ROLES OF INFORMAL DIGITAL LEARNING OF ENGLISH IN DEVELOPING AN EFL TEACHER'S ENGLISH PROFICIENCY

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Abstract

This study sheds light on how IDLE activities play role in developing an Indonesian in-service EFL teacher's English proficiency. This study employed qualitative approach. One female in-service EFL teacher was purposively selected to become the participant. Data were garnered by written reflections and semi-structured interviews. The credibility of the data was achieved by employing the principles of data saturation. Qualitative coding was then used to analyze the data. To ensure the trustworthiness of the results, the analysis was repeated thrice at different times. The results indicate that both the quality of IDLE activities and the quantity of IDLE activities were important to develop English proficiency although receptive activities were still the most dominant. It was good to undertake IDLE activities on a daily basis. Several tools and resources were also needed to carry out IDLE activities such as gadgets, internet connection, applications, e-books, e-newspapers, as well as online reading and listening materials. Multimodal input such as visualization, lyrics, subtitles, and audio in IDLE activities was really helpful. It was also revealed that the underlying advantages of IDLE activities included providing language exposure, creating English environment, increasing confidence to use English, entertaining, having lots of free resources, as well as being flexible to be undertaken anytime and anywhere. Moreover, IDLE activities could enhance many language aspects such as pronunciation, vocabulary, grammar, conversational skill, writing skill, speaking skill, and listening skill. Future studies on IDLE are encouraged and directed.

Keywords: *EFL teacher's English proficiency, IDLE, in-service EFL teacher*

Sari

Studi ini menyoroti bagaimana kegiatan IDLE berperan dalam mengembangkan kecakapan Bahasa Inggris seorang guru EFL (Bahasa Inggris sebagai bahasa asing) dalam jabatan berkebangsaan Indonesia. Penelitian ini menggunakan pendekatan kualitatif. Seorang guru EFL perempuan dalam jabatan dipilih secara sengaja untuk menjadi partisipan. Pengumpulan data dilakukan dengan refleksi tertulis dan wawancara semi terstruktur. Kredibilitas data dicapai dengan menerapkan prinsip saturasi data.

Pengkodean kualitatif kemudian digunakan untuk menganalisis data. Untuk memastikan keterpercayaan hasil, analisis diulang tiga kali pada waktu yang berbeda. Hasilnya menunjukkan bahwa kualitas kegiatan IDLE dan kuantitas kegiatan IDLE penting untuk mengembangkan kecakapan Bahasa Inggris meskipun kegiatan reseptif masih yang paling dominan. Melakukan kegiatan IDLE setiap hari adalah baik. Beberapa alat dan sumber daya juga diperlukan untuk melakukan kegiatan IDLE seperti gadget, koneksi internet, aplikasi, e-book, e-newspaper, serta bahan bacaan dan mendengarkan online. Masukan multimodal seperti visualisasi, lirik, subtitle, dan audio dalam kegiatan IDLE sangatlah bermanfaat. Manfaat yang mendasari kegiatan IDLE pun terungkap antara lain memberikan pemaparan bahasa, menciptakan lingkungan Bahasa Inggris, meningkatkan kepercayaan diri untuk menggunakan Bahasa Inggris, menghibur, memiliki banyak sumber daya gratis, serta fleksibel untuk dilakukan kapan saja dan dimana saja. Selain itu, kegiatan IDLE dapat meningkatkan banyak aspek bahasa seperti pengucapan, kosakata, tata bahasa, keterampilan percakapan, keterampilan menulis, keterampilan berbicara, dan keterampilan mendengarkan. Studi masa depan tentang IDLE didorong dan diarahkan.

Kata kunci: *guru bahasa Inggris dalam jabatan, IDLE, kecakapan Bahasa Inggris guru*

Introduction

Learning can take place in a variety of settings. The contrast between formal and informal learning is frequently made. Both types of learning have had their characteristics explored extensively (Wilde, Brysbaert, & Eyckmans, 2019). The days when classrooms were the only place to acquire a second or foreign language (L2) and instructors were the primary, if not only, sources of L2 input are long gone. Language learning is now frequently done outside of formal settings. This is especially true for L2 English, which is widely available online, mostly through the media and the ever-expanding entertainment world. The internet has also aided in the accessibility of various languages, not to mention the opportunities it provides for genuine communication in any target language (Sylvén & Sundqvist, 2017).

English language's ubiquity nowadays offers non-English speakers with numerous opportunities to learn features of the language with none formal teaching or assessment.

Listening to music, watching subtitled television shows, utilizing the internet, using social networking sites, and gaming are all examples of how English is used in various real environments and intertwined into many people's everyday routines. There is no set curriculum, no specific language instruction, and no formal assessment with these exposures. People are merely exposed to English through activities which are not intended to learn the language (Wilde dkk., 2019). English has also become the language of the internet, which allows people to improve their English proficiency, especially in informal settings (Brevik, 2019). Due to the extensive use of digital applications and social media for second language (L2) learning, today's English as a foreign language (EFL) learners are increasingly learning and practicing English in a variety of extramural digital venues or informal digital environments named as informal digital learning of English (IDLE) (Lee, 2017, 2020b).

As a fast growing type of computer-assisted language learning (CALL), IDLE extends language learning outside traditional classroom settings. IDLE is defined as self-directed and autonomous English learning activities in informal digital environments or extramural digital venues beyond the formal settings encouraged by individual intention and carried out independently without instruction and assessment from a teacher. IDLE makes use of a variety of digital devices such as smartphones and desktop computers as well as resources such as web apps and social media. It has a lot of potential to solve the constraints of classroom teaching and promote second language proficiency (Lee, 2017, 2020b; Lee & Dressman, 2017; Lee & Lee, 2020). For instance, a Korean EFL learner socializes on social media with other English users from Australia and Japan without any instruction and assessment from an EFL teacher (Lee, 2020b) and autonomously watches English language entertainment shows in extramural digital venues (Lee, 2020a).

In terms of visions and pedagogical principles, the term 'IDLE' is quite equivalent to other related conceptual frameworks such as online informal learning of English (OILE) and extramural English. For example, they all realize that, due to the increasing affordances of digital devices and resources, there are more opportunities for L2 learning outside traditional classrooms. A consensus also emerges that autonomous

learning is important in informal, out-of-class, and fairly unstructured circumstances (Lee, 2019b).

Teachers and students in Thailand EFL context put a high priority on English proficiency as the primary objective of language learning (Tan & Phairot, 2018). Given the central role in language education, it is valuable delving into the concept of proficiency. The notion of proficiency in a second or foreign language is broadly acknowledged to include both the ability to do something with the language and the knowledge of the language. Language proficiency comprises the communicative abilities, knowledge systems, and skills of language learners or users. Further, proficiency can be defined as the deliberate and proper use of someone's communicative competences. Proficiency can also be assessed and categorized into several levels as the common division of classes or coursebooks which comprise of elementary, lower intermediate, upper intermediate, and advanced levels (Harsch, 2017). In addition, language proficiency pertains a person's ability to communicate effectively in a number of situations. Individuals with a good command of the language can grasp the language without problem, communicate a variety of ideas effectively through speech and writing, and engage with other language users with ease (Renandya, Hamied, & Nurkamto, 2018).

IDLE studies have grown dramatically in terms of amount and range of topics over the last decade due to the increasing affordability and availability of digital devices such as smartphones and laptops as well as resources such as social media and digital games (Lee & Lee, 2018). With the current circumstances of L2 education and the increasing opportunities for out-of-class L2 learning, a growing number of scholars and practitioners in the disciplines of teaching English to speakers of other languages (TESOL) and CALL has gained more interest in IDLE studies in diverse EFL contexts (Lee, 2019b). IDLE has also received a great deal of research interest in the area of CALL since it offers linguistic, cognitive, and affective advantages for L2 learning (Lee & Drajati, 2019a).

IDLE has become a thriving area of studies in the past five years. Numerous past studies have been undertaken to explore IDLE in relation with other key concepts as mentioned in the followings. Lee (2017) scrutinized how much the quantity (intensity and duration of time) and quality (variety) of IDLE activities influenced L2 vocabulary outcomes (receptive and productive vocabulary knowledge). Lee & Dressman (2017) examined the connection between the quality of IDLE activities and English learning outcomes which encompass willingness to communicate (WTC) online, productive vocabulary knowledge, and speaking skill in South Korean colleges. Lee & Lee (2018) reported the results of an exploratory study which attempted to find a model showing the connection between IDLE activity and English as an international language (EIL) perception. Lee (2019a) undertook an exploratory study investigating 266 Korean EFL college students without prior international experience to find the possible links among IDLE, strategic competence for cross-cultural communication, and perception of English varieties. Lee (2019b) examined the connection between the quantity and quality of IDLE activities and several English learning outcomes consisting of emotional factors, productive language outcomes (speaking and productive vocabulary knowledge), and the results of a standardized test (TOEIC). In a study engaging 261 Taiwanese EFL college students, Lee & Hsieh (2019) investigated the connection between certain emotional factors (L2 self-confidence, L2 anxiety, L2 motivation, and grit) and WTC in in-class, out-of-class, and digital venues. In a mixed-method study comprising 324 Indonesian EFL college students, Lee & Drajati (2019b) scrutinized the evidential connection between IDLE and two elements of EIL (perceptions of English varieties and cross-cultural communication strategies). Lee & Drajati (2019a) reported on a study encompassing 183 Indonesian EFL college students that investigated the connection among IDLE activities (receptive and productive IDLE activities), certain emotional factors (grit, motivation, self-confidence, and speaking anxiety), and WTC. In South Korea EFL setting, Lee (2020b) examined the connection among IDLE activities, the results of a high-stakes English examination (TOEIC), English productive skills (speaking and productive vocabulary knowledge), and EIL perceptions. Lee & Lee (2020) investigated how IDLE and the L2 motivational self system (the ideal L2 self and the ought-to L2 self) were associated with foreign language enjoyment (FLE).

Many studies on IDLE have been undertaken in quantitative and mixed-method approaches. Little study was merely done employing qualitative approach which aims to gain more in-depth evidence. The majority of the studies were carried out in EFL contexts in South Korea, Indonesia, and Taiwan which are all Asian countries. The previous studies also involved participants from middle school, high school, and college students which are considered as teenagers and adults. Little study involved children or primary school students as participants in this area of study. A study investigating the role of IDLE in developing in-service EFL teachers' competences in Indonesia was still scarce since many previous studies were done to pre-service EFL teachers or student teachers. The previous studies were also known to merely employ one kind of test (TOEIC) for gauging the participants' English standardized test scores. With these in mind, the present study comes to fill this void. This study sheds light on how IDLE activities play role in developing an Indonesian EFL in-service teacher's English proficiency by employing qualitative approach with the following research questions: 1) What are IDLE activities which play role in developing the in-service EFL teacher's English proficiency? and 2) How do these IDLE activities play role in developing the in-service EFL teacher's English proficiency?

Methods

This study employed qualitative approach which aimed to investigate how IDLE activities play role in developing an Indonesian EFL in-service teacher's English proficiency. One female in-service EFL teacher was purposively selected to become the participant of this study. She taught EFL subject at a private secondary school in Klaten, Jawa Tengah, Indonesia. She already had five years teaching experience. She was 29 years old. To keep her privacy and maintain ethical issue in this study, pseudonym "Ana" is used to call her. Principally, she was chosen to become the participant since she met the selection criteria comprising 1) being an in-service EFL teacher in a secondary school, 2) having excellent English proficiency proven by having high scores on more than one English standardized test certificates, and 3) undertaking IDLE activities in daily life without any intervention or instruction. Before this study started to begin, Ana had first declared her agreement with the informed consent.

Data were garnered by means of written reflections triggered by a determined list of questions which were then followed by semi-structured interviews based on well-prepared interview guidelines to dig deeper information. The credibility of the data was achieved by employing the principles of data saturation. Data collection was finished when the data were already determined to be rich, thick, and saturated meaning no new information relevant with the research questions. Following that, qualitative coding was used to analyze the data. Transcribing the data was done first. Afterwards, the data were read many times in details. Data which were no longer needed or superfluous were removed. The sorted data were then grouped into themes. The arising themes were highlighted and backed up with key quotes. To confirm the trustworthiness of the results, the analysis was repeated three times at various times.

Results and Discussion

In light of the written reflections and semi-structured interviews results, myriads of findings are discovered and classified into two key themes in accordance with the research questions. These key themes comprise IDLE activities which develop English proficiency and how IDLE activities can develop English proficiency. The results of the study are reported in this part by citing selected quotes from the written reflections labelled as WR and the semi-structured interviews indicated as SSI. The participant's name is written by using a pseudonym. Prior studies and other types of publications pertinent to the results of this study are then presented to discuss the findings further.

IDLE Activities Which Develop English Proficiency

This subsection presents the findings related to the kinds of IDLE activities which develop English proficiency, the frequency of IDLE activities, as well as the tools and resources necessary for IDLE activities followed by the discussion from the results of relevant past studies and literature. It aims to portray the big picture of what IDLE activities which enable to develop English proficiency. For EFL learners, it is very useful to imitate what is explained in this study to enhance their English proficiency by undertaking IDLE activities. Possibly, IDLE activities can be enjoyable and fun for many EFL learners since they can develop their English proficiency in a refreshing and entertaining way beyond classroom settings.

There are several IDLE activities which are carried out by Ana for developing her English proficiency. She successfully achieved excellent English proficiency. It was proven by her high scores on two English standardized tests namely TOEFL ITP and CEFR. Her score on TOEFL ITP was 590 and she scored 566 in CEFR which was determined as C1 level. It was excellent achievement in English proficiency and above average of many EFL learners. It may pique your curiosity about what she has done with IDLE activities so far. Ana carried out several IDLE activities comprising reading (e.g. reading e-book, e-newspaper, article, and webtoon), listening (e.g. listening to podcasts, talks, and songs), watching (e.g. watching TED talks, YouTube videos, music videos, and movies), and writing (e.g. writing blogs). Several key quotes are presented below to show the evidence.

> "I enjoy reading and listening to anything in English. I read e-book, e-newspaper, and online articles. I also listen to podcasts and talks and watch TED talks and YouTube videos from various topics of my interest." (WR)

> "I read webtoon in English version. I also watch lots of movies and TV series in English. Even when watching Korean or Japanese movies or animes, I would choose to have English rather than Indonesian subtitle." (WR)

> "I set English as the default language setting in all my gadgets and social media accounts. Thus, I get used to instructions, descriptions, and explanations in English on a daily basis." (WR)

> "I also watch English music videos and listen to English songs. I do these activities since I want to improve my conversational skills and look for entertainment." (SSI)

> "I often use new vocabulary for writing blogs." (SSI)

After knowing the diversity of IDLE activities carried out by Ana, it is also beneficial to discover the frequency of her IDLE activities. It really informs us about how often we should undertake IDLE activities to develop English proficiency. It is evident that Ana undertook most of her IDLE activities on a daily basis. She could make it since she deliberately set up all of her gadgets in English. She watched YouTube videos almost everyday and subscribed lots of YouTube channels having very diverse topics. Sometimes, she spent her leisure by listening to podcasts in the morning, watching

several movies, and reading webtoons. It is revealed that Ana undertook IDLE activities everyday and attempted to spent her leisure by having IDLE activities as well, particularly IDLE activities for entertainment purposes such as watching movies and reading webtoons. The quote below is the evidence.

> "I do most of IDLE activities on a daily basis. Since I set up all my gadgets in English, I am used to get exposed to English everyday. I watch YouTube videos almost everyday. I subscribe several YouTube channels on English and language-related topics such as British Council, English with Lucy, ETJ English, and Lindie Botes. I also subscribe other YouTube channels like Crash Course, TED channel, and other interesting channels on science and self-improvement. As for podcasts, I sometimes listen to it in the morning while preparing to go to school. In my spare time, I watch some movies or read webtoons." (WR)

As technology related activities, Ana was in need of several tools and resources for allowing IDLE activities to occur. Aside electricity which can be obtained from either electric plugs or batteries, Ana required certain tools and resources to make IDLE activities accessible for her. The tools comprise gadgets, internet connection, and applications. Moreover, the resources encompass e-books, e-newspapers, as well as online reading and listening materials. Fortunately, Ana already owned all the required tools and resources for undertaking IDLE activities. Thus, she did not need to borrow the tools and resources from others. The quote below shows the evidence.

> "I need some tools and resources to carry out IDLE activities. The tools are gadgets, internet connection, and mobile applications such as Chrome, YouTube, HOOQ, WeTV, ElsaSpeak, Cake, and Amazon Kindle. Meanwhile, the necessary resources are e-books, e-newspapers, and online reading and listening materials." (WR)

How IDLE Activities Can Develop English Proficiency

This subsection shows the results on how IDLE activities can develop English proficiency along with the underlying advantages and the enhancement of language aspects due to IDLE activities. These results are then continued by presenting the results of related previous studies and literature. It has objectives to reveal how IDLE activities really work to develop English proficiency. It is essential to ensure EFL learners that they can develop their English proficiency by undertaking IDLE activities on a daily

basis. Hopefully, EFL learners can undertake IDLE activities as reported in this study and get the advantages and the enhancement of language aspects.

Ana narrated how she utilized IDLE activities to develop her English proficiency. Uniquely, she told that she enjoyed listening to English songs and reading the lyrics simultaneously. She also fonded of watching music videos since they comprised both audio and visualization. The visualization aided her to comprehend the message of the songs. As a result, she preferred watching music videos to listening songs only. Similarly, reading webtoon was also beneficial since it had visualization that explained the contexts. By seeing the visualization, she could understand the speaker's feeling and the idiomatic expression. Moreover, listening to podcasts and talks was relatively easy for her. She felt that it was easier to listen to podcasts and talks than songs. Thus, she could listen to podcasts and talks while doing another activity. The evidence can be seen from the quotes below.

> "I like to learn English from song lyrics. It can be done by listening to songs and reading the lyrics simultaneously. I think that it is hard to listen to English songs without reading the lyrics. It also depends on the accent of the singer. Sometimes, it is rather difficult to catch certain song lyrics since the accent is very unique or not familiar to me. That is why I usually attempt to seek the lyrics first. It makes me to not feeling blanks when listening to the songs. I also like to watch music videos since they comprise audio and visualization. The visualization really helps me to catch the lyrics, for example the singer lips movement. The visualization also gives meaning to the songs. That is why I prefer watching music videos on YouTube to listening to songs via digital music streaming platforms such as Spotify." (WR)

> "I think that listening to podcasts and talks is relatively easy. I can still catch the messages from podcasts and talks even when I listen to them while doing another activity. It is different from listening to songs. For me, it is easier to listen to podcasts and talks than songs." (SSI)

> "I also love reading webtoon since it is similar to watching music videos or movies. It is relatively easy to understand since there is visualization which explains the contexts. For example, when I find idiom "You're dead meat!" on a webtoon entitled "Tower of God", I can understand the speaker's feeling and the meaning of the idiom by seeing the visualization." (SSI)

Having succeed to develop English proficiency, it is interesting to delve into the underlying advantages of IDLE activities. By discovering the underlying advantages of

IDLE activities, we can understand how IDLE activities work and why they are really effective for developing English proficiency. The results reveal that IDLE activities can develop English proficiency since they have many underlying advantages such as providing language exposure, creating English environment, increasing confidence to use English, entertaining, having lots of free resources, as well as being flexible to be carried out anytime and anywhere. Below are some quotes which present the evidence.

> "I would definitely say that exposure is the main benefit which I get from all IDLE activities." (WR)

> "I believe that all IDLE activities aid me to create my own English environment where I get used to English for everyday use although I am not living in an English speaking country. This digital environment successfully increases my confidence in using English and eventually improves my English over time." (WR)

> "Basically, I like reading and enjoying pop culture. So, my IDLE activities are also for refreshing my mind. It may be such a win-win solution. I can have entertainment and develop my proficiency at the same time." (SSI)

> "IDLE activities can be carried out anytime and anywhere. There are also lots of digital resources which are available for free." (SSI)

Besides having revealed the underlying advantages, it is also important to discover what language aspects which are possibly enhanced by IDLE activities. The results also find out what IDLE activities which enhance certain language aspects. It was revealed that reading e-novels and webtoons made us familiar with English used in daily conversations and many idiomatic expressions. Moreover, listening to podcasts and watching TED talks, YouTube videos, movies, and TV series could improve vocabulary and pronunciation. Watching movies with subtitles could improve vocabulary, pronunciation, and listening skill. Similarly, watching YouTube videos could enhance vocabulary. Having writing practice could also improve vocabulary. Meanwhile, grammar could be enhanced by watching videos, reading, and having writing practice. Furthermore, speaking skill could be developed by utilizing the expressions learned from YouTube videos and imitating how the speakers spoke. Writing skill could also be influenced by reading a lot of good reading materials. Generally, all IDLE activities enhanced language knowledge and digital resources became language input for Ana.

This made Ana to be very comfortable when listening to many talks and podcasts in English. Therefore, IDLE activities could enhance many language aspects such as pronunciation, vocabulary, grammar, conversational skill, writing skill, speaking skill, and listening skill. The enhancement of language aspects due to IDLE activities positively impacts on English proficiency. The quotes presented below show the evidence.

> "Reading e-novels and webtoons in English helps me familiarize myself with English used in daily conversations. I also learn numerous dialogue sets in different situations involving both formal and informal contexts as well as many idiomatic expressions. Meanwhile, listening to English podcasts and watching TED talks, YouTube videos, movies, and TV series in English improve my vocabulary and pronunciation." (WR)

> "Subtitles in movies help me learn vocabulary and pronunciation at the same time which further contribute to improve my listening skill. When watching YouTube videos, I can adjust the playback speed either slowing it down or speeding it up. It helps me to comprehend the content better and sometimes I use it to review some new words from the videos." (WR)

> "Utilizing new vocabulary in writing makes the vocabulary more memorable for me. Related to grammar, I actually learn a lot from watching videos, reading, and writing in English." (SSI)

> "Watching videos helps me to learn pronunciation since videos comprise visualization and audio. I also attempt to imitate expressions or utterances in the videos, particularly new vocabulary. It aims to practice my pronunciation, so I can sound more natural when I speak." (SSI)

> "I enhance my speaking skill by utilizing the expressions which I learn from YouTube videos and imitating how the speakers in the videos speak. I also learn writing by reading a lot of good reading materials that inspire me to write." (SSI)

> "In general, IDLE activities enhance my language knowledge. Digital resources function as language input so that I know the right expressions in certain contexts, for instance. Now, I am actually very comfortable listening to many talks and podcasts in English." (SSI)

In general, EFL learners engage in two categories of IDLE activities namely receptive IDLE activities and productive IDLE activities. The first category includes IDLE activities in which EFL learners get information as passive receivers such as reading English news on the internet, listening to English podcasts, and watching English

movies. Besides, the second category denotes IDLE activities in which EFL learners create information as active producers such as making comments on social networking sites or writing emails for people in English (Lee & Drajati, 2019b). Engaging in IDLE activities potentially provides great contribution on the enhancement of receptive and productive English skills (Lee, 2020a). It is similar with the results of the present study in which Ana carried out both receptive IDLE activities and productive IDLE activities. These both types of IDLE activities contributed to her English proficiency as well. However, she dominantly undertook receptive IDLE activities rather than the productive ones.

Lee (2017) reported the results of his study that the amount of time spent on IDLE activities has no impact on vocabulary scores. Whereas, the quality of IDLE activities was shown to be strongly positively related to vocabulary outcomes. These findings led to the belief that engaging in IDLE activities on a regular basis did not ensure good L2 vocabulary acquisition. Rather, engagement in a variety of IDLE activities including form-focused and meaning-focused language learning was crucial for acquiring L2 vocabulary. Lee & Dressman (2017) echoed similar main result that students' speaking proficiency was strongly predicted by their engagement in a variety of IDLE activities which included form-focused and meaning-focused language learning. It was also found that students' engagement in varied IDLE activities was associated with higher WTC online and greater productive vocabulary scores. These results implied that the quality of IDLE activities was more impactful on those outcomes than the quantity of IDLE activities. Nevertheless, the findings of the present study indicate that both the quality of IDLE activities and the quantity of IDLE activities played equally important roles to develop English proficiency based on Ana's engagement in IDLE activities which was on a daily basis and her engagement in diverse IDLE activities although receptive IDLE activities were still the most dominant.

Lee (2019b) reported his study which employed analyses from hierarchical linear regression. The results suggested that the quantity of IDLE activities, age, and major became key determinants of two emotional factors namely confidence and enjoyment. Besides, the quality of IDLE activities and major became significant predictors of

productive language outcomes (speaking and productive vocabulary knowledge), TOEIC scores, and lack of anxiety. These findings demonstrated how the quantity and quality of IDLE activities could have a unique impact on EFL learners' English outcomes. Lee (2020b) also discovered that students with better TOEIC scores were more likely to more frequently engage in IDLE activities. It seems similar with the findings of the present study that high scores on standardized English tests could be achieved by engaging in diverse IDLE activities with high frequency.

Brevik (2019) investigated twenty one teenagers in Norway by garnering and analyzing quantitative and qualitative data. The role of interest and extensive use of English technology and tools beyond classroom were found to affect their English proficiency. The in-depth analysis revealed three distinct categories namely the gamer, the surfer, and the social media user. The gamer spent up to eight hours each day to play games primarily in English. The surfer browsed the internet for many hours to seek genuine language situations using English. The social media user created and received information in English via social media. Drawing on these categories, Ana could be categorized as the surfer since she spent many hours to browse information and seek authentic language situations through the internet.

Wilde et al., (2019) carried out a study to investigate the degree of English proficiency that children could achieve from out-of-school exposure in informal settings before classroom teaching and the sorts of input that drove children's informal language acquisition. 780 Dutch-speaking children were assessed on receptive vocabulary knowledge, listening, speaking, reading, and writing skills in English. Data on students' characteristic and out-of-school exposure were garnered through questionnaires. The findings indicated significant language gains for a large number of children, but also quite large individual discrepancies. Gaming, using social media, and speaking were the most useful kinds of input. These kinds of input were interactive and multimodal which required language generation. It was also revealed that most language tests evaluate similar aspects of proficiency. In contrasts, it differs from the findings of the present study. It may be caused by the different age and the small number of the participants

involved. The results of the present study did not include gaming, using social media, and speaking in digital venues beyond classroom settings.

Lee & Lee (2020) found out that students' engagement in IDLE activities and their motivational mindset might have affected their emotions towards language learning. It implied that teachers could encourage students' language learning beyond classroom in digital venues and promote their ideal L2 self-images to improve their L2 learning enjoyment. Simultaneously, teachers and parents could promote young learners' L2 learning enjoyment by raising L2 learning objectives, particularly in Asian countries which were test-oriented. It is similar with the results of this present study that L2 learning enjoyment played important roles to encourage Ana in undertaking IDLE activities which contributed to her English proficiency.

Huzairin, Putrawan, & Riadi (2020) investigated OILE undertaken through smartphones by undergraduate EFL learners in Indonesia. The results showed that receptive online activities were still dominantly performed rather than interactive or productive online activities. Moreover, Bahasa Indonesia was still widely utilized in the online activities. Those who often engaged in online activities in English had statistically and significantly higher mean scores of English proficiency than those who engaged in online activities in Bahasa Indonesia. Generally, individuals who undertook online activities in English had higher mean scores of English proficiency than those who did so in Bahasa Indonesia, albeit the difference was not statistically significant. The present study has similarity and difference with this previous study. At first, it is similar that receptive activities were dominantly performed rather than interactive or productive activities. However, Ana used to use English in all IDLE activities. So, she did not use Bahasa Indonesia in her IDLE activities. In fact, she liked to use English subtitles when watching movies or videos.

Hamat & Hassan (2019) discovered that the vast majority of college students in Malaysia (99.7%) utilized social media to learn English beyond classroom and 97.4% of them perceived that it assisted their English proficiency development. Writing, communication, vocabulary, and reading were the aspects of proficiency which were

benefited the most due to the utilization of social media. Grammar, listening, and speaking, however, benefited the least. These findings provided insights about the actual use and benefit of social media utilization in digital venues beyond classroom instructions. However, this present study did not merely focus on the use of social media to learn English since the participant rarely used her social media and did not mention it as the IDLE activities which she undertook to learn English.

Conclusion and Recommendation

This present study has yielded some findings which complement the previous related studies. Several findings are similar with the previous studies and others are contradict. For example, it is similar that L2 learning enjoyment and the quality or diversity of IDLE activities are important to develop English proficiency. However, some different findings are such as the importance of the quantity or frequency of IDLE activities which should be on a daily basis according to the results of this present study and the absence of gaming, speaking, and using social media activities. In conclusion, this present study has provided findings on the kinds of IDLE activities, the frequency of IDLE activities, the tools and resources necessary for IDLE activities, how IDLE activities can develop English proficiency, the underlying advantages of IDLE activities, and the enhancement of language aspects due to IDLE activities.

This study is methodologically different from many previous related studies which were dominantly done in quantitative approach and mixed-method. This study employed qualitative approach which presents rich and thick verbal data. However, this study has limitation in the number of its participant due to limited resource and time. It is recommended that future studies on IDLE activities can still be carried out with qualitative approach in different settings and contexts outside Asian. Larger number of participants are very encouraged to generate more generalizable results. Studies on IDLE activities involving elementary students or children are also very recommended since we still lack of IDLE studies on children.

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Conflict of Interest

No conflict of interest was reported.

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