



How Do EFL Students Acquire Input Outside the Classroom?

Fadilah Zunuaris^{1*}, Yetty Zainil²

¹ Universitas Negeri Padang

² Universitas Negeri Padang

*Corresponding author. Email: fadilahzunuaris7@gmail.com

ABSTRACT

According to a survey conducted by EF English Proficiency Index (EF EPI) 2021, Indonesian students have low level of English proficiency. Providing Comprehensible Input (CI), which is invented by Stephen Krashen about forty years ago, can be one of ways to help increasing the students' target language (TL) ability. It implies that during the language lesson, the teachers need to deliver language input to the students. However, it does not mean that the students rely only on their EFL teachers. They need to obtain it themselves outside of the classroom. The students of reputable senior high schools (SHS) are assumed to possess their own methods to obtain CI out of school. Ergo, this paper aims to show how the students from reputable SHS acquire extramural—or out-of-school—exposure. In order to gain the data, a close-ended questionnaire was spread to the students. The questionnaire consisted of twelve questions in total. Ten students in total of a reputable senior high school (SHS) in Padang Panjang participated in the current study. The students' answers were analysed using a certain formula to see which methods that are utilised the most. Out of four major activities that can be used by the students to improve their language input, most of the students always listen to English songs (M=5.1). They sometimes watching TV (M=3.28) and using computer (M=3) to gain language input. However, they rarely read English language books (M=2.17). To conclude, EFL students of a reputable SHS in Padang Panjang listen to English songs the most in order to acquire language input.

Keywords: *Comprehensible input, Out of school exposure, Reputable senior high school*

1. INTRODUCTION

Indonesian students are positioned in 88th place for English proficiency level as stated by EF English Proficiency Index (EPI)'s survey in 2021. This shows that Indonesian students' abilities in English are classified as low. Decades ago, Stephen Krashen proposed Comprehensible Input (hereafter, CI). CI is the focus of Input Hypothesis (IH). Krashen developed five theories of second language acquisition, and IH is a part of this theory. CI is evidenced to be effective to help improving the students' language proficiency [1] [2] [3]. CI is gotten unconsciously without receiving reading or grammar course in formal instruction, utilising the language they already recognize and cues from their surroundings [4] [5]. Thus, the teachers are supposed to help increasing the students' English proficiency by providing CI in the classroom. Yet, it is said that relying only on language classroom is not enough to increase English proficiency [6]. The students need to acquire input themselves outside the school to increase their English proficiency [7]. The practice of this out of school exposure is in line with Krashen's theory is that the process of acquiring input is incidental. The students from reputable senior high school (SHS), then, are

assumed to possess their own methods to gain CI by themselves. Ergo, the current research's purpose is to see how EFL students from well-credited SHS acquire CI.

2. RELEVANT THEORETICAL REVIEW

2.1. *Comprehensible Input*

Stephen Krashen's second language theory (SLA) is compiled by Venditti [8]. The theory itself is the development of Chomsky's Universal Grammar (UG) [8]. Krashen's SLA theory is categorized into five hypotheses, as follows: (1) acquisition hypothesis (AH); (2) natural order hypothesis (NOH); (3) monitor hypothesis (MH); (4) input hypothesis (IH); and (5) affective filter hypothesis (AFH). The first hypothesis talks about the way adults acquiring language. It still resembles to how children acquire their first language. This hypothesis emphasizes that language learning is used to learn how to communicate. The second hypothesis is NOH. Krashen says that humans are still capable to acquire language, even though they have passed their adolescent age. The next hypothesis is MH. It is said that the certain tools will be needed in order to be able to utilise language structures. IH is a hypothesis

that tells that the language learners are capable to comprehend language input beyond their current level. The last hypothesis is AFH. The AFH hypothesis tells that there are affective aspects that the language learners should be able to avoid, such as nervous or panic, so that they are capable to acquire language well. Among those five theories proposed by Krashen, the hypothesis that is employed in this study is the fourth one, IH, since IH claims that the language learners are capable to gain language input beyond their recent level. This claim is parallel with the issue that needs to be overcome: low TL proficiency.

IH is also divided into four parts of theory: (1) language is acquired; (2) the language learners receive CI in order to learn language; (3) CI will be acquired automatically when the input is enough; and (4) the capability to produce output is not taught directly [9]. Among of the four theories that are the base of IH, CI is the centre of IH. CI is the focus of language learning [10]. The students that are assumed to own high English proficiency are also assumed to possess adequate input. Those students, in addition, are presumed to not only rely on formal learning setting, but also out of school exposure. In conclusion, this theory proposes that CI will be able to activate the foreign language learners' capabilities to produce output without force. Additionally, the process of acquiring CI is done unconsciously and automatically.

Albeit it is stated that Krashen's theory is still survived until these days [10], many of the researchers did not occur with his theory in the past. It is proved from Krashen statement that his findings of this theory were rarely cited [11]. Scholars said that it is difficult to differentiate which parts of language knowledge that are learnt and which parts of it that is acquired [12] [13]. They add that the students' proficiency increase because they were taught explicitly.

However, there are scholars that agree with Krashen's theory. One of them is Schwartz. Schwartz states that Krashen's theory is suitable with Chomsky's theory (Universal Grammar) which tells that acquiring language is a specialty that humans can only do [14]. Schwartz adds that Krashen's theory is capable to prove whether a certain bit of language knowledge is learnt or acquired. Schwartz, along with Zobl, continues to defend Krashen's SLA theory [15] [16]. Numerous scholars, summary, argue that Krashen's theory is not that effective, but some of them defend the theory.

Nowadays, the effectiveness of this theory have been proved to help increasing not only English language skill [17] [18], but also other languages [8]. Also, the validity of this theory has been evidenced by a few of studies, which show that language input is significant in order to increase language learner's TL proficiency.

In conclusion, the proof that the theory is still survived is that several scholars still discuss about it even after several decades, albeit at the beginning of the appearance of this theory, several researchers did not

agree with it. Additionally, CI is evidenced capable to help increase the students' language proficiency.

2.2. Student's Activities to Acquire Input

Out of school exposure, or gaining input outside of the language classroom, is crucial since language input will not be sufficient from only formal learning setting [6]. The students are able to do several activities to gain input outside of school, such as at home, or wherever it is that has possibility to do these activities so that they can support improving the students' language input. The students from reputable schools, then, are strongly presumed to have their own ways to increase their CI outside the school unconsciously.

There are several researchers that propose several activities that can be done in order to extend their input outside the language classroom. These activities are summarized by Peters, Peters et al., and De Wilde, Brysbaert, & Eyckman, as follow: (1) reading; (2) TV viewing; (3) computer use; and (4) music [6], [7], [19]. The reading activity that is mentioned in this out-of-school exposure refers to extensive reading. Several studies prove that extensive reading helps increasing vocabulary size [7]. The second activity is TV viewing. Watching English TV series and movie is able to help improving English proficiency [19]. Due to the technology advancement, the students might utilise computer to gain input. There are several sources for out-of-school exposure in English, including: internet, computer games, and social media [19]. Computer games, as the source of out-of-school input, are divided into two categories: single-player and multiplayer [20]. The last one, music, refers to the activity of listening to English songs.

These activities are in line with Krashen's theory, which is called as "incidental learning" [4]. In conclusion, there are four main activities in order to acquire language outside of school. They are: reading, watching TV, using computer, and listening to music.

3. DATA ANALYSIS AND DISCUSSION

A survey was conducted for this mini research to ten students of a reputable SHS in Padang Panjang. There were twelve statements in total of a close-ended questionnaire which were developed from four main activities of gaining out-of-school input adapted from Peters, Peters et al., and De Wilde et al. [6], [7], [19]. A Likert Scale was used to determine the score of the responses. The researcher merely utilised SPSS to calculate the results.

Table 1 reveals the mean response ratings of activities that are usually done by the students to acquire input outside of language classroom on their own.

Table 1. Mean ratings for out-of-school exposure activities

Activities	Rating (M)
Reading	2.17
TV viewing	3.28
Computer use	3
Music	5.1

According to the table above, it is demonstrated that most of the students listen to English songs in order to get language input themselves (M=5.1). Based on the raw mean score, it is indicated that the students listen to English language songs almost all of the time. This result is supported by several previous study [21] [22] [23]. A study also proves that listening to English language songs is placed in the first position of among of all activities done to increase English proficiency [19]. Peters et al. summarize several findings which show that EFL learners frequently listen to English songs [7]. Several researchers have proved that songs indeed help the students to enrich their vocabulary size [24]. The young learners also get advantages from songs [25]. However, several previous research do not involve songs.

The second activity that is placed in the second position is watching television (M=3.28). According to the raw score, it implies that the students sometimes watch English language TV program or movies. This result is supported by De Wilde et al. who say that the students less frequent watching TV [6]. On the contrary, albeit a positive relationship was found between watching TV program and movies—with and without subtitles—in developing academic vocabulary [23]. Additionally, it is said that watching audiovisual media helps to give high quantity of authentic English, increase vocabulary size and listening comprehension, and other areas of second language (L2) learning [26].

The next activity that is utilised by the students to acquire language input is computer use (M=3). The interpretation based on the raw score is that the students sometimes use computer as the media to gain English exposure. There are several activities that are included in this source of English exposure, as follow: (1) visiting sites, (2) playing games, and (3) interacting in social media. Surprisingly enough, albeit it is not denied that youngsters these days use social media a lot, the participants chose playing multiplayer games as the main source of their input through computer use. This finding is supported by a study done by Cetinkaya [27]. Several studies summarized by Charlebois, which said that digital game give positive impact toward

SHORT CV OF AUTHORS

Fadilah Zumaris is currently taking a master degree of English Education Study Program at Universitas Negeri Padang. She graduated with a bachelor degree of the same program at the same university in 2021. Her recent research interests are: ELT, translation studies, discourse analysis studies, and linguistic studies.

Yetty Zainil is one of the lecturers of English Department of FBS UNP majoring in English Language Teaching (ELT). She teaches several courses, such as Seminar on English Language Teaching, Language

vocabulary development [28]. Sundqvist also states that multiplayer games give the chance to improve the players input and even output [29]. On the contrary, Nordnes found out that games have the strongest influence toward the students' out-of-school exposure [30].

The least activity that was selected by the students to extend their input is reading (M=2.17). The raw score shows that the students rarely read English language books, even though that reading gives positive impact toward increasing vocabulary size [19]. This result is supported several scholars [6], [31]. Reading, in this context, is divided into three activities: reading novels, reading comics, and read nonfiction books. Among of these three activities, the students tend to read nonfiction books the most rather than the rest. This is in line with Warnby's study which demonstrates that the students read nonfiction written exposure source a lot [23]. Even so, it can be said that the students rarely read English language books—whether it is the fiction ones or nonfiction one [7], [19].

4. CONCLUSION

CI is essential in order to improve Indonesian students' English proficiency since they are ranked in low position. In a language classroom, a teacher is expected to deliver language input during the lesson. However, the reputable SHS students are expected to have their own ways to gain language input out-of-school. This activity is called as out-of-school exposure. There are four main ways in total: (1) through reading; (2) through TV viewing; (3) through computer; and (4) through songs. There are ten students of a reputable senior high school were involved in this research. According to a survey which consisted of twelve questions, it is found out that the students almost all of the time to listen to English songs. They sometimes watching English TV programs or movies as well as using computer, but they rarely read. It is suggested that EFL students should not rely only on songs—since it might contain harsh words—but also try to read English fiction or nonfiction books in order to gain authentic language input. By watching English TV programs or movies, the students will also gain authentic input as well as learning pronunciation. Using computer is also helpful, especially utilising social media, in order to increase interaction ability with native speakers.

Teaching Evaluation, Critical Reading, etc. She took bachelor degree at Universitas Negeri Padang, and graduated in 1988. Then she took doctoral degree at Deakin University, and graduated in 2017.

ACKNOWLEDGMENTS

I would like to express my special thanks of gratitude to, first, my advisor, Yetty Zainil. I thank her for the guidance and the support to finish this paper. Secondly, special thanks to my parents and my close

friends who had given me motivation and helped me in the process of writing this article.

REFERENCES

- [1] E. Namaziandost, M. Nasri, and M. Ziafar, "Comparing the impacts of various inputs (I + 1 & I-1) on pre-intermediate EFL learners' Reading comprehension and Reading motivation: The case of Ahvazi learners," pp. 1–20, 2019, doi: <https://doi.org/10.1186/s40862-019-0079-1>.
- [2] A. Rukthong and T. Brunfaut, "Is anybody listening? The nature of second language listening in integrated listening-to-summarize tasks," *Lang. Test.*, vol. 37, no. 1, pp. 31–53, 2019, doi: [10.1177/0265532219871470](https://doi.org/10.1177/0265532219871470).
- [3] K. Saito and K. Hanzawa, "Developing second language oral ability in foreign language classrooms: The role of the length and focus of instruction and individual differences," *Appl. Psycholinguist.*, vol. 37, pp. 813–840, 2016, doi: [10.1177/1362168816679030](https://doi.org/10.1177/1362168816679030).
- [4] S. Krashen, "We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis," *Mod. Lang. J.*, vol. 73, pp. 440–464, 1989.
- [5] W. Elley and F. Mangubhai, "The impact of reading on second language learning," *Read. Res. Q.*, vol. 24, pp. 174–187, 1983.
- [6] V. De Wilde, M. Brysbaert, and J. Eyckmans, "Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important?," *Bilingualism*, vol. 23, no. 1, pp. 171–185, 2020, doi: [10.1017/S1366728918001062](https://doi.org/10.1017/S1366728918001062).
- [7] E. Peters, A. S. Noreillie, K. Heylen, B. Bulté, and P. Desmet, "The Impact of instruction and out-of-school exposure to foreign language input on learners' vocabulary knowledge in two languages," *Lang. Learn.*, vol. 69, no. 3, pp. 747–782, 2019, doi: [10.1111/lang.12351](https://doi.org/10.1111/lang.12351).
- [8] E. Venditti, "Using comprehensible input in the Latin classroom to enhance language proficiency," *J. Class. Teach.*, vol. 22, pp. 22–28, 2021, doi: [10.1017/S2058631021000039](https://doi.org/10.1017/S2058631021000039).
- [9] S. Krashen, *Principles and practice in second language acquisition*. Oxford: Pergamon Press, 1982.
- [10] K. Lichtman and B. VanPatten, "Was Krashen right? Forty years later," *Foreign Lang. Ann.*, vol. 54, no. 2, pp. 283–305, 2021, doi: [10.1111/flan.12552](https://doi.org/10.1111/flan.12552).
- [11] S. Krashen, "Some reactions: Why my publications after 1982 were not cited or discussed," *Foreign Lang. Ann.*, vol. 54, no. 2, pp. 331–335, 2021.
- [12] K. Gregg, "Krashen's monitor and Occam's razor," *Appl. Linguist.*, vol. 5, pp. 79–100, 1984.
- [13] B. McLaughlin, "The monitor model: Some methodological considerations," *Lang. Learn.*, vol. 28, pp. 309–332, 1978.
- [14] B. D. Schwartz, "The epistemological status of second language acquisition," *Interlang. Stud. Bull.*, vol. 2, pp. 120–159, 1986.
- [15] B. D. Schwartz, "On explicit and negative data effecting and affecting competence and linguistic behavior," *Stud. Second Lang. Acquis.*, vol. 15, pp. 147–163, 1993.
- [16] H. Zobl, "Converging evidence for the 'acquisition-learning' distinction," *Appl. Linguist.*, vol. 16, pp. 35–56, 1995.
- [17] A. Alobaid, "ICT virtual multimedia learning tools/affordances: The case of narrow listening to YouTube multimedia-based comprehensible input for the development of ESL learners' Oral Fluency," in *Studies in Computational Intelligence*, vol. 1019, A. Hamdan, A. E. Hassanien, T. Mescon, and B. Alareeni, Eds. Cham: Springer, 2022.
- [18] R. Hamilton, "Bedtime stories in English : field-testing," vol. 10, no. 3, pp. 249–254, 2014, doi: <https://doi.org/10.19030/jier.v10i3.8746>.
- [19] E. Peters, "The effect of out-of-class exposure to English language media on learners' vocabulary knowledge," *ITL - Int. J. Appl. Linguist.*, vol. 169, no. 1, pp. 142–168, 2018, doi: [10.1075/itl.00010.pet](https://doi.org/10.1075/itl.00010.pet).
- [20] C. Muñoz and T. Cadierno, "How do differences in exposure affect english language learning? A comparison of teenagers in two learning environments," *Stud. Second Lang. Learn. Teach.*, vol. 11, no. 2, pp. 185–212, 2021, doi: [10.14746/ssl.2021.11.2.2](https://doi.org/10.14746/ssl.2021.11.2.2).
- [21] B. A. Darwanto and R. Sotyarini, "Needs Analysis for amplifying extramural English learning among university students of English in Indonesia," *Conscientia*, vol. 18, no. 1, pp. 66–83, 2022.
- [22] M. R. Hashemi and N. Yousefi, "The effect of music composed as an input mode on high intermediate L2 learners' knowledge and retention of the meaning of difficult English words," *Int. TESOL J.*, vol. 16, no. 4, pp. 92–114, 2021.
- [23] M. Warnby, "Receptive academic vocabulary knowledge and extramural English involvement – is there a correlation?," *ITL - Int. J. Appl. Linguist.*, vol. 173, no. 1, pp. 120–152, 2022, doi: [10.1075/itl.21021.war](https://doi.org/10.1075/itl.21021.war).
- [24] K. Suciati and E. Zarkasih, "Analysis of listening English songs on student's vocabulary learning," *J. Pendidik. Bhs.*, vol. 17, no. 1, pp. 100–114, 2021, doi: [10.34005/lingua.v17i1.1370](https://doi.org/10.34005/lingua.v17i1.1370).
- [25] K. G. Ibrakhimovna, "Teaching foreign languages to young learners through songs," *Integr. Pragmalinguistics, Funct. Transl. Stud. Lang. Teach. Process.*, vol. 18–19, pp. 217–219, 2021.

- [26] S. Webb, "Extensive viewing: language learning through watching television.," in *Language Learning Beyond the Classroom*, D. Nunan and J. C. Richards, Eds. New York: Routledge, 2015, pp. 159–168.
- [27] Y. B. Çetinkaya, "Vocabulary size: Experiences of successful vocabulary learners in EFL context," *Novitas-ROYAL*, vol. 15, no. 2, pp. 21–36, 2021.
- [28] J. Charlebois, "The multimodal affordances of commercial-off-the-shelf video games that support vocabulary learning," Carleton University, 2022.
- [29] P. Sundqvist, "Commercial-off-the-shelf games in the digital wild and L2 learner vocabulary," *Lang. Learn. Technol.*, vol. 23, no. 1, pp. 87–113, 2019, doi: <https://doi.org/10.125/44674>.
- [30] O. R. Nordnes, "TV, reading, gaming and gaining?," Norwegian University of Science and Technology, 2021.
- [31] E. Puimège and E. Peters, "Learners' English vocabulary knowledge prior to formal instruction: The role of learner-related and word-related variables," *Lang. Learn.*, vol. 69, no. 4, pp. 943–977, 2019, doi: 10.1111/lang.12364.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

