THE USE OF INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE) BY EFL LEARNERS' IN SENIOR HIGH SCHOOL

THESIS

In Partial Fulfillment of the Requirement for Master's

Degree in English Language Education

By

SUSI KURNIAWATI
202310560211016

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2025

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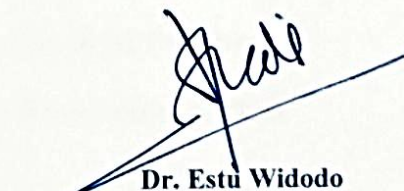Wednesday, 22nd January 2025

Advisor I

Dr. Estu Widodo

Advisor II

Assc. Prof. Dr. Hartono

Director of the
Graduate Program

Prof. Latipun, Ph.D
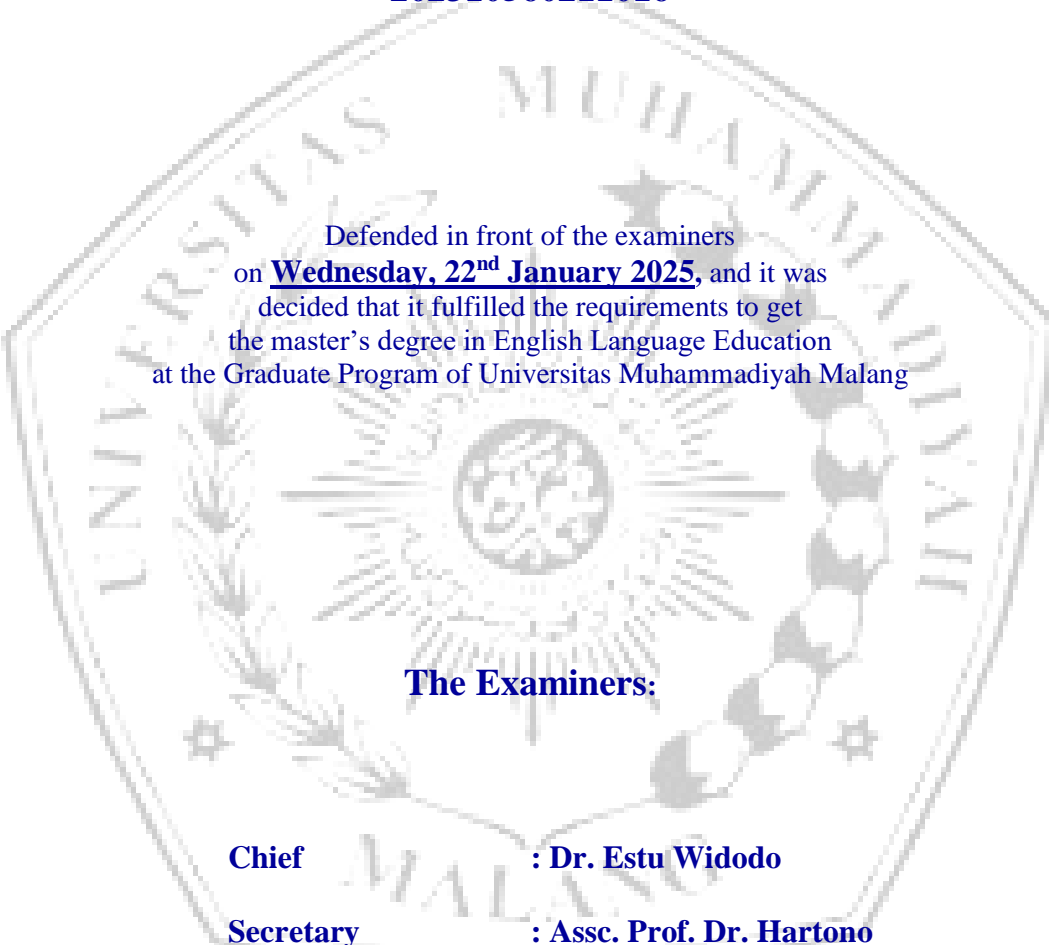
Head of Department

Dr. Estu Widodo

T H E S I S

Written by:

SUSI KURNIAWATI
202310560211016

Defended in front of the examiners
on **Wednesday, 22nd January 2025,** and it was
decided that it fulfilled the requirements to get
the master's degree in English Language Education
at the Graduate Program of Universitas Muhammadiyah Malang

The Examiners:

Chief : Dr. Estu Widodo

Secretary : Assc. Prof. Dr. Hartono

1st Examiner : Dr. Santi Prastiyowati

2nd Examiner : Riski Lestiono, Ph.D.

LETTER OF STATEMENTS

I, the undersigned

Name : **SUSI KURNIAWATI**

NIM : **202310560211016**

Department : Masters in English Education
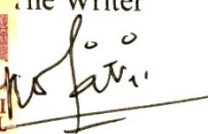
Hereby, declare that :

1. The Thesis entitled: **THE USE OF INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE) BY EFL LEARNERS' IN SENIOR HIGH SCHOOL** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any university. Besides, there is no other idea or citation except those quoted and mentioned in the bibliography.

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Malang, 22 January 2025

The Writer

SUSI KURNIAWATI

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The Writer

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Susi Kurniawati
salmaokelah2201@gmail.com
Dr.Estu Widodo, M.Hum
Asc. Prof. Dr. Hartono, M.Pd
Masters in English Education, Universitas Muhammadiyah
Malang Malang, East Java, Indonesia

ABSTRACT

The fact that mostly EFL learners now engage with digital equipment like radio, television, and the internet, in their daily life. This kind of activities which are called IDLE (Informal Digital Learning of English) are very productive to improve learners' ability in face-to-face communication behavior. As the EFL learners in SMAN 1 Godanglegi have implemented IDLE, the researcher has investigated to explore the way IDLE is implemented and also to find out the learner's perception toward the Implementation of IDLE. In this research, the researcher uses qualitative research method with single case study design. Based on the data analysis, it was found out that the EFL learners have some steps in line with the previous study regardless of learners level of study and whichever place they live in implementing IDLE. Those steps are engaging with the IDLE based on their own initiation, selecting the learning strategy, managing the IDLE, and assessing. Instead of that, the research result also showed that the learner perception toward IDLE implementation is positive as they believe using IDLE in learning English proses give significant impact toward their English skill improvement.

Keywords: IDLE (Informal Digital Learning of English), usage, self-directed, perception, English improvement.

PENGGUNAAN MEDIA DIGITAL DALAM PEMBELAJARAN BAHASA INGGRIS SECARA INFORMAL OLEH SISWA SEKOLAH MENENGAH ATAS

Susi Kurniawati
salmaokelah2201@gmail.com
Dr.Estu Widodo, M.Hum
Asc. Prof. Dr. Hartono, M.Pd
Masters in English Education, Universitas Muhammadiyah
Malang Malang, East Java, Indonesia

Fakta bahwa sebagian besar pembelajar EFL sekarang terlibat dengan peralatan digital seperti radio, televisi, dan internet dalam kehidupan sehari-hari mereka. Jenis aktivitas ini, yang disebut IDLE (Informal Digital Learning of English), sangat produktif untuk meningkatkan kemampuan komunikasi tatap muka pembelajar. Karena pembelajar EFL di SMAN 1 Godanglegi telah mengimplementasikan IDLE, peneliti telah menyelidiki untuk mengeksplorasi cara IDLE diimplementasikan dan juga untuk mengetahui persepsi pembelajar terhadap implementasi IDLE. Dalam penelitian ini, peneliti menggunakan metode penelitian kualitatif dengan desain studi kasus tunggal. Berdasarkan analisis data, ditemukan bahwa pembelajar EFL memiliki beberapa langkah yang sejalan dengan penelitian sebelumnya, hal ini terlepas dari tingkat studi pembelajar dan di mana pun mereka tinggal dalam mengimplementasikan IDLE. Langkah-langkah tersebut adalah terlibat dengan IDLE berdasarkan inisiatif mereka sendiri, memilih strategi pembelajaran, mengelola penggunaan IDLE, dan melakukan penilaian. Selain itu, hasil penelitian juga menunjukkan bahwa persepsi pembelajar terhadap implementasi IDLE adalah positif karena mereka percaya bahwa menggunakan IDLE dalam proses pembelajaran bahasa Inggris memberikan dampak signifikan terhadap peningkatan keterampilan bahasa Inggris mereka.

Kata Kunci: Pembelajaran Bahasa Inggris Informal Digital (IDLE), Penggunaan, Mandiri, Persepsi, Peningkatan Bahasa Inggris.

CHAPTER I
INTRODUCTION

I.1 Background Of the Study

Nowadays, EFL learners can learn English beyond the class walls. They can learn anytime, anywhere with manageable time as they wish. The idea of learning beyond the classroom can be more comfortable and enjoyable for the learners as students can have discussions with the teachers outside the class via many relevant platforms of learning (Reinders & Benson, 2017; Lai et al., 2017).

Gaining advance insight of how the young generation learning English becomes crucial in this Artificial Intelligent era. The growth in digital landscapes are assumed to lead to more creative ways of language learning, especially among digital natives (Chik & Ho, 2017; Poláková & Klímová, 2019). The facts show that the lack of authenticity leads the EFL learners to have demotivation in learning English. Since the current EFL learners use information and communication technology, the education setting should be changed in order to accommodate the skills and the interests of the new generation (Lai et al., 2022).

The fact that mostly EFL learners now engage with digital equipment like radio, television, and the internet, in their daily life (Chik & Ho, 2017) is in line with the preliminary study done by the writer. However, it is quite ironic that a previous study found that university students in Indonesia do not get used to autonomous learning, they tend to expect a spoon-fed in their learning (Zein et al., 2020). The phenomenon of the usage of Informal Digital Learning of English should have led the EFL learners to be more autonomous as they have the authenticity of the English context (Mehrvarz et al., 2021; Diana, 2023; Zhang & Liu, 2023;). However, the IDLE practice, perception, and strategic proficiency in intercultural dialogue even remains untouched by the researchers (J. S. Lee, 2020) especially by the educators in suburban areas.

Informal Digital Learning of English (IDLE) emphasizes technology-mediated, self-directed English language learning activities outside of the classroom without explicit teacher assessment (Balouchi & Samad, 2021; J. S. Lee et al., 2021; J. S. Lee & Lee, 2021; Lee & Sylvén, 2021; Zhang & Liu, 2023). Based on the result of the previous studies, the usage of Informal Digital Learning of English is highly recommended for mediating the learning English process (Saed et al., 2021; Liu & Wang, 2024) moreover it is for digital native learners. However, it is a challenge to provide authentic English that fits a large number of learners' interests. The absence of real-life examples makes it more difficult for students to use the target language in natural contexts (Zein et al., 2020).

So that is why it is considered essential to research some medium that encourages students more in learning autonomously as they are the center of the learning process (Nguyen & Nguyen, 2024). Informal digital learning is one of the alternatives to facilitate such learning experience by providing learning space, venues and tools for EFL learners.

IDLE research also found out some activities such as listening to English podcasts or watching YouTube clips in English, chatting with others in English via social media or writing comments in English on social media are very productive to improve learners' ability in face-to-face communication behavior (J. S. Lee & Sylvén, 2021). It is stated that engagement with informal digital learning is highly associated with EFL learners' academic performance. So educators and curriculum designers should give IDLE a try to enhance their academic performance (Artyushina & Sheypak, 2018; Mehrvarz et al., 2021; Fauziah & Diana, 2023).

In spite of the benefits of using IDLE for EFL learners, some previous studies also found some barriers in using IDLE. One of those is internet connection, it was the participant's common obstacle. The cost of the internet that might be predicted to be one was only the minor obstacles faced by the participants, and the other obstacle was the ability in accessing the Informal

Digital Learning of English. At this point, the teachers are expected to figure out how to overcome the situation that prevents students from using informal Digital learning of English (Mehrvarz et al., 2021; Nguyen & Nguyen, 2024).

It is stated that the previous studies used students in college or university as the subject, and also some only conducted the research in developed regions or in certain groups of people like in popular universities (Rezai, 2023). The studies are mostly using quantitative research theory and it is hoped to use qualitative to get depth understanding (Zhang & Liu, 2023)

In this case, this study will be conducted using qualitative research in Gondanglegi senior high school which is located in the suburb area of Malang district. It uses single case study as some students in the school have achieved some English competitions like debate in Malang regency and even got silver and bronze medal for English Olympiad in student exchange event in Singapore. Based on the preliminary study, it is confirmed that students in SMA Negeri 1 Gondanglegi use IDLE to support their English learning.

Based on the phenomenon that has been described and also the study results that has shown a positive correlation between Informal Digital Learning of English and teaching learning process, it is interesting to dig more information about how the students apply Informal Digital Learning of English and their perception.

1.2 Research Questions

1. How do the EFL learners implement Informal Digital Learning of English to improve their English skill in Senior High School?
2. What is Senior High School Learners' perception toward the implementation of Informal Digital Learning of English?

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Learning of English

According to Brown (1994), learning requires cognitive activity on the part of the learner, it's not only a machine-like process. This is referred to as meaningful learning as opposed to memorizing on repeat learning. At this point, the learners should connect a meaning to information, knowledge, or the subject they are studying. Long-term memory and information acquisition may benefit from this kind of learning.

Jones theory showed autonomous learning passing the lexical threshold was the key to advance beyond beginner level. And in learning English self-directed learning can be interchangeable with the acquisition as nowadays the language usage and acquisition take place on digital platforms that people select and manage according to their own needs, interests, and lifestyles (Chik & Ho, 2017) . Research conceptualizing these platforms as digital environments that facilitate technologically mediated learning interactions across international distances is, however, lacking. Therefore, it's critical to adopt space-focused methodologies that highlight the ways in which people in different places are connected to one another in a virtual environment where language is acquired (Lee and Roger, 2023)

Basically people can acquire competence in a second language in two separate and independent methods (Krashen, 2014). The first, called acquisition, is an implicit and subconscious process that builds a sense of language use by emphasizing "real communication" of meanings; it is comparable to how children acquire their mother tongue. He thinks that adults can still use the "language acquisition device," just like children did (Jurkovič, 2019).

One of the problems that exists among the EFL learners especially in senior high school is communication. It is one of the biggest problems for EFL

learners (J. S. Lee et al., 2021). Instead of that, the lack of providing authentic English is also a problem in the learning process (Zhang & Liu, 2023; Diana, 2023; Mehrvarz et al., 2021), especially at Senior high school level. There are still many of educators and curriculum designers have not involved or even considered both the digital competence and their digital informal learning usage to improve EFL learners' proficiency (Mehrvarz et al., 2021).

2.2 The Learning Media of English

In order to reach the teaching and learning goal, its process has to be effective. The media is one tool to support the teacher in their role as a communicator of knowledge. When subject matter is presented in audio, visual, and audiovisual formats, students will be enthusiastic to study the content. Additionally, the usage of different colors and visuals helps pique students' interest in the material being taught (Nasution, 2021).

Educational media used in language learning are social media, Facebook, Websites, Chat-boat applications, and education games. The learning media used are also in the form of learning media based on mobile learning and Android. The entire learning media used utilizes technology in its application. Only one learning medium that does not use technology, namely musical instruments as learning media. In terms of effectiveness, the technology-based learning media used shows effectiveness in their use. The increasing use of technology as a learning medium provides opportunities for further development to find the right learning strategies in their use. The use of social media as a learning medium results from the adoption of the daily habits of teachers and students. The use of technology in language learning proves that the use of technology in education in the current era is mandatory (Nasution, 2021)

Informal Digital Learning using some online applications as medium for EFL learners to learn English give a lot of opportune for them to increase the salience, variety, frequency, and recentness of contexts (Jurkovič, 2019)

theoretical and methodological innovation has also been demonstrated by research, guided by developments in allied domains such as Internet sociolinguistics, communication, and new media studies (Reinhardt, 2019).

2.3 Informal Digital Learning of English

2.3.1 The Concept of Informal Digital Learning

IDLE stands for Informal Digital Learning of English. It refers to self-directed language learning practices in out-of-class digital settings. IDLE is a type of computer-assisted language learning that focuses on language learning beyond the classroom. The concept of IDLE was first introduced by Benson (2011), who developed a four-dimensional framework to describe it. The four dimensions of IDLE are purpose, mode, learning resources, and learner autonomy. IDLE is an important area of research in language learning, as it provides learners with opportunities to practice and improve their language skills outside of the classroom (Zhang & Liu, 2023). Specifically, IDLE can be classified into two domains: IDLE in extracurricular and IDLE in extramural contexts (Lee, 2019)

The IDLE concept actually has been widespread in the Indonesian community. As according to Zhang IDLE activities include using social media platforms such as Facebook, Twitter, and Instagram to communicate with native speakers of English, watching English-language movies or TV shows, listening to English-language podcasts or music, playing English-language video games, reading English-language websites or blogs, and using language learning application or software. IDLE activities can also include participating in online language exchange programs, joining English-language discussion forums or chat groups, and using online dictionaries or translation tools to improve language skills (Zhang & Liu, 2023)

This study distinguishes two types of IDLE (Lee, 2019; Rezai, 2023; Zhang & Liu, 2023) : extracurricular settings, where a language teacher is

still involved, and extramural settings, representing independent L2 activities in digital environments without formal language instruction. The current research primarily delves into IDLE in extramural contexts, aiming to explore the intricate connections between IDLE, Intercultural Competence (IC), and Second Language Willingness to Communicate (L2 WTC) among EFL learners in informal digital environments devoid of teacher guidance (Rezai, 2023).

Empirical evidence supports a positive association between Informal Digital Learning English (IDLE) the motivation to be more active orally among EFL learners across various cultural contexts. Notably, studies involving Korean, Indonesian, and Taiwanese EFL university students have consistently demonstrated the beneficial impact of IDLE on learners' willingness to engage in communication in English. Subsequent research expanded on this by conducting interviews with Korean EFL students, revealing that internal factors like L2 self-confidence and anxiety, along with external variables such as the interlocutor and high-stakes tests, jointly influenced students' communication in digital settings. These collective findings underscore the cross-cultural applicability of the positive relationship between IDLE and the communication willingness. As educators and researchers continue to explore the dynamics of informal digital learning environments, these insights contribute to a nuanced understanding of how such activities influence EFL learners' willingness to communicate in English across diverse linguistic and cultural contexts (Lee et al, 2021).

In order to gain meaningful learning using Informal Digital Learning of English (IDLE), it needs some steps to lead to its main goals. IDLE is conducted as either extracurricular or extramural type of study (Lee, 2019).

Benson (2011) and Lee (2019) divided language learning into in-class and out-of-class learning based on location. A significant number of studies has investigated out-of-class language learning with technology

regarding its self-regulated nature, learner proficiency, attitudes and support (Lai et al., 2018), vocabulary knowledge (Lai et al.,2022), and collaborative skills. There are four dimensions were used to characterize language study outside of the classroom: The following factors influence learning: (a) how educationally structured the learning experience is; (b) how much learners believe learning is self-controlled; (c) the pedagogical, social, and physical interactions between learners and the learning environment; and (d) how much involvement there is in instructional processes (Lai et al., 2022).

Under this term, activities can be further classified into non-formal digital learning as structured and instructed by the lecturer without certifications provided and IDLE, which is more towards the unstructured, naturalistic end of out-of-class activities. Two IDLE contexts were identified in this conceptual model extracurricular and extramural (Zhang & Liu, 2023).

The Figure 2.1 showed below is a conceptual framework of IDLE (adopted from Zhang & Liu, 2022). At this framework we can see that the first thing is needed to implement IDLE is initiation. And this initiation can come from either other's initiation or their own initiation. It depends on which kind of IDLE they are in. Based on the framework, it can be interpreted that regardless of instructed, extracurricular, extramural IDLE implementation, the only goal they should pursue is just supposed to make the learners be autonomous learner.
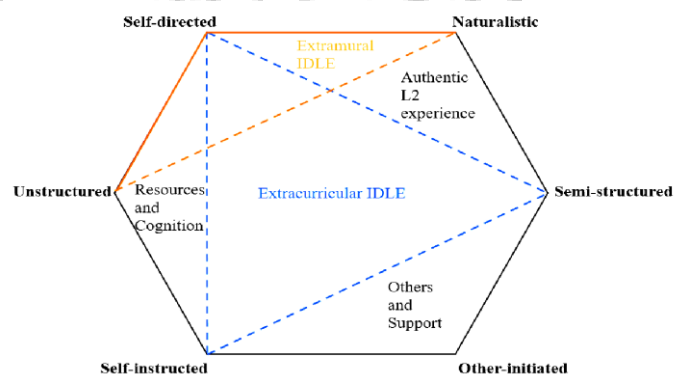

Figure 2.1. IDLE Framework

Few studies have explored purely out-of-class foreign language learning experiences, and those few have focused on the challenges faced by the learners. Some research done in various countries like Hungarian, Swiss and Japan find that learning beyond the classroom makes the learners have higher motivation and they tend to enjoy reading authentic texts and use more autonomous learning strategies to further advance learning (Zhang & Liu, 2023).

1. Extracurricular context

In an extracurricular context, the EFL learners need to be encouraged using semi-structured instruction (Zhang & Liu, 2023). There are three different kinds of support that can be conducted by the teachers (Lai, Li, & Wang, 2017).

1) Capacity

In this type of support, which is called teacher capacity support (TCS), in which teachers are supposed to give some recommendation about technological resources and provide cognitive and metacognitive guidance on how to select and use resources from the Informal Digital Learning of English effectively.

2) Opportunity

This type of support has a significant role especially in Informal Digital Learning of English with the type of extracurricular activity. In this case, the teacher gives more chances for the EFL learners to engage in IDLE activities through assignment or project.

3) Motivation

In this kind of support teacher has a role to influence the EFL learners, in some empirical studies, it is found that verbal persuasion, knowledge and skill

enhancement, and personal experience are separate entities that could influence student technology adoption.

Instead of those kinds of support needed in conducting Informal Digital Learning of English beyond the classroom, the relationship between the teachers and the EFL learners can also influence how effective these IDLE activities are (Nguyen & Nguyen, 2024). And it is found that it varies across cultures. Hence, it is quite possible that the impact of different types of teachers' practices on EFL learners' use of Informal Digital Learning of English beyond the classroom might have different results in different cultural contexts (Lai, Li, & Wang, 2017).

2. Extramural Context

Learning English that is done beyond the classroom, this term refers to the educational experiences and opportunities that extend beyond traditional classroom settings. It involves acquiring knowledge, skills, and personal development through various activities and experiences outside formal academic environments. This type of learning is often more informal, experiential, and practical, providing individuals with a holistic and well-rounded education. In other words, Learning beyond the classroom means studies that are conducted out of the classroom with more flexible time and place (Artyushina & Sheypak, 2018).

In other words, Informal Digital Learning of English can be defined as an autonomous way of learning, especially in learning English, using a digital medium that is set beyond the classroom setting. It is divided into two kinds of types which are unstructured and semi structured.

2.4 Implementation of Informal Digital Learning of English

The implementation of Informal Digital Learning of English, especially the platforms based on web construction has some purposes: (1) the learning, practice, and maintenance of home, heritage, and new languages; and (2) strategic self-directed learning (Hargie, 2017). (3) Theoretical and

methodological innovation has also been demonstrated by research, guided by developments in allied domains such as Internet sociolinguistics, communication, and new media studies (Reinhardt, 2019).

There are three approaches to identify that IDLE relates to EFL learning and strategies (Reinders & Benson, 2017; Sumuer, 2018; Lee, 2019; Maulida et al., 2022). Experience at this point shows that language learning involves both in-class and out-of-class experiences, with many learners starting in the classroom and gradually accumulating the experiences using Informal Digital Learning of English (IDLE). Later, they continue learning naturally without attending classes. Informal Digital Learning is not just about learning the language's forms or structures, but also about developing identity. Classroom learning experiences are unlikely to have a deep impact on EFL identity, which emerges from critical experiences of using the language outside the classroom in situations that destabilize identity, such as those encountered by migrants or students abroad.

Technology can facilitate second language acquisition in an IDLE context in which the learning is conducted in various settings, including in class, computer labs, and at home (Zhang & Liu, 2023). In addition, IDLE takes important role in developing EFL skill as IDLE provides authentic environment for the EFL to get natural communication (Chik & Ho, 2017; Stork, 2017; Rezai, 2023; Nguyen & Nguyen, 2024).

However, it does not necessarily facilitate independent learning. Previous studies have provided insights into how learners and teachers use technology to support the EFL learners in learning English. Social networking supports EFL learners beyond the classroom, providing motivation and support. While social networking encourages persistence, it also has impediments to independent learning.

Early research on language learning strategies focused on strategies used outside the classroom. However, recent studies have shifted towards evaluating strategy use independently of specific learning contexts. Self-

directed naturalistic learning refers to situations where learners set up activities for language learning but shift focus away from the content once engaged. This ability to set up situations is crucial for learners engaging in various Informal Digital Learning of English activities, which depend on their initiative to seek out resources that engage their interests and enhance their language learning.
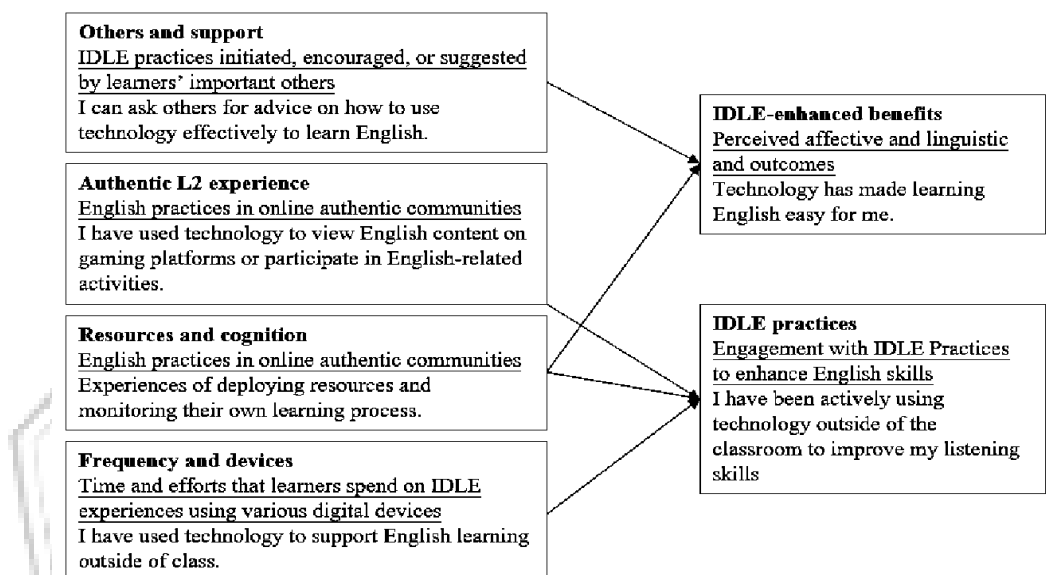
The figure 2.2. Strategies in implementing IDLE (adopted from Zhang & Liu, 2022)

Based on the figure 2.2 shown above, the implementation of IDLE can be divided into some categories such as support, experience, resources and cognition, and the frequency also the devices are used. However, Lee (2019) describes how those categories are implemented in the IDLE activities which can be shown in the following table.

Table 2.1 Classification of IDLE Implementation

	Formal Digital Learning	Non-Formal Digital Learning	IDLE	
			Extracurricular	Extramural
Formality	Structured; Certification	Structured; No Certification	Semi- structured; Certification	Unstructured; No Certification
Location	In-class	Out-of-class	Out-of-class	Out-of-class
Pedagogy	Instructed	Instructed	Self-instructed	Naturalistic
Locus of Control	Other directed	Other-directed	Self-directed	Self-directed

The diagram above shows that IDLE has four classifications related to how the IDLE is implemented. However, in this research the researcher focuses only on unstructured IDLE implementation. According to Lee (2019) and Sumuer (2018), it can be concluded that there are four steps needed to implement unstructured IDLE.

1) Engaging with Informal Digital learning based on their own initiation.

In this case they get involved with the IDLE autonomously as they motivate themselves to improve their English using IDLE.

2) Selecting the process of learning (Pedagogy)

In this process the learners do naturalistic pedagogy in which they are the one who decides how they learn and what materials they are going to use (Sumuer, 2018; Nofita et al., 2019; J. S. Lee, 2020; J. S. Lee & Sylvén, 2021; Kohnke, 2022).

3) Managing the IDLE usage

In this case the learners are not directed which application should be used and how long they are going to spend their time. They are free to choose in which time they have to engage with IDLE and how long they have to spend the time with the IDLE (Y. J. Lee & Roger, 2023; Zhang & Liu, 2023; Nguyen & Nguyen, 2024).

4) Assessing the usage of IDLE

As the activity is self-directed, the assessment is done by the learners themselves. The learners evaluate the learning process using their own skills such as motivation, self-management and self-control (Hargie, 2017; Sumuer, 2018)

2.5 Perception

2.5.1 The definition of perception

Perception is the way how a human manages and interprets the sensory signals for responding of the stimuli from anything around them (Robbins & Judge, 2013:166).

Perception is like we give meaning to the things we see, hear, feel, taste, or smell. For example, we look at a watermelon. Our eyes capture an image of the watermelon (that's a sensing process). Then, our brain processes the image and we know that it is a watermelon that is red inside, round, and it tastes sweet (that's a perception process).

So, perception is our brain's process of understanding and giving meaning to all the information we get from our senses. In other words, Perception is the process by which we know and understand the world around us. Everything we see, hear, feel, taste, or smell will be processed by our brain so that we can understand what it is and how we should respond to it. This process starts with our senses (eyes, ears, nose, tongue, skin) which receive information from outside, then that information is processed by our brain into something meaningful (Saleh, 2018)

2.5.2 Factors effecting the perceptions

Based on Saleh (2018) there are some factors can influence human perceptions

1) There must be an object that is being perceptive or the object can produce stimuli concerning human senses or receptors. These stimuli can appear from either internal sources or external sources.

2) Sense organs, nerves and central nervous system as they are the receptors of stimuli. They are used for transferring the stimuli to the brain as the center of the awareness,

3) Attention is needed to have awareness so that someone can process perception. In this case attention is the first step before doing perceptions toward something.

4) The perception process, It can be described as the object makes stimuli, the stimuli is accepted by the human senses or receptor (physical process) then the stimuli is transferred to the brain (physiological process). It makes the subject fully aware toward what they see, hear, or touch or any kind of

sensory process, then they will give a response as the reaction of the stimuli.

5) Perception Organization, means that when a human has a perception process, It can be started to perceive from a part to the whole of the object, or the other way around in which they start to perceive from the whole and come to detail part of the object.

6) Perceptions object, there are some kinds of perception object, they are self-perception, social perception while for the perception that is from non-human beings it can be called nonsocial perception or things perceptions.

2.5.3 Kinds of perception toward implantation of IDLE

Based on Tawal (2017) perception is divided into positive and negative perceptions.

1) Positive perception is when someone views something favorably, in line with their expectations, or in compliance with a set of rules. Good perceptions are the result of an individual's own satisfaction with the things that form the basis of their perceptions, as well as their own familiarity and understanding of those things. In this case, positive perceptions have some indicators such as accept, enjoy, utilize, and support IDLE. In this case, there are five indicators of perspectives on implementing IDLE which are: resolving English learning difficulties, increasing motivation and willingness, developing learning autonomy, developing learning performance, increasing the learning focus (Nguyen & Nguyen, 2024).

2) Negative perception occurs when someone has a negative opinion of something or information that deviates from the norm or accepted rules. Perception can originate from a lack of first-hand information and experience, as well as from personal displeasure with items. All of these factors might lead to negative perceptions. Some indicators can be seen in negative perceptions through certain behavior like passively accepting or

actively resisting the IDLE because of humans' dissatisfaction, ignorance, and lack of knowledge about IDLE.

2.5.4 Students' Perceptions toward Implementation of Informal Digital Learning of English

According to Y. J. Lee & Roger (2023), there are some aspects which are considered essential to IDLE's user's perceptions. The cross-platform experience, in which language usage and acquisition take place across a variety of digital platforms, is frequently accessible on multiple devices. Based on the previous investigation on a language learning service that was based on Informal Digital Learning of English. It is also found that English language learners venturing into the digital wilderness, the previous researchers investigated language learning chances to manage their own learning paths in social and recreational contexts, such as online gaming and multimodal media-sharing websites like YouTube.

Scholars emphasize how important it is to comprehend the viewpoints of those who select digital materials and take action in order to learn. The dynamics of unstructured digital learning and discovered a variety of surprising actions and results. It is stressed that in order to fully comprehend the contextual elements underlying the evolution of certain behaviors and results, researchers must draw on the perspective of specific learners. It has been observed that implementing IDLE in learning English process encourages the students to engage more with various English platforms and environment (J. S. Lee & Sylvén, 2021).

Hand (2017) outlines characteristics of digital information circulation in multimodal media-sharing social networking platforms that are relevant to recently created visual forms of social media, where digital engagement is primarily based on sharing images rather than words. He argues that user-directed algorithms used in homepage structure are frequently involved in the process of images spreading throughout digital platforms. Benson (2016)

examines intercultural and interactional learning in YouTube video comments involving English-Chinese trans-lingual practices, addressing the circulation of multimodal digital media as the new activity for informal language learning (Reinders & Benson, 2017; Lai et al., 2022). He highlights that a variety of mobile modalities and international communication venues are included in globalized multimodal platforms.

It is noted that as part of the learning process, participants modified the use of several applications based on their language skill in a cross-platform review of language learning apps like Duo lingo, Quizzes, etc. These studies highlight the intricacy of cross-platform learning, as learners design their own learning pathways by organizing linguistic resources and learning opportunities available across digital platforms (Karasimos, 2022). It is also proved that IDLE is believed to provide some kind of enjoyment learning and decrease the learner's anxiety in learning English (J. S. Lee et al., 2021; J. S. Lee & Lee, 2021). Even the previous researchers stated that Korean students who implemented IDLE had positive perception about different varieties of English, so that it increased their confidence in performing English with cross-cultural communication (J. S. Lee et al., 2021; J. S. Lee, 2020). The IDLE usage with certain platform such as YouTube, or face book or other platforms is very beneficial to improve learners' performance (Bosch, 2009) especially it builds better pronunciation (Muhamad & Rahmat, 2020), fluency and coherence in speaking skill (Saed et al., 2021). In other studies it is believed that IDLE is also able to improve listening skill (Tolhairi, 2023). So that, by practicing with multicultural environment using IDLE can improve their English performance in general.

Chick and Ho (2017) follow three language learners of Spanish, Korean, and Italian as they pursue independent language learning outside of the classroom in a longitudinal research. Their findings demonstrate how a person's self-directed learning activities and tactics can be significantly impacted by changes in life stages and the rapid advancement of technology.

According to the results of the research mentioned above, it shows how important IDLE is in improving the English skill of the learners, even though the applications and devices are various. In this case, the students have positive perceptions toward extramural IDLE which is done through self-direction and use their own way in using IDLE.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used descriptive qualitative methods in the research. According to Moleong (2017:6) qualitative research is the research that is aimed for understanding the phenomenon about things that are experienced by the subject of the research such as behaviorism, perception, motivation, action, and other. Qualitative research usually is done holistically and described in the form of words, in a special scientific context and by utilizing various research designs.

In order to provide accurate data in the research, it is necessary to use a research design to make the research plan organized. At this point, Case Study was chosen as the research design since SMA Negeri 1 Gondanglegi students used IDLE to support the English learning process and had earned some achievement in some English competitions. Creswell (2018) provides a thorough and understandable explanation of case study. It is defined as a qualitative design in which a program, event, activity, procedure, or one or more people are thoroughly examined by the researcher. The cases were constrained by time and activity, and the researcher gathers comprehensive data over an extended period of time utilizing a range of data gathering techniques.

However, the researcher also collected quantitative data using a questionnaire to support and contextualize the qualitative findings. The data offered further insights into general student opinions and added depth to the qualitative research. This case study framework's integration of qualitative and quantitative data allow for a thorough investigation of the research topic, capturing in-depth narratives and pertinent patterns (Poth and Creswell, 2018).

3.2 Subject

        In this research, the subjects were the EFL learners in SMAN 1 Gondanglegi who had been engaging with informal digital learning of English. There are 350 EFL learners from grade XII who used IDLE in some ways. However, the researcher did not use the whole numbers of the students as the researcher recruited the participants using purposive sampling method especially for resolving how the learners implemented the IDLE. The researcher also applied some criteria to recruit the subject.

        Furthermore, in order to obtain the targeted data, the researcher used snowball sampling techniques during the process. Furthermore, the researcher also used saturation theory to avoid redundancy of the data. At this point, the number of participants, or in other word data collection can be stopped when the categories are saturate (Creswell, 2018). As the research was also supported by quantitative data, the researcher also used random sampling to fill the questionnaire to obtain the data. At this point, the researcher randomly took 40% (or 140) of them to get to know the percentage of their perception toward IDLE implementation.

3.3 Data Collection

3.3.1 Techniques and instruments

        Data resource was the subjects of where the data can be obtained. In this research the data had been taken from the learners who had been dealing with informal digital learning of English. Creswell (2018) proposed four basic types in qualitative research relating to collection technique and instruments which are observation, interview, Questionnaire and documentation. However, the researcher applied three of the type of data collection that was suitable as the following.

1. **Interview**

    In-depth interviews provided a more detailed and personalized approach to collect the data for resolving how the learners implement IDLE. In this stage, the researcher interviewed the participants in person. These interviews involved open-ended questions as the interview guide, so that the interview section was expected to elicit views and opinions from the participants.

2. **Documentation**

    In this stage, the documents, likely to provide essential information to give better understanding of the data of how the learners implemented IDLE. In this case, the data was public documents for example like chat history, public posts, video recording, etc. Furthermore, researchers organized the documentation data using a document checklist.

3. **Questionnaire**

    In this study, a questionnaire was used to obtain the learners' perceptions data. The researcher set the Likert Scale with four kinds of options. In this case, the researcher has for score categories: 1) strongly disagree is 1 point, 2) disagree is 2 point, 3) agree is 3 point, and 4) strongly agree is 4 point. In order to keep the value accurate, for the negative statement the score goes vice versa. In addition, the scale for positive perception is described using the percentage of agreement toward the positive statement about IDLE, while for negative is shown by the percentage of negative statement in the questionnaire. This questionnaire had some items that cover several important dimensions. The researcher selected each of these statements to provide a comprehensive understanding of how students' perspective toward implementation of IDLE to improve their English skills.

3.4 Data Analysis

    According to Moleong (2017), data analysis is an attempt by the researcher to deal directly with the problems contained in the data. In order to

lead this research to get complete and detailed information related to the data, the researcher used qualitative and quantitative data. The qualitative data was analyzed based on the in-depth interviews and documentation, while quantitative data was analyzed based on student questionnaires.

3.4. 1 Qualitative Data Analysis

According to Miles & Huberman (1994: 10), there are three simultaneous tasks that should be done to analyze the data: reducing data, displaying data, and deriving conclusions and verifying them. The following explanations are further elaborated:

1. Data Reduction

The process of choosing, concentrating, streamlining, abstracting, and modifying the data that shows up in recorded field notes or transcriptions is referred to as data reduction. As the researcher used open-ended interviews to get the qualitative data, sorting the most relevant information was the only way to prevent redundancy of the data.

2. Data Display

In order to provide a better understanding and improve data visualization, the researcher served charts and tables for legitimate data analysis. It was all intended to bring together information that was organized in a logical and user-friendly style. In spite of that, the data was also exposed in structured description based on the theme of the data.

3. Conclusion Drawing Verification

As the researcher moves forward, conclusions were also confirmed. The researchers came to a quick conclusion while gathering data. Naturally, during the process of analyzing the data it was validated in addition to occurring throughout the data collecting phase. Naturally, the researcher could not just jump to conclusions; the researcher had to examine the evidence in question again to ensure accuracy. In order

to be genuinely accountable, the final conclusions had to be validated in addition to occur during the data collecting phase.

3.4.2 Questionnaire data analysis

Mean scores and percentages were used to examine the questionnaire data in order to determine how students felt about the IDLE implementation. Students' degrees of agreement or disagreement with various assertions regarding IDLE were ascertained by analyzing the raw data obtained from the questionnaire sheet, which employed a Likert scale.

Students' answers were compiled using descriptive statistics, particularly the average score for every question on the survey. The mean score, which displayed the central tendency of responses to each sentence, gave a clear picture of the overall perspective. Stronger disagreement was represented by lower mean scores, whereas greater agreement was indicated by higher mean scores. By using a descriptive technique, the researcher was able to analyze overall patterns in student attitudes without looking into specific student groups. The average scores provided insight into how all students felt about the introduction of IDLE in general.

Categories were assigned based on score ranges to interpret the mean scores effectively. These categories helped classify students' perceptions, making it easier to understand their overall thought. The ranges were as follows:

Table 3.1 Categories and Ranges

Category	Score Interval		Scale of the score	
	Positive	Negative	Positive	Negative
very positive	16-20	1-5	3.1 - 4	0.1 - 1
positive	11-15	6-10	2.1 - 3	1.1 - 2
negative	6-10	11-15	1.1- 2	2.1- 3
very negative	1-5	16-20	0.1- 1	3.1- 4

Table 3.1 categorizes students' perceptions toward implementation of IDLE into four levels, in which the score of Very Positive is four, Positive is three, Negative is two, and Very Negative is one. It distinguishes between positive and negative perceptions, providing perspective score intervals and percentage ranges. For example, a "Very Positive" perception corresponds is in the range 16-20, while each item can be accounted using scale of score in which range 3.1- 4 indicate very positive. Conversely, a "Very Negative" perception aligns with a positive score of 1-5 and a negative score of 6-10 reflecting significant dissatisfaction. This table provides a structured framework for interpreting students' responses, illustrating the extent to which their perceptions of implementation toward IDLE are positive, or negative.

3.5 Trustworthiness

Triangulation is a technique for checking the validity of data that uses something else (Moleong, 2017). In addition, Sugiyono (2016: 273) triangulation in credibility testing is defined as checking data from various sources, techniques, and times. The researcher used two methods, those were questionnaires and depth-interviews given to the subjects of the study and also the authoritative persons such as English teachers.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents research findings and discussion. In which she provides answers to problem statements that are contained in the first chapter. Those are (1) the way the EFL learners implement Informal Digital Learning of English to improve their English skill in Senior High School. (2) The Senior High School Learners' perception toward the implementation of Informal Digital Learning of English.

4.1 Research Findings

This section presents the research findings based on the results of the data analysis which cover the implementation of Informal Digital Learning of English to improve the students' English skill and the students' perception toward implementation of Informal Digital Learning in Senior High School.

4.1.1 The implementation of Informal Digital Learning of English to improve their English skill in Senior High School

The research findings revealed that the students implemented Informal Digital Learning through some steps by: (1) engaging with Informal Digital learning based on their own initiation; (2) selecting the learning strategy (Pedagogy); (3) managing the IDLE usage; and (4) assessing the usage of IDLE

a. Engaging with Informal Digital learning based on their own initiation

In this stage, the researcher found out through the following statements delivered by the first interviewee:

These days I initiate myself in using IDLE, however long back then when I was kid, I had been familiar with English movies since I was in kindergarten. It was my mother that initiated even though she is not good at English or anything. Sometimes the teacher also initiates to deal with IDLE for instance like quizzes or sometimes watching English content in YouTube, even though it is not every meeting we deal with IDLE in the classroom, it is just once in a while. However, now as I get used to initiating myself to deal with whichever IDLE I want. (Student 1 & 2; App 4, No. 2)

From the statement above it is clear that the students initiated themselves in implementing IDLE even though it could not be ignored that students got the initiation from others when they dealt with the IDLE for first time. However, after they got used to accessing the IDLE as someone initiated them to, the following IDLE activities were initiated by themselves. It was also proved with the following screenshot which had been taken when they were dealing with IDLE based on their own initiation.
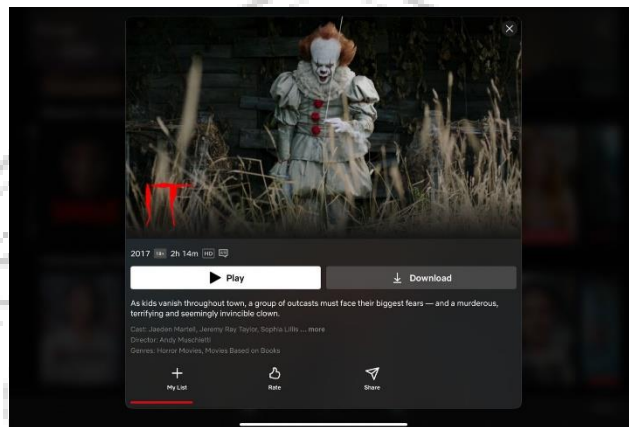
Picture. 4.1
IDLE platform used by the student based on their own initiation.

In Picture 4.1 shows that the interviewee chose movie platform to enrich their vocabularies. The picture 4.1 was the English movie application that the student liked to have the IDLE activities in their spare time.

b. Selecting the learning strategy (Pedagogy)

In this step, the researcher found out two kinds of activities during the process of learning, namely choosing the content of IDLE and the way to deal with the IDLE content. It is can be shown through the following statement:

*I just like watching movies compared with other English learning methods. I like reading too by the way, right now I have been reading an interesting novel in a book app. I don't take any notes in a particular way like conventional notes but the app allows us to highlight or give some notes on it, I usually use that like highlighting interesting phrases and one more I am kind of observant to either*

people or things so sometimes I like describing it on the comment sections or reviews on certain platforms in the book apps, Moviebox, TED, or social media. When I have an examination, I will deal with kind of text mostly in the form of quizzes and practices. If I need to improve my speech especially when I have an English competition, I usually watch people perform a speech in TED. (Student 1; App 4; No. 3 & No. 4)

The interviewee's statement above shows that she chose the content based on demand, when she was going to have an English test, she chose some practices from IDLE that related to her test otherwise she preferred random English content to improve her English skill. Her statements above were strengthened by the following documents: 1) Picture 4.2 was one of the platforms that the Student1 used to learn to tell story and narrative text. 2). The Picture 4.3 was the application of online book that made her easier to highlight a certain phrase or give some notes right on the text. 3) Picture 4.4 showed how the student tried to describe through her writing about her opinion in the comment section and also reviewing some contents.

Picture. 4.2. IDLE platform that is used for learning narrative
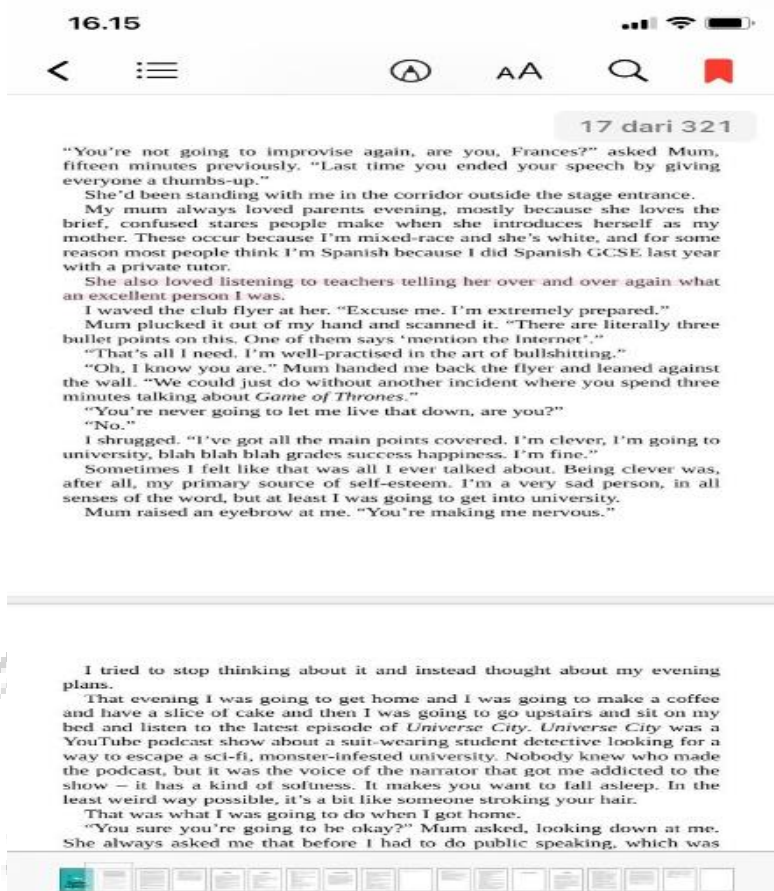
Picture. 4.3. Book app is an IDLE platform that could be highlighted and given a note for interesting phrases
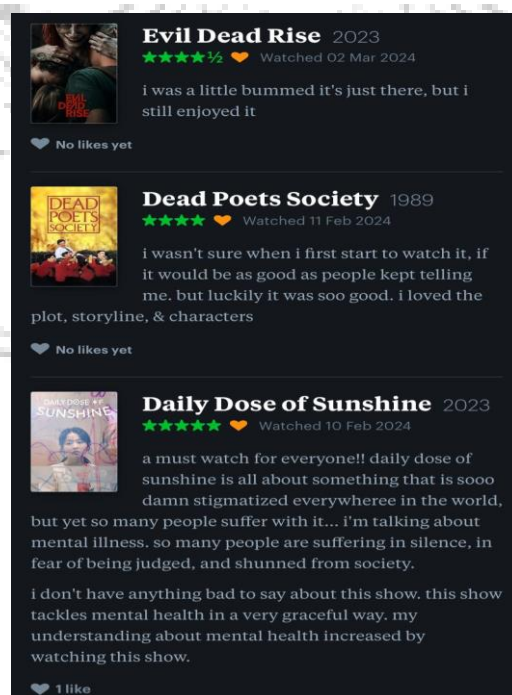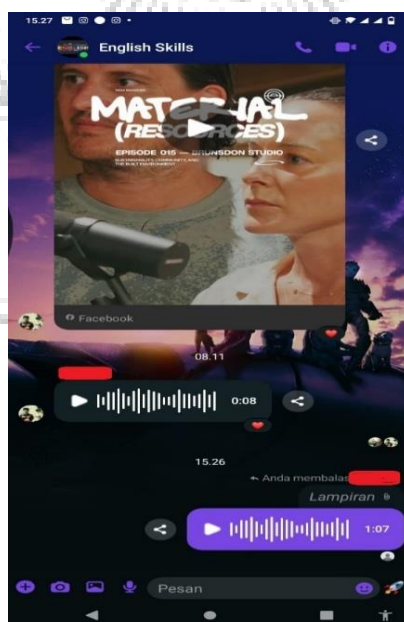

Picture. 4.4. Movie-box was an IDLE platform that interviewee used for giving movie's review

While another interviewee had a different way in choosing the content and the way he learnt from the content. It is shown in the following statements:

> I *like learning general English using IDLE, like how to use some structures and grammars especially those are used in IELT because I would love to have IELT test someday so it is not specific for English that is used in school, I also make some notes for that, especially difficult words. Besides, I chat a lot with foreigners and not only chat, we have some video calls too sometimes. However, I've never tried to access any materials given in school using IDLE except just trying to find a certain meaning in google.* (Student 2; App 4; No. 3 & No. 4)

From the statement above, it can be concluded that he would rather use IDLE for accessing general English materials than certain English materials that dealt with school lesson. And the way he learnt from the IDLE was by making notes and having direct communication with foreigners. Those statements are strengthened by the following screenshot how Student 2 was getting involved with the IDLE. Picture 4.5 shows that he focused on improving his English skill using social media English group. In that case, he used voice notes to practice his speaking skill.

Picture. 4.5. Messenger application was an IDLE platform that interviewee used for sending his voice note

c. Managing the IDLE usage

In this phase, the students were expected to manage by themselves which kind of devices and platform to be used and how they managed their goal and time to deal with certain kind of IDLE. Also, the researcher found out how the interviewees chose either the devices or platform, and how they set the time to engage with the IDLE. Student 1 said about the devices and platform she used as follows:

> I *use a cellphone, laptop, but no television even though I have it at home but no one ever tries to turn it on. I never listen to the radio either. I think the easiest device to use nowadays for me is just a cell phone. The applications that I use the most are letterbox, book app, TED, Instagram, Gemini, movies box, games, etc. I use those applications because those are more interesting compared with others. About setting time, I mostly set a plan even though it's not officially set like setting the schedule with a perfect written plan. It is especially applicable for reading the book that I mentioned earlier. I will keep in mind that I have to reach a certain chapter in a day. And also as my bedtime is like at 8 pm then whatever I deal with including IDLE I automatically stop doing it at 8 pm.* (Student 1; App 4; No. 5)

While the Student 2 had different idea about managing the time in implementing IDLE, his statement as the following:

> I *spend almost all of my spare time dealing with IDLE, especially movies almost like every other day I watch a different movie, instead of that I like chatting or video calling my friends using English, some of them are Indonesian some are foreigners. I do not plan which time in a day, we just do that naturally like if we both have the same available time then we do that without like making agreement or scheduling, it is like we do it in random time as long as we both are available.* (Student 2; App 4; No. 5)

Those statements show that they had different ways in choosing the platform and the way they set the time in dealing with IDLE, they both had different preferences and it became the reason why they chose the platform and the way they set the time. In other words, they set their own time when they like to deal with the IDLE and they are the one who in charge in deciding which devices they use and which platform they are going to deal with.

Picture. 4.6. WhatsApp application for learning speaking

The Picture. 4.6 shows how the Student 2 spent his spare time by having communication with native speaker. He chose WhatsApp as his native friends also used the application to communicate with the people outside of the country. Besides, He also thought that WhatsApp provided some kind of features that easy for them to make a video call anywhere and anytime they want.

d. Assessing the IDLE activity

Instead of some steps which have been mentioned previously, the last step in implementing IDLE is they do some reflection that is done by themselves. It is not merely evaluating themselves but also evaluating the kind of IDLE so in the future they can decide whether or not they will keep using certain IDLE in learning English. The statements about the assessment is described by the interviewee as the following:

> *Yes, I have evaluated myself. Using IDLE is satisfying so far, it is like we have private teachers anywhere anytime even though I don't trust 100% what Gemini says. At some points, we have to use logic and knowledge when we use online sources because sometimes it is not quite valid and sometimes it is confusing because in one case it has so many versions of answers.* (Student 1; App 4; No. 14)

While another interviewee said that

> *I am truly aware that my speaking skill has improved much since I use IDLE, I did not think that one different step gave so much impact toward my English improvement, the first time I did was so hard, I used like voice note at first using WhatsApp or messenger or in the game, I was mumbling while speaking it was not clear at all but after I listened to my own voice note, I was like wow… That's so bad, however I made better voice notes for the second time and gradually made it better and better till I felt confident enough to use direct calling or video call*. (Student 2; App 4; No. 14)

Based on the research finding analysis above it is clear that both of the interviewees do evaluation or some reflection after dealing with any IDLE platforms. They do evaluate in certain way to know the benefit of the IDLE platform for their English improvement either direct or indirectly.

4.1.2. The students' perception toward implementation of Informal Digital Learning of English to improve their English skill in Senior High School

The findings of the questionnaire result that evaluated students' perception toward implementation of the IDLE are displayed in form of tables and charts. The purpose of the questionnaire was to investigate how the student's perception toward IDLE implementation. As there were many aspects which might be perceived, the researcher broke down the aspects into five categories, which were the IDLE was able to resolve students' learning difficulties, increase motivation and willingness, develop learning autonomy, develop learning performance, and the last was to increase the learning focus.

a. Resolving English learning difficulties

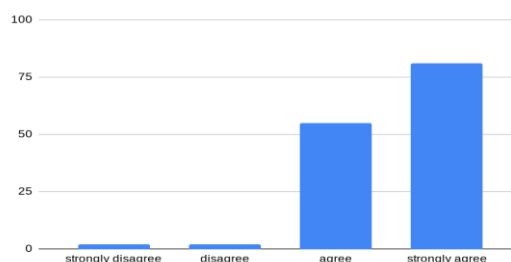1) IDLE helps me much in resolving English material difficulties

Figure 4.1 IDLE helps resolving material difficulties

Figure 4.1 above shows the number of the respondents who gave response to the question of IDLE helps the student in resolving English material difficulties. There were 81 respondents who strongly agreed, and 55 of the respondents agreed. While the number of the respondents who disagreed and strongly agreed each reached two respondents out of 140 respondents in total.

Table 4.1 IDLE helps resolving material difficulties

Result					
Perception	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents	2	2	55	81	
Percentage %	1.4	1.4	39.3	57.9	
Score	2	4	165	324	140
Mean Score	3.5				
Max Score	4				

The table 4.1 above highlights on the value of the question result of IDLE helps students resolving learning difficulties. It shows that the mean score of the question was 3.5 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 39.3% while the respondents who strongly agreed reached 57.9%, so that in other word 97% of the respondents agreed to the statement that IDLE help resolving their difficulties. The scale of the score 3.5 means the score was in range 3.1- 4 so that it can be defined as respondent had very positive perception toward IDLE could resolve the English learning difficulties. This result indicated the respondents felt satisfied with IDLE that was able to help them come their difficulties in English learning.

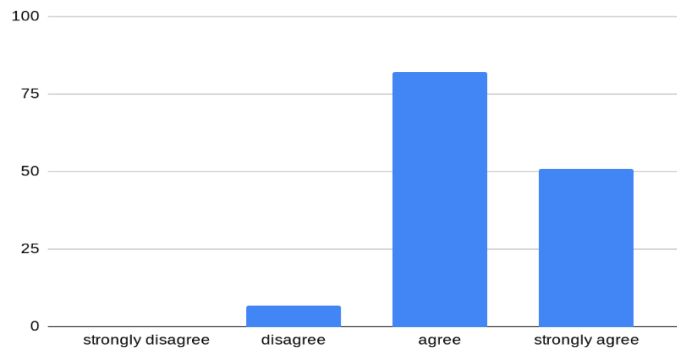2) IDLE is easier to use than conventional language English learning textbook

Figure 4.2 IDLE is easier to use

Figure 4.2 above shows the number of the respondents who gave response to the question of IDLE is easier to use. There were 51 respondents who strongly agreed, and 82 of the respondents agreed. While the number of the respondents who disagreed was 7 respondents.

Table 4.2 IDLE is easier to use

Perception	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Result					
Respondents	-	7	82	51	
Percentage %	0.0	5.0	58.6	36.4	
Score	0	14	246	204	140
Mean Score	3.3				
Max Score	4				

The table 4.2 above highlights on the score of the IDLE is easier to use. It also shows that the mean score of the question was 3.3 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 39.4% while the respondents who strongly agreed, it reached 58.6, so that in other word 98% of the respondents agreed to the statement that IDLE is easy to use. The scale of the score that reached 3.3 in which it is in the range 3.1 – 4. It means that the respondents' perception was very positive. In this

case, the respondents believed that IDLE was able to ease the learning process so they had less difficulties when they learn English using IDLE.

3) Prefer using IDLE as I can manage by myself, what, when, and where to access the IDLE
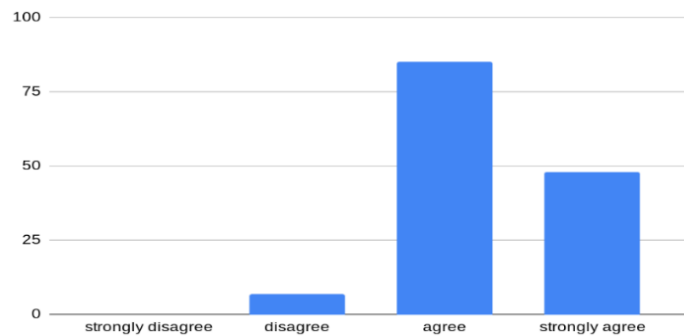

Figure 4.3. IDLE is manageable and easy to access

Figure 4.3 above shows the number of the respondents who gave response to the question of IDLE is manageable and easy to access. There were 48 respondents who strongly agreed, and 85 of the respondents agreed. While the number of the respondents who disagreed was 7 respondents.

Table 3. IDLE is manageable and easy to access

Perception	Result				
	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents	-	7	85	48	
Percentage %	0.0	5.0	60.7	34.3	
Score	0	14	255	192	140
Mean Score	3.3				
Max Score	4				

The table 4.3 above highlights on the score of the IDLE is IDLE is manageable and easy to access. It also shows that the mean score of the question

was 3.3 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 34.3% while the respondents who strongly agreed, it reached 60.7%, so that in other word 95% of the respondents agreed to the statement that IDLE is manageable and easy to access.

In conclusion, the charts and the tables above indicates that the criteria of the IDLE was able to resolve English learning difficulties mean score fell on the scale 3.4 out of 4. And the average number of the respondent's percentage who agreed to the statement reached 97% of the respondents. In this case the 3.4 was in range 3.1 – 4 so it indicated the respondents had very positive perception on IDLE helping them resolving the English learning difficulties.

b. Increasing motivation and willingness

1) I can learn English without worrying to fail with IDLE
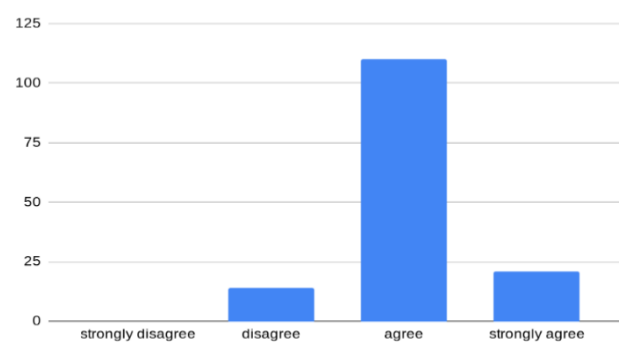

Figure 4.4 IDLE makes learning English without worrying to fail

Figure 4 above shows the number of the respondents who gave response to the statement IDLE makes the students learning English without worrying to fail. There were 21 respondents who strongly agreed, and 105 of the respondents agreed. While the number of the respondents who disagreed was 14 respondents.

Table 4.4 IDLE makes learning English without worrying to fail

	Result				
Perception	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents	-	14	105	21	
Percentage %	0.0	9.7	75.9	14.5	
Score	0	28	315	84	140
Mean Score	3.1				
Max Score	4				

The table 4.4 above highlights on the score of the IDLE makes Learning English without worrying to fail. It also shows that the mean score of the question was 3.1 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 75.9% while the respondents who strongly agreed, it reached 14.5%, so that in other word 90% of the respondents agreed to the statement that IDLE makes them Learning English without worrying to fail. The score that reached 3.1 could be defined as very positive perception. It means that the respondents strongly believed and accepted IDLE as medium that was able to encourage them to learn English without any anxiety feeling.
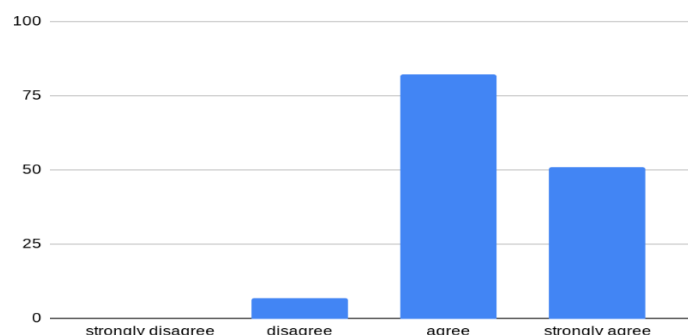
2) IDLE makes me want to learn more about English

Figure 4.5 IDLE makes students want to learn more about English

Figure 4.5 above shows the number of the respondents who gave response to the statement IDLE makes students want to learn more about English. There were 51 respondents who strongly agreed, and 82 of the respondents agreed. While the number of the respondents who disagreed was 7 respondents.

Table 4.5 IDLE makes students want to learn more about English

Result					
Perception	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents	-	7	82	51	
Percentage %	0.0	5.0	58.6	36.4	
Score	0	14	246	204	140
Mean Score	3.3				
Max Score	4				

The table 4.5 above highlights on the score of the IDLE makes students want to learn more about English criteria. It also shows that the mean score of the question was 3.3 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 58.6% while the respondents who strongly agreed, it reached 36.4%, therefore it was 95% of the respondents who agreed to the statement that IDLE makes students want to learn more about English. The score 3.3 was in the range 3.1 – 4 that means the respondents had very positive perception toward the thought that IDLE made them want to learn more about English.

In conclusion, the charts and the tables above indicates that the criteria of the IDLE was able to increase the motivation and willingness mean score fell on the scale 3.2 out of 4. And the average number of the respondent's percentage who agreed to the statement reached 93% of the respondents. In this case, the score that was in the range of 3.1 – 4 that means the respondents had

very positive perception toward the implementation of IDLE which was able to increase their motivation and willingness in learning English.

c. Developing autonomous learning

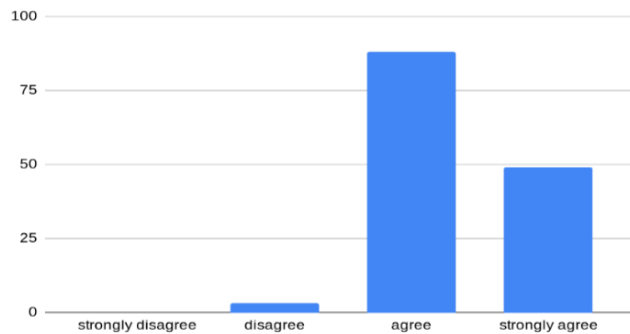1) IDLE has everything I want to learn about English

Figure 4.6 IDLE has everything students want to learn about English

Figure 4.6 above shows the number of the respondents who gave response to the statement IDLE has everything students want to learn about English. There were 49 respondents who strongly agreed, and 88 of the respondents agreed. While the number of the respondents who disagreed was 3 respondents.

Table 4.6. IDLE has everything students want to learn about English

Result					
Perception	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents		3	88	49	
Percentage %	0.0	2.1	62.9	35.0	
Score	0	6	264	196	140
Mean Score	3.3				
Max Score	4				

The table 4.6 above highlights on the score of the IDLE has everything students want to learn about English criteria. It also shows that the mean score of the question was 3.3 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 62.9% while the respondents who strongly agreed, it reached 35%, therefore it was 98% of the respondents who agreed to the statement that IDLE makes students want to learn more about English. The score 3.3 was in the range 3.1 – 4 so it means that the respondents had very positive perception toward the indicators. In other word, the respondents believed that IDLE could accommodate them completely in learning English autonomously.

2) I prefer spending more time accessing random English materials such as learning any post in Instagram or Tiktok as long as it is using English than reading my English handbook.
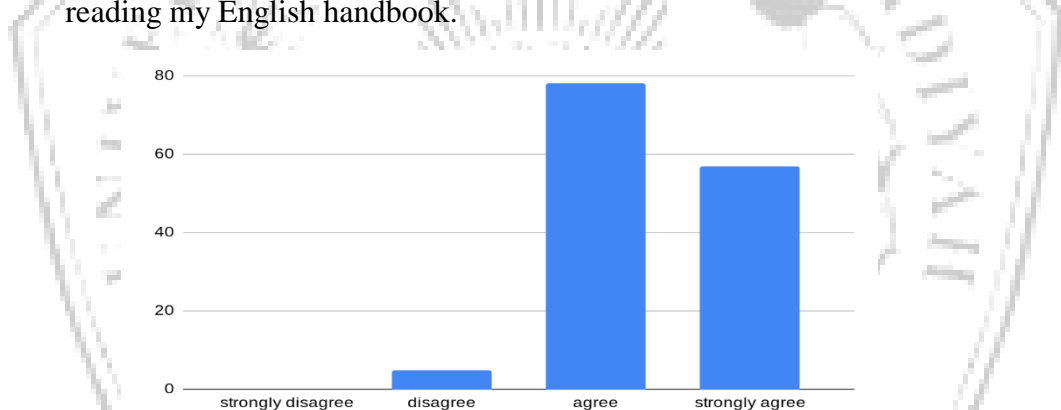
Figure 4. 7. Exploring more IDLE by themselves to learn about English

Figure 4.7 above shows the number of the respondents who gave response to the statement that students prefer spending more time to access random English materials as long as it is using English than reading their English handbook. There were 57 respondents who strongly agreed, and 78 of the respondents agreed. While the number of the respondents who disagreed was 5 respondents.

Table 4.7. Exploring more IDLE by themselves to learn about English

	Result				
Perception	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents	-	5	78	57	
Percentage %	0.0	3.6	55.7	40.7	
Score	0	10	234	228	140
Mean Score	3.4				
Max Score	4				

The table 4.7 above highlights on the score of the statement that students prefer spending more time to access random English materials as long as it is using English than reading their English handbook criteria. It also shows that the mean score of the question was 3.4 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 55.7% while the respondents who strongly agreed, it reached 40.7%, and therefore it was 96% of the respondents who agreed to the statement. The scale of the score showed 3.4 in which it was in the range of very positive perception. It means that the respondents had very positive perception on the indicator. In other word, they believed that IDLE became their preferable medium to learn English autonomously through various platforms available.

In conclusion, the charts and the tables above indicates that the criteria of the IDLE was able to develop autonomy learning mean score fell on the scale 3.4 out of 4. And the average number of the respondent's percentage who agreed to the statement reached 97% of the respondents. At this point, the score that reached 3.4 was in the range of very positive perception. In this case, it can be identified that respondents trusted in IDLE could encourage them to be more autonomous learner.

d. Developing learning performance

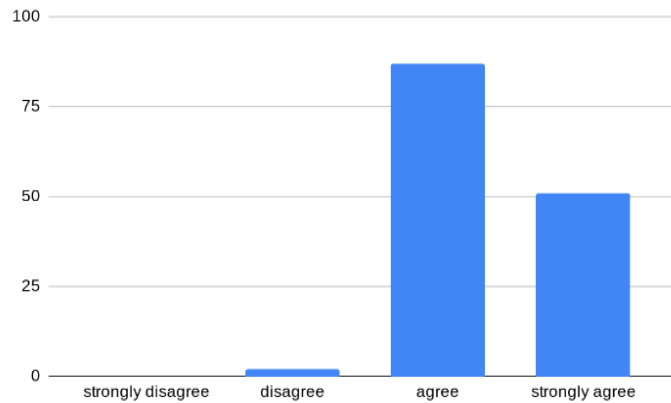1) I understand the English materials better when using IDLE

Figure 4.8 IDLE makes the students understand English material better

Figure 4.8 above shows the number of the respondents who gave response to the statement that students understand the English materials better when using IDLE. There were 57 respondents who strongly agreed, and 78 of the respondents agreed. While the number of the respondents who disagreed was 5 respondents.

Table 4. 8. IDLE makes the students understand English material better

Result					
Perception	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents	-	2	87	51	
Percentage %	0.0	1.4	62.1	36.4	
Score	0	4	261	204	140
Mean Score	3.4				
Max Score	4				

The table 4.8 above highlights on the score of the statement that students understand the English materials better when using IDLE. It also

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shows that the mean score of the statement was 3.4 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 62.1% while the respondents who strongly agreed, it reached 36.4%, and therefore it was 98,5% of the respondents who agreed to the statement. The scale of the score 3.4 means that the respondents had positive perception as it was in the range 3.1 – 4. At this point, it can be considered that the respondents had strong faith that IDLE could make them comprehend English material better.
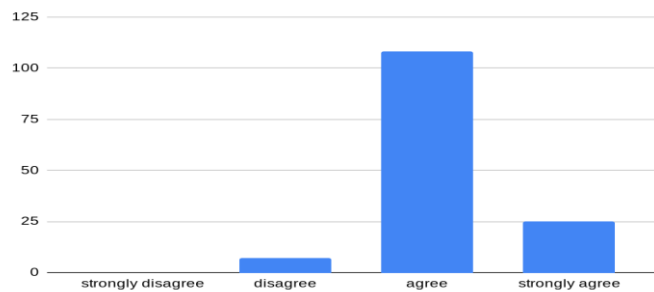
2) My English has improved since I use IDLE

Figure 4.9 Student's English has improved

Figure 4.9 above shows the number of the respondents who gave response to the statement that their English has improved since they use IDLE. There were 25 respondents who strongly agreed, and 108 of the respondents agreed. While the number of the respondents who disagreed was 7 respondents.

Table 4.9 Student's English has improved

Perception	Result				
	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents	-	7	108	25	
Percentage %	0.0	5.0	77.1	17.9	
Score	0	14	324	100	140
Mean Score	3.1				
Max Score	4				

The table 4.9 above highlights on the score of the statement that their English has improved since they use IDLE. It also shows that the mean score of the statement was 3.1 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 77.1% while the respondents who strongly agreed, it reached 17.9%, and therefore it was 95% of the respondents who agreed to the statement that their English has improved since they use IDLE. The scale of the score that reached 3.1 was in the range 3.1- 4 that means the respondents had very positive perception toward the thought of the IDLE could make their English skill improved.

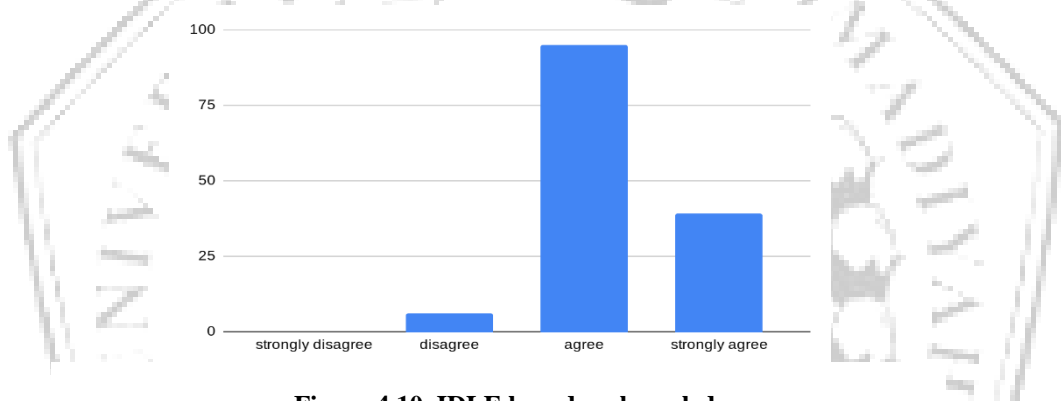3) IDLE broaden my knowledge about English that is not taught in the school

Figure 4.10. IDLE broadens knowledge

Figure 4.10 above shows the number of the respondents who gave response to the statement that IDLE broadens their knowledge about English that is not taught in the school. There were 39 respondents who strongly agreed, and 95 of the respondents agreed. While the number of the respondents who disagreed was 6 respondents.

The table 4.10 below highlights on the score of the statement that IDLE broadens their knowledge about English that is not taught in the school. It also shows that the mean score of the statement was 3.3 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 67.9% while the respondents who strongly agreed, it reached 27.9%, and therefore it was 95.8% of the respondents who agreed to the statement that IDLE broadens their knowledge about English that is not taught in the school.

The score 3.3 was in the range 3.1 – 4 that means the respondents had very positive perception toward the thought that IDLE could broadens their knowledge about English that is not taught in the school.

Table 4.10. IDLE broadens knowledge

Result					
Perception	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents	-	6	95	39	
Percentage %	0.0	4.3	67.9	27.9	
Score	0	12	285	156	140
Mean Score	3.3				
Max Score	4				

In conclusion, the charts and the tables above indicates that the criteria of the IDLE was able to develop learning performance mean score fell on the scale 3.3 out of 4. And the average number of the respondent's percentage who agreed to the statement reached 96% of the respondents. The mean score that reached 3.3 was in the range 3.1 – 4 it means that the respondents had very positive perception toward the indicator. In other word, the mean score value indicated that the respondents strongly believed that IDLE could help them in improving their English performance.

e. Improving the learning focus

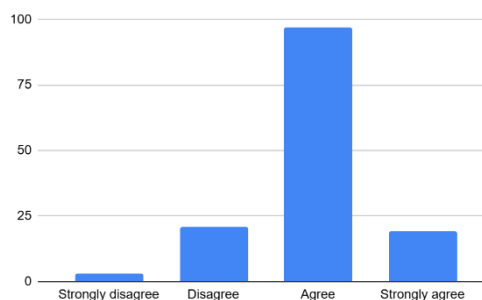1) IDLE has a lot of distraction so it makes me lose my focus in learning English

Figure 4.11 IDLE has a lot of distraction

Figure 4.11 above shows the number of the respondents who gave response to the statement that IDLE has a lot of distraction so it makes the students lose their focus in learning English. There were 19 respondents who strongly agreed, and 97 of the respondents agreed. While the number of the respondents who disagreed was 21 respondents and who strongly disagreed reached 3 respondents.

Table 11. IDLE has a lot of distraction

Result					
Perception	Strongly disagree	Disagree	Agree	Strongly agree	Total Respondent
Respondents	3	21	97	19	
Percentage %	2	15	69	13.6	
Score	12	63	194	19	140
Mean Score	2				
Max Score	4				

The table 4.11 above highlights on the score of the statement that IDLE has a lot of distraction so it makes the students lose their focus in learning English. It also shows that the mean score of the statement was 2 out of 4. And it can be seen that the percentage of the students who agreed to the statement was 69% while the respondents who strongly agreed, it reached 13,6%, and therefore it was 82.6% of the respondents who agreed to the statement that IDLE has a lot of distraction so it makes the students lose their focus in learning English. In conclusion, the charts and the tables above indicates that the criteria of the IDLE is able to improving the learning focus mean score fell on the scale 2 out of 4. And the average number of the respondent's percentage who agreed to the statement reached 17% of the respondents. The mean score that was fallen on the scale 2 was in the range 2.1 – 3 that means the respondents had negative perception toward the indicator. In this case, the respondent did not

believe that IDLE could increase the learning focus. It is for the respondents thought that IDLE had many distractions in its English learning process.

Based on the finding analysis above it can be drawn a conclusion as in the table 4.12

Table 4.12 Summary of the questionnaire result

Analysis Result Based on the Indicators						
Indicators	Mean score of each indicator	Mean Percentage of the respondent %				Total Respondent
		Strongly disagree	disagree	agree	Strongly agree	
Resolving English Learning difficulty	3.4	1.4	3.2	49.0	47.2	140
Increasing motivation and willingness	3.2	0.0	5.0	60.7	34.3	
Developing autonomous learning	3.4	0.0	7.4	67.3	25.5	
Developing learning performance	3.3	0.0	2.9	59.3	37.9	
Increasing the learning focus	2	5	62.8	25.7	6.4	
Total score	15					
Percentage of total score	75%					
Max Score	20					

The summary in the table 4.12 above shows that students' perception toward the implementation of IDLE for English learning showed the score accounted 15 or mean score accounted three, It meant that the finding result indicated that the respondent had positive perception toward implementation of IDLE.

However, there is one indicator that shows otherwise. It is increasing the learning focus that seems to have different result. As the Questionnaire statement inside the criteria of increasing the learning focus indicator is negative statement that says "IDLE has a lot of distraction so it makes me lose my focus in learning English", the statement has a negative value. The respondents who agree with this negative statement reach 67.8%. As it is negative, the result of IDLE is able to increase the learning focus criteria value should be reversed. It means 67.8% of the respondents disagreed to the criteria of IDLE is able to increase the learning focus. While the mean score of all indicators fell on 15, in which it reached three point in the score scale so that the score was in the range 2.1 – 3. It means the respondents had positive perception toward all indicators despite of one indicator got a negative perception.

4.2 Research discussion

In this section the researcher elaborate on the way students implement IDLE to improve their English skill and the students' perception toward implementation of IDLE to improve their English skill with the relevant previous studies. It is expected to give new insight and deeper understanding of implementation of IDLE by senior high school students.

4.2.1 The implementation of Informal Digital Learning of English to improve their English skill in Senior High School.

The finding has shown that the students had some ways in implementing IDLE to improve their English. Those steps were:

Firstly, the students had an initiation, and based on the finding it showed that the students were initiated by someone else before having their own initiation to implement IDLE. In this case, it was clear that before being autonomous learners, they had to get through some instructed process, after getting instructed and they gradually started to be capable to initiate themselves to get involved with the IDLE.

It is in line with the previous studies said that learners' initiation to deal with IDLE are based on their learning experiences which either in-class or out-of-class experiences, some learners starting in the classroom and gradually accumulating the experiences using Informal Digital Learning of English (IDLE) (Reinders & Benson, 2017; Sumuer, 2018; Lee, 2019; Maulida et al., 2022). Some learners have some other supports to start involving with IDLE then later on, they continue learning naturally without attending classes or need other assist in implementing IDLE (Zhang & Liu, 2023) and when they reach this step where the student has their own initiation to implement the IDLE they become the autonomy learners(Lai et al., 2022; Nguyen & Nguyen, 2024) .

The next step was selecting the learning strategy, at this phase the students had two kind of activities during the process, the first one was choosing the material in which one of the student prefer to choose based on the demand while the other one prefer learning more about general English with random topic in IDLE. After choosing the material, they decided how they would learn the chosen material. And the research finding showed that it had various ways, for example like the first students preferred to just underline or highlight the English phrases right on the app she used. While the other students prefer to make a conventional note from the IDLE platforms.

This strategy is in line with the previous studies that said this process of learning in IDLE is to set up situations is crucial for learners engaging in various Informal Digital Learning of English activities, which depend on their initiative to seek out resources that engage their interests and enhance their language learning (Zhang & Liu, 2023). In this process the learners do naturalistic pedagogy in which they are the one who decides how they learn and what materials they are going to use (Sumuer, 2018; Nofita et al., 2019; J. S. Lee, 2020; J. S. Lee & Sylvén, 2021; Kohnke, 2022).

The third step was managing the IDLE usage, in this part the student started to set the goal, the time and decided to use certain devices and applications to pursue their objective. It is hand in hand with the previous study that said the cross-platform experience, in which language usage and acquisition take place across a variety of digital platforms, is frequently accessible on multiple devices (Y. J. Lee & Roger, 2023). Time and effort that learners apply to experience the IDLE to improve their English In this case the learners are not directed which application should be used. They are free to choose in which time they have to engage with IDLE and how long they have to spend the time with the IDLE (Y. J. Lee & Roger, 2023; Zhang & Liu, 2023; Nguyen & Nguyen, 2024).

And the last step was assessing the IDLE activities, based on the finding shows that after they involved with the IDLE for quite sometimes the students did some reflection whether gave reflection for the application so that they would decide to keep using the platform or just changing to another platform so that they could experience from the various platforms. They also gave reflection for themselves to find out whether or not their English had some improvement. Their statements are in line with the previous study that said that assessment is done by the learners themselves as they are considered as being self-directed learners. In this case, the learners evaluate the learning process using their own skills (Sumuer, 2018; Hargie, 2022). Having the time and effort that they spent with IDLE so they can experience various applications and digital devices to make them be autonomy learners (Zhang & Liu, 2023; Nguyen & Nguyen, 2024).

In conclusion the steps in implementing IDLE to improve students' English skill based on the finding analysis mostly in line with the previous study even though the previous study mostly are conducted in University and in urban area. The steps required to implement IDLE remain the same regardless of the differences, whether it was school level differences, age, or where they live.

4.2.2 The students' perception toward implementation of Informal Digital Learning of English to improve their English skill in senior high school

Based on the research finding there are 5 indicators which are found for describing students' perception toward implementation of Informal Digital Learning of English to improve their English skill in Senior High School. Those indicators are resolving English learning difficulties, increasing motivation and willingness, developing autonomous learning, developing learning performance, increasing the learning focus.

Research finding showed that the student's perception toward implementation of IDLE had similar result. The first indicator that described the perception of the student based resolving English learning difficulties is agreed by 96% of the respondents. In spite of the high percentage of respondent that agreed to the indicator, the score of the indicator was also in the same pace, it reached 85% of the score.

The second indicator also indicated the positive perception in which students believe that IDLE was able to increase the motivation to learn more about English using IDLE and be willing to explore more to get better experience. This indicator was agreed by 95% of the students and it reached 83% of the score. The perception of students about IDLE was able to develop the student to do autonomous learning reached 80% of the score and the respondents who agree was 93% that means they had very positive perception about it. The other indicator perception that had similar result was the IDLE capability in developing English performance.

This finding indicated that the students had very positive perception toward implementation of IDLE to improve their English skill in some indicators like resolving English learning difficulties, increasing motivation and willingness, developing autonomous learning, developing learning performance. And this result is in line with the previous study that said Korean students had positive perception about IDLE which had different varieties of activities, so that it increased their confidence in performing

English with cross-cultural communication (J. S. Lee, 2020; J. S. Lee et al., 2021). Instead of that, IDLE has an applicability of the positive relationship between IDLE and the communication willingness (J. S. Lee et al., 2021; J. S. Lee & Lee, 2021;). Instead of that It is also proved that IDLE is believed to provide some kind of enjoyment learning and decrease the learner's anxiety in learning English (J. S. Lee & Lee, 2021).

However, it was surprising that not all indicators of the implementation of IDLE were responded with a positive perception. As the last indicator which was IDLE could increase the learning focus was denied by 68% of the respondents. And the score of the statement reached 50%. Since the score range of 50% was considered as negative. It means that the perception of the student toward implementation of. IDLE in the last indicator was negative. While the previous study states that the negative perception about IDLE was about the ability in accessing the Informal Digital Learning of English. At this point, the teachers are expected to figure out how to overcome the situation that prevents students from using informal Digital learning of English (Mehrvarz et al., 2021

Based on the finding on the last perception indicator the researcher concluded that there were a perception shifting toward the IDLE implementation in some indicators. At this point, when the result was compared with the previous study, the students did not have negative thought about accessing internet anymore as it could be accessed anywhere now even in suburban area where the research was taken place. Yet, based on the finding the negative perception that students had was about distraction while implementing IDLE. In this case, students thought that IDLE had a lot of distraction that might disturb while having English learning using IDLE. Even though the result had one indicator that was perceived negatively, it was considered minor as the score did not give much impact toward the general mean score.

In conclusion, the overall result that was shown in the general table that was displayed in the research finding, the students' perception toward

Implementation of IDLE is considered positive. It is for the general result of all indicators mean score is 15.3 out of 20 while the percentage of the mean score accounted 75%. The value showed that the perception was in between the score range 11-15 while the percentage of respondent was 90% who agreed to the positive statements in the questionnaire. Those range was considered as positive perception it means they trust IDLE implementation to improve their English and they are also satisfied with the usage of IDLE in their English learning process. In spite of the research finding had one indicator that was negative, overall the score proved that students had positive perception toward the implementation of IDLE to improve their English skill.
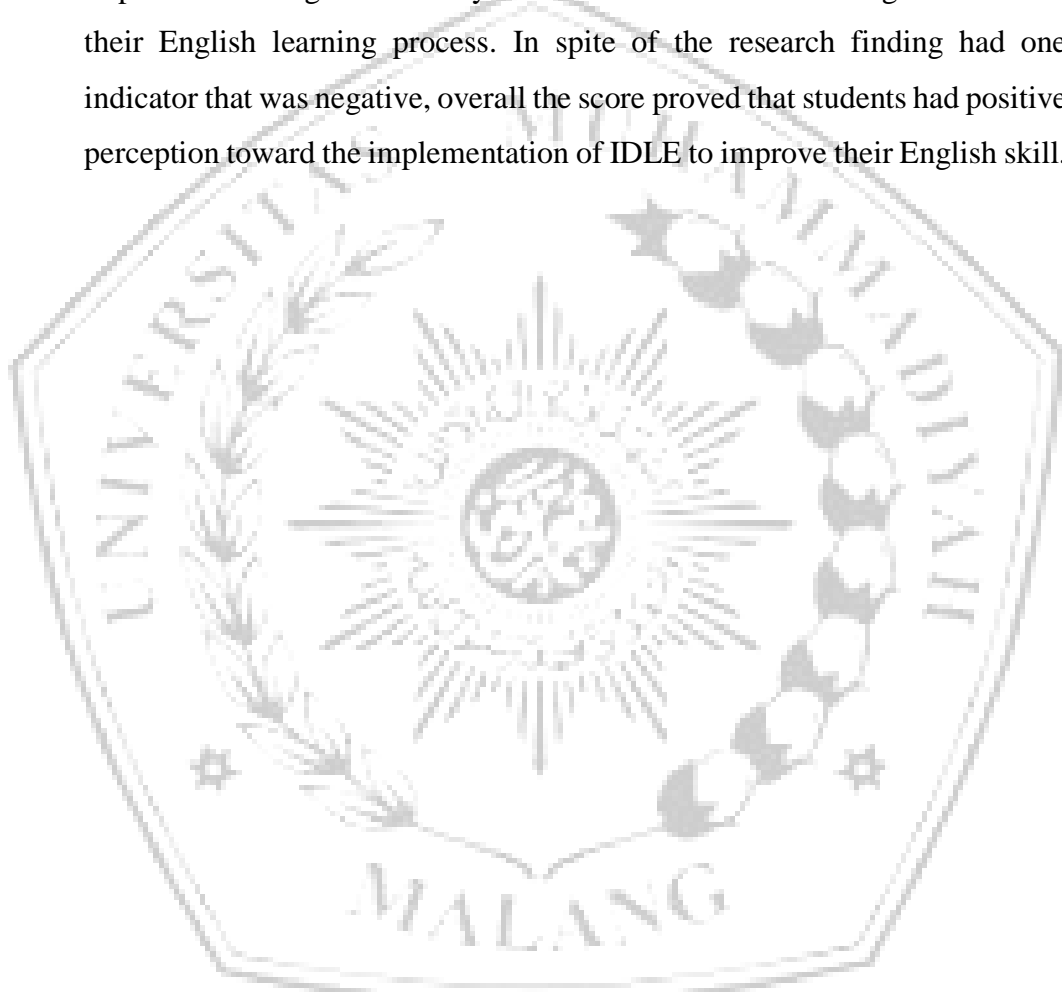
CHAPTER V
CONCLUSIONS AND RECOMMENDATION

Based on the previous findings and discussions, this chapter presents conclusions about the implementation of IDLE and the students' perception toward IDLE implementation to improve the English learners' skill: A Case Study at SMAN 1 Gondanglegi. The study explores how the IDLE is implemented, and the students' overall perceptions toward the IDLE implementation. The researcher also gave recommendations to the English teacher and the next researcher.

5.1 Conclusions

Based on the findings and discussions, this study concludes that students at SMAN 1 Gondanglegi generally have very positive perceptions of implementing IDLE to improve their English skill. The students effectively use IDLE platform to make themselves the autonomous students in learning English. It is proved that there are four ways in implementing IDLE to improve their English. The first one is engaging with the IDLE based on their own initiation, and the second one is selecting the process of learning, the next step is managing the IDLE usage that covers when, how long and which platform of the IDLE activities are done. And the last step is assessing the implementation of the IDLE.

Students' overall perceptions toward the implementation of IDLE are predominantly positive. They believe that IDLE has important role in improving their English. It is not only IDLE can resolve their learning difficulties but also through the IDLE their English learning is more manageable. So that it becomes a buster for them to have high motivation and willingness to keep using it to improve their English performance. The study also revealed that the students believe in IDLE to make them become more autonomous students as they can decide whichever English skill they want to develop and explore without other's instruction. It is for the other factors of English learning mentioned previously are developed well. However, some students also view that IDLE has some distraction that should be anticipated

before it leads the students to be unfocused during English learning. Hence, using IDLE can eventually improve their English performance, it is not only inside the classroom but also beyond the classroom.

In conclusion, Informal Digital Learning of English (IDLE) implementation effectively improve the English skill learning through some ways. And it is considered to have essential role in the journey of learning process as they have positive faith about the manageable IDLE is able to make students have better motivation and English performance. In addition, the most precious value in implementing IDLE is creating the autonomous students so that they will be less dependent to get spoon feeding from their teacher in the classroom.

5.2 Recommendation

Based on the conclusions, the following recommendations are provided to enhance the implementation of IDLE in learning English. For EFL teachers, it is recommended that additional guidance be provided to support students, particularly those who have not dealt with the IDLE by their own initiation. As before the students deal with IDLE uninstructed there must be a phase in which someone initiates and guide them for the first time. So that, it is highly recommended for the teachers to be the main pioneer in developing dependent students to be more autonomous students. Besides, the nowadays generations are the most suitable generation in implementing IDLE as they are digital native generation.

Additionally, it is advised that students actively investigate the IDLE in order to increase their comfort level and self-assurance while utilizing these resources, especially when working independently. In order to debate their opinions on particular types of books with other readers, students are also encouraged to use collaborative technologies like book applications. Additionally, they may improve their communication skills by using a platform that offers a variety of English perspectives and an authentic setting.

IDLE is very interesting for the future researcher to dig more as it still have a lot of aspects in it that need to be researched. Some aspects that the future study might investigate is how students perceive toward IDLE implementation as instructed learners. Even further investigation into the perceived differences between male and female respondents is also intriguing. Instead of that, there is not any learning strategy that is absolutely flawless. Students think that IDLE has some distraction as it is one of the students' negative perception, this case can be also investigated more to avoid the barrier so IDLE implementation can be expanded either it is used in the classroom or beyond the classrooms.

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APPENDICES

Appendix 1

I. LIST OF THE QUESTIONS

       (How Students Implement Informal Digital learning of English)

1. Do you implement IDLE to improve your English?
2. Do you implement IDLE based on your own initiation?
3. What kind of learning strategies do you use when you are dealing with IDLE?
4. Do you have any specific way that you like best in using IDLE so you can improve your English? (What are they?)
5. Do you set a plan when you deal with IDLE? How do you choose the material or topic you want to deal with?
6. Is there any kind of specific content that you like the most for learning English?
7. What kind of devices and applications do you use? Why?
8. How do you set the length of time for you to spend on using IDLE?
9. How often do you deal with IDLE for fun?
10. How often do you deal with IDLE for figuring out English cases related to school work?
11. How is the result of using IDLE to help you with school works (English subject)
12. Have you ever had self-reflection after implementing IDLE? How do you evaluate yourself in using IDLE?
13. Has your English skill improved much after implementing IDLE?
14. Are you highly aware that the applications you deal with are actually part of IDLE that is able to improve your English?

Appendix 2: Documentation Checklist

First Research Question Data

1. How do the EFL learners **implement Informal Digital Learning of English** to improve their English skill in Senior High School?

No	Documentation of IDLE	Available	Not Available
1.	Screenshots of chat	√	
2.	Screenshots of social media post	√	
3.	Screenshot of applications used	√	
4.	English text that learner deal with	√	
5.	English audio content	√	
6.	English audio visual content	√	

Appendix 3: Questionnaire

The Questionnaire for the Students

Please answer the questions yourself by placing √ in the table below the numbers that best apply to you. There are no right or wrong answers. The information is used for drawing conclusion of learners' perception toward implementation of IDLE (The questionnaire was adapted from Nguyen & Nguyen, 2024, and other sources).

Name : _____

Class : _____

No	Questions	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1	IDLE helps much in resolving English difficulties				
2	I understand the English materials better when using IDLE				
3	IDLE has a lot of distraction so it makes me lose my focus in learning English				
4	IDLE makes me dependent and addicted to my cell phone				
5	IDLE is easier to use than conventional English learning textbook				
6	IDLE makes me want to learn more about English				

7	I like using conventional text book for learning English				
8	I prefer using IDLE as I can manage by myself what, when, and where to access the IDLE.				
9	I spend more time to access random English materials such as : learning any post in Instagram or Tiktok as long as it is using English				
10	Using IDLE does not give any impact on my English improvement				
11	IDLE has everything I want to learn about English				
12	IDLE broaden my knowledge about English that is not taught in the school				
13	My English has improved since I use IDLE				
14	Learning English using IDLE is more difficult				
15	I can learn English without worrying to fail with IDLE				

Appendix 4

The interview between the researcher and the students

1) Do you implement IDLE to improve your English?

   Student 1: *I can say that I implement the IDLE almost every day even though the goal is not only for improving my English skill only but also for having fun.*

   Student 2*: I have used IDLE since I was in elementary school.*

2) Do you implement IDLE based on your own initiation? Is there anyone that initiate you to deal with IDLE

   Student 1:

   These days I initiate myself in using IDLE, however long back then when I was kid, I had been familiar with English movies since I was in kindergarten. It was my mother that initiated and she is not good at English or anything, she made me watch English cartoons almost every day but I had no idea that some words stuck in my mind and would be useful for me as I did not think about learning English at all at that time, just like other kids that watch movies normally for fun. Sometimes the teacher also initiates to deal with IDLE for instance like quizzes or sometimes watching English content in YouTube, even though it is not every meeting we deal with IDLE in the classroom, it is just once in a while.

   Student 2:

   The first time I used IDLE was initiated by my father and my uncle, they introduced some game applications to me but YouTube is the most frequent. However, since I was in grade about 5 in elementary till now I have dealt with IDLE by exploring through the internet by myself.

3) And what kind of learning strategies do you use when you are dealing with IDLE for example like taking notes?

   I just like watching movies compared with other English learning methods. However, It is not only movies that I watch, I also watch some podcast in TED, I like certain accent in TED videos, one thing that is interesting, I sometimes do not watch TED video contents in particular but I just wait for some ads appear because I like the way the ADs is delivered

with certain accent, I do not realize it at first that I like this ADs. I even remember the whole lines so sometimes I say it out of nothing, as I memorize everything without even realizing it. I like reading too by the way, right now I have been reading an interesting novel in a book app. I don't take any notes in a particular way like conventional notes but the app allows us to highlight or give some notes on it, I usually use that like highlighting interesting phrases and one more I am kind of observant to either people or things so sometimes I like describing it on the comment sections or reviews on certain platforms in the book apps, TED, or social media.

Student 2 :

     I *like learning general English using IDLE, like how to use some structures and grammars especially those are used in IELT because I would love to have IELT test someday so it is not specific for English that is used in school, I also make some notes for that, especially difficult words. Besides, I chat a lot with foreigners and not only chat, we have some video calls too sometimes. However, I've never tried to access any materials given in school using IDLE except just trying to find a certain meaning in google.*

4) Do you have any specific way that you like best in using IDLE so you can improve your English? (What are they?)

I did not have specific ways basically because all I had done dealing with IDLE was not actually aimed at learning English but I realize that most of my vocabulary input is from IDLE. I do not try to drill it like memorizing certain words in the IDLE for the sake of English learning, it is more like I deal with the IDLE without awareness that I have been learning English so far. It's like when I watch movies I get a lot of words from listening to the words and noticing the written version on the subtitle.

But when I am going to have an English test I prefer using quizzes that deal with the material because those are very effective.

Student 2:

I *like learning general English using IDLE, like how to use some structures and grammars especially those are used in IELT because I would love to have IELT test someday so it*

is not specific for English that is used in school, I also make some notes for that, especially difficult words. Besides, I chat a lot with foreigners and not only chat, we have some video calls too sometimes. However, I've never tried to access any materials given in school using IDLE except just trying to find a certain meaning in google."

5) Do you set a plan when you deal with IDLE? How do you choose the material or topic you want to deal with?

Student 1*: Yes, mostly I set a plan even though it's not officially set like setting the schedule with a perfect written plan. It is especially applicable for reading the book that I mentioned earlier. I will keep in mind that I have to reach a certain chapter in a day. While choosing the topic basically it's random and sometimes depends on what I need. For example, like movies I will choose based on the rating when it interests me then I will go watch. And sometimes it is based on demand. For example when I was going to have a debate competition I watched a lot of debate videos on YouTube, and TED for watching some speech examples. and like what I said that when I have examinations I like using online practicing to learn for example when I was going to have narrative daily test then I tried to find a lot of narrative text practices for practicing to answer any kind of narrative questions.*

Student 2*: " I spent almost all of my spare time dealing with IDLE, especially movies almost like every other day I watch a different movie, instead of that I like chatting or video calling my friends using English, some of them are Indonesian some are foreigners. I do not plan which time in a day, we just do that naturally like if we both have the same available time then we do that without like making agreement or scheduling, it is like we do it in random time as long as we both are available"*

6) Is there any kind of specific content that you like the most for learning English?

I don't specifically use a certain platform, it's really various. Honestly, to improve my English, especially my vocabulary, I prefer horror or sci-fi movies as it is fun, refreshing

and I can learn something from that. But it is going to be different if I am going to have an examination in school. I don't think the movie would be good for improving my score because the English in the movies is very random and it doesn't match with the school's material, so when I have an examination I will deal with kind of text mostly in the form of quizzes and practices. While, if I need to improve my speech especially when I have an English competition I usually watch people perform a speech in TED. Other than those I just like random funny posts in Instagram or Tiktok.

7) What kind of devices that you use for example like TV, Radio, Cell Phone etc, and applications do you use? Why?

I use a cellphone, laptop, but no television even though I have it at home but no one ever tries to turn it on. I never listen to the radio either. I think the easiest device to use nowadays for me is just a cell phone. The applications that I use the most are letterbox, book app, TED, Instagram, Gemini, movies box, games, etc. I use those applications because those are more interesting compared with others.

8) How do you set the length of time for you to spend on using IDLE?

I like planning most of the things I will do, because I don't want to waste my time for other things that is not needed but if I have so much free time like in holiday I usually use it for reading online novel and I don't set the length of time I just read it until I feel enough, or I just target some chapters for reading the English novel in a day or if there is no more book I like to read, then I watch movies. When its school's days, whether it is IDLE or other things, I would just stop the activities until eight o'clock because I usually wake up around two and do school stuff.

9) How often do you deal with IDLE for fun?

A few hours in a school day, like just scrolling Instagram, or reading some movie's reviews or just listening to the songs, recently mostly I spend on an English novel. During the weekend I can use my whole day for dealing with fun IDLE like playing PUBG, or finishing my novel, or watching some movies.

10) How often do you deal with IDLE for figuring out English cases related to school work?

It depends on the assignments, but it's very often. At least twice a week whenever we have English lessons we always deal with IDLE even though it's not instructed by the teacher, as I don't use a conventional dictionary so I use Gemini anytime I have difficulties with English words.

11) How is the result of using IDLE to help you with school works (English subject)

It's satisfying so far, it is like we have private teachers anywhere anytime even though I don't trust 100% what Gemini says. For example when I have a writing assignment, I make a lot of structure and grammar mistakes sometimes but then I can ask Gemini (a kind of AI app) why it uses certain grammar or structure and Gemini will explain a lot about it. It is just that at some point we have to use logic and knowledge when we use online sources because sometimes it is not quite valid and sometimes it is confusing because in one case it has so many versions of answers. But at least we know more things than just reading handout books from school.

12) Have you ever had self-reflection after implementing IDLE? How do you evaluate yourself in using IDLE?

I have, it is more like choosing which one is more effective for learning and which one is just for fun or like a long term learning process. So, I can conclude myself that for a certain goal like having good grades in school I can say that quizzes are more effective for me because it is like a real examination with limited time so the more quizzes I have done for certain material it apparently gives me a satisfying grade. I believe that reading novel also give good impact on increasing my vocabularies but it is long process because I need to find certain difficult words and find the meaning yet those vocabularies are not sure will be used in school examinations it is like long term backup words and I am sure it will be useful in the future.

13) Does your English skill improve much after implementing IDLE?

Definitely yes, I can see that through my English grade in my school report and also my school achievement like I was not confident enough to do English speech let alone debate contest before, but after I had watched a lot of speech or debate contest in TED and imitated how they deliver speech, it gives me more encouragement with a lot of examples to improve my English. Besides, I can evaluate based on some new words that I noticed I just got from IDLE. It means that my vocabulary increases gradually.

14) Are you highly aware that the applications you deal with are actually part of IDLE that is able to improve your English?

Student 1 :

I did not know about IDLE till you explained it to me so basically I am truly aware that those applications are good for improving my English skill. When I was little kid when my mom made me watch English movie I was not aware about learning English or anything because my mom never tried to test me or drill some words after watching a movie, everything went without setting a certain goal but when I was in junior high school I started to realize how important to deal with IDLE to improve my English skill.

Using IDLE is satisfying so far, it is like we have private teachers anywhere anytime even though I don't trust 100% what Gemini says. For example when I have a writing assignment, I make a lot of structure and grammar mistakes sometimes but then I can ask Gemini (a kind of AI app) why it uses certain grammar or structure and Gemini will explain a lot about it. It is just that at some point we have to use logic and knowledge when we use online sources because sometimes it is not quite valid and sometimes it is confusing because in one case it has so many versions of answers. At least we know more things than just reading handout books from school. The application I mentioned is for helping my assignment but for my general English improvement I prefer movies I learnt a lot of words and how to say them from those.

Student 2 :

" I am truly aware that my speaking skill has improved much since I use IDLE, I did not think that one different step gave so much impact toward my English improvement, the first time I did was so hard, I used like voice note at first using WhatsApp or messenger or in the game, I was mumbling while speaking it was not clear at all but after I listened to my own voice note, I was like wow… That's so bad, however I made better voice notes for the second time and gradually made it better and better till I felt confident enough to use direct calling or video call. "

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