

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

The study aimed to answer the research question which was stated in the first chapter. The research question was: 1) what out-of-class language learning activities are done by the students, and how frequently are these activities employed? 2) what are the students opinion about their out-of-class language learning experiences? To find the answer, the researcher conducted a survey research in IKIP PGRI Pontianak. The researcher distributed the questionnaire to the sixth semester English students of IKIP PGRI Pontianak.

After getting the data, the researcher analyzed it by calculating mean score to find out the most frequent kinds of activities. The researcher used Benson's (2011) framework which divides out-of-class language activities into three broad categories, namely, self-directed activities, naturalistic activities, and self-instruction activities.

Based on Benson (2011), the findings from questionnaire reveal that the most frequent kinds of out of class language learning activities that the students engage in are self-directed language activities, followed by self-instruction activities and naturalistic language activities. It was found that most of the students are generally engaged in self-directed language learning activities because it interesting and entertaining, such as listening to English song and watching English movies.

However students are found less engaged in the activities for communication, which was speaking with foreigners because of less opportunity to meet foreigners. It can be said that the opportunity to practice English speaking outside formal classroom especially with foreigner is not easy to be found by students.

## **B. Suggestion**

As this study was limited to the use of questionnaires as data collection tools, a further study can include in depth interviews as well to investigate whether learners are engaged in any out-of-class activities, which activities they do outside the class and their reasons more in-depth. Also, learners can be asked to keep learner diaries where they note what they do with respect to their language studies with the duration of the activity for a period of time. This way, a clearer picture can be obtained related to learners' out-of-class studies. It is suggested English Department students should select, manage and do the right out-of-class activities that are relevant with their field-of-study, and that could accelerate their achievement and their English proficiency, which prioritize, and optimize their academic activities among their other activities. English Department lecturers should give motivation and facilitate the students by giving assignments that give opportunities for students to employ English learning activities. In addition, an experimental study can be conducted to investigate the effect of certain out-of-class language activities that learners carry out beyond the classroom on their learning process and learners' opinions about the activities can be gathered. Also, different variables can be investigated in order to reveal their effects on out-of-class language learning attitudes of learners.