



Exploring the Relationship Between EFL Students' Extramural English Activities and Their Speaking Skills

Fakhruddin Zam Zam¹, Erna Andriyanti²

^{1,2}English Language Education Study Program, Universitas Negeri Yogyakarta,
Yogyakarta, Indonesia

Article Info	Abstract
Received: 2026-08-30 Revised: 2026-09-07 Accepted: 2026-09-03 Keywords: EFL students; Extramural English (EE) activities; Speaking skills DOI: 10.24256/ideas.v14i2.12483 Corresponding Author: Fakhruddin Zam Zam zamfakhruddin@gmail.com English Language Education Study Program, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia	<i>Extramural English (EE) activities are expected to be a promising solution for supporting EFL students' speaking skills. This study aimed to explore the relationship between EFL students' EE activities and their speaking skills at two distinct research sites in Indonesia. The objectives are: (1) to investigate a correlation between their EE activities and their speaking skills, and (2) to explore their perceptions of the benefits of EE activities for their speaking skills. Using an explanatory sequential mixed-methods design, the study involved a survey of 218 third-semester English majors from two distinct research sites in Indonesia. Of these participants, 30 completed the speaking test and constituted the sample for the correlation analysis, and eight of them were subsequently interviewed through semi-structured interviews for further exploration of the benefits of EE. Descriptive statistics and Spearman's rho correlation analysis in SPSS 26 were used to analyze the quantitative data, while a thematic analysis in NVivo 14 was used to analyze the qualitative data. The quantitative findings revealed that the students' EE activities correlated positively with their speaking skills ($r_s = .720$, $p < .001$, $N = 30$). Meanwhile, the qualitative findings showed that the students highlighted several improvements in aspects of their speaking skills as benefits of EE activities (i.e., vocabulary, pronunciation, grammar, comprehension, and fluency). The findings highlight a strong association between EE engagement and speaking skills and contribute to the understanding of EE in the Indonesian higher-education context. Practically, the findings suggest that EFL students should be encouraged to engage in meaningful and interactive EE activities rather than simply increase their exposure to English.</i>

1. Introduction

Speaking skills play a crucial role in determining students' English proficiency. Brown and Lee (2015) highlight that successful language acquisition is characterized by the ability to achieve communicative goals through interactive conversations with other speakers. Moreover, the success of English language learning largely depends on students' ability to communicate orally (Sayin, 2015; Suwarno, 2017). However, despite their significance, the skills are often challenging to master, even for students majoring in English. Several studies reported that English major students' speaking skills are hindered by limited English exposure (Aashiq & Zahid, 2024; Zayraey, 2025), restricted classroom time (Darwanto et al., 2023), and insufficient practice (Shen & Chiu, 2019; Jaya et al., 2022).

This challenge is especially evident in EFL contexts, such as Indonesia, where English exposure is largely limited to classroom learning. This differs from ESL settings and some European countries, where learners generally have greater opportunities for real-life English exposure (Simbolon, 2021; Darwanto et al., 2023). Consequently, EFL students majoring in English still face difficulties in various speaking aspects, such as vocabulary, grammar, pronunciation, comprehension, fluency, and confidence (Jaya et al., 2022). Thus, they need to seek additional English exposure and practice outside the classroom, especially in the context of the digital age, where access to English resources is more flexible and unrestricted by classroom time constraints.

The increasing use of digital media and communication tools has provided students with greater exposure to English beyond the classroom. Known as Extramural English (EE), this term was initially introduced by Sundqvist (2009), who defines it as "English outside the walls", in which students are exposed to English beyond the classroom setting. It encompasses watching movies, chatting, gaming, surfing the internet, listening to songs, and others (Sundqvist & Sylvén, 2016; Ebadi et al., 2023). This exposure expands opportunities for students to get more authentic and engaging learning without explicit teaching in the classroom context. Maristy (2023) argues that, unlike the typical classroom learning experience, participating in EE activities may offer more authentic and meaningful communication. Moreover, EE activities may help overcome the limitations of classroom learning, including time constraints, learning materials, and student engagement (Leona et al., 2021). Consequently, researchers have shown increasing interest in examining the relationship between EE and English proficiency in the field of ELT.

Numerous scholars have revealed a positive correlation between EE and students' vocabulary (Sundqvist, 2009; Leona et al., 2021; Warnby, 2022; Ebadi et al., 2023; Busby, 2024), willingness to communicate (Lee, 2019; Malyndra et al., 2020; Amira et al., 2021), and language skills (Sundqvist, 2009; De Wilde et al., 2020; Arredondo, 2023). This emphasizes the potential role of EE in facilitating English proficiency. However, most of these studies focus on the correlation between EE and vocabulary. The investigation on the correlation between EE and speaking skills, particularly in Indonesia, remains scarce.

A study conducted by Sundqvist (2009), with a topic on the effect of EE on Swedish secondary school students' oral proficiency and vocabulary, discovered that EE positively affected students' oral proficiency. She discovered the correlation between the overall amount of time the students spent on different EE activities and their oral proficiency and vocabulary size. In a similar vein, Arredondo (2023) also found that EE seems to benefit the students' oral proficiency. The study highlighted that although students had varying levels of frequency and engagement in EE, the combination of each multimodal input from EE activities benefited students' oral proficiency. Furthermore, De Wilde et al. (2020), who researched EE activities of Dutch-speaking children, found that EE activities were

significant predictors of their speaking proficiency, with the more active activities, such as social media use, English games, and speaking English, were found to be notably significant.

Although the aforementioned studies have already begun to explore the relationship between EE activities and speaking skills, most of them were conducted in European contexts, with limited attention given to other EFL settings, such as Indonesia. In the Indonesian context, existing research primarily explored students' participation in EE activities within university settings but did not deeply investigate their relationship with speaking skills, especially through empirical assessments such as a speaking test. Additionally, existing research has predominantly relied on quantitative survey data, often overlooking the qualitative insights into the benefits of EE activities for students' speaking skills. Given these gaps, this mixed-methods study, which combines a survey, speaking test, and interviews, aims to provide a deeper insight into the relationship between EE and speaking skills within the Indonesian higher education context. Based on this aim, this study addresses the following questions:

1. Is there any correlation between EFL students' EE activities and their speaking skills?
2. How do EFL students perceive the benefits of EE activities for their speaking skills?

Literature Review

1. *Extramural English (EE)*

Extramural English (EE) is defined as the English language that students encounter or engage with beyond the confines of the classroom setting (Sundqvist, 2009; Sundqvist & Sylvén, 2016). This EE is involved in social interactions, work, and everyday activities such as watching movies, chatting, gaming, surfing the internet, listening to songs, and any other activity where students encounter English beyond the classroom walls (Sundqvist & Sylvén, 2016). Studies identified EE as informal learning in which students can spend time on any interesting activity (Sundqvist, 2009; Peters, 2018). This is in contrast with the general formal classroom, which provides more limited choices (Sundqvist & Uztosun, 2024). Sundqvist and Sylvén (2016) noted that the prototype of EE activities is always initiated by learners and takes place outside the formal classroom walls.

According to current research, listening to music, reading, using a computer, and watching television are the most common EE activities (Peters et al., 2019; Arredondo, 2023). Furthermore, Arredondo (2023) asserts that EE activities that include audiovisual input, online media, and digital media are highly preferred by people of all ages and nationalities. This implies that students tend to be exposed to EE activities that are varied with various digital media that they usually engage in. In a similar vein, Darwanto and Sotyarini (2022), who investigated the needs analysis for amplifying EE among Indonesian university students, revealed that students preferred online EE activities over face-to-face or offline EE activities.

Moreover, several EE activities that have been commonly researched by many scholars and are considered relevant to Indonesian settings include watching English videos, watching English movies, listening to English music/songs, playing digital games in English, reading English materials, surfing the internet in English, interacting on social media using English, joining an English club/community, and practicing speaking outside the class. These EE activities vary in the ways learners engage with English, which can be classified as passive and productive EE activities (Amira et al., 2021). Some activities primarily involve receiving English input or more passive activities, such as listening to songs, watching videos or movies, and reading English materials, whereas others involve more active use through interaction or language production, such as speaking practice,

social-media interaction, participation in English clubs or communities, and communication while playing digital games.

This distinction reflects the different ways in which EE can provide learners with opportunities for input, output, and interaction (Sundqvist & Sylvén, 2016).

2. Speaking Skills

Speaking skills allow people to interact and communicate properly. They refer to an individual's skills to use spoken language effectively for meaningful and intelligible communication, involving key aspects such as vocabulary, pronunciation, grammar, fluency, and comprehensibility (Heaton, 1988; Brown & Lee, 2015). Similarly, Thornbury (2005) contends that speaking is a skill that is used to talk fluently, determined naturally from the use of grammar, vocabulary, and pronunciation, and consists of certain abilities and sorts of knowledge. Moreover, speaking, which is also known as one of the most crucial and difficult productive skills (Dincer & Yesilyurt, 2017), can be said to be the major skill that can be used to recognize how proficient people are in using the language. This is due to the function of speaking, where speakers not only produce language orally but also make meaningful and intelligible communication (Heaton, 1988; Brown & Lee, 2015).

3. The relationship between EE activities and Speaking Skills

Extramural English potentially influences the development of students' speaking skills. Sundqvist and Sylvén (2016) highlight that EE encompasses the fundamental aspects of successful English learning, including input, output, and/or interaction in English. Thus, the connection between EE and speaking skills could be drawn from three fundamental theories of L2 acquisition, including language input (Krashen, 1989), interaction (Long, 1996), and output (Swain, 1985). First, Krashen's input hypothesis emphasizes that being exposed to comprehensible input enables learners to acquire the language that they learn.

This is relevant to EE activities where students are exposed to English input through watching, listening, reading, gaming, and others (Sundqvist & Sylvén, 2016; Ebadi et al., 2023). Following that, Long's Interaction Hypothesis (1996) emphasizes the importance of interaction, particularly negotiation of meaning, in supporting second language acquisition. Meanwhile, Swain's Output Hypothesis (1985) emphasizes the role of language production, which enables learners to notice their knowledge limitations and refine their language skills through practice. Thus, drawing from these three hypotheses, EE activities are expected to be associated with students' speaking skills.

A study by De Wilde et al. (2020) discovered that interactive EE activities, such as social media use, English games, and speaking practice, were the most significant predictors of students' speaking skills. This highlights the essential role of interaction through EE activities in facilitating students' speaking skills. In a similar vein, Richards (2015) points out that, in EE, learners can easily engage in conversations with individuals worldwide while waiting for public transportation or during their commute to school. Thus, this exposure to diverse accents, dialects, and cultural nuances may enhance their language proficiency, particularly speaking skills, as they develop a more varied and adaptable spoken output.

Furthermore, authentic resources offered outside the classroom enable students to be autonomous learners, leading to the enhancement of their speaking performance (Brahim & Nesba, 2019). Mehdiyef (2020) further supported that students could enhance their speaking skills via independent learning through activities such as forming friendships with foreigners, watching English films and listening to English music, participating in acting courses, playing video games, and encountering various scenarios

arising from personal and environmental factors. Similarly, SBH and Susanti (2021) discovered that being active in a virtual English community increased students' self-directed learning, concurrently contributing to the improvement of their speaking skills. They discovered that through self-directed learning, students were also prompted to acknowledge the positive aspects and areas for improvement in their speaking skills. Thus, engaging in speaking practice outside the classroom provides more valuable opportunities for students to improve their speaking skills and cultivate habits that promote self-directed learning.

However, the potential significance of EE activities for language proficiency development may be influenced by the overall sum of EE activities, as indicated in previous studies (Peters, 2018; Niitemaa, 2020). Niitemaa (2020) emphasizes the challenge of distinguishing the effects of various types of EE input, as engagement in these activities often involves a blend of reading, communicating, and audiovisual input in varying proportions. Thus, it is crucial to combine all types of EE activities when investigating their relationship with language skills.

4. Conceptual Framework

In EFL contexts, one common challenge for improving speaking skills is associated with a lack of an immersive language environment, which makes it difficult for students to gain language input through extensive exposure and practice. In fact, even in the higher education context, the challenges are persistent. These include limited English exposure (Darwanto et al., 2023; Aashiq & Zahid, 2024; Zayraey, 2025), classroom time constraints (Darwanto et al., 2023), and insufficient practice (Dincer & Yesilyurt, 2017; Shen & Chiu, 2019; Jaya et al., 2022; Darwanto et al., 2023). Moreover, English exposure in Indonesian EFL contexts is primarily constrained within classroom activities, unlike in ESL settings or some European countries where students have greater exposure to English in real-life (Simbolon, 2021; Darwanto et al., 2023). This leads to the urge that students should gain more English exposure and practice outside the classroom.

One potential solution for overcoming these challenges is by frequently engaging in Extramural English (EE) (Sundqvist, 2009), which can facilitate language acquisition. This learning exposure is particularly essential due to the rapid advancement of technology in this era. Soyoof et al. (2023) support that utilizing digital technologies beyond the classroom provides language learners with supplementary learning possibilities. Thus, in EE, students receive more opportunities to learn at their own pace without the limitations of time or interlocutors as they face in the classroom setting.

As for Indonesian students, EE activities are not something new since they usually do the activities in their everyday lives (Darwanto & Sotyarini, 2022). Some typical EE activities may involve reading English materials (i.e., books, magazines, newspapers, etc), listening to music, watching movies, watching videos, playing digital games, interacting on social media, and surfing the internet (Sundqvist & Sylvén, 2016; Hentasmaka & Pradana, 2023; Arredondo, 2023).

These types of EE affect the frequency of students' exposure, potentially resulting in their speaking skills development. Sundqvist (2009), who first coined EE research, found that students' routines of spending time in EE activities positively correlated with their speaking proficiency, which was later confirmed by other studies in other European contexts (Coskun & Mutlu, 2017; De Wilde et al., 2020; Arredondo, 2023). In this study, EE is conceptualized primarily as the frequency of students' participation in English-related activities outside the classroom. The nine activities represent different forms of EE engagement, from receptive activities to those involving interaction and language production, and together indicate students' overall frequency of EE participation.

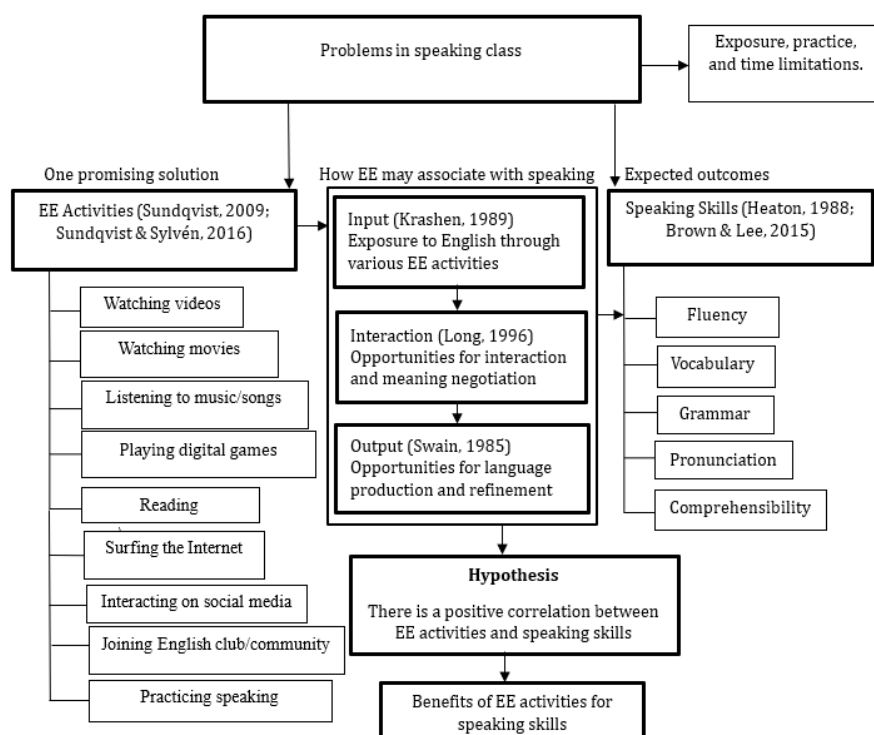
The relationship between EE activities and speaking skills could be drawn from three fundamental theories of L2 learning, including language input (Krashen, 1989), interaction (Long, 1996), and output (Swain, 1985). First, Krashen's input hypothesis emphasizes that comprehensible input exposure enables learners to acquire the language that they learn. This is relevant to EE activities where students are exposed to English input through watching, listening, reading, gaming, and others (Sundqvist & Sylvén, 2016; Zhang et al., 2021; Ebadi et al., 2023). Following that, Long's Interaction Hypothesis (1996) and Swain's Output Hypothesis (1985) both emphasize the importance of active engagement in language learning. EE creates opportunities for meaningful interaction through activities like socialization with others in English, either face-to-face or online chatting, playing digital games, or engaging in conversations on social media (Zhang et al., 2021; Maristy, 2023). Thus, students' frequent participation in EE activities is beneficial for their English development, particularly in speaking skills, as Ebadi et al. (2023) underscored that EE facilitated students' learning by improving their vocabulary, pronunciation, and grammar, as well as providing a stress-free learning atmosphere.

However, despite the significance of EE activities and the growing number of studies focusing on this field, this phenomenon has yet to be fully explored in the Indonesian university context, where students also tend to be exposed to various types of EE that may support their speaking skills. Considering this gap, this study investigated the Indonesian EFL students' EE activities and their speaking skills, especially in aspects such as fluency, vocabulary, grammar, pronunciation, and comprehensibility. Accordingly, the hypotheses were formulated as follows:

H0: There is no correlation between EFL students' EE activities and their speaking skills.

H1: There is a positive correlation between EFL students' EE activities and their speaking skills.

Figure 1. Conceptual Framework



2. Method

Research Design

This study employs an explanatory sequential mixed-methods design, involving a correlational study enriched with qualitative data. Brevik and Buchholtz (2022) noted that integrating both quantitative and qualitative data is valuable in offering comprehensive insights and nuances when studying the EE phenomenon. The use of qualitative data in this study is essential to complement the quantitative results, as it provides a deeper insight into the importance of EE activities for the students' speaking skills.

A survey and a speaking test were administered to gather quantitative data, while semi-structured interviews were conducted for qualitative data collection. The online survey was initially administered to collect data on students' participation frequency in EE activities. Then, an oral interview for a speaking test was conducted. Furthermore, semi-structured interviews were performed with eight participants to collect qualitative data, focusing on the students' perceived benefits of EE activities for their speaking skills. The interviews were conducted and recorded via Zoom, with each interview lasting 40 minutes. Finally, the recorded interviews were transcribed and translated before the thematic analysis was conducted.

Research Participants

The research was conducted at two public universities in Indonesia during the first semester of the 2024/2025 academic year. The population comprised third-semester undergraduate students majoring in English Language Education. These students were selected because they had already taken foundational English courses and were thus likely to have engaged in EE activities (Darwanto & Sotyarini, 2022). 218 students were involved in the quantitative phase through the completion of an online questionnaire. Subsequently, 30 students were selected for a speaking test based on their availability and varying participation frequencies in EE activities (i.e., low and high frequencies). These 30 students constituted the correlation sample used to examine the relationship between their participation frequency in EE activities and speaking skills. Of these 30 students, 8 participants with varying levels of speaking skills were interviewed to explore their EE participation and perceptions of the benefits of EE activities for their speaking skills.

Ethical Considerations

Throughout the study, ethical procedures were addressed. Before data collection, the researcher obtained formal permission from both research sites to conduct the research, and all the participants were informed about the purpose and procedures of the research, the voluntary nature of their participation, and confidentiality. Informed consent was obtained from all the participants. Their identities were anonymized during data processing and reporting to protect their privacy and confidentiality.

Data Collection Technique & Instruments

In quantitative data collection, the researcher used questionnaires and speaking test items. The questionnaire consisted of 16 items regarding the EE activities participation frequency was adapted from the previous studies (Sundqvist, 2009; Hentasmaka & Pradana, 2023), focusing on 9 EE activities (i.e., listening to English music, watching English videos, watching English movies, reading in English, surfing the Internet in English, playing digital games in English, using social media in English, joining English club/community, and practicing speaking outside the class). The items were measured using a five-point frequency scale (i.e., never, once or a few times a month, once or a few times a week, several times a week, and every day).

Meanwhile, the speaking test items consisted of three questions related to students' perceptions of Extramural English learning, adapted from Ebadi et al. (2023). The test lasted approximately three minutes per participant. The speaking skills were assessed using speaking scoring criteria (Heaton, 1988; Brown & Lee, 2015), incorporating fluency, vocabulary, grammar, pronunciation, and comprehensibility, with each aspect scored from 0 to 5. The five aspect scores were summed and converted to a 0–100 overall score. The assessment was conducted by three raters, all master's students in English language education, who discussed and standardized their scoring procedures beforehand and regularly cross-checked their ratings to minimize potential rater bias and differences in interpretation of the scoring criteria.

All speaking performances were audio-recorded and repeatedly reviewed by the raters during the scoring process. After all the speaking scores were obtained from all the raters, Inter-rater reliability was assessed using the Intraclass Correlation Coefficient (ICC), which yielded a coefficient of .972. The final speaking score for each participant was then calculated by averaging the scores assigned by the three raters.

All questionnaire items underwent expert review by two experts in English language education and research methodology to assess their relevance and clarity before being piloted with 50 participants. Item validity was subsequently examined using Pearson's product-moment correlation. All the items met the predetermined criterion ($r > .279$, $p < .05$), with item-total correlations ranging from .336 to .673. Additionally, the items were tested for reliability and demonstrated internal consistency, with a Cronbach's α of .805. Meanwhile, the three speaking-test items underwent the same expert review procedure and were pilot tested with 10 participants. Item validity was assessed using Pearson's product-moment correlation, with all three items meeting the predetermined criterion ($r > .632$, $p < .05$), with item-total correlations ranging from .807 to .844. The items demonstrated internal consistency reliability, with a Cronbach's α of .738.

Additionally, in qualitative data collection, the interview items were adapted from Ebadi et al. (2023) and developed in accordance with the quantitative findings. These data were used specifically to complement quantitative findings and further explore the benefits of EE activities for students' speaking skills. For qualitative data collection, the interview items underwent expert review, peer debriefing with the researcher's supervisor, and pilot testing with a subset of participants to ensure their clarity and relevance. The trustworthiness of the qualitative data was ensured following Yardley's (2000) principles of sensitivity to context, commitment and rigor, transparency and coherence, and impact and significance. These principles were supported through careful engagement with the research context, systematic transcription, translation and analysis, and member checking of the interview transcripts. In addition, methodological triangulation was employed by integrating data from the questionnaire, speaking test, and semi-structured interviews.

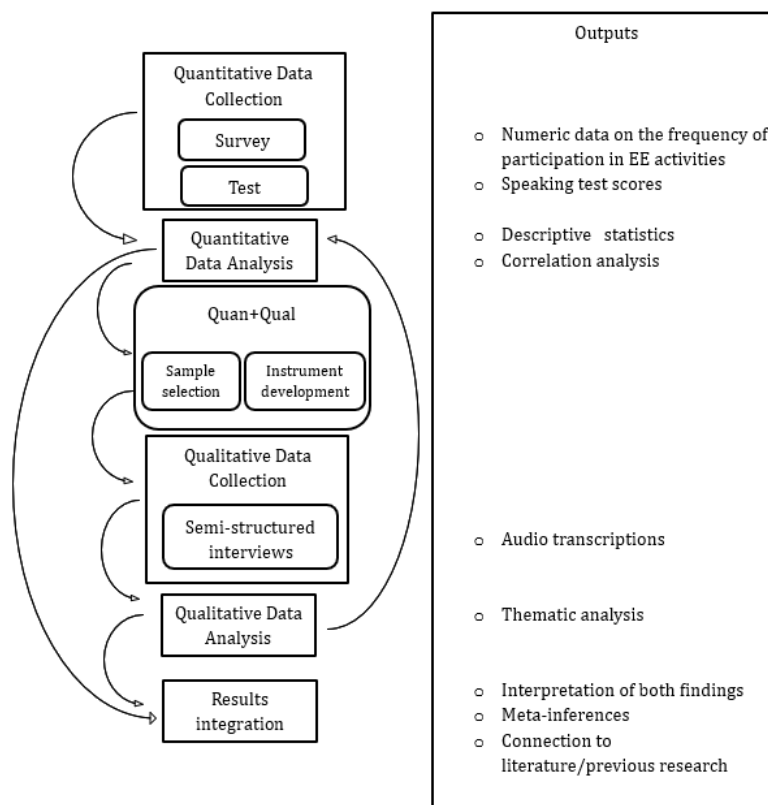
Data Analysis

Descriptive statistics and Spearman's rho correlation in SPSS 26 were employed to analyze the quantitative data. For analysis, the scores of the nine EE activities were summed to obtain each participant's overall EE frequency score, ranging from 9 to 45. Scores of ≤ 27 were classified as low frequency, whereas scores above 27 were classified as high frequency for participant selection. Meanwhile, the overall speaking scores, ranging from 0 to 100, were used as the outcome measure in the correlation analysis. A Shapiro–Wilk normality test ($N = 30$) conducted using SPSS 26 indicated that both EE frequency scores ($p = .042$) and speaking skills scores ($p < .001$) were not normally distributed. Thus, Spearman's rho correlation analysis was employed.

For the correlation analysis, statistical significance was evaluated at the predetermined $\alpha = .05$ level. A correlation was considered statistically significant when $p < .05$; otherwise, the null hypothesis was not rejected. To further examine the pattern of this relationship, exploratory analyses were conducted for the nine individual EE activities. Furthermore, thematic analysis in NVivo 14 was used for the qualitative data analysis, following the stages of data familiarization, initial code generation, identifying, reviewing, and naming themes, and report production as proposed by Braun and Clarke (2006).

The following figure illustrates the summary of the research procedure. It encompasses methodologies for data collection and analysis, as well as outputs from each dataset, as presented below.

Figure 2. Research Design of the Study



3. Result

Initially, the quantitative findings detailed the descriptive statistical results of students' EE activities and their speaking skills. Then, the results of the correlational analysis are discussed to address the first research objective. In addition, the qualitative findings, which explore the students' perceptions of the benefits of EE activities for their speaking skills, are presented in response to the second objective. Finally, the integration of both findings was discussed.

1. Quantitative Findings

1.1 The Students' EE Activities

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Watching English videos without subtitle	218	1.00	5.00	2.7798	1.08918
Watching English videos with English subtitle	218	1.00	5.00	3.1881	1.09731
Watching English videos with Indonesian subtitle	218	1.00	5.00	2.9587	1.20028
Watching English movies without subtitle	218	1.00	5.00	2.1239	.91494
Watching English movies with English subtitle	218	1.00	5.00	2.7064	1.02326
Watching English movies with Indonesian subtitle	218	1.00	5.00	2.9037	1.17379
Listening to English music/songs without reading the lyrics	218	1.00	5.00	3.6743	1.22545
Listening to English music/songs with reading the lyrics	218	1.00	5.00	3.1835	1.12913
Surfing the Internet using English	218	1.00	5.00	3.3349	1.23795
Playing digital games in English	218	1.00	5.00	2.8761	1.46802
Interacting using English when playing digital games	218	1.00	5.00	2.2569	1.31565
Reading English printed materials	218	1.00	5.00	2.3165	1.02314
Reading English electronic/digital materials	218	1.00	5.00	2.8440	1.13734
Interacting on social media using English	218	1.00	5.00	2.8716	1.19601
Joining English club/community	218	1.00	5.00	1.5229	.93174
Practicing speaking outside the class	218	1.00	5.00	3.4128	1.12950
Valid N (listwise)	218				

Table 1. The Students' EE Activities

From the results above, it can be seen that listening to English music/songs without reading the lyrics was found to have the highest mean score ($M = 3.67$), with a standard deviation of 1.22. This indicates that listening to English music/songs without reading the lyrics was the most frequent activity done by the students compared to the other EE activities.

Meanwhile, the lowest mean score was seen in joining an English club/community, with a mean score of 1.52 and a standard deviation of 0.93. This indicates that the majority of the students had rare participation in the activity. Furthermore, based on two classifications (i.e., frequent to very frequent and rare to never), there were 5 activities that students categorized as frequent and very frequent, including listening to songs without reading the lyrics, surfing the internet, practicing speaking outside the class, watching videos with English subtitles, and listening to songs while reading the lyrics. On the other hand, the students' participation in the rest of the EE activities was categorized as rare and never (or almost never).

In sum, the findings underscored the students' varied levels of participation frequency in EE activities, with listening to English songs being the activity they mostly engaged in. Moreover, it showed that listening to English songs without reading the lyrics was the most frequent listening activity. This indicates that many of the students did the activity more passively. Furthermore, active activities, such as engaging in interactions, whether while playing digital games, using social media, or joining an English club, were not frequent for the students.

1.2 The students' speaking skills

Following the survey results, a speaking test was conducted to obtain a more direct measure of students' speaking skills. Although 218 students completed the EE questionnaire, 30 students participated in the speaking test, comprising 15 students with low EE frequency and 15 with high EE frequency. This selection was based on participant availability and time constraints, as administering the speaking test to all survey respondents was not feasible. The participants were selected to include both EE-frequency groups and students from both research sites. The primary correlation analysis was therefore based on the 30 participants who completed both the EE questionnaire and speaking test. The results are presented as follows.

Table 2. The Students' Speaking Skills

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking_Skills	30	20.00	100.00	79.9710	19.99124
Valid N (listwise)	30				

As shown above, the minimum score of the students' speaking skills was 20.00 (very poor), and the maximum score was 100.00 (very good). Moreover, the mean score obtained was 79.97, with a standard deviation of 19.99, indicating that the majority of the students' speaking skills were categorized as good. Specifically, the results were classified based on the level of speaking skills.

Table 3. The Distribution of the Students' Speaking Skills

No	Level	Participant	Percentage
1	Very good	12	40%
2	Good	13	43.33%
3	Fair	2	6.67%
4	Poor	0	0%
5	Very poor	3	10%
	Total	30	100%

The data show that there were 13 students (43.33%) who achieved a good level, 12 students (40%) who achieved a very good level, 2 students (6.67%) who achieved a fair level, 3 students (10%) who were at a very poor level, and none of them achieved a poor level. This suggests that the majority of the students possessed good levels of speaking skills. Furthermore, these results allowed the researchers to choose representative participants with varied speaking levels to be interviewed in the qualitative phase to further explore their perceived benefits of EE activities for their speaking skills.

1.3 Hypothesis Testing Result

Table 4. The Correlation between EE Activities and Speaking Skills

Correlations				
			EE activities	Speaking skills
Spearman's rho	EE activities	Correlation Coefficient	1.000	.720**
		Sig. (2- tailed)		.000
		N	30	30
	Speaking skills	Correlation Coefficient	.720**	1.000
		Sig. (2- tailed)	.000	
		N	30	30

The obtained significance value, as shown in the findings above, was $< .001$, and the obtained coefficient range of Spearman's rho Correlation (r_s) was .720. The result indicated that the students' frequency of EE activities and their speaking skills had a high positive correlation. This means that the research supports the alternative hypothesis (H1), suggesting that there was a high positive correlation between the students' EE activities and their speaking skills. Additionally, this finding suggests that the combination of all EE activities was associated with the students' levels of speaking skills. Following the primary analysis, exploratory analyses were conducted to examine the associations between the nine individual EE activities and speaking skills, as presented below.

Table 5. The Correlations between Individual EE Activities and Speaking Skills

EE activities	Sig. (2-tailed)	Speaking skills
Watching videos	.064	.342
Watching movies	$< .001$	.691**
Listening to music/songs	.214	.234
Surfing internet	$< .001$	.609**
Playing digital games	.003	.523**
Reading English materials	.031	.395*
Interacting on social media	$< .001$	.671**
Joining English club/community	.071	.335
Speaking outside the class	.024	.412*

As presented above, the relationships between individual EE activities and speaking skills varied. Watching movies showed the strongest correlation among the nine activities ($r_s = .691, p < .001$), followed by interacting on social media ($r_s = .671, p < .001$) and surfing the Internet ($r_s = .609, p < .001$). The findings indicate that these activities showed relatively stronger associations with speaking skills than the other EE activities. Following that, playing digital games ($r_s = .523, p < .05$), practicing speaking outside the class ($r_s = .412, p < .05$), and reading activity ($r_s = .395, p < .05$) demonstrated moderate positive correlations with speaking skills.

Meanwhile, watching videos ($r_s = .342, p > .05$) and listening to English music/songs ($r_s = .234, p > .05$) did not show any significant correlation with speaking skills. This may suggest that activities primarily involving receptive exposure to English are less strongly associated with speaking skills than activities that provide opportunities for interaction or

language production. Lastly, since the majority of the students rarely participated in an English club or community, the relationship with speaking skills remained insignificant ($r_s = .335$, $p > .05$), despite the potentially interactive nature of this activity. The limited students' participation in this activity may have made the association difficult to detect in this study.

In sum, almost all EE activities correlated with speaking skills. These included watching movies, interacting on social media, surfing the internet, playing digital games, practicing speaking outside the class, and reading. This finding indicates that participation frequency in these EE activities is associated with students' speaking skills.

2. Qualitative Findings

EFL Students' Perceptions of the Benefits of EE Activities for Their Speaking Skills

All the students argued that EE activities assisted their speaking skills improvement by enabling them to have frequent English exposure, which was not limited to classroom learning. Based on the thematic analysis, it was found that EE activities provided several benefits that affected the students' speaking skills. These include improving vocabulary, pronunciation, grammar, comprehension, and fluency.

1. Improving vocabulary

One key aspect of speaking skills that the students found to be improved after participating in EE activities was vocabulary. They highlighted that these activities mainly helped them acquire new vocabulary and enhanced their ability to construct and express English sentences effectively.

"By watching a lot of content in English, I can deepen or expand my vocabulary. My vocabulary becomes richer, and I can put words together with that vocabulary better". (ND/VG/Univ B)

"Especially when it comes to vocabulary, as I've mentioned earlier, it (EE) plays a really important role, Kak". (NF/G/Univ A)

This suggests that their English improvement was not only gained from inside-classroom learning. In addition, the students also argued that those who engaged in EE activities as a hobby tended to have better English skills. Thus, emphasizing the significant role of EE activities may address the challenges of limited vocabulary input, which eventually affects their language skills.

2. Improving pronunciation

Another benefit perceived by the students after engaging in EE activities was being familiarized with native English pronunciation, which allowed them to pronounce the words correctly.

"Usually, there are words with incorrect pronunciations, but from movies, we get to learn the correct pronunciation". (FJ/VG/Univ B)

"Yes, very influential. As I said, I can tell that pronunciation is the most important, Kak. Because if we can hear it from native speakers, I mean, those who use English every day, we can become more confident. Like, 'Oh, if suddenly there's this word, we should pronounce this word'. 'Oh, I've heard this before, and this is how it's pronounced'. So, yeah, it's very helpful". (NF/G/Univ A)

The excerpts above highlight that the students were aware of honing their pronunciation by analyzing and imitating the native use of the language, which is somehow restricted due to geographical conditions. By consistently doing EE activities, they could improve their pronunciation.

3. Improving grammar

Although not all the students perceived grammar improvement, some of them showed that EE activities facilitated a better understanding of grammar use when learning English.

"So usually, for me, I often see that in some English song lyrics, the grammar is correct. Maybe from there, we can recall a little bit during grammar class. Because, 'Oh, this is how it's supposed to be' in case we kind of forget it in class or anything like that". (HA/F/Univ A)

"Usually when we write grammar, that is still wrong, but when we watch, we know that it should be like this, not like what we used to write". (NH/VP/Univ B)

ND, who also achieved a high level of speaking skills, emphasized that although EE activities did not primarily focus on grammar mastery, they still enabled students to unconsciously master grammar without the need for structured learning like in the formal classroom context.

"But don't underestimate people who only learn from extramural activities because they can understand how to use grammar on their own without having to learn it step by step". (ND/VG/Univ A)

This indicates that the English input that the students received outside the classroom also helped them form structured sentences, especially as it was acquired more naturally and consistently.

4. Improving comprehension

Comprehending English content was also perceived by the students as another essential benefit of EE activities. They argued that all new English exposure through EE activities made it easy to catch up with the dynamics of English use, particularly speaking English, as it became easier for them to use the accurate vocabulary and pronunciation that they found unfamiliar.

"So, I get to understand better that there are things that mean the same, but the words are different, and it's more practical". (FJ/VG/Univ B)

"As I said previously, by watching movies, we can watch movies with English subtitles, and if there's a word that we do not know the meaning of, we can search and explore further the meaning of the word". (RA/VP/Univ B)

These excerpts show that the first part of language learning involves exposure and gradual familiarization with new words and speech patterns. Since the students participated in EE activities like listening to songs and watching movies with subtitles, they significantly developed a deeper understanding of how words were used in a meaningful context.

5. Improving fluency

The students also perceived fluency improvement as the benefit of their participation in EE activities. They reported that with the ease provided by EE activities, they were motivated to continuously practice speaking. Thus, this consistent engagement helped them to enhance their fluency in speaking.

“Yes. There has definitely been an improvement. But for me, I feel that it is still not perfect. It definitely needs more improvement. For me personally, my speaking is quite fluent”. (CE/VG/Univ A)

“But for speaking, it makes me speak fluently. With what I said earlier, with confidence, it makes me speak fluently”. (FJ/VG/Univ B)

These excerpts emphasize the idea that speaking fluency was highly honed by extensive English exposure and practice, which students argued was bridged by improved confidence. Thus, this indicates that the students’ speaking fluency could be sustained through frequent engagement in EE activities.

3. Quantitative and Qualitative Findings Integration

Quantitative findings	Qualitative findings	Integrated interpretation
Overall EE participation frequency positively correlated with speaking skills ($r_s = .720, p < .001, N = 30$).	The participants perceived EE activities as beneficial for several aspects of speaking, including vocabulary, pronunciation, grammar, comprehensibility, and fluency.	The qualitative findings complement the quantitative results by providing insights into how engagement in EE may be associated with the development of different aspects of speaking skills.

Overall, the qualitative findings complemented and further explained the quantitative results. While the quantitative phase identified positive associations between EE participation and speaking skills, the qualitative phase provided insights into how different EE activities may offer opportunities for English exposure, interaction, and language production. Together, the findings suggest that the potential value of EE for speaking skills may depend not only on the frequency of participation but also on the nature of learners’ engagement with English. Thus, quantity of exposure alone may be insufficient, as the mode through which learners engage with English may also influence the potential benefits of EE for speaking development, particularly when activities provide opportunities for input, interaction, and language production.

4. Discussion

Correlation between EFL Students’ EE Activities and Their Speaking Skills

The present study highlighted that there was a strong association between EFL students’ participation frequency in EE activities and their speaking skills, suggesting the potential benefits of EE for students’ speaking skills. It also indicates that students may speak better because they engage more in EE, or those who already speak better may also be more comfortable engaging with EE activities. This confirms the study by Sundqvist (2009) and Arredondo (2023), which showed that students with high frequency in EE are unlikely to have low speaking scores, or conversely, that those who got low speaking scores were found unlikely to engage in frequent EE activities. Similarly, Darwanto et al. (2023)

supported that students' low speaking was more likely due to their low engagement in EE activities, thus suggesting more frequent engagement in EE activities.

Watching English movies had the highest correlation value with students' speaking scores and was perceived to be the most beneficial EE activity for speaking skills. Although this does not indicate a causal effect, it suggests that watching movies is significantly associated with better speaking skills, or that students with stronger speaking skills are more likely to watch English movies. Studies showed that movies or TV shows featuring subject-specific content create valuable opportunities for students to naturally absorb specialized vocabulary (Peters, 2018; Liando et al., 2018), improve pronunciation (Parmawati & Inayah, 2019; Alfian, 2021), develop grammar competence (Faminiano & Yango, 2023), and enhance natural spoken in authentic situations (Liando et al., 2018; Albiladi et al., 2018). Albiladi et al. (2018) identified that movies' role in providing authentic and engaging learning represents characteristics of effective learning.

Similarly, this out-of-class activity was found to improve students' confidence and motivation and lower their anxiety (Nath et al., 2017; Liando et al., 2018). Furthermore, the longer duration and extended narratives typically associated with movies may provide more sustained exposure to English, including contextualized language, extended discourse, and expressions used in real-life interactions. In contrast, the considerable variation in the nature and duration of online videos may result in less consistent or sustained engagement with English, which may partly explain their nonsignificant association with speaking skills.

This difference may suggest that the potential value of audiovisual EE depends not only on the amount of exposure but also on the characteristics of the content and the ways learners engage with it. Similarly, participation in this activity aligns with Krashen's Comprehensible Input theory, as it facilitates students to have active engagement with the target language and use contextual cues (e.g., visuals, actions, emotions, etc.) to comprehend the overall storyline of the movies, rather than focusing on each word. Moreover, Liando et al. (2018) found that the students believed that watching movies was significant for their speaking skills since it motivated them to practice daily speaking using new words and pronunciations they got from the movies. Thus, watching movies should be highlighted as one of the learning strategies for improving speaking skills.

Conversely, listening to English music or songs as the preferred EE activity did not show a significant correlation with speaking skills. One plausible explanation is that listening to music is not typically connected to all language skills development, particularly speaking skills. Engin (2023) argued that while listening to music might aid in enhancing listening skills, it does not necessarily contribute to writing or speaking skills development essential for academic success. It also indicates that songs may provide relaxing situations that do not require any standard English proficiency level to do the activity. Unlike movies, which can stimulate people to actively listen and focus on the target language as well as to imitate natural spoken language (Liando et al., 2018), songs tend to provide input passively with less conscious engagement and therefore do not always contribute to productive skills.

Furthermore, this finding indicates the potential significance of music for the students' speaking skills when combined with other EE activities. Studies showed that the effects of EE on language proficiency might be influenced by the sum of all types of EE activities (Peters, 2018; Niitemaa, 2020). Similarly, Arredondo (2023) argued that passive activities like listening to music may have a potential effect on speaking skills when there is active involvement, such as through singing along. Consequently, all types of EE activities may still be associated with better English results, particularly when both passive and interactive activities are involved. In other words, passive EE activities like watching

movies and listening to English songs may still be beneficial when the language input gained from these activities is subsequently used and practiced in meaningful communication.

EFL Students' Perceptions of the Benefits of EE Activities for Their Speaking Skills

The qualitative findings suggested that the students perceived EE activities as beneficial for their speaking skills, which reinforces the findings on the positive relationship between EE activities and speaking skills. It was also discovered that despite being English majors, the students emphasized the crucial role of EE in facilitating their learning success in the field, particularly when formal classroom challenges were persistent. This reflects a study by Busby (2024), showing that English majors perceived that EE activities contributed more significantly to their English learning than formal classrooms. Thus, limitations in EFL classrooms, such as restricted time (Darwanto et al., 2023), limited exposure (Aashiq & Zahid, 2024; Zayraey, 2025), and insufficient practice (Shen & Chiu, 2019; Jaya et al., 2022), may potentially be addressed by increasing students' participation frequency in EE activities.

As perceived by the students, EE activities provided several benefits that aided their speaking skills (i.e., vocabulary, pronunciation, grammar, comprehension, and fluency). This finding resonates with a study by Ebadi et al. (2023), which also highlighted improved vocabulary, pronunciation, and grammar as the benefits of EE activities. This finding emphasizes the essential role of EE activities in supporting speaking skills development in all speaking aspects.

The key aspect of speaking that was mostly influenced by EE activities was found to be vocabulary, reflecting the majority of the studies that showed EE activities were associated with students' vocabulary (Sundqvist, 2009; Peters, 2018; Leona et al., 2021; Ebadi et al., 2023; Busby, 2024). The students highlighted the role of EE activities in facilitating rich vocabularies that they could gain freely outside the classroom through activities that they enjoyed. This is relevant to comprehensible input for language acquisition as discussed in Krashen (1985).

It emphasizes the importance of processing input without pressure to produce output, which allows the acquisition to occur over time (Krashen, 1985). Since students acquire the language with ease through EE activities, they may improve their vocabulary, level of English comprehension, and pronunciation (Avello et al., 2019), all of which facilitate their speaking skills development. As Suryanto et al. (2021) emphasized, mastering vocabulary is the most fundamental step to excel in speaking skills. Consequently, abundant vocabulary input enables students to construct meaningful interactions and produce coherent spoken output.

Furthermore, EE activities, such as watching movies, enabled students to improve their pronunciation by observing and imitating how the language is spoken by native speakers. This is truly something that is not easily fulfilled if relying only on classroom exposure. The students reported that most of the time, they watched movies and learned pronunciation, such as accurate intonation or stress patterns from distinct English native speakers. Sa'adah et al.'s (2023) study further confirmed these findings, showing that English majors' phonological awareness was strongly correlated with their time spent on EE activities. In addition, a few students perceived the benefits of EE activities in improving their grammatical competence through song lyrics or movies in a more natural way. This aligns with Faminiano and Yango (2023), who found that EE, especially watching movies through Netflix, was correlated with students' grammatical competence.

However, some other students in this present study did not perceive grammatical improvement as a benefit of EE activities. This could be explained by the results of their less frequent exposure to extensive reading activities, including books, novels, or other English materials. As found by Kaatari et al. (2023), EE reading activity positively affected

grammatical competence, whereas watching and participating in conversation contributed to lexical diversity. Moreover, the students also perceived the role of EE as a solution for them to practice their speaking without having too much concern about grammatical use. This indicates the prominent role of EE in facilitating learning more naturally, with the most focus on language practicality rather than relying on restricted grammar rules.

Other benefits of EE activities, including improvement of speaking fluency and confidence, were emphasized by the students. Engin (2023) supported these findings, showing that EE activities influenced L2 development, particularly in the confidence aspect. Thus, EE activities are essential for speaking improvement, especially when students have to deal with communication apprehensions, such as lack of confidence, fear, nervousness, or anxiety. This highlights that confidence boosted through EE activities significantly improved students' speaking skills. Moreover, the students asserted that increased confidence assisted them in speaking fluently, emphasizing the essential role of increased confidence in speaking fluency.

5. Conclusion

This study found a high positive correlation between students' EE activities and their speaking skills. Following that, the students also perceived EE activities as beneficial in supporting their speaking skills. This suggests that those who frequently engage in EE activities are more likely to have better speaking skills, and vice versa, those with better speaking skills may more frequently engage in EE activities. Notably, activities that may involve more sustained or meaningful engagement with English, such as watching movies, playing online games that involve communication, and practicing spoken English outside the classroom, were most strongly associated with higher speaking skills. Moreover, the students reported that EE activities facilitated various speaking aspects, including vocabulary, grammar, pronunciation, comprehension, and fluency.

In conclusion, this study affirms the value of Extramural English as a meaningful supplement to classroom instruction and its association with speaking skills. Encouraging students to engage with English in their everyday lives outside of formal education may provide valuable opportunities for language exposure, interaction, and production, which support their language proficiency development. As learners increasingly interact with digital media and global content, EE offers a promising avenue for improving speaking performance through autonomous, interest-driven, and real-world language use. It is recommended that educators recognize the significance of EE in facilitating language development and consider ways to integrate or promote EE experiences alongside formal learning strategies.

Although this study has presented both quantitative and qualitative insights into the relationship between EE activities and students' speaking skills, it has some areas that warrant further exploration. First, the study was limited to third-semester English major students, with the speaking assessment involving only 30 participants who voluntarily agreed to participate. Although the selection captured variation in EE participation, the limited number of participants may not fully represent the broader distribution of EE frequency and speaking skills among the 218 survey respondents. Therefore, the correlation findings should be interpreted within the context of the participants who completed the speaking test. Furthermore, the findings were limited to indicating the potential contribution of EE to speaking skills rather than establishing a causal effect.

In addition, due to its complexity and time limitations, this study did not investigate other factors such as socioeconomic background, individual motivation, and prior English knowledge, which may also have influenced the relationship between EE and speaking

skills. Thus, researchers are called to address these limitations and provide rich nuances on the topic being studied. Nevertheless, this study contributes meaningful insights into the notable relationship between EE activities and speaking skills, a topic that has not been extensively explored in Indonesian EFL contexts.

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