CHAPTER II
LITRATURE REVIEW

A. Out of Class

1. Definition of Out of Class

According to Chusanachoti (2010), Out of Class means any time students spend outside of the formal classroom setting to do English activities. The term "Out of Class" in this study refers to any time the English Student of IKIP PGRI Pontianak spent outside the classroom to do all the English activities. Therefore, out of class language activities in this study mean any English activities done by the English students of IKIP PGRI Pontianak when they are outside classroom.

Freeman (2005) articulated that watching television, going to the cinema, listening to the music and interacting with native speakers are the activities that beyond the classroom learner do. Furthermore, Hyland (2004) stated that the activities students in learning English including speaking, writing, listening, reading skills, such as speaking with family members, talking to people in the streets, talking on the phone, speaking with friend, chatting to foreigners, listening to the radio, attending meetings, reading novels, speaking with colleagues, listening to songs, reading newspaper and magazine, watching television programs, watching videos, surfing the internet, reading academic books, and writing e-mail in ranking order. Out-of-class conveyed by Hyland can cover all statements or arguments by the theorist before.

According to the explanation above, it can be concluded that there are many activities outside the classroom that students can carry out in language learning activity. Learning is not always done by serious and monotonous ways. Based on the opinion of the experts above, it proved that learning can be done in preoccupied ways, such as reading novels, chatting to foreigners and listening to songs. Although those example is not directly related to the

material but students can obtained their knowledge and ability through these activities.

2. Kinds of Out-of-Class Language Activities

In order to identify the kinds of activities that students engaged in, this study uses a theory of Benson (2017) which classifies the activities into three broad categories, namely, self-instruction, naturalistic learning, and self-directed learning.

a. Self-Instruction Activities

Self-instruction activities means the students' conscious effort to seek out resources of language activities, without intervention from the teachers of English. Such activities including studying grammar book or doing vocabulary exercises in textbooks. In this study, the researcher chose activities in larger scope, namely reading student books, reading novels, and writing diaries. This effort to master a particular language skill my also involve studying English in the classroom. However, this study focuses more those activities employed outside the class.

According to Benson (2011), activities that fall into self-instruction may also be viewed as occupying various position in a continuum, there is an autonomous learning, which is stronger sense of self-instruction that involves long term self-initiated learning. In order to identify self-instruction activities conducted by the students, a questionnaire about how frequent they engage themselves in the activities in reading students books, reading novels, and online chatting using English will be used.

b. Naturalistic Activities

These are involuntary activities where students engage in social activities by interacting with others in English such as conversing with native speakers on the street. Naturalistic activity is normally used to refer to a language activity where the students have a direct communication with users of the target language. In this study, naturalistic limit its scope to activities that involve direct communication with either native or non-native speakers as the opportunities to do

activities. A questionnaire was used to investigate how often students speak with friends and native speaker.

c. **Self-directed Activities**

Self-directed relates to activities which students do with the intention of learning English but with more focus on doing them for pleasure rather than for the sake of language learning. Such activities include watching movies, listening to songs, and writing status on social media. These last kinds of out of class language activities from the focus of this study. The questionnaire was used to gather information about these kinds of activities.

B. Previous Study

This study has been conducted by some researchers related to Out of Class language activities. Based on Orhon (2018), entitled "*An Investigation of Out-of-class language activities of Tertiary Level EFL Learners.*" The result of the analysis revealed that learners were mostly engaged in listening and watching activities which were considered as the most helpful activities as well. While no significance differences with respect to gender were found in learners' out-of-class language learning attitudes, the type of language education (compulsory or elective) and language proficiency level were determined to be effective. In conclusion, it can be recommended that out-of-class language carried out most frequently and considered most helpful by learners are incorporated into curriculums of language teaching institutions.

According to Marlyna & Noor Saazai (2016) entitled *"The Out-of-Class Language Learning Strategies of International Students in Malaysia."* The finding revealed that they preferred to learn English through watching television programme or movies, and utilize tools mainly technology-affiliated in advancing themselves in the language.

Furthermore, Emine Bala (2020) this study discussed about *"The Impact of Out-of-Class Language Activities on English as Foreign Language Proficiency of Private University Students."* The results show that the most

frequent activities in which English is practiced are entertaining activities like watching movies, videos, and surfing on the Internet, and that the level of the students' involvement in English language activities outside the classroom is positively associated with their language proficiency.