

The Benefits of Out-of-Class English Exposures on Undergraduate Students' English Mastery

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ABSTRACT

This research aims to determine the benefits of outside-classroom English Exposure on undergraduate students' English mastery. This research involves 50 undergraduate students from batch 2017-2019 filling out a questionnaire related to English Exposures that they have gotten outside the classroom. Through the analyzed questionnaire, 5 undergraduate students were chosen for the interview to have deeper information. Considering the pandemic situation, the discussions were done by using Zoom meetings. The findings showed that English Exposure was beneficial for undergraduate students' English mastery. The benefits were the improvement of undergraduate students' pronunciation, grammar, vocabulary, listening skills, etc. From the study, YouTube was the most popular platform where undergraduate students got English Exposure since it had many videos that elicited students' interest. Looking at the benefits of English Exposure, teachers should combine their lessons with contemporary media to improve students' English mastery and spark students' interest in English lessons.

Key Words: Acquisition; Exposure; Learning.

1. Introduction

Learning more than one language is a popular idea for many people and English is a popular language that is learned these days. Some people are encouraging their children to study English from an early age, so the children can be more fluent in English, however, Huang (2016) found that older learners had advantages over younger learners both in the short and in the long term. For this reason, English has become so massive that some people are concerned that English might decrease the use of the Indonesian language (Harjanto et al., 2019). English popularity is influenced by the fact that the English language acts as an international language. To communicate with foreigners around the world properly, people start to learn English in many different ways and methods.

English exposure is inevitably of crucial importance in enhancing the success of English learning (Harjanto et al., 2019) and that is why the English language can be found in many places, not only at school but also in public places. The English language is also found in the network where international people surf and engage with each other. English can be found in different forms such as English uses in posters, English uses in creating music, English uses in communication, etc. All the exposure has created an opportunity for people to start learning English or get used to it. Tonoian (2014) stated that large exposure to a language plays a significant role in English learning and teaching. It helps a lot in such cases where learners have a great opportunity to practice outside the classroom. Nowadays, English has become a compulsory subject for students at school. (Butler, 2014, 2015; Butler & Le, 2018; SUN et al., 2016) such as Parents with higher education levels are more likely to provide more resources for their children's language learning such as their parents encouraging them to speak English at home or send them to a private course to deepen their

English-speaking skill. Since we have faced the digital era, most people have started to use technology to do many things including how they entertain themselves and how they earn information. In this case, outside English classroom exposures are their contact with social media (Instagram, Twitter, Facebook), YouTube, movies, and games which help them to search for information and entertain themselves. These applications contributed to high exposure to the English language among students, thus they indirectly indulged in language learning (MacLeod & Larsson, 2011).

Considering these exposures, learning activities can happen anywhere and the students can acquire language outside the classroom or independently. Learning the English language can take place inside or outside the classroom wall. So, teachers should pay attention not only to the conscious process, but they should believe to the subconscious process. Formal learning, classroom learning activities, is indeed one way to learn new knowledge and a new language. However, second language acquisition (SLA) research shows that learning outside the classroom is also an important part of the learning process. The world outside the classroom is much bigger, Krashen (1982) stated that the outside world can supply more input and there is simply no way the classroom can match the variety of the outside world. The more contact they have with the English language through exposure every day, the more they will get used to the language. The improvement of students' English-speaking skills will have several benefits in students' lives, such as in job vacancies, applicants who master English have a plus and are preferably accepted (Saputri & Purnawarman, 2019). Job vacancies mentioned above are not applied to English teachers only, but also to other fields, such as business, technology, and many others. Moreover, in this globalized era, many foreigners are coming to Indonesia to work and vice versa so English is essential to keep professional matters going well. To anticipate the demand, exposure inside the classroom is not enough, students need outside classroom exposure.

Everyone has different abilities and interests. However, the one problem that should be underlined is people are still focusing on classroom learning activities or learning English through English courses, they do not realize the importance of English language exposure. Researcher, such as Krashen, has explained that Second Language Acquisition (SLA) is also an important part of learning a language and it could be more effective than classroom-based learning since it is based on the learners' interest, so they will feel more motivated. This research aims to explore the benefits of outside-classroom English exposure for undergraduate students' English mastery. Learners who are majoring in English are expected to realize the benefits of the unconscious English exposures they got outside the classroom, the intensity of the exposures, and the roles of the exposures in their success in learning English. For the teachers, it is important to recognize the kinds of exposure that will help the learners improve their English-speaking skills. It is expected that teachers will be inspired to combine the teaching materials as well as techniques with the kinds of exposures that have positive benefits on the learners' English mastery.

Three previous studies were essential in this research, however, there were some similarities and differences between this research and the previous studies. The previous study by Tanjila Ferdous in 2013 entitled *Use of English Beyond the Classroom Wall: Study of Undergraduate Students' Out-of-Class English Learning Activities* had the same focus as this research and the participants were also undergraduate students. The differences were the researcher conducted the survey in 3 different universities with 60 under-graduated students, 20 from each university who were selected through the survey, and they were from different departments like Media Studies and Journalism, BBA, English, etc. They were all aged from 21 to 25 years and there was a combination of both male and female students. The researcher did not use interviews and only used questionnaires consisting of close-ended and open-ended questions.

The second research conducted by Mercedes Ivars Olmedo from the University of Barcelona in 2015 entitled *English Language Learning Beyond the Classroom Walls* had the same focus as this research and the instruments used were also the same which were quantitative survey and qualitative interview. Olmedo conducted his research in 2 public schools, gave the questionnaire to the student's parents also and he conducted an interview with 20 students, but 5 of them were volunteering themselves. However, the big differences between the writer's research and Olmedo's research were the writer only gave the questionnaire to 50 undergraduate students and conducted an interview with 5 students based on their questionnaire results that had been analyzed.

The third research was conducted by Fraser MacLeod and Pia Larsson in 2011 entitled *Exposure to English outside the Classroom* and it had some similarities with this research. The topic was the same which is student's exposure outside the classroom. The instruments used were also the same which were a quantitative survey and a qualitative interview. Aside from that, there were some differences with the writer's research which were: the writer conducted the research in one university with 50 undergraduate students as the subject for filling up the questionnaire and 5 students were chosen to do the interview based on their questionnaire result that had been analyzed.

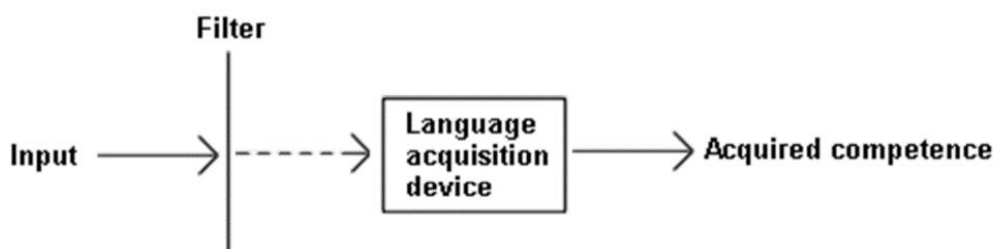
Aside from the previous studies, in the other studies, researchers believe there is a relationship between the amount of intensity and exposure. The more intensive learners get exposed to English-related exposures, they will improve their English. Kennedy (1973) stated that no two children are exposed to the same primary linguistic data or the same amount of such data, and yet despite such different experiences and wide differences in intelligence, almost all children can crack the code of the linguistic system of their culture and learn to understand and produce sentences. Children are exposed to many different things and activities that benefit their language acquisition; their environment will also take part in their language acquisition process. The exposures are present in social media (Facebook, Instagram, Twitter), YouTube, music, and even games. In those exposures, learners tend to not pay a lot of attention to every single thing about the grammar of the language, how it should be pronounced, and what structure of the sentences are present. When they are listening to music, they might follow the singer and sing the song, here they learn how to pronounce the words although they do not realize that that is also learning, it is only in a different situation and different way. When they are playing games, they might have a chat with foreigners, since in the games' chatting room, people can choose their nationality freely, so the popular language that is used to communicate with other people through chatting is the English language. English language exposures give a lot of benefit to the learners and since the learners can choose the path themselves, they are more excited and motivated.

English exposures that need to be paid attention to are not only social media (Facebook, Instagram, Twitter), YouTube, music, and games. It is also important to pay attention to exposure to English exposures through the peers' activities. Peers can also have a big influence on the children because they meet regularly at school and sometimes, they go to each other homes to play and they will share knowledge and experience. Here, peers usually share what interesting movies they have watched, and what music is good to listen to. They also discuss social media comments and stories. All of these interactions can benefit their vocabulary skills in a second language.

Chesterfield et al., (1983) found that the children who interacted mostly with English-speaking peers throughout preschool were likely to exhibit the greatest gains in their English oral proficiency, as measured by changes in children's mean level of utterance values. It is undeniable that English Exposure is necessary for the English learning process, however, we also need to pay attention to the intensity of the exposure. More English related Exposure

can affect the results of English mastery, according to Raquel Serrano "the research in intensive English has reported highly positive results, both for language learning itself and for attitudes and motivation towards language learning." (Serrano, R. in Muñoz, C., 2012:13). According to experts in the domain (Collins and White, 2011.; Spada & Lightbown, 1989 referred in CEPEP, 2014) a minimum of 250 - 300 hours a year have to be devoted to English language instruction to consider the approach intensive. The same authors have concluded that the concentration of these hours promotes further benefits.

The intensity of exposure to a language is important to master it and it is also important to understand the process of learning a language. Language learning is a process that engages objective filter and affective filter. As the name affective filter, it acts as a filter to filter the inputs that learners get. Krashen (1982) stated that the effect includes motivation, attitude, anxiety, and self-confidence. There is also an argument that comprehensible input is needed to allow input 'in' which means input will be accepted by the learners when they get a comprehensible input. However, comprehensible input might not be developed by learners if they have a 'mental block'. The affective filter plays a role in this situation and it acts as a barrier to acquisition. (Krashen, 1982) explained that if the affective filter is up then the learners are most likely in an unmotivated state, lacking confidence, or are concerned about failure. However, when the filter is down that means the acquirer is not anxious and they are motivated to join activities that involve the target language.



Picture 1

In the case of motivation, two kinds of motivation take part in affecting learners' action which are integrative and instrumental motivation. Integrative motivation refers to a favourable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through the use of the language (Gardner et al., 1985). Learners are interested and willing to participate in activities that involve the target language. While instrumental motivation refers to L2 acquirers who want to go overseas, travel abroad, be promoted, or get a higher paycheck.

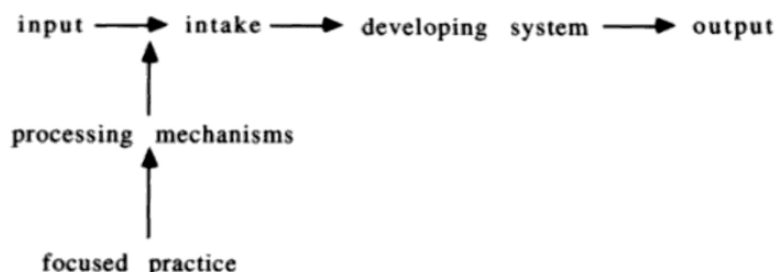
Besides motivation which acts as a number factor in influencing their willingness to learn TL, there is anxiety. There are three types of anxiety which are communication apprehension (CA), test anxiety, and fear of negative evaluation (Du, 2009). Communication apprehension (CA) has been defined as an 'individual level of fear or anxiety associated with either real or anticipated communication with another person or person' (Du, 2009). The amount of shyness and quietness varies greatly for each student. When the ability and willingness to participate in a discussion are present, but learners have a hard time expressing their opinions then shyness will occur and it will inhibit learners from taking action and being involved in the discussion.

Learners' self-confidence is necessary for encountering anxiety. Having enough self-confidence and a positive attitude will lead to a successful learning process. Self-confident learners are brave and they dare to try new things, e.g., communicating with TL with their friends and teachers or with native speakers. Learners' attitude in learning the language is also important since it determine the willingness of the learner to learn English and the

attitude might be influenced by the affective filter. Understanding learners' attitudes is valuable in language education and language-related policy (Zhang & Hu, 2008). If they have a positive attitude toward the English language then the exposure will surely affect their English proficiency. However, when they have a negative attitude toward the English language, they will most likely fail to learn the language. The negative attitude might be influenced by the motivation and anxiety they are feeling, other than that understanding the accent might add to the reason for the negative attitude. Rubin's (1992) and Lindemann's (2005) studies have shown that difficulties in understanding a non-native accent are closely related to listeners' attitudes towards the non-native accent.

As a learner's attitude serves a crucial role in language learning, there is also another significant aspect which input and output hypothesis. The knowledge that is absorbed by the learners is called input and when learners use the knowledge it is called output. The input hypothesis is announced by Krashen (1982) while the Output hypothesis is stated by (Swain, 1993). According to Gass & Mackey (2020), input is an essential component of learning in that it provides the crucial shreds of evidence from which learners can form linguistic hypotheses. When learners learn about the language then the input is present, on the other hand, when learners take action and speak up about the knowledge they have learned, it is called output. Both input and output can be implicit or explicit, in the case of output, feedback, repetitions, and clarification requests are considered as implicit feedback while metalinguistic feedback, elicitations, and direct requests are regarded as explicit feedback.

It is important to have input from the English language to master it, however, some researchers believe that input alone is not enough and propose an output hypothesis that completes the input hypothesis. Taking input when learning is beneficial for learners, but if there is no output then learners cannot improve as how they should be. So, they need output. They need to practice and act it out (output), to effectively improve their English mastery.



Picture 2

2. Methodology

2.1 Research Design

This research was a descriptive study using a survey design that described the exposures that the students had outside the classroom, the intensity of the exposure, and the benefits the students got from them. The data were gathered by using questionnaires and interviews, to have deep and clear data. The questionnaire was given to the participants first, then the interview was conducted to gain a deeper understanding and more information about what the exposures were and what benefits the students got from the exposures.

2.2 Research Participants

This research involved 50 undergraduate students with internet access to the English Department from batch 2017 – 2019 who were studying at a private university in Surabaya. All of the students needed to fill in a questionnaire by using Google form and the questionnaire focused on the kinds of English Exposures they did outside the classroom. After they had filled out the questionnaires, 5 students were chosen for the interview and it was based on the amount and the intensity of the English Exposure they got. The interview was conducted by using a Zoom meeting. Afterwards, the interviewee's speaking score was checked, to connect the exposures and the English-speaking score.

2.3 Instrument

The instrument used was a questionnaire on The Effect of Out-of-Class Exposure to English Language Media on Learners' Vocabulary Knowledge developed by Peters (2018). These questionnaire items were filled out by the undergraduate students of a Catholic University in Surabaya. The original version contained 9 items which had been simplified into 7 items. The researcher excluded the other 2 items because the items were about books and magazines, and they did not belong to contemporary media. Three items were developed by the writer to gain clearer data. These questionnaire items included the scale of frequency of how many hours a day, the participants spent for the exposures. The frequency was important because the level of intensity of students' exposure affected their improvement. If the intensity was low, although they had a lot of exposure, the learner's English Mastery might not improve. The data collection with the questionnaire was conducted in the Google form.

The questionnaire focused on contemporary media since it was the latest technology that took a big part in the educational system. Contemporary media such as social media (Facebook, Instagram, Twitter), music, movies/film, YouTube, and games could be used as a self-study resource and accommodated important information for the students quicker than the book.

The interview questions were adapted from Ivars Olmedo (2015) and Omoera et al., (2018). The interview was developed by Ivars Olmedo (2015) with a total of 8 items and simplified into 5 items since the other 3 items related to learners' activities while this research focused on their exposures. The interview developed by Omoera et al., (2018) with a total of 8 items was simplified into 3 questions because these 3 items were related to social media exposures, while the other 5 questions were interview questions that focused on writing skill development. There was 1 question that was developed by the writer which was related to YouTube, since Ivars Olmedo (2015) and Omoera et al., (2018) did not include YouTube in their research. The interview was conducted to gain deeper information about the students which was based on the following aspects: the students' motivations and attitudes towards using English outside the classroom, and the type of sources that are available to them.

2.4 Procedure of Data Collection

The questionnaire and the interview were tried out to make sure that the questionnaire was good and understandable. While the interview was understandable and we could get deeper data. The trial was conducted to get feedback from other people, so the questionnaire and the interview could be understood by others.

On the first to third day of the term, the participants were asked to fill in the questionnaire independently by using Google Forms. Their answers were recorded in Google Classroom after they submitted the form. Then the questionnaires were analyzed. On the fourth and fifth day, the interview was conducted. The participants were 5 undergraduate students and they were chosen based on their questionnaire results that had been analyzed. The interviews were conducted by using the Zoom application considering the pandemic situation. The main questions of the interview were about the students' motivation and their attitudes towards using English outside the classroom, and the type of sources that are available to them. All the interviews were recorded with the participant's consent for later analysis. All the data from the questionnaires and interviews which had been recorded will be analyzed, arranged, and categorized.

2.5 Technique of Data Analysis

The data from the questionnaires were analyzed by using descriptive statistics which include: frequencies and percentages for categorical (ordinal and nominal) data; averages (means, medians, and/or ranges), and standard deviations for continuous data. This analysis used in analyzing the data from the questionnaire is simply describing what is or what the data shows in percentage. The variables that were analyzed were the use of the internet, social media, and many other exposures they got outside the classroom.

Data from the interview was analyzed by using coding. The data was organized and grouped into categories because they share some characteristics, in this case, the date of the interview and the initial of the interviewees, since a code in the qualitative inquiry was most often a word or short phrase. The data that were coded could consist of interview transcripts, participant observation field notes, journals, documents, literature, artefacts, photographs, videos, websites, e-mail correspondence, and so on.

This research used the summary of the interview transcript. The researcher collected some extensive information about the students who were involved in the interview and active collaboration with the students was necessary because the researcher discussed the participant's stories as well as be reflective about their background.

3. Result and Discussion

3.1 Result

3.1.1 The kind of out-of-class English Exposure that undergraduate students obtain outside the classroom based on contemporary media

There were many kinds of English Exposure around and this study focused on the contemporary media that were rising in popularity, such as social media, YouTube, movies, music, games, and websites that used the English language. These kinds of contemporary media were dominated by the English language since it was related to the internet and English acted as an international language that was used often in many situations.

3.1.2 The intensity of out-of-class English Exposures the Students get

The intensity of English exposure held an important position in improving students' English-speaking skills. When the students were exposed to high intensity of English Exposure their English-speaking skills would be improved, on the other hand, if students had low intensity, then there was a possibility that although they had English exposure

years ago, their English-speaking skills might not be as good as students who had a high intensity of English exposures.

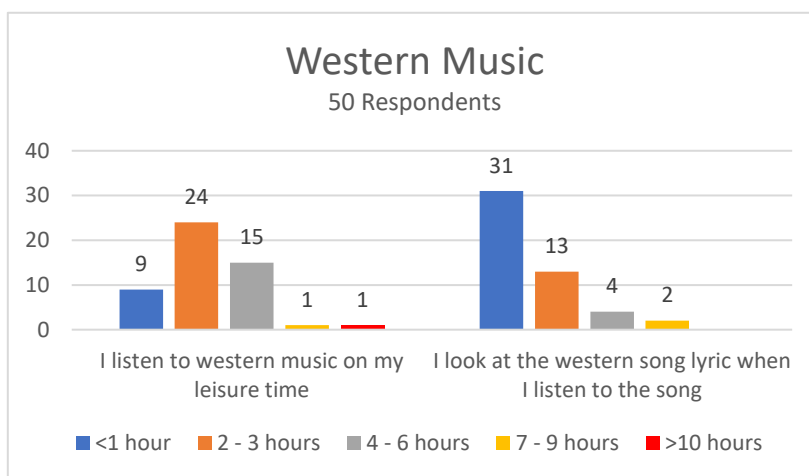


Chart 1. Western Music

Based on the chart related to Western music that students listen to, 24 students listened to Western music for around 2 – 3 hours a day. The other 15 students spent 4 – 6 hours listening to the song. Nine students spent less than an hour listening to the song. Around 7 – 10 hours (and more), two students were highly interested in listening to Western songs in their leisure time.

Listening to Western songs might improve students' listening skills, however, they also need to read the lyrics of the song, sometimes, to understand fully the meaning of the song, since there were times that learners had some difficulties in grasping word by word spoken by the singer because the singer might sing too fast. However, the survey showed that students were not spending a lot of time reading Western song lyrics while listening to the song. Most of the students (31 students) spent less than an hour reading the lyrics while listening to the song, this showed that students enjoyed listening to the song more than trying to understand the meaning of the lyrics of the song. On the other side, two people spent more than 10 hours listening to a song while reading the lyrics.

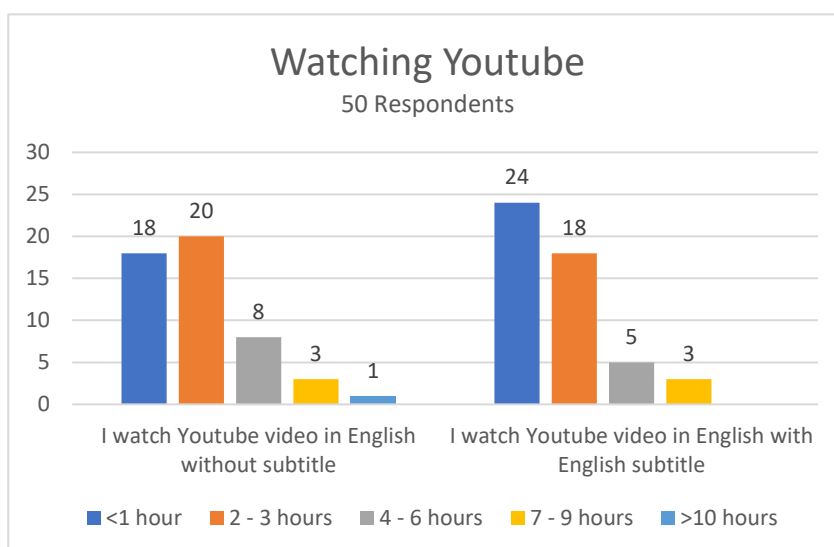


Chart 1. Watching YouTube

YouTube has been very popular and has become a new workplace for some people who work as YouTubers and vloggers. The content of videos available on YouTube varies according to the channel and the YouTubers, for example, beauty tutorial channel, game tutorial channel, movie review channel, educational channel, etc. With these wide ranges of scopes, many people watch YouTube for entertainment or even education.

The survey showed that 20 students spent 2-3 hours a day watching YouTube without English subtitles, while in the same category 18 students watched YouTube by using English subtitles as a guide. Some students thought that subtitle was disturbing to the picture or the movie, so they preferred to not use any subtitle.

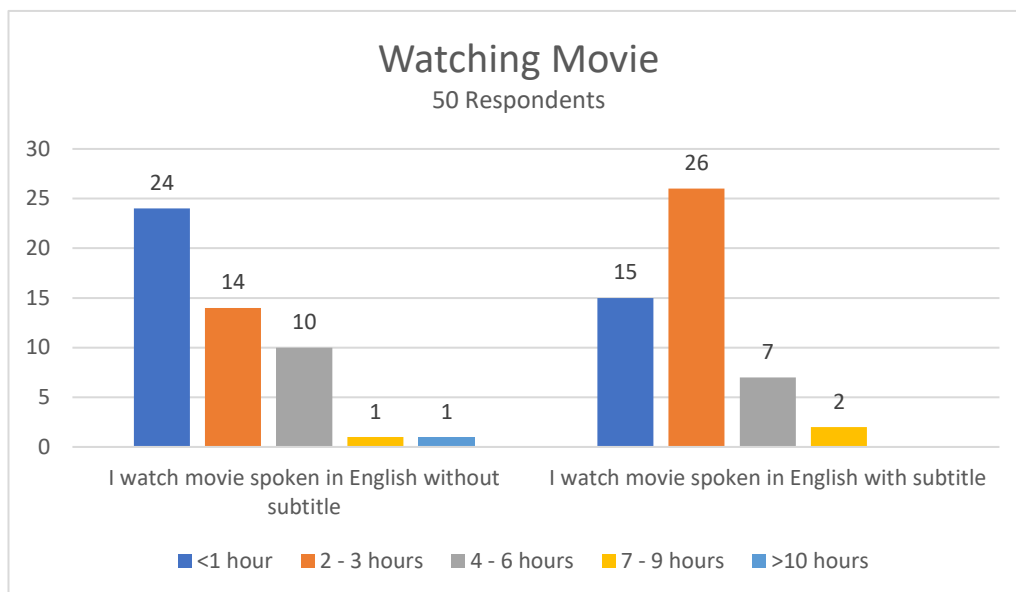


Chart 2. Watching Movie

Watching movies is very convenient nowadays since many websites provide it with free access. The movies were uploaded and people could choose whether they wanted to use subtitles or not this was one of the benefits of the movie, since the subtitles must have been edited by a professional editor and it hardly had critical errors, so some people think of this as a good chance to learn English language because they could match the actors' action with the subtitle. So, the English exposure gained from watching movies was quite high since it was quite popular.

The survey showed that the intensity of watching movies was high, especially in the part where students use subtitles. Twenty-six students spent 2-3 hours a day watching movies with subtitles. Since movies were usually 2-3 hours long, we could take the simple conclusion that students were more comfortable watching movies with a subtitle. On the other hand, 24 students spent less than an hour watching a movie without subtitles. This showed the popularity of subtitles for students. When students watched movies, they could see how the actors pronounce the words clearly and they could mimic the actors' mouths to help them pronounce the words correctly. The interesting storyline was one of the attractiveness of the movie.

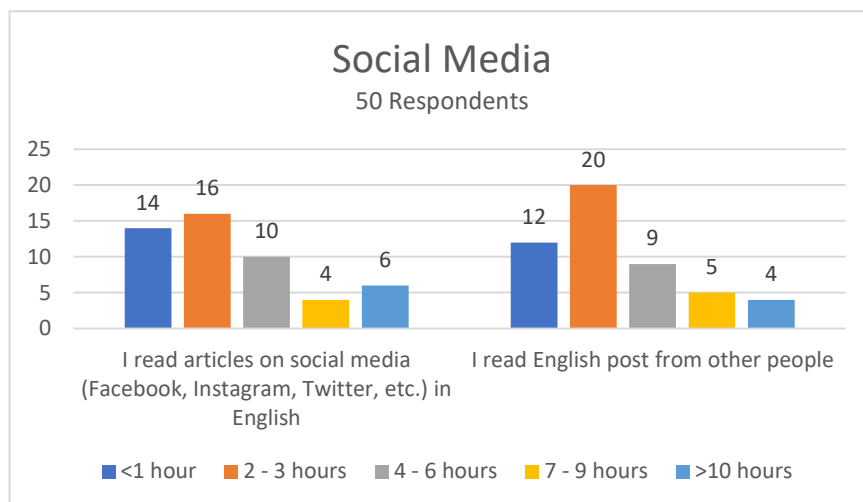


Chart 3. Social Media

Social media platforms like Instagram, Facebook, Twitter, Snapchat, etc. have become very popular around the world. Children to adults were using social media to share their thoughts and opinions with their loved ones. Most people in the world might at least have one social media platform, that showed its popularity. The most popular one was Instagram since it was not only used to share thoughts and opinions with the public but it could be used to gain information by reading articles that were posted on it.

From the survey reading articles on social media was quite popular, since students were not watching a lot of NEWS on TV, they gained information about the world and their close ones through the social media platform. Sixteen students spent 2-3 hours on social media reading NEWS online. Ten students spent 4-6 hours a day, 4 students spent 7-9 hours, and 6 students spent more than 10 hours a day.

Other than used to read NEWS about the world, social media platforms were also used to share their feeling and thought with others. The feelings and thoughts were turned into posts and written in captions. The survey showed that 20 students spent 2-3 hours a day reading posts. Nine students spent 4-6 hours a day, 5 students spent 7-9 hours a day, and 4 students spent more than 10 hours a day. This has proven the popularity of social media since the intensity of social media exposure was high.

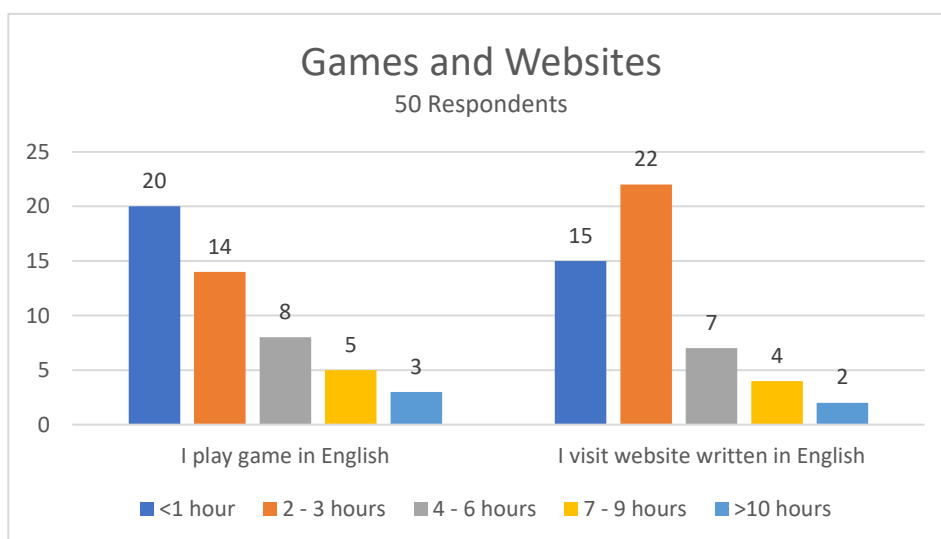


Chart 4. Games and Websites

Games and online websites were used often for entertaining students themselves and gaining information. However, the survey showed that 20 students were playing games using the English language for less than an hour. Three students spent more than 10 hours a day playing games in English. This could mean that students were more comfortable playing games in the Indonesian language rather than English.

Websites were usually used to gain information and websites like Google were very popular. According to the survey, 22 students spent their time visiting websites to search for information or even reading articles. Two students spent more than 10 hours using websites.

3.1.3 The benefits that the students get from out-of-class English Exposures

Code		Conclusion	Example
Importance of Using English Outside the Classroom in Improving Knowledge of the Language		English is important and using English outside the classroom will help improve learners' English mastery. Improvement of English mastery can help learners to lessen their nervousness. Learning outside the classroom will help build a habit of learning the language.	"Yes, it is important, because I think if we talk often using the English language then we will be less nervous and can be more fluent." / "Yes, because learning language is from our habit."
Facilitators	Music	Music can help learners improve their pronunciation since learners can sing the songs together with the singer and also read the lyrics provided. Learners can also learn the singer's accent from the song. Sometimes, when learners hear a new word, they try to search for the meaning of the lyrics.	"Yes, I often listen to Western songs. I try to follow the singer in singing the song by using the lyrics as my guide because I believe all their pronunciation is correct and I want to follow their accent." / "Yes, I am. Almost every day. Sometimes I look at the lyrics and follow the singer in singing the song."
	Social Media Platform	The social media platform is very popular now. Many people use it to express their feelings, share their thoughts on something, and communicate by chatting with each other. Some popular social media platform that is used by the learners are Instagram, Twitter, and WhatsApp. When they share or post something on these platforms, they can add written captions. Some learners are using the Indonesian language, but others are using the English language. Not only used for sharing, but learners can also read other people's	"Yes, I used Instagram the most. I can learn English by reading the caption and quotes and I also try to use the English language when I post captions on Instagram." / "I mostly used Instagram and WhatsApp. When I post something on Instagram, I use English and Indonesian." / "Yes, sometimes if my friends use the English language then I try to reply to it in English also."

		captions and quotes. On average, learners spend 5 hours a day accessing their social media.	
	YouTube	YouTube is a popular application that contains many videos, such as educational videos, music videos, etc. Many videos are shared on YouTube by Vloggers, too. They share about their daily life or how to do something that can help other people in solving their problems. Nowadays, many educational videos are posted on YouTube and the videos provide essential information about learning materials. In some YouTube videos, there are subtitles to help learners to catch up with the YouTuber. So, learners can learn by listening to the YouTuber speaking and also by reading the subtitles.	“Yes, I watch makeup tutorials and I like Western beauty vloggers. Since they also speak English, I also take this as an opportunity to learn English.” / “I watch YouTube often, for example, MV and movie reactions. I use English subtitles when I watch YouTube.”
Code		Conclusion	Example
Motivation		Motivation is an important aspect of learning the language. The higher the motivation, the higher their will to learn. Some learners are motivated to learn the language because they want to be able to communicate with people in public places by using English. While the others wanted to live abroad and this motivated them to keep learning and keep improving their English mastery.	“I want to speak English in public fluently. I want to talk to foreigners. I believe that if our English is good, then we will get wider opportunities and more knowledge.” / “I am impressed with it and I think that they are great. I personally really want to be a good speaker, like a native speaker. I want to live somewhere abroad like America or Europe, that is why I want to have good English skills.”
Satisfaction		Learning English inside the classroom only might not be enough to improve learners’ English mastery. So, out-of-classroom English exposure might be of help. Learners who have more English exposure outside the classroom feel that their English has improved, while the others who do not get many out-of-classroom English exposures do not feel the improvement.	“In my opinion, all of that exposure can improve my English skills.” / “I don’t think it is enough because my environment and people around me are not speaking English much. I only learn from movies and songs. I don’t have much contact with the English language.”

3.2 Discussion

According to Spada & Lightbown (1989; referred in CEPEP, 2014) a minimum of 250 - 300 hours a year have to be devoted to the English language to consider the approach intensive. From the English Exposures (music, movies, YouTube, social media, games, and website) mentioned, every respondent spent around 365 hours a year which was considered intensive according to (Spada & Lightbown, 1989).

YouTube is the most popular media and according to Mohsin (2020), YouTube has 2 billion users each month. However, most of them were not using subtitles when they were watching YouTube. Movies that were watched on online platforms like Netflix were also beneficial in improving English mastery in listening skills, in line with Safranji (2015) the use of movies is an effective way of improving the listening abilities of foreign language learners, also resulting in getting better insight into English culture. Music was beneficial in improving listening, vocabulary, pronunciation, and grammar. Singing along with the singer was beneficial in improving pronunciation skills since learners could imitate the singer.

English Exposure is important for the students. Output was also necessary to improve English mastery. As the findings stated input only was not enough, students need to use English in their daily lives. Input was not enough to improve their speaking skills completely since students were not used to speaking in English. Here output plays an important role and it helps students to be more fluent by acting it out and using English in their daily life.

This research shows that many kinds of English exposures around learners can be easily accessed and by accessing it, they will get exposed to the language and to be noted that English as an international language is very popular and used in many areas. The kind of exposure that is very popular is YouTube since it can be accessed anywhere and anytime. The intensity of the exposure is also important and considered the key to success in English through the exposures. When learners are exposed for a long time, they will show improvement in the process. By understanding the kinds of exposures that are popular to learners and mostly used, we can use the platform to create more effective exposures for the learners, and by understanding the importance of the intensity of the English exposures, we can improve and provide more opportunities for learners to get exposed to the English language exposures. All of this will lead to the goal and become beneficial for the learners and educators. The educators will understand and realize how important English exposure is for learners and from here learners will also get more intensive exposure which will improve their English language mastery.

4. CONCLUSION(S)

Learning and acquiring knowledge was a never-ending need for human beings. Learning the English language was needed to survive in the outside world and it was a must in this globalization era. However, other than just learning the language inside the classroom with the teacher present, people could acquire knowledge of the language. English was very popular and it had become the international language. This caused many media to use English to catch people's attention. Learning inside the classroom only was not enough, since it can take place at any time and in any place, including the home, and the community (Ferdous, 2013). Acquiring language outside the classroom was effective since there was no pressure and acquirers would be less anxious in the process.

From the result of the study, undergraduate students got a lot of exposure from contemporary media such as social media, Western music, YouTube, movies, games, and even websites. Movies were very popular among undergraduate students since they could watch the movies everywhere, even through their smartphones. The questionnaire and interview showed the positive attitudes of undergraduate students toward English. Most of them regarded English as very important and a language that they needed to learn. The interviewees also shared their opinion regarding acquiring language outside the classroom through the exposures and they thought that out-of-classroom exposures were less pressure and they did not need to be afraid when they could not speak fluently. This statement showed that when the students were exposed to English outside the classroom their affective filter was down and they could absorb the language well.

This study strengthened the claim that students do not need to always learn inside the classroom to have good English mastery. A formal setting like learning with the teacher is good, however, sometimes this becomes an obstacle for the students which makes them hard to speak up and concentrate. So, acquiring the language through an informal setting is also a great choice, since students would be in a stress-free situation.

Based on these findings, the writer suggested that teacher combines their lesson with contemporary media, which can be short videos from YouTube, movies, or music to boost the students' spirit and lessen their stress level. The teacher could ask students to watch the short movies at home and ask them to present the short movies at school or make a summary of them. By doing this, the teacher and students did not need to spend more lesson time watching short movies.

The last suggestion was for the fellow researcher to pay attention to the motivation of the students in learning the language, to get a deeper understanding of the students' thoughts and feelings. In this research, motivation was not discussed deeply, while motivation might become one of the factors that influenced students' attitudes toward English and their English mastery.

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