

**THE CORRELATION BETWEEN INFORMAL DIGITAL LEARNING OF
ENGLISH ACTIVITIES AND ACADEMIC SPEAKING ACHIEVEMENT
IN HIGHER EDUCATION**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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APPROVAL SHEET

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Approved on

By

Supervisor

A handwritten signature in black ink, appearing to be 'Istah Maharsi', written over a horizontal line.

Ista Maharsi S.S., M. Hum

RATIFICATION SHEET

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, March 21th 2022

The writer,



Masitha

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MOTTO

“Don’t tell me about your effort. Show me your results”

-Tim Fargo

DEDICATION

I dedicate this thesis to my great parents, Erni Hartati and Jaya Sakti, who encouraged me to finish my thesis, for their love and endless support.

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Alhamdulillahirobbil ‘alamin. All the praises belong to Allah SWT, the Almighty who guides and gives the writer strength to finish this thesis as a partial fulfilment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education Department.

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Yogyakarta, March 21 2022

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ABSTRACT

Informal Digital Learning of English has been numerous research examined in the EFL context. Several studies have explored the relationship between quantity and diversity of IDLE practices and the differences in language learning outcomes. However, in Indonesia, this research is still unusual especially relating to speaking achievement. This present study focuses on the quantity of IDLE and it aims to identify the correlation between IDLE activities (receptive IDLE activities and productive IDLE activities) and academic speaking achievement in a private University in Yogyakarta, Indonesia. This study involved 62 university students and the data were collected through a questionnaire. The results showed that there was no correlation between IDLE activities and students' academic achievement with significance ($p > 0,05$) 0,260 (PIA) and 0,273 (RIA). These findings suggest that IDLE activities did not play a significant role in grade scores such as academic speaking achievement.

Keywords: *Informal Digital Learning of English, Academic Achievement, EFL Students.*

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, identification of the problem, formulation of the study, the purpose of the study, and significance of the study.

1.1 Background of the study

Along with the development of technology, learning can be done outside the English class by using existing technology. This has resulted in an increase in students learning and using English in informal digital learning of English. Informal English digital learning is a language learning practice that uses computer- assisted language learning (CALL) and is used to extend the use of language beyond the context of learning in the classroom beyond in-class learning contexts. Utilizing technology in language learning is a must for students, especially at this time computer-assisted language learning (CALL) research has identified various potential technologies for language learning (Lai & Gu, 2011). Therefore, the importance of preparing and supporting students to use technology effectively outside the classroom to improve learning outcomes. However, in Indonesia, such study is still rare.

Lai, Zhu, & Gong (2015) argue that success in language development is often associated with active involvement in Informal Digital Learning of English activities. They also point out that students use technology to enrich and expand their English resources, regulate students' emotions and interests in learning, and monitor their learning processes. They examined quality of out-class English

learning with 82 learners of English as a foreign language (EFL) in their second year of junior high school in China. They found that engaging students in out-class learning significantly predicted both cognitive and noncognitive language learning outcomes. The learning outcomes of this language are also influenced by teachers and parents of students. They also found that teachers and parents influenced the nature of the out-of-class learning experiences that the participants constructed. According to them, ‘the more participants used technology to support learning needs outside their English classes, the more they enjoyed learning English, the greater the confidence they had in learning English well, and the better their English grades were’ (p.14-15).

While, Lee (2019) examined Quantity and diversity of informal digital learning of English with 317 Korean undergraduate students from three separate universities and also one questionnaire, six English learning outcomes, and a semi-structured interview were used for data collection. He mentioned that students who are involved in IDLE activities will feel more confident and enjoy learning English. It also found that the diversity of IDLE will be more positive if associated with productive language outcomes than the other aspects of English learning outcomes.

Meanwhile in Indonesia, only one study from Lee & Drajadi (2019) investigated the relationship between IDLE activities and affective variables with students’ L2 WTC. The researcher only uses a questionnaire as the instrument for the research. This research showed that students’ willingness to communicate correlated significantly with affective variables and all of the IDLE activities.

Thus, studies in EFL context have been quite many, but in Indonesia, such study is still rare. While the other research in Indonesia discusses willingness to communicate, this research focuses on identifying academic speaking achievement in concerning IDLE activities.

1.2 Identification of The Problem

In EFL students, Academic speaking achievement is very important. With the development of digital technologies, students can use technology to improve their English language skills outside the classroom. However, research on IDLE is still lacking especially in Indonesia.

1.3 Formulation of The Problem

1. Is there significant correlation between undergraduate students' IDLE activities and academic speaking achievement?

1.4 Purpose of The Study

The aim of this study is to prove if there is significant correlation between students' IDLE activities and their academic speaking achievement or not

1.5 Significance of The Study

This study is expected to provide evidence if there is any correlation or not between IDLE activities and students' academic speaking achievement in EFL context and the result hoped can be used as additional information and references in the future research.

CHAPTER II

LITERATURE REVIEW

2.1 Informal Digital Learning of English (IDLE)

Nowadays, students from all over the world are using technology to improve their learning skills. As Richards (2015) points out, technology, the internet, and other social networks provide a great opportunity for the use of more authentic languages than those obtained in the classroom. He stated that the use of English in out-of-class for social interaction can have a positive impact on students' proficiency in English.

Recently in the EFL context, IDLE has gained attention (Lee & Drajadi, 2019). IDLE is defined as self-directed out- of- class digital English learning (Lee, 2019b). In an extramural context, IDLE is defined as self-directed, learning of English in unstructured, out-of-class environments, independent of a formal language program (Lee, 2019b). For example, outside the classroom, the students took the initiative to write posts in English or send messages to English users on Facebook without being instructed and evaluated by their teacher. Meanwhile, in extracurricular contexts, IDLE is self-directed, self-in structured, digital learning of English in semi-structured, out-of-class environments which is still related to the school program (Lee, 2019b). Thus, extramural and extracurricular are two different things in IDLE activities. Moreover, IDLE activities also included reading news report in English on Facebook, watching U.S. dramas on Netflix, and chatting with friends in English on Instagram Messenger (Lee & Dressman, 2017). Based

on the above understanding, it can be concluded that doing activities outside the classroom such as chatting with friends in English, watching U.S. movies, listening to English music without being instructed by a teacher are part of IDLE activities.

Previous studies have found that IDLE has a positive relationship associated with speaking (Lee & Dressman, 2018), cognitive performance (Lai, Zhu, and Gong, 2015), and vocabulary (Lee, 2019a). Other studies have also suggested that IDLE is associated with motivation (Lee & Drajeti, 2019) and affective variables such as confidence and enjoyment (Lee, 2019b). Additionally, the most common out-of-class learning activities are watching English language movies and listening to songs in English (Lai, Zhu, & Gong, 2015). Thus, IDLE activities are associated with different language English outcomes.

In EFL contexts, Lee (2019a) examined the relationship between quality and quantity of IDLE and English vocabulary measures quantitatively and qualitatively through questionnaires, English vocabulary tests, and a semi-structured interview. Based on his findings, the results indicated that the quantity of IDLE was not closely associated with the vocabulary test score while the quality (diversity) of IDLE activities was significantly associated with both indicators of vocabulary knowledge.

Furthermore, Lee & Dressman (2018) investigated the relationship between IDLE and English outcomes. The data were collected from 184 Korean students with quantitative and qualitative methods. The result of this study showed that the more varied types of IDLE activities, the more fluent the student were in speaking

English, and the better productive vocabulary scores they obtained, the more they were willing to communicate in English online. It means that IDLE activities are positively associated with English proficiency outcomes.

2.2 Academic Achievement in Speaking

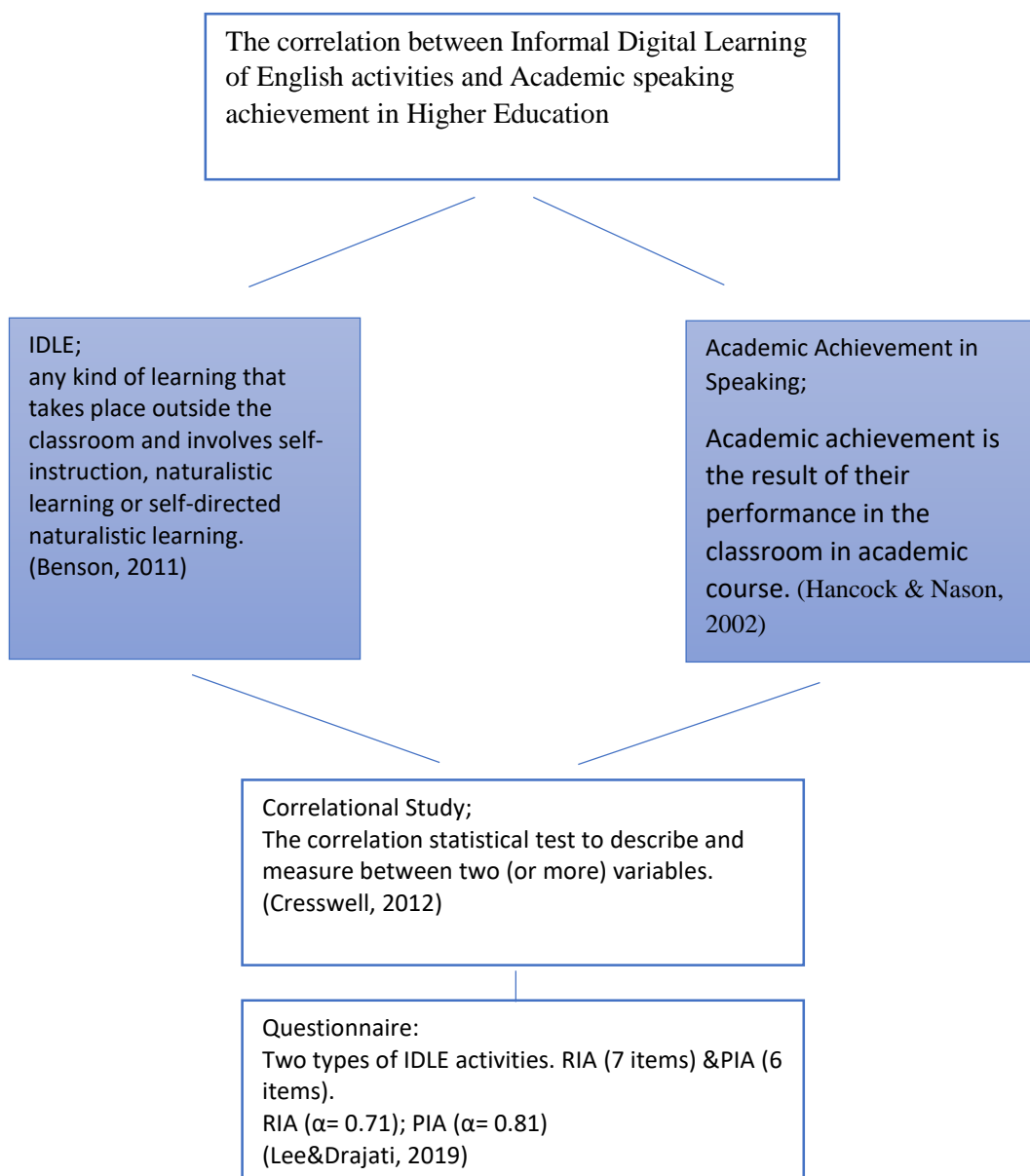
In general, academic achievement refers to the mathematical, science, social science, thinking skills and competencies, and also communicative such as oral, reading, and writing which bring a student succeed in school and society (Leary & Borsato, 2006). According to Cizek (1996), achievement is defined as “(1) accomplishment or proficiency of performance in a given skill or body of knowledge; (2) progress in school” (p. 4). While, Spinath (2012), she explained that academic achievement is student learning outcomes that have been taught at school, college, and university. She also mentioned that academic achievement is an intellectual indicator of education and also important among society and individuals. Moreover, Kartika (2018) said that English learning achievement is the result of the student's learning process and can be used as a reference for students to improve further learning. They conclude that learning outcomes are the results of student effort or output which can be measured by tests and assessed by the teacher.

From the explanation above, it can be concluded that learning achievement can be referring to the result of the achievements obtained by students during the learning process that has been assessed by the teacher. In this study, academic

achievement refers to the final grade of students in Academic speaking class in English Education.

Based on the literature reviews this study employed the theory of IDLE (Benson, 2011) and academic achievement was considered as the correlation variable. The illustration was shown in 2.3.

2.3 Theoretical Framework



2.4 Hypothesis

The hypothesis is a specific prediction and it specifically explains in concrete of what you can expect in your study (Base, 2004). Hypothesis is There are two possibilities in the hypothesis; Ha (Alternative Hypothesis) and Ho (Null Hypothesis).

Criteria

: Sig. > 0.05, Ho is accepted

: Sig. < 0.05, Ho is rejected

Ho: There is no correlation between IDLE activities and students' academic achievement.

Ha: There is correlation between IDLE activities and students' academic achievement.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research design

This research applied a correlational design (Cresswel, 2012). The researcher uses bivariate correlational research. It involves one independent variable and one dependent variable. The Informal Digital Learning of English as Independent variable (X) and Academic Achievement as dependent variable (Y). In this research, the researcher did not analyze the data using normality test and linearity test. According to Kwak & Park (2019), the analysis can be performed on the assumption that the normality is satisfied if the number of samples is larger than 30. He also mentioned that one of the reasons why normality tests are not performed is that the researchers' understanding of the statistical analysis method is low.

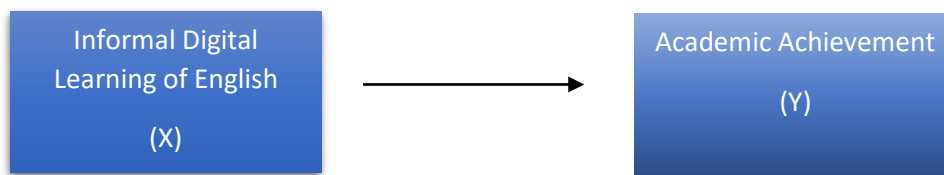


Figure 3.1 Correlational Method Design

3.2 Population and Sample

This study employed purposeful sampling. The respondents were 68 students Batch 2019 of English Language Education Department at a private university in Indonesia. In this research, the respondents were students who had taken Academic speaking classes.

3.3 Data Collecting Techniques

This sub-chapter explains data collecting techniques which are instrument, validity, and reliability.

3.3.1 Instrument

In this research, the data were collected through a questionnaire. The questionnaire has a 5-point Likert scale ranging from 1 *never* to 5 *very often (many times per day)*. The questionnaire consists of 13 items, namely Receptive IDLE Activities (RIA) and Productive IDLE Activities (PIA).

This research adapted 13 items from Lee & Drahati (2019). The questionnaire was translated into Bahasa Indonesia by the researcher and validated by the research supervisor. RIA and PIA questionnaires were distributed individually via online google form. The first part of the questionnaire was used to obtain participants' demographic information, such as name, age, gender, and length of time learning English. The second part of this questionnaire contained 13 items of questions.

Table 3.1 Questionnaire Item

Items	Statement
RIA-1	I play games in English.
RIA-2	I listen to English language news programs online or TV.
RIA-3	I listen to songs in English.
RIA-4	I listen to English podcasts.

RIA-5	I watch English comics online or TV.
RIA-6	I watch sports events in English online or TV.
RIA-7	I watch English language movies or dramas with subtitles in English.
PIA-8	I chat with others in English via social media (e.g., Facebook, Kakao Talk, Line, WeChat, WhatsApp).
PIA-9	I skype with others in English.
PIA-10	I send an email to others in English.
PIA-11	I share English contents online.
PIA-12	I use technology to connect with native speakers of the language (e.g., American, British).
PIA-13	I use technology to connect with non-native speakers of English all over the world (e.g., Japanese, Chinese).

The scale of the data used in this questionnaire is the Likert scale with scoring techniques as follows:

Table 3.2 The Score for The Likert Scale

Likert Scale	Score
Very often (many times per day)	5
Fairly often (once a day)	4
Sometimes	3

Rarely (once a week)	2
Never	1

3.3.2 Validity & Reliability of The Instrument

In this study, the researcher used SPSS 26 to determine the validity and reliability. The result of the validity test for the IDLE activities questionnaire that consists of RIA (7 items) and PIA (6 items) are as follows:

Table 3.3 RIA Validity Test

Items	Pearson Correlation	R-Table (N=60)	Criteria
RIA-1	0,583	0.2500	VALID
RIA-2	0,754	0.2500	VALID
RIA-3	0,324	0.2500	VALID
RIA-4	0,645	0.2500	VALID
RIA-5	0,808	0.2500	VALID
RIA-6	0,747	0.2500	VALID
RIA-7	0,704	0.2500	VALID

Table 3.4 PIA Validity Test

Items	Pearson Correlation	R-Table (N=60)	Criteria
-------	---------------------	----------------	----------

PIA-1	0,706	0.2500	VALID
PIA-2	0,676	0.2500	VALID
PIA-3	0,720	0.2500	VALID
PIA-4	0,607	0.2500	VALID
PIA-5	0,795	0.2500	VALID
PIA-6	0,801	0.2500	VALID

According to the table below, the result showed that Cronbach's alpha value of RIA is 0.786. Meanwhile, the reliability test of PIA is 0.811. That also indicated that all the questionnaire items are excellent and reliable.

Table3.5 RIA Reliability Test

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.786	7

Table3.6 PIA Reliability Test

Reliability Statistics

Cronbach's	
Alpha	N of Items
.811	6

3.4 Data Analysis Procedures.

The following are the procedures for data analysis:

- a. The researcher used the IDLE activities questionnaire that was adapted from Lee & Drajati (2019).
- b. Translated the questionnaire into Bahasa Indonesia.
- c. Checked validity and reliability
- d. Distributed the questionnaire using Google Forms through Line and WhatsApp.
- e. Analysed the data using Microsoft Excel 2010 and SPSS 2.
- f. Measured the correlation between IDLE activities and academic achievement.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter briefly presents all the findings of the study and its discussion.

4.1 Research Findings

In this research, the total of students in academic speaking class is 68 but only 62 students completed the questionnaires. The questionnaires were distributed by sending a link to the participants. After doing a series of statistical tests, the findings of this research are presented in the tables below:

4.1.1 Demography Result

The participants who filled in the survey was depicted in the chart below:

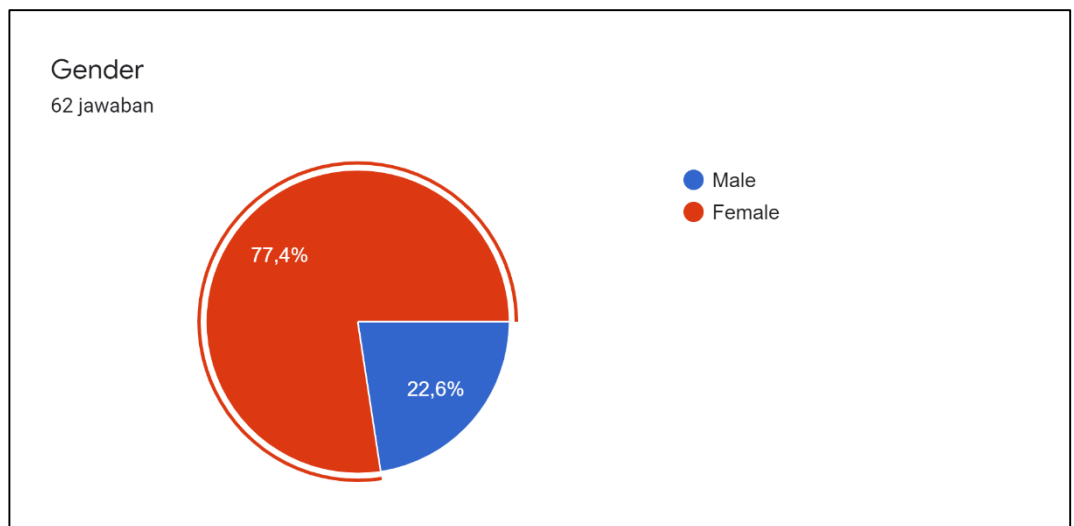


Figure 4. 1 Chart of Participants' Gender

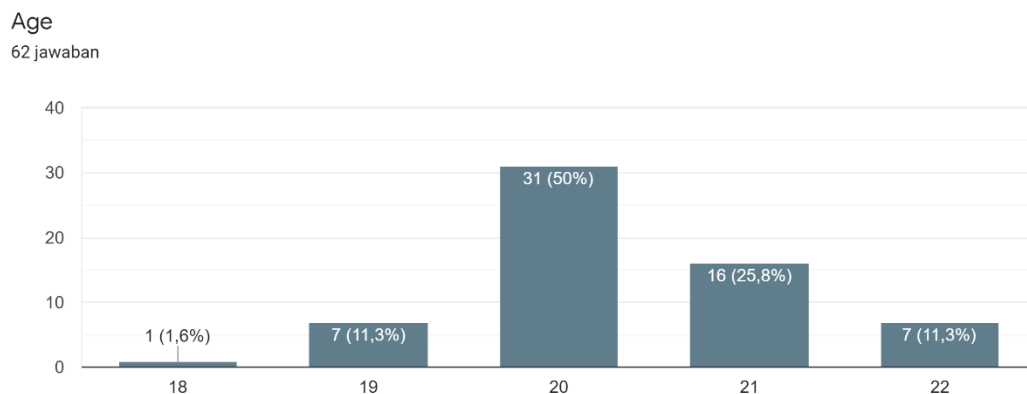


Figure 4. 2 Chart of Participants' Age

The first chart illustrates the number of males and females who completed the questionnaire. The total participants of this study were 62 students which were dominated by a female. From the data result, the overall participants consisted of 48 (77,4%) females and 14 (22,6%) males. Figure 4.2 showed that all the participants' age are 1 (1,6%) participant aged 18 years old, 7(11,3%) participants aged 19 years old, 16 (25,8%) participants aged 21 years old, 7 (11,3%) participants aged 22 years old. Meanwhile, the majority of participants is 20 years old with 31 participants.

4.1.2 The Result of Component in Questionnaire

The researcher analyzed descriptive statistics using IBM SPSS Statistics 26 program before correlating the data of IDLE activities and speaking academic achievement. There are also two dimensions (RIA & PIA) of the questionnaires and data of academic speaking score that will be shown in the chart below:

1. Receptive IDLE Activities

Item	Question	Mean
Item 3	Saya mendengarkan lagu dalam bahasa Inggris	4,76
Item 7	Saya menonton film atau drama berbahasa Inggris dengan subtitle bahasa Inggris	3,85
Item 1	Saya bermain game dalam bahasa Inggris	3,73
Item 2	Saya mendengarkan program berita berbahasa Inggris secara online atau di televisi	3,48
Item 5	Saya melihat komik bahasa Inggris secara online atau di Televisi	3,16
Item 6	Saya menonton acara olahraga dalam bahasa Inggris secara online atau di Televisi	3,16
Item 4	Saya mendengarkan podcast bahasa Inggris	3,15

Table 4.1 Receptive IDLE Activities

The Receptive IDLE Activities chart above illustrates the score in each question. Overall, the score of question number 3 is higher than the other questions. The score is 4,76 (*Saya mendengarkan lagu dalam bahasa Inggris*). Furthermore, the lowest score with 3,15 is in question number 4 (*Saya mendengarkan podcast bahasa Inggris*).

2. Productive IDLE Activities

Item	Question	Mean
Item 1	Saya berinteraksi dengan orang lain dalam bahasa Inggris melalui media sosial (Facebook, KaKaoTalk, Line, WeChat, WhatsApp).	3,23
Item 4	Saya membagikan konten bahasa Inggris secara online	3,05
Item 5	Saya menggunakan teknologi untuk terhubung dengan penutur asli bahasa (Amerika, Inggris)	2,66
Item 6	Saya menggunakan teknologi untuk terhubung dengan non-penutur asli bahasa Inggris di seluruh dunia seperti Jepang, Cina, dan lainnya.	2,65
Item 3	Saya mengirim surel ke orang lain dalam bahasa Inggris	2,42
Item 2	Saya berkomunikasi dengan orang lain menggunakan skype dalam bahasa Inggris.	1,82

Table 4.2 Productive IDLE Activities

Based on the chart above, question number 1 (*Saya berinteraksi dengan orang lain dalam bahasa Inggris melalui media sosial (Facebook, KaKaoTalk, Line, WeChat, WhatsApp)*) shows the higher score with score is 3,23. While the lowest score is question number 2 (*Saya berkomunikasi dengan orang lain menggunakan skype dalam bahasa Inggris*) with score 1,82.

3. Data of Academic Speaking Score

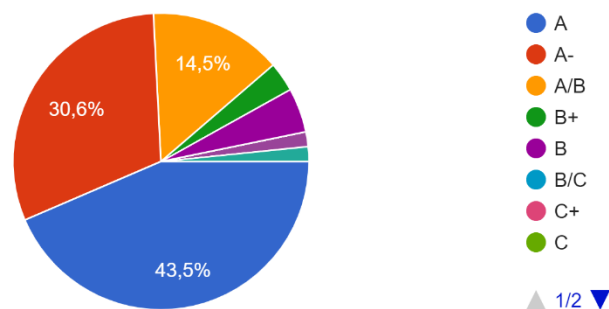


Figure 4.3 Chart of Academic Speaking Score

The pie chart above shows the academic speaking score. According to the chart, the top three highest scores of students are A, A-, and A/B with percentages of 43,5%, 30,6%, and 14,5%.

4.1.3 Descriptive Data

Descriptive Statistics

	N	Minimu m	Maximu m	Mean	Std. Deviation
PIA	62	8	30	15.82	5.059
RIA	62	16	35	25.26	5.124
Speaking_Score	62	.00	4.00	3.6976	.55651
Valid N (listwise)	62				

Table 4.3 Descriptive Data

The table above presents descriptive data on the students' IDLE activities and academic achievement. As shown in table above, the descriptive data shows that participant engaged more in RIA (M = 25.26, SD = 5.124) than PIA (M = 15.82, SD = 5.059), which is consistent with previous studies (Lee & Drajati, 2019; Lee, 2019a).

4.1.4. Data Analysis

After getting all the data, the researcher proceeds to process data on the relationship between students' IDLE activities and speaking achievement by using the product-moment correlation formula.

1. Correlation Test

The researcher used Pearson's Correlation analysis to examine the relationship between IDLE activities and students' academic achievement. The correlation test is as follows:

Correlations

		PIA_X1	RIA_X2	AcademicAchievement_Y
PIA_X1	Pearson Correlation	1	.648**	.145
	Sig. (2-tailed)		.000	.260
	N	62	62	62
RIA_X2	Pearson Correlation	.648**	1	.141
	Sig. (2-tailed)	.000		.273
	N	62	62	62
AcademicAchievement_Y	Pearson Correlation	.145	.141	1
	Sig. (2-tailed)	.260	.273	
	N	62	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 Correlation Test

The correlational result shown in table above are PIA 0,260 > 0,05 and RIA 0,273 > 0,05. Accordingly, that indicates that there is no significant correlation between RIA and PIA with students' academic achievement.

4.2 Discussion

This study explored student EFL learners' IDLE, examining whether there was any relationship between the quantity (frequent) of IDLE activities and their academic speaking achievement. Based on the result of the data analysis, it shows no significant correlation regarding the correlation result values shows Sig. (2-tailed) are $0,260 > 0,05$ (PIA) and $0,273 > 0,05$ (RIA). To respond to the research question on this study, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. It can be concluded that there is no correlation between the quantity of IDLE and students' academic achievement. This indicates that frequent practice in IDLE (quantity) was not closely associated with students' academic achievement. Relating to students' IDLE activities, the survey revealed that most of the participants (77%) are "very often" (many times per day) listen to songs in English. This finding is supported by a previous study, which stated that this finding makes sense since it has been argued that non-cognitive capacities such as identities, interest, habits of mind, and confidence is mostly related to the out-of-class learning (Bell et al., 2009; Blyth & LaCroix-Dalluhn, 2011, as cited in Lai, et al., 2015). Conversely, other studies have found a positive correlation between IDLE activities and learning outcomes (Jensen, 2017; Sylven & Sundqvist, 2012; Sundqvist, 2009). The study that was conducted by them found that the quantity of IDLE significantly related to English learning outcome.

In addition, the result of this study is similar to the result from Lee (2019b), it was designed to find out the relationship between quantity and diversity of informal digital English among undergraduate students in Korea. The result showed that the quantity of IDLE is not significantly associated with productive language

outcomes (Speaking and PVL T Score), scores on standardized tests (TOEIC), or Anxiety. On the other hand, the researcher also found that the quantity of IDLE was positively associated with confidence and enjoyment. In this study, Lee stated that Korean EFL learners may enjoy learning English, feel more confident, and may help them learn emotionally.

Some studies have shown differences in finding on informal digital learning of English (IDLE). The differences have come from the quantity and the quality of IDLE. Most studies found that the quality of IDLE was related to the cognitive outcomes whereas the quantity of IDLE was positively associated with non-cognitive outcomes such as confidence and enjoyment in learning English. Additionally, regarding the positive relationship with cognitive outcomes, the quality of IDLE activities may influence better to cognitive outcomes such as L2 vocabulary acquisition to students who engage more in it (Lee, 2019a). Lee stated that not every student's engagement with technology outside the classroom has an equal impact.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study aims to identify the correlation between IDLE activities and students' academic speaking achievement in a private university that focused only on the quantity aspect of IDLE. Based on the result of the previous discussion, these findings suggest that the quantity of IDLE activities was not associated with students' academic speaking achievement. Since the significance value is > 0.05 (PIA $0,260 > 0,05$ and RIA $0,273 > 0,05$) then the result is not correlated. In addition, this study also revealed that students generally engaged more frequently with receptive IDLE activities ($M = 25.26$, $SD = 5.124$) than productive IDLE activities ($M = 15.82$, $SD = 5.059$). With these findings, it can be concluded that the quantity of IDLE activities did not increase their grade score or academic achievement. However, the quantity of IDLE activities can increase such as students' self - confidence and enjoyment.

5.2 Suggestion

This research was only focused on the quantity of IDLE activities and the data was only generated through questionnaires. Therefore, the researcher hopes that future research could provide qualitative findings to get detail and could explore such relationships in other contexts.

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APENDIX

QUESTIONNAIRE

1. Seberapa sering Anda terlibat dalam kegiatan IDLE reseptif berikut?

1 – tidak pernah; 2 – jarang (seminggu sekali); 3 – kadang-kadang (2 atau 3 kali seminggu); 4 – cukup sering (sekali sehari); 5- sangat sering (berkali-kali dalam sehari)

1. Saya bermain game dalam bahasa Inggris
2. Saya mendengarkan program berita berbahasa Inggris secara online atau di televisi
3. Saya mendengarkan lagu dalam bahasa Inggris
4. Saya mendengarkan podcast bahasa Inggris
5. Saya melihat komik bahasa Inggris secara online atau di Televisi
6. Saya menonton acara olahraga dalam bahasa Inggris secara online atau di Televisi
7. Saya menonton film atau drama berbahasa Inggris dengan subtitle bahasa Inggris

2. Seberapa sering Anda terlibat dalam kegiatan IDLE produktif berikut?

1 – tidak pernah; 2 – jarang (seminggu sekali); 3 – kadang-kadang (2 atau 3 kali seminggu); 4 – cukup sering (sekali sehari); sangat sering (berkali-kali dalam sehari)

1. Saya berinteraksi dengan orang lain dalam bahasa Inggris melalui media sosial (Facebook, KaKaoTalk, Line, WeChat, WhatsApp).
2. Saya berkomunikasi dengan orang lain menggunakan skype dalam bahasa Inggris.
3. Saya mengirim surel ke orang lain dalam bahasa Inggris
4. Saya membagikan konten bahasa Inggris secara online
5. Saya menggunakan teknologi untuk terhubung dengan penutur asli bahasa (Amerika, Inggris)
6. Saya menggunakan teknologi untuk terhubung dengan non-penutur asli bahasa Inggris di seluruh dunia seperti Jepang, Cina, dan lainnya.