and mathematics education often set up their mobile devices. In English as their Extramural English activity not in their native language. However, from this previous study, the result was obtained only from EFL freshmen of the faculty of education, so the results cannot be generalized to all EFL undergraduate students, especially third and fourth-year students. Therefore, the

researchers are interested in conducting a small-scale survey of Extramural English activities among EFL undergraduate students with participants from third- and fourth-year students who have not been studied in previous studies. Based on the rationale above, the research questions beneath are formulated to guide the entire study:

1. How often do EFL undergraduate students do Extramural English (EE) activities in their daily life?
2. How many hours per week do EFL undergraduate students experience Extramural English (EE) activities?

LITERATURE REVIEW

Extramural English Activities in EFL Context

Sundqvist (2009) mentions that the concept of Extramural English (EE) is related to the English language learning outside of school. Extramural is a word from Latin that is divided into two, *extra* means outside and *mural* means wall. Then, it is interpreted that Extramural English corresponds to 'English outside the walls'. According to Sundqvist (2009), Extramural English interaction is not initiated by the teacher or anyone but the initiative of the students themselves, sometimes they can be influenced by other people, such as friends, educational influencers, or parents. As stated by Bala (2020), Extramural English activity is the involvement of English outside of learning in class or in students' free time, and not as an obligation to do it like homework in general. Some Extramural English activities according to Sundqvist (2009) include television (TV) programs, movies, music videos, or video blogs (vlogs); listening to music; reading blogs, books, magazines, novels or newspapers; surfing social media sites and play digital video/games. Shabani and Zanussi (2015) mention that TV programs/movies are indeed designed with the aim of being an entertainment and a learning tool for the audience. There are also many TV programs and movies that present various works in English with subtitles. As stated by Koolstra and Beentjes (1999), programs equipped with subtitles on television can provide various contexts for acquiring foreign language learning. In addition to TV programs, students can also do EE activities through vlogs. According to Baran (2007), video blogs (vlogs) contain images, audio, film, and text to express feelings, and communicate personal reflections, documentaries and stories. Then, through playing games, students have also unconsciously learned English. According to Godwin-Jones (2014) most of the games in circulation are designed and commercialized as activities for fun, but that does not mean they have no educational value. Language learning through digital games can be done in various ways, from interaction activities between digital game users and related digital game

features. For example, the voice on the characters or the written text on a digital game. Some EE activities are seen as entertainment activities carried out outside the classroom; however, students' English skills can be obtained from these activities (De Wilde et al., 2019).

Extramural English is related to Extensive Listening and Extensive Reading where the activities are both carried out outside of class learning that requires a long duration, for example in Extensive Listening, students can find some listening materials with a longer duration and as desired, such as songs or podcasts. Students are free to 'rewind' the audio once in a while if they feel they have missed something. As mentioned by Alm (2013), EFL listeners must be exposed to a variety of different listening activities and listen to them regularly and repeatedly. Then, in Extensive Reading, students can read longer passages of their choice, which they can read at their own pace and level of ability. In addition, both also have activities where students feel that these activities are easy, fun, and according to the ability of the students themselves. It is the same with Extramural English, which is an English learning activity where students are involved outside the classroom with several types of activities that can be carried out flexibly. Although Extramural English is related to Extensive Listening and Extensive Reading courses, Extramural English activities are not only limited to listening and reading.

Meanwhile, according to Barbee (2013), some other Extramural English (EE) activities may also include communicating with native speakers or non-native English speakers. According to him, although research on second languages often gives inconclusive results, most L2 language learners will argue that to learn a foreign language, one must start learning by interacting with native speakers. He also mentioned in his research that communicating with non-native English speakers is one of EE activities where Japanese EFL students have the most exposure to. In addition, according to Alm (2013), podcasts are also an example of EE activity. Podcasts give EFL students the possibility to listen to their personal choice of audio, and give them flexibility in their listening activities, but still require learners to make listening choices with the right content (finding material of personal interest that is neither too easy nor too difficult), to engage in regular practice and to develop their listening ability.

With the introduction of the term EE activity, various studies have been conducted by several researchers about Extramural English activity among EFL students. A study conducted by Coskun (2017) found that the frequency of using Extramural English activities for high school students in Turkey was different depending on the specified variables. It was also revealed that the frequency of using Extramural English activities was low, students 'rarely' took part in Extramural English activities related to writing, reading, and speaking while they 'occasionally' participated in Extramural English activities related to listening. In Japan,

another study conducted by Barbee (2013) revealed that Extramural English activities that were in great demand by high school EFL students in Japan were in the form of music, online media, films/TV, and non-native speakers. The most enjoyable Extramural English activity based on the results of this research was music, and the most effective was native speakers (Barbee, 2013).

As can be seen from the introduction and brief literature review above, the frequency of Extramural English activities was explored in different schools and universities, e.g., a study on Investigating Extramural English Use in Turkey by High School Students by Coskun (2017) and Extracurricular L2 Input in the Context of Japanese EFL: Exposure, Attitude, and Motivation by Barbee (2013). It also proves that high school students often carry out Extramural English activities, it is also stated that some of their activities are effective as learning tools. In addition, Avello et al. (2019) mentions that English is also increasingly popularly taught among undergraduate students at many universities around the world in traditional monolingual settings.

METHOD

This research used a descriptive quantitative design in the form of an online survey conducted to collect the data related to exposure of Extramural English activities among EFL undergraduate students especially those learning in English Education Department (EED) from third and fourth year who have passed courses such as Extensive Listening and Extensive Reading. EED students who have passed Extensive Listening and Extensive Reading courses have a high probability that they were doing extramural English activities since they were already familiar with listening and reading in a larger range that could be learned outside the class. In this study, the sampling technique used a non-probability technique and was calculated by using Sample Size Calculator. Therefore, the sample of this study were around 153 English Education Department students. In this study, the collected data were in the form of undergraduate students' answer or response to the questionnaires of Extramural English exposure adapted from Barbee (2013). The selected questionnaire was divided into three aspects: 1) Exposure to verbal sources of English outside the classroom, 2) Exposure to written sources of English outside the classroom, and 3) Exposure to mixed (verbal & written) sources of English outside the classroom. The results of the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS) and Microsoft Excel to get descriptive statistics data. Through descriptive statistics, the researchers tested the mean and standard deviation.

FINDINGS AND DISCUSSION

Overall Findings of Exposure to English Outside the Classroom (Extramural English Activities)

Barbee (2013) who developed the Extramural English (EE) instrument for the first time has revealed that the instrument is valid and reliable. The construct validity was measured by using factor analysis from Barbee (2013). The results showed that the instrument was valid. Meanwhile, the reliability was also tested by Barbee by using Cronbach's Alpha with the result ($\alpha = .91$), which means that the Cronbach's Alpha value indicates a strong instrument reliability. Therefore, it can be concluded that the questionnaire used to measure the Extramural English exposure can be said to be reliable and consistent. Then, in the present study, the researchers also retested the reliability by using Cronbach Alpha and the result was .899 which indicates a high level of consistency. In consequence, the items in the questionnaire are indicating excellent consistency.

By using the questionnaire from Barbee (2013), the researchers measured the frequency and duration of undergraduate students' exposure to English outside the classroom (Extramural English). The questionnaire used was categorized based on three aspects, i.e., Exposure to verbal sources of English outside the classroom, Exposure to written sources of English outside the classroom, and Exposure to mixed (verbal & written) sources of English outside the classroom. Based on the descriptive statistics analysis from SPSS, the researchers found the frequency and duration of EFL undergraduate students' exposure to Extramural English, these findings are described in both Figure 1 and Figure 2.

Overall Frequency of Exposure to English Outside the Classroom (Extramural English Activities)

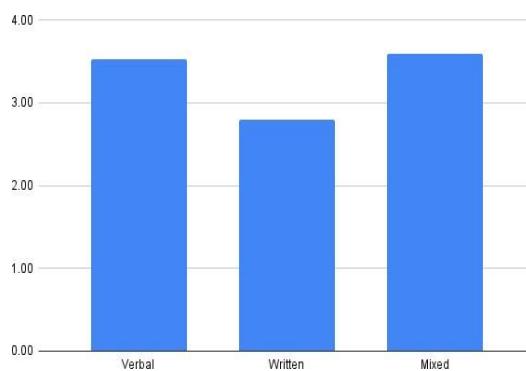


Figure 1. Result of the Frequency of Exposure to English Outside the Classroom (Extramural English Activities)

The frequency of exposure to English outside the classroom as an overall result revealed that undergraduate students in this study are often exposed to mixed (verbal and written) sources of English outside the classroom, such as watching TV programs/movies in English with subtitles, listening to English songs with lyrics, and playing online games in English, indicated by the highest score ($M= 3.59$). Meanwhile, exposure to written sources of English outside the classroom such as reading English content on social media, reading English newspapers, reading English comics, etc. showed the lowest score ($M=2.79$), meaning that undergraduate students were rarely exposed to written sources of English outside the classroom.

Overall Duration of Exposure to English Outside the Classroom (Extramural English Activities)

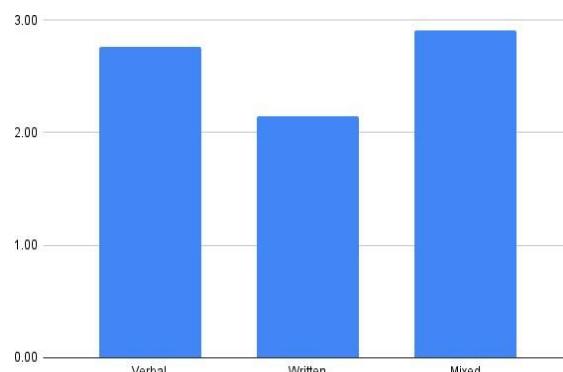


Figure 2. Result of the Duration of Exposure English Outside the Classroom (Extramural English Activities)

The results of the overall duration of exposure to English outside the classroom revealed that undergraduate students in this study spent the most time exposed to mixed English sources (written and verbal) outside the classroom, such as watching TV programs/movies in English with subtitles, listening to English songs with lyrics, and playing English online game, with a duration of around 4-5 hours per week, indicated by the highest score ($M= 2.91$). Meanwhile, the duration of exposure to written English such as sources outside the classroom showed the lowest score ($M= 2.15$) with a duration of around 1-4 hours per week.

The Result of Exposure to Verbal Sources of English Outside the Classroom (Extramural English Activities)

a. Frequency of Exposure to Verbal Sources of English Outside the Classroom (Extramural English Activities)

Based on the questionnaire completed by the respondents, the average frequency of exposure to verbal sources of English outside the classroom is presented in the table below.

Table 1. Descriptive Statistics of Frequency of Exposure to Verbal Sources of English Outside the Classroom (Extramural English Activities)

Statements	N	Mean	Std. Deviation
5. How often do you listen to English songs?	153	4.61	.762
6. How often do you experience online media (English content on YouTube, Tiktok, Instagram, Spotify, etc.)	153	4.42	.792
7. How often do you watch a video blog (vlog) in English?	153	3.61	1.108
2. How often do you communicate with native speakers outside the classroom?	153	3.59	1.121
3. How often do you watch TV programs/movies in English without subtitles?	153	3.33	.959
4. How often do you listen to radio programs/podcasts in English?	153	2.97	1.103
1. How often do you communicate with non-native speakers outside the classroom	153	2.16	.947

Note: 1=never, 2=rarely, 3=sometimes, 4=often, 5=very often

Based on the table above, it shows that question item number 5 "How often do you listen to English songs?" has the highest mean ($M= 4.61$, $SD=.762$). On the other hand, the statement item with the lowest mean ($M= 2.16$, $SD = .947$) is statement number 1 "How often do you communicate with non-native speakers outside the classroom?". Based on the highest results, it can be concluded that most EFL undergraduate students are exposed to English

songs as a source of verbal Extramural English. In addition, with the mean score ($M= 4.61$), it shows that most EFL undergraduate students often listen to English songs as one of Extramural English activities and rarely communicate with non-native English speakers, indicated by the mean score ($M= 2.16$).

b. Duration of Exposure to Verbal Sources of English Outside the Classroom (Extramural English Activities)

Based on the questionnaire completed by the respondents, the average duration of exposure to verbal sources of English outside the classroom is presented in the table below.

Table 2. Descriptive Statistics of the Duration of Exposure to Verbal Sources of English Outside the Classroom (Extramural English Activities)

Statements	N	Mean	Std. Deviation
12. How many hours per week do you listen to English songs?	153	3.73	1.119
13. How many hours per week do you experience online media (English content on YouTube, Tiktok, Instagram, Spotify, etc)?	153	3.58	1.218
9. How many hours do you communicate with non-native English speakers outside the classroom?	153	2.92	1.386
10. How many hours per week do you watch TV programs/movie in English without subtitles?	153	2.65	.990
14. How many hours per week do you watch a video blog (vlog) in English?	153	2.62	1.164
11. How many hours per week do you listen to radio programs/podcasts in English?	153	2.24	.960
8. How many hours per week do you communicate with native English speakers?	153	1.60	.814

Note: 1=0 hour, 2= 1 to 3 hours, 3= around 5 hours, 4= 6 to 8 hours, 5 = more than 5 hours

In the duration of aspect exposure to verbal sources of English Outside The Classroom, most EFL undergraduate students reported that they often listened to English songs as Extramural English activities with a duration of 5 to 7 hours per week. This can be seen from the highest mean score obtained from statement number 12 "How many hours per week do you listen to English songs?" ($M = 3.73$, $SD = 1.119$). While the lowest mean score is in statement number 8 "How many hours per week do you communicate with native English speakers?" ($M = 1.60$, $SD = .814$). EFL undergraduate students indicate that they rarely or almost never communicate with native English speakers as Extramural English activities, with a duration of 0 to 2 hours per week.

The Result of Exposure to Written Sources of English Outside the Classroom (Extramural English Activities)

Table 3. Descriptive Statistics of the Frequency of Exposure to Written Sources of English Outside the Classroom (Extramural English Activities)

Statements	N	Mean	Std. Deviation
20. How often do you experience reading English content on social media (Facebook, Instagram, Twitter, etc.)?	153	3.96	1.019
19. How often do you read email or text messages in English?	153	3.21	1.185
21. How often do you read blogs in English?	153	2.92	1.158
15. How often do you read English books (both offline and online)?	153	2.76	1.000
17. How often do you read comics in English (both offline and online)?	153	2.31	1.249
16. How often do you read English magazines or periodicals (both offline and online)?	153	2.25	1.008
18. How often do you read newspapers in English ?	153	2.14	1.076

Note: 1=never, 2=rarely, 3=sometimes, 4=often, 5=very often

As seen in the table about Frequency of exposure to written sources of English Outside The Classroom above, statement item number 20 "How often do you experience reading English content on social media (Facebook, Instagram, Twitter, etc.)?" has the highest mean score ($M= 3.96$, $SD= 1.019$), followed by the lowest mean score ($M= 2.14$, $SD= 1.076$) on question item number 18 "How often do you read newspapers in English?". Based on the following data, it can be said that some EFL undergraduate students sometimes/often read English content on social media (Facebook, Instagram, Twitter, etc.) as written sources of Extramural English. Meanwhile, reading newspapers in English is an Extramural English activity that is rarely done by some EFL undergraduate students.

b. Duration of Exposure to Written Sources of English Outside the Classroom (Extramural English Activities)

Table 4. Descriptive Statistics of Duration of Exposure to Written Sources of English Outside the Classroom (Extramural English Activities)

Statement	N	Mean	Std. Deviation
27. How many hours per week do you experience reading English content on social media (Facebook, Instagram, Twitter, etc.)?	153	3.16	1.142
26. How many hours per week do you read your email or messages in English?	153	2.24	.894
28. How many hours per week do you read blogs in English?	153	2.19	.937
22. How many hours per week do you read your English book?	153	2.14	.906
24. How many hours per week do you read your comics in English?	153	1.86	1.060
25. How many hours per week do you read your newspapers in English?	153	1.72	.815

23. How many hours per week do you read your magazine or periodical in English?	153	1.72	.739
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Note: 1=0 hour, 2= 1 to 3 hours, 3= around 5 hours, 4= 6 to 8 hours, 5 = more than 5 hours

In the table regarding duration of exposure to written sources of English Outside The Classroom, the highest mean score ($M= 3.16$, $SD= 1.142$) belongs to item statement number 27 "How many hours per week do you experience reading English content on social media (Facebook, Instagram), Twitter, etc.)?". The statement items with the lowest mean score is found in item 23 "How many hours per week do you read your magazine or periodical in English?" ($M= 1.72$, $SD= .739$) and 25 "How many hours per week do you read your newspapers in English?" ($M= 1.72$, $SD= .815$) but has a different standard deviation. The data shows that most EFL undergraduate students read English content on social media (Facebook, Instagram, Twitter, etc.) with a duration of around 5 to 6 hours per week. Meanwhile, Extramural English activities in written sources which are rarely or almost never are reading magazines/periodicals and reading newspaper in English with a duration of 0 to 1 hours per week.

The Result of Exposure to Mixed (Verbal & Written) Sources of English Outside the Classroom (Extramural English Activities)

a. Frequency of Exposure to Mixed (Verbal & Written) Sources of English Outside the Classroom (Extramural English Activities)

Table 5. Descriptive Statistics of Frequency of Exposure to Mixed (Verbal & Written) Sources Outside the Classroom (Extramural English Activities)

Statements	N	Mean	Std. Deviation
29. How often do you watch movies in English with subtitles?	153	3.76	1.020
30. How often do you listen to English songs with lyrics?	153	3.67	1.147

31. How often do you play an online game in English?	153	3.36	1.463
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Note: 1=never, 2=rarely, 3=sometimes, 4=often, 5=very often

The Frequency of exposure to mixed (verbal & written) sources of English outside the classroom table shows that the questionnaire has three statement items. The highest score belongs to statement number 29 "How often do you watch TV programs/movies with subtitles?" with a mean score ($M= 3.76$) and supported by a standard deviation ($SD= 1.020$), followed by statement item number 30 "How often do you listen to English songs with lyrics?" with mean score and standard deviation ($M= 3.67$, $SD= 1.147$). The final statement item is item number 31 "How often do you play an online game in English?" with the lowest mean score ($M= 3.36$) and standard deviation ($SD= 1.463$). These results indicate that watching English TV programs/movies with subtitles as mixed (verbal & written) sources of English outside the classroom is an Extramural English activity that is often carried out by undergraduate EFL students, as well as listening to English songs with lyrics. In other words, EFL students are often exposed to these activities outside of class. Then, exposure to playing online games in English has the lowest mean score so the activity of playing online games as in extramural English is only done occasionally by some EFL undergraduate students outside of class.

b. Duration of Exposure to Mixed (Verbal & Written) Sources of English Outside the classroom (Extramural English Activities)

Table 6. Descriptive Statistics of Duration of Exposure to Mixed (Verbal and Written) Sources of English Outside the Classroom (Extramural English Activities)

Statements	N	Mean	Std. Deviation
33. How many hours per week do you listen to English songs with lyrics?	153	3.18	1.172
32. How many hours per week do you watch English movies/TV programs with subtitles?	153	2.90	1.018

34. How many hours per week do you play an online game in English?	153	2.65	1.411
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Note: 1=0 hour, 2= 1 to 3 hours, 3= around 5 hours, 4= 6 to 8 hours, 5 = more than 5 hours

The duration of exposure to mixed (verbal & written) sources of Extramural English aspect also has three statement items. Item number 33 "How many hours per week do you listen to English songs with lyrics?" has the highest mean score ($M= 3.18$) and standard deviation ($SD= 1.172$) and in second place is item number 32 "How many hours per week do you watch English TV programs/movies with subtitles?" with mean score ($M= 2.90$) and standard deviation ($SD=1.018$). These results indicate that some EFL students spend around 5 to 6 hours per week listening to English songs with lyrics and 4-5 hours watching English TV programs/movies with subtitles as Extramural English activities that often carried out by students. In third place, the lowest statement item belongs to number 34 "How many hours per week do you play an online game in English?" with a mean score ($M= 2.65$, $SD= 1.411$), it shows that EFL undergraduate students spend 2 to 4 hours a week playing online games as Extramural English activities.

Frequency of Exposure to Verbal Sources of English Outside the Classroom (Extramural English Activities)

Overall, the results of the descriptive analysis regarding the frequency of exposure to verbal sources for English outside the classroom show that most undergraduate EFL students listen to English songs. In addition, from the seven verbal sources of English outside the classroom, EFL undergraduate students had the highest results in listening to songs ($M=4.61$). This result is in line with Barbee (2013) who reported that EFL students are mostly exposed to Extramural English in the form of music/song which is a verbal source of English outside the classroom. Barbee (2013) also found that exposure to English music is the most enjoyable activity for EFL students in Japan. However, this study is in contrast to the findings of Phan (2021), who found that of all the Extramural English activities investigated, 'social media experiences' are the most popular Extramural English activities that are often carried out among undergraduate students in Vietnam. Phan (2021) also mentioned that using social media did not always involve exposure to English because most of the participants reported not using English on their social media. On the other hand, most students feel that outside the classroom material such as listening to music in English really helps them in learning English, with a high

response rate of 73%. Regarding the aspect of written sources of English outside of school, previously, Phan (2021) stated that 'social media' is an extramural English activity that is most often exposed to undergraduate students which is in line with the results of this current research which found that some EFL undergraduate students often reading English content on social media (Facebook, Instagram, Twitter, etc.). However, it is different from Barbee's (2013) statement that extramural English written sources are rarely used by students marked by a mean score ($M= 1.78$) for exposure to social media as written sources of Extramural English.

In the aspect of mixed (verbal & written) sources of English outside classroom, the majority of students often watch English TV programs/movies with subtitles as Extramural English activities, and sometimes listen to English songs with lyrics. Based on the survey results, these three Extramural English activities had a little difference in terms of frequency. These results are slightly different from Barbee (2013) where participants in Japan sometimes listened to music with lyrics ($M= 3.01$) compared to watching English films/movies with subtitles ($M= 2.57$), which they rarely did. Differences were also found from the research of Sylven and Sundqvist (2012) who found that playing digital English games was the most popular Extramural English activity among students in Sweden, meaning that students often did it, followed by watching TV, listening to music, and other activities.

Duration of Exposure to English outside the Classroom (Extramural English Activities)

Regarding the duration of listening to English songs as exposure to verbal sources of English outside the classroom, most EFL undergraduate students in this study spend 5 to 7 hours per week listening to English songs as Extramural English activities. However, these results are different from Phan (2021) who reported that undergraduate students in Vietnam only spend 1 to 3 hours a week listening to English songs. The fact that in various ways music can be consumed every day makes it possible for Indonesian students to have a higher number of durations listening to songs in English. One of them is listening to English songs through streaming platforms like Spotify, as one of the biggest western music listening platforms. Darmawan (2019) mentioned in his article that Indonesia has the second highest Spotify listeners in Asia after the Philippines. This is reinforced by Boyle (2022) stating that Spotify is the top Western music streaming platform in Asia-Pacific with 48% of consumers each month, and Indonesia ranks second after the Philippines as Spotify's largest market in Asia followed by India, Vietnam and Thailand. Based on data obtained by Darmawan (2019) through the Spotify Chart, the total streaming of Top 200 songs in Indonesia every week has increased significantly from early 2017 to 2019. It is also stated that Western songs dominate the chart

with 152 songs (76%) of the top 200 charts in the initial Spotify chart data covered. In addition, Western songs have more than 13 million streams compared to other songs. However, until August 2019, the number of Western songs on the chart decreased to 86 songs from western artists. Fast forward to 2023, based on Spotify data loaded by Chartex, around 85 Western songs occupy the top 200 Indonesian daily charts with a total of more than 30 million streams. As a conclusion, it can be seen that streaming music consumption in Indonesia represented by data from Spotify and Indonesians' interest in listening to Western songs allows students to spend several hours listening to English songs a week with longer duration than those in Vietnam as seen from Phan's study in 2021.

In the aspect of written sources of English outside the classroom, based on the highest result ($M = 3.16$), most undergraduate EFL students read English content on social media (Facebook, Instagram, Twitter, etc.) with a duration of around 5 to 6 hours per week. These results cannot be equated with Barbee (2013) who revealed that the participants in Japan spend 0 to 1 hour per week exposed to social media as written sources of English outside the classroom activities which is indicated by mean score ($M = 1.57$). In this digital era, technological developments are evident. Likewise, with the use of social media from year to year which continues to grow, especially in Indonesia. The fact that Barbee's study (2013) was conducted almost a decade ago, where social media was not as massive as today. Social media in this digital era helps people communicate and share information online. Thus, this convenience has an impact on the increasing number of online activities, including reading activities. During the three-year pandemic, social media has been one of the most frequently used. Nurhayati-Wolff (2023b) reports on Statista that as of the third quarter of 2022, Indonesia is ranked third after China and India in the Asia Pacific region with around 191.4 million active social media users. Through Statista, Nurhayati-Wolff (2023a) also mention that the average time they spend on social media is around 3 hours and 18 minutes each day. The high use of social media has the potential to make social media a means for students to read various content posted there. Therefore, it is possible that students in this study spend around 5 to 6 hours each week reading the content on social media. This result is slightly in line with previous research, Phan (2021) who revealed that more than a third of students spend 1 to 3 hours a week and almost a fifth of participants spend 3 to 5 hours a week reading in English every week. The types of text they read were posts on social media (64.5%), school reading (42.44%), and books (35.1%) every day. It cannot be denied that indeed the content/posts accessed from social media are very diverse, such as text, photo, text-audio, text-video, etc. In addition, content on social

media can be used as a facility for students to read, and it is not uncommon for some content on social media to use foreign languages, especially English as an international language.

From the duration of exposure to mixed sources (verbal & written) of English outside the classroom, it can be reported that the majority of EFL undergraduate students spend 5 to 6 hours per week listening to songs with lyrics, then 4 to 5 hours per week for watching English TV programs/movies with subtitles. Based on these results, it was stated that TV programs/movie with subtitles had the highest duration per week among listening to music with lyrics and playing online games, but in terms of frequency these three activities were sometimes—often carried out by EFL students, only differing in the time they spent per week. The duration results of this aspect are different from Barbee (2013) who revealed that Japanese participants spend 1 to 2 hours per week watching movies with subtitles and listening to songs with lyrics. The possible reason for this difference could be that English TV programs/movie are nowadays more accessible in recent years than in previous years through over-the-top (OTT) streams platforms containing streamed content (e.g., videos, music, messaging etc.) which can be accessed via the internet at any time on various devices including mobile phones, smart TVs, computers, and tablets. In addition, for about three years during the pandemic, students in Indonesia have been doing everything online, making it possible for them to access OTT streaming which is entertaining to fill their free time and boredom by spending a few hours on it. Current OTT streaming providers such as Netflix, Amazon Prime, HBO Max, Disney+, Hulu, and YouTube are the most popular platforms. Based on the latest research by theTradeDesk in 2022, Indonesians spend 3.5 billion hours every month watching content on OTT streams. Thus, Indonesia leads in Southeast Asia with OTT consumption growth of 40 percent year-on-year, making OTT streams a form of entertainment where people can access their favorite content. Western content (56%) occupies the second position after Korean (57%) as the most popular genre on OTT streams in Indonesia, followed by local, Japanese and Chinese genres (theTradeDesk Future of TV Survey, 2022). From this data, it can be concluded that it is possible for students to spend 4 to 5 hours per week watching English TV programs/movie with subtitles from the data where western content (English-based) which can be in the form of TV programs/movie is the second position most accessed on OTT platforms in Indonesia. In addition, the OTT platform also provides facilities in the form of subtitles that can be set by the user. Also, OTT streams such as Youtobe or YouTube music can be used to listen to songs with lyrics, but in this study, students more often listened to songs without lyrics than using lyrics.

CONCLUSION

This study aims to determine the frequency of exposure of Extramural English (EE) activities to undergraduate EFL students. Based on a survey conducted on 153 students, findings, and analysis in the previous chapter, the conclusion is explained as follows. Overall, the results of exposure to extramural English activities studied found that EFL undergraduate students were most often exposed to listening to English songs as a verbal source of extramural English activities, followed by written sources from extramural English. Students were often exposed to reading English content on social media. In addition, students sometimes listened to songs with lyrics and watched tv/movies with subtitles as a mixed source of extramural English. Of the three sources of extramural English activities, the duration of students' exposure to them is between 4 and 7 hours per week.

Practically, the results of this study imply that teachers and the institutions need to facilitate the students learning by exposing them to the EE activities. Teachers might use these activities (i.e., using vlogs, movies, songs, games) as teaching strategies and techniques to improve the learning process in class. In addition, teachers could also tell the students that they could learn English outside the classrooms by doing activities that they like, for example, watching movies, listening to songs, etc. Teachers could tell them how these activities could help them learn English. Then, theoretically, by publishing this in a journal, the results of this study can be used as reference material for future researchers who are interested in conducting similar research.

This study also has limitation in some aspects and thus suggest another researcher to conduct similar study with a more comprehensible result. First, the respondents joined this study only limited in one institution, thus further researcher might consider involving a larger sample coming from different departments or institutions to join similar study. Second, this present study only ran a descriptive statistics analysis to portray the students' frequency and duration in doing EE activities, then further study might investigate a more complex quantitative study analyzing the reasons or factors behind the EE activities done by the students, or another study examining the correlation between EE activities and students' performance in English is also possible to conduct. Last but not least, instead of doing quantitative study, future researchers might also employ interview for doing qualitative study on EE activities to confirm the results of this study and to obtain more in-depth results.

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