

THE ENGLISH CONTACT IN LEISURE ACTIVITIES OF INDONESIAN STUDENTS MAJORING IN ENGLISH

Fatyana Rachma Saputri & Pupung Purnawarman

Research Scholar, Universitas Pendidikan Indonesia, Indonesia

ABSTRACT

The high technological developments make English contact easier than ever. Students not only get English contacts in the classroom but also outside the classroom like free-time activities that use English. With the exposure to kinds of media, students get more varied and unique contacts with English. From this case, the different exposures of English might influence students' competencies in learning the language. Identifying these English contacts in their leisure activities and the effects toward TOEFL scores were the objectives of this research. In other words, this research was aimed to answer these research questions: (1) how often and what kinds of English contacts students majoring in English had in leisure activities; and (2) the effects of English contacts to students' TOEFL score. This research is in the form of quantitative and descriptive statistic which includes 66 students as participants. Based on the study, the leisure activities which students most frequently did were listening to music, reading e-mail, messages, or Internet web pages in English, and writing social media caption, comments, or status update. It emphasized that technology had significant roles in students' society today. The result of this study also showed that higher exposures of English contacts had effects on the students' TOEFL scores. Meanwhile, instead of learning English in a classroom, students in this 21st century have more access to gain information they want to improve four English skills.

KEYWORDS: *English Contact, Leisure Activities, English Major*

Article History

Received: 19 May 2018 | Revised: 18 Dec 2018 | Accepted: 08 Jan 2019

INTRODUCTION

English is taught in Indonesian schools as a foreign language. For decades, the Indonesian curriculum includes English as a core subject matter in high schools. English is also included in the main subjects which students should take in final examination in order to graduate. In the university level, departments are established to study English education and literature. All the learning takes place in a classroom that is intended for learning. On the other hand, according to Lee et al. (2011: 15), foreign language students studying in their home countries are often faced with the simple truth that once they leave the classroom there is no guarantee that they will be given opportunities to use the target language.

The high technological developments make English contact easier than ever. Students can easily access English through television programs, radio, videos, international journals, movies, and so on. In other words, the exposure of English can be done with different sources. From this description, it can be concluded that students not only get English

contacts in the classroom but also outside the classroom like free-time activities that use English. With the exposure to kinds of media, students get more varied and unique contacts with English than previous generations. Identifying these English contacts, how often students spend their leisure activities using English, and the effects of English contacts toward students' TOEFL scores are the objective of this research.

This research used the Language Contact Profile developed by Freed et al. (2004: 351-356) to gather data from participants. The Language Contact Profile (LCP) is a self-report questionnaire containing items relating to one's language use (Lee et al., 2011: 16) and has proven useful to us, our colleagues, and students in a variety of projects (Freed et al., 2004: 349). According to Day in Lee et al. (2011, 16), the LCP has been used by several researchers for investigations into input since 1977.

This research was conducted to answer these research questions: (1) how often and what kinds of English contacts students majoring in English have in leisure activities; and (2) the effects of English contacts to students' TOEFL score.

This research focused on identifying activities which were usually done by students majoring in English in their free-time activities. The English contacts were identified through four skills: speaking, reading, listening, and writing.

Some possible ways in giving significances might be presented by this research. For community members, they would be aware that English contacts are not only found in classroom activities but also found in leisure activities. For the related institutions, facilities might be provided for students so that they could learn English outside the classroom.

English Contact in Indonesia

Before the declaration of Indonesian independence in 1945, Bickley (1973: 91) states that the Dutch language was used for church services in a number of the main centers. However, indigenous languages were reverted to after 1957 with the departure of the native Dutch and Dutch-Eurasian population. At the early nineteenth century, services in the English language were conducted in a church and an English Minister tended to the spiritual needs of the small native English community in Jakarta (Bickley, 1973: 91). Nevertheless, it had little effects or no influences on the Indonesian population in spreading English.

Although the Dutch stayed longer in Indonesia than any English speaking country, today's facts show that the Indonesian community is not influenced by the Dutch language. Instead of using Dutch, English was more important in the global perspectives of Indonesian. Since the nation independence declared, English has become a subject matter considered in the Indonesian curriculum. In high school level, English is the core discipline that gives roles not only to graduate from schools but also in competing for college entrance tests. Universities also provide English majors that are never deserted by enthusiasts. In job vacancies, applicants who master English have a plus and been preferably accepted. Even, there are companies that necessitate English to be mastered as the main requirement. In many Asian countries, scores on English exams play a role in university entrance, graduation, and employment (Education First, 2016a: 23). English courses are established in order to give chances for Indonesian in learning this language. From this point of view, English has an important place in the Indonesian community.

However, based on a survey conducted by Education First(2016a: 23), there is a very clear gap in Asia between countries that were previously under the influence of the British Empire in which English gave important roles in everyday communication and countries where English as used as a foreign language to communicate with other parties.

English Proficiency Index published by Education First (2016a: 23) states that in Cambodia, China, Indonesia, Japan, South Korea, and Vietnam, English is used extensively for trade, international business, manufacturing, and it is increasingly used in the academic world. These countries do not have a strong relationship with the English in everyday life. Although English is taught in schools, it is not commonly used in everyday communication. On the other hand, countries which have a historical relationship with the British Empire placed English in several factors in their everyday life (Education First, 2016a: 23).

From the history of English in Indonesia explained above, it is clearly stated that English has roles and influences in some important points on the pulse of life of Indonesia. As technology grows rapidly in this 21st century, English contacts are more easily accessible than it was in the past generation. Varied and unique sources can be accessed outside the classroom to learn and to acquire the target language.

Activities in Language Learning and Acquisition

Teaching English in Indonesia has challenges because English is not commonly used in daily life. People, in countries where English is not the native language, usually learn it as a foreign language which is somehow different with language acquisition. In learning, the learner is aware of the language rules. Meanwhile, according to Krashen (2009: 10), language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. Although some second language theorists have assumed that children acquire, while adults can only learn, Krashen (2009: 10) states that adults can access the same natural “language acquisition device” that children use. Occasionally, a person learns certain rules before acquiring them, and this gives the illusion that the learning actually caused the acquisition (Krashen, 2009: 87).

Education First (2016a: 20-25) surveyed 72 countries around the world to present the English Proficiency Index. Based on the country rankings, the Netherlands is the first, followed by Denmark and Sweden. Among countries in Asia, Singapore(6th) is the first, followed by Malaysia (12th), Philippines (13th), India (22nd), South Korea (27th), Hong Kong (30th), Vietnam (31st), and Indonesia (32nd). It concludes that Indonesia is the 8th among countries in Asia based on English Proficiency Index surveyed by Education First (2016: 24). The mean score of TOEFL iBT in Indonesia is 84 while the IELTS GT score is 6.2 (Education First, 2013b: 2). The detailed Education First English Proficiency Index (EF EPI) is presented below for each region and city.

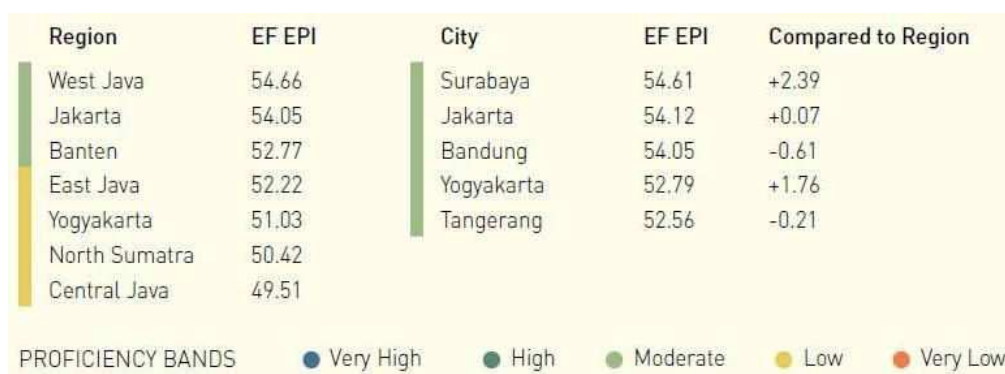


Figure 1: Education First (2016b: 1)

Based on the data above, West Java has the highest EF EPI in the region level while the lowest is Central Java. On the other hand, Surabaya which is located in East Java has the highest EF EPI among the cities. Meanwhile, the largest city

of Banten, Tangerang, is placed as the lowest among the cities.

Several previous studies were conducted by using the Language Contact Profile (LCP) developed by Freed et al. (2004: 351-356). The LCP was first used by Seliger and Gingras in 1976 (Lee et al., 2011: 16) and has evolved over the last decade since the first adaptation of prior language-learning questionnaires developed by a series of Second Language Acquisition researchers (Freed et al. 2004: 349). The LCP was adapted by Lee et al. (2011: 18) to gather data obtained from 80 participants at a Japanese International University. The study revealed the mean of total hours students spent in speaking with non-classmates (4.09 hours per week), speaking with classmates (2.39 hours per week), making brief exchanges in English (3.16 hours per week), listening-in on other people's English conversations (4.85 hours per week), speaking English off campus (1.50 hours per week), and reading English (5.68 hours per week). Another related study which adapted LCP was conducted by Lee (2005: 1) to identify how much time Korean college students spent on 16 activities in speaking, listening, reading, and writing in English outside of the class. The results taken from 101 participants found that Korean students in the study had very low exposure to or use of English in general and speaking and writing in particular (Lee, 2005: 10).

METHOD

This study was designed in quantitative research to identify leisure activities outside the classroom of students majoring in English and how many hours they spent on those activities. A descriptive statistic was also described to explain the English exposure for students. From this study, it was to find out whether students' TOEFL scores were influenced by how many hours they spent in leisure activities outside the classroom or not. However, the results from this study were not intended to generalize the effects of leisure activities toward the TOEFL scores. Circumstances might influence results in other related studies.

Respondents

The subjects of this study are 71 college students from two universities in Indonesia, which are Indonesia University of Education and Yogyakarta State University. Participants are students majoring in English in postgraduate and undergraduate studies. From these participants, the data from 5 college students were removed due to the unclassified research subjects. The remaining 66 students' data were analyzed.

Data Collection Procedure

To collect the data from subjects, a questionnaire was adapted based on Language Contact Profile developed by Freed et al. (2004: 351-356). The questionnaire had three parts. First, students filled data about TOEFL scores which are divided into listening, structure and written expression, and reading. The second part contains students' background information. In the third part, students filled out questions about the number of days in a week and average hours in a day in which English was used outside class to know English contacts in speaking, reading, listening, and writing.

In collecting the data, steps are adapted based on Burns in Hamied (2017: 89). First, research problems were defined followed by formulating the hypothesis. After that, the study was designed before selecting samples and instruments. The gathered data were analyzed to draw conclusions and to report the results.

Data Analysis

The data were described in the descriptive statistic in the form of a percentage. These data were calculated based on how many days per week and hours per day students spent their time in each leisure activity. In describing the effect of using English in leisure activities with the TOEFL score, the total days for each score range was divided by the number of students for each range.

FINDINGS AND DISCUSSIONS

From the questionnaire, the TOEFL scores of 66 students could be summarized in the table below.

Table 1: TOEFL Scores

TOEFL Scores		Listening		Structure and Written Expression		Reading	
Range	Frequency (%)	Range	Frequency (%)	Range	Frequency (%)	Range	Frequency (%)
<459	5 (7.6%)	38-46	6 (9.1%)	32-42	1 (1.5%)	31-47	1 (1.5%)
460 – 542	18 (27.3%)	47-53	26 (39.4%)	43-52	17 (25.8%)	48-55	29 (43.9%)
543 – 626	43 (65.2%)	54-63	32 (48.5%)	53-63	42 (63.6%)	56-62	33 (50%)
>627	0 (0%)	64-68	2 (3%)	64-68	6 (9.1%)	63-67	3 (4.5%)
Total = 66 (100%)		Total = 66 (100%)		Total = 66 (100%)		Total = 66 (100%)	

The results record that 43 students are pursuing an education in the Indonesia University of Education while the remaining 23 students are in Yogyakarta State University. The male participants are 16 (24.2%) while the female participants are 50 (75.8%). The participants are all Indonesian citizens who speak two kinds of languages as the mother tongue, which is Indonesian (24 or 36.4%) and local languages (42 or 63.6%). These languages are also used in their current residences with the same frequency and percentage.

The participants were asked whether they had ever been to an English-speaking region *for the purpose of studying English*. The results show that 4 (6.1%) students have ever been to an English-speaking country (Singapore, England, America, and China) for several days or months (3 days, 1 month, 3 months, and 2 months) while the remaining students (62 or 93.9%) had not.

How Often and What Kinds of English Contacts Students Majoring in English have in Leisure Activities?

The data presented below are English contacts in leisure activities based on the questionnaire classified in four English skills.

Speaking

Students were asked about the average days per week and hours per day of how much time they spent for speaking English outside of class with native or fluent English speakers. Five leisure activities which had English contacts in speaking were included in the questionnaire.

First, for speaking with lecturer outside the classroom in a week, a day per week was chosen by 20 students (30.3%), followed by 3 days per week (13 students or 19.7%), 0 day and 2 days per week (10 students or 15.2%), 4 days per week (7 students or 10.6%), 5 days per week (3 students or 4.5%), 7 days per week (2 students or 3%), and the last is 6 days per week (1 student or 1.5%). The highest frequency for average hours for speaking English to lecturers in a day is

0-1 hour (45 students or 68.2%), followed by 2-3 hours per day (13 students or 19.7%).

The second activity is speaking English to friends who are native or fluent English speakers. The highest percentage is 1 day per week (19 students or 28.8%), followed by 0 days per week (16 students or 24.2%), 2 days per week (9 students or 13.6%), 3 days per week (7 students or 10.6%), 7 days per week (6 students or 9.1%), 4 days per week (5 students or 7.6%), 6 days per week (3 student or 4.5%), and the last is 5 days per week (1 student or 1.5%). The highest frequency for average hours for speaking English to friends in a day is 0-1 hour (44 students or 66.7%), followed by 2-3 hours per day (14 students or 21.2%).

The third activity is singing English songs outside of class. Singing in English has the highest percentage for 7 days per week between the other four activities because 24 students (36.4%) spend their leisure activities for singing every day in a week. The second highest percentage for this activity is 2 days per week (9 students or 13.6%), followed by 3 days per week (8 students or 12.1%), 6 days per week (7 students or 10.6%), 1 day per week (6 students or 9.1%), 4 days per week (5 students or 7.6%), 0 day per week (4 students or 6.1%), and the last is 5 days per week (3 students or 4.5%). The highest frequency for average hours for singing in English is 0-1 hour per day (31 students or 47%), followed by 2-3 hours per day (24 students or 36.4%).

The fourth activity is speaking English to strangers whom students thought could speak English. The data show that 0 day per week has the highest percentage (34 students or 51.5%), followed by 1 day per week (16 students or 24.2%), and 3 days per week (6 students or 9.1%). The highest frequency for average hours for speaking English to strangers is 0-1 hour per day (54 students or 81.8%), followed by 2-3 hours per day (8 students or 12.1%).

The fifth activity is speaking English to a host family, English roommate, or other Indonesian speakers in the dormitory. In this activity, 20 students (30.3%) choose 0 days per week, followed by 17 students (25.8%) who choose 1 day per week. For the average hours in a day, 52 students (78.8%) choose 0-1 hour per day.

Reading

Students were asked about the average days per week and hours per day of how much time they spent on reading English outside of class. Four leisure activities which had English contacts in reading were included in the questionnaire.

First, students were asked about how many days per week and hours per day to read English newspapers or magazine. The results show that 15 students (22.7%) do it every day in a week, followed by 1 day per week (13 students or 19.7%), and 3 days per week (11 students or 16.7%). For the average hours in a day, 35 students (53%) choose 0-1 hour per day, followed by 2-3 hours per day (27 students or 40.9%).

The second activity is reading novels, poems, or other literature outside of class. The highest percentage is 1 day per week (13 students or 19.7%), followed by 3 days per week (12 students or 18.2%), 7 days per week (11 students or 16.7%), and 0 days per week (9 students or 13.6%). The highest frequency for average hours for reading novels, poems, or other literature outside of class in a day is 0-1 hour (40 students or 60.6%).

The third activity is reading schedules, announcements, menus, and the like in English outside the class. From the data, 13 students (19.7%) did it every day in a week, followed by 1 day per week (12 students or 18.2%), 2 days per week (11 students or 16.7%), and 3 days per week (10 students or 15.2%). For the highest frequency of hours per day students allocated their time for this activity, 56 students (84.8%) chose 0-1 hour per day.

The fourth activity is reading e-mail, messages, or Internet web pages in English outside of class. This activity has the highest percentage. There were 28 students (42.4%) who spent their leisure activities in it every day in a week, followed by 2 days per week (8 students or 12.1%), and 6 days per week (7 students or 10.6%). The highest frequency of average hours in a day in this activity is 0-1 hours, chosen by 30 students (45.5%).

Listening

Students were asked about the average days per week and hours per day of how much time they spent listening to English outside of class. There are four leisure activities which had English contacts in listening included in the questionnaire.

First, for listening to English television and radio outside of class in a week, 0 days per week was chosen by 19 students (28.8%), followed by 1 day per week (11 students or 16.7%), 2 days per week (9 students or 13.6%), 5 days per week (8 students or 12.1%), and 4 days per week (7 students or 10.6%). The highest frequency for average hours in a day for this activity is 0-1 hour (39 students or 59.1%), followed by 2-3 hours per day (19 students or 28.8%).

The second activity is listening to English movies or videos outside of class. The highest percentage is 5 days per week, chosen by 10 students (15.2%), followed by 3, 4, and 6 days per week (9 students or 13.6% for each option). The highest frequency for average hours in a day for this activity is 2-3 hours (37 students or 56.1%), followed by 3-4 hours per day (18 students or 27.3%).

The third activity is listening to English songs outside of class. This activity has the highest percentage for 7 days per week. The data show that 37 students (56.1%) spend their leisure activities for listening to music every day in a week, followed by 6 days per week chosen by 9 students (13.6%) and 5 days per week chosen by 5 students (7.6%). For this activity, 44 students (66.6%) spent their time not more than 3 hours per day.

The fourth activity is trying to catch other people's conversations in English outside of class. There were 18 students (27.3%) chose 1 day per week, followed by 0 day and 2 days per week (9 students or 13.6%). For the average hours per day, 45 students (68.2%) chose that they did not spend their time more than 1 hour in a day.

Writing

Students were asked about the average days per week and hours per day of how much time they spent on writing-English outside of class. Three leisure activities which had English contacts in writing were included in the questionnaire.

First, in writing personal notes or letters in English outside of class, the highest percentage is 1 day per week (19 students or 28.8%), followed by 0 days per week (16 students or 24.2%). There were 51 students (77.3%) who did not spend their time in this activity more than 1 hour per day.

A second activity is writing e-mail or messages in English outside of class. The highest percentage is 1 day per week (16 students or 24.2%), followed by 7 days per week (14 students or 21.2%), 2 days per week (12 students or 18.2%), and 3 days per week (11 students or 16.7%). The highest frequency for average hours for this activity in a day is 0-1 hour (44 students or 66.7%).

Third, based on the data, writing social media caption, comments, or status update outside of class has the highest percentage. Around 15 students (22.7%) spent their leisure activities in it every day in a week. There were 56 students

(84.8%) who did not spend their time in this activity more than 1 hour a day.

The Effect Using English in Leisure Activities with the TOEFL Score

Table 1 summarized the average day's students have English contacts in leisure activities based on their TOEFL score level.

Table 2: The Effect of using English in Leisure Activities with the TOEFL Score

TOEFL Scores		Average Days per Week for Speaking	Average Days per Week for Reading	Average Days Per Week for Listening	Average Days Per Week for Writing
Range	<i>n</i>				
<459	5	1.4	2.8	1.4	1.4
460 – 542	18	1.72	4.44	4.28	3.28
543 – 626	43	2.02	4.74	4.02	3.79
>627	0	0	0	0	0

Based on data above, there are significant differences of TOEFL score between students who spend more time using English in leisure activities with those who spend less. The results show that 5 students who have the lowest TOEFL score spend less using English. Meanwhile, students who spend more time using English in leisure activities have high chances to reach a higher score which is 543-626. In other words, the higher exposures of English contacts have effects to the TOEFL scores.

A language can be learned from many sources. Instead of learning English in a classroom, students in this 21st century have more access to gain information they want. The internet does not play a small role in language learning. Since the Internet is globally accessed, English is commonly used to communicate with people around the world. Using the Internet could be one of the activities students do in their leisure time. Other activities could be related to students' hobbies such as reading, listening to music, watching movies, writing a poem, and so on. For English as an international language, there are many possibilities of their hobbies have English contacts. In this case, the activities outside the classroom which have English contacts may improve students' skills.

There are many activities outside the class which is integrated with four English skills. In language learning and acquisition, English skills can be divided into two categories, which are *receptive skills* and *productive skills*. Reading and listening are *receptive skills* where meaning is extracted from the discourse. Writing and speaking are considered as the *productive skills* since the students have to produce language themselves (Harmer, 2007: 265). According to Shanahan in MacArthur et al. (2006: 171), the receptive forms of language (listening and reading) are posited as being more basic than the productive forms (speaking and writing), with relatively earlier onsets for listening and reading, and with more formative roles to play in overall language learning. People think receptive skills are passive, while productive skills are more active.

From the results of this study, it can be proved that reading and listening skills also demand considerable language activation on the part of the reader or listener. Students cannot access the information if their brains are not engaged with the information they interact with. In other words, the skills which are reputed as the passive skills need students to be active to gain information. Although reading and listening are considered as passive skills, actually, those skills also need language activation to understand the information given. Students should understand to gain the information. Both receptive and productive skills need students to be actively engaged in teaching and learning activities. These skills can be improved through several activities in daily life.

The use of English in the real situation may have differences with what students learn in the classroom. Due to the limitation in the classroom, Krashen (2009: 59) states that the outside world can supply more input and there is simply no way the classroom can match the variety of the outside world. As the example, when students talk in English with friends who are fluent or native speakers, they also improve listening skills since communication is an interaction between one another in social life (Thompson, 2014). It emphasizes that learning by facing the real situation in language use can improve one's ability in language acquisition. It might influence the language test scores such as TOEFL or IELTS. Since using language is a habit, the use of English outside the classroom in leisure activities could be a good way of learning a language. Other than that, the result shows that there is a significant difference in the TOEFL scores between students who spend more time using English in leisure activities with those who did not.

CONCLUSIONS

Teaching English in Indonesia has challenges because English is not commonly used in daily life. However, a language can be learned from many sources. Instead of learning English in a classroom, students in this 21st century have more access to gain information they want to improve four English skills. Based on the study, the leisure activities which students most frequently did are listening to music, reading e-mail, messages, or Internet web pages in English, and writing social media caption, comments, or status update. It emphasizes that technology has significant roles in students' society today. The higher exposures of English contacts have effects to the students' TOEFL scores. This study concludes that the high exposures of English contacts might influence the language test scores.

ACKNOWLEDGEMENT

This paper was presented at CONAPLIN X (The Tenth Conference on Applied Linguistics) and ELT-Tech 2 in November 2017, held in Bandung, Indonesia.

REFERENCES

1. Bickley, Verner C. (1973). *Cultural Aspects of Language Imposition in Malaya, Singapore, and Indonesia*. *Topic in Culture Learning*, 1(1), 86-98. Retrieved from <http://files.eric.ed.gov/fulltext/ED101572.pdf>
2. Education First. (2016a). *Education First: English Proficiency Index. 6th Edition*. Retrieved from http://media2.ef.com/_/~/media/centralefcom/epi/downloads/full-reports/v6/ef-epi-2016-english.pdf
3. Education First. (2016b). *Indonesia* [#32/72]. Retrieved from http://www.ef.edu/sitecore/_/~/media/centralefcom/epi/downloads/fact-sheets/v6/ef-epi-country-fact-sheet-v6-id-en.pdf
4. Freed, B.F., Dewey, D.P., Segalowitz, N., & Halter, R. (2004). *The Language Contact Profile*. *Studies in Second Language Acquisition*, 26(2), 349-356.
5. Hamied, Fuad Abdul. (2017). *Research Methods: A Guide for First-Time Researchers*. Bandung: UPI Press
6. Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Edinburgh: Longman
7. Krashen, Stephen D. (2009). *Principles and Practice in Second Language Acquisition (Introduction to the Internet Edition)*. California: University of Southern California. Retrieved from <http://book4you.org/book/919260/c97e57>

8. Lee, Choonhwa. (2005). *Different Types of English to which Korean College Students are exposed outside the Class*. Online Submission, Paper presented at the Korean Association of Foreign Language Education (2005). Retrieved from <http://files.eric.ed.gov/fulltext/ED490770.pdf>
9. Lee, R.A., Browne, K.C., & Kusumoto, Y. (2011). *Measuring EFL Learners' Environment: English Contact and Use outside the Classroom at a Japanese International University*. *Polyglossia*, 20(1), 15-25.
10. MacArthur, C.A., Graham, S., & Fitzgerald, J. (2006). *Handbook of Writing Research*. New York: Guilford Press
11. Thompson, G. (2014). *Introducing Functional Grammar*. Third Edition. New York: Routledge