



**INVESTIGATING LANGUAGE EXPOSURE EXPERIENCED BY  
PROFICIENT EFL SPEAKERS**

**THESIS**

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**REGINA DWI GUSTIKA**

Reg No. 1730104062

**ENGLISH TEACHING DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF MAHMUD YUNUS  
BATUSANGKAR  
2022**

## **SURAT PERNYATAAN KEASLIAN SKRIPSI**

Saya yang bertanda tangan dibawah ini :

Nama : Regina Dwi Gustika  
NIM : 1730104062  
Tempat/ Tanggal Lahir : Pematang Panjang / 14 Agustus 1998  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

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Batusangkar, Juli 2022  
Yang membuat pernyataan,

**Regina Dwi Gustika**  
NIM. 1730104062

## **THESIS ADVISOR’S APPROVAL**

Thesis advisor of **REGINA DWI GUSTIKA, Reg.No 1730104062**, entitled: **“Investigating Language Exposure Experienced By Proficient EFL Speakers”** approved that be mentioned thesis has fulfilled the requirements to proceed to thesis examination.

This approval is granted and used appropriately.

Batusangkar, Juli 2022  
Advisor

**Zulhermindra, M. Pd**  
NIP. 196909101999031003

## THESIS EXAMINERS' APPROVAL

Thesis written by **REGINA DWI GUSTIKA**, Reg.No. **1730104062**, entitled :” **INVESTIGATING LANGUAGE EXPOSURE EXPERIENCED BY PROFICIENT EFL SPEAKERS**”, has been examined by board of examiners of Tarbiyah And Teacher Training Faculty of Mahmud Yunus State Islamic University Batusangkar on Saturday, August 06 2022 and approved to be accepted as requirement to obtain Sarjana Degree (SI) in English Teaching Department.

No	Names /NIP	Position	Signature	Date
1.	<b>Hendra Eka Putra, M.Pd</b> NIP.197609242007101003	Examiner		
2.	<b>Zulhermindra, M.Pd</b> NIP.196909101999031003	Advisor		
3.	<b>Suyono, M. A, Ph.D</b> NIP.197204032000031005	Co-Examiner		

Batusangkar, August 2022  
Approved by,  
Dean of Tarbiyah and  
Teacher Training Faculty

**Dr. Adripen, M.Pd.**  
NIP. 196505041993031003

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The Researcher,

**Regina Dwi Gustika**  
Reg No. 1730104062

## ABSTRAK

**Regina Dwi Gustika, NIM. 1730104062,** Judul skripsi **INVESTIGATING LANGUAGE EXPOSURE EXPERIENCED BY PROFICIENT EFL SPEAKERS**, program studi Tadris Bahasa Inggris (TBI), jurusan Tarbiyah dan Ilmu Keguruan UIN Mahmud Yunus Batusangkar.

Permasalahan dalam penelitian ini adalah belum terungkapnya *language exposure* yang dialami mahasiswa Tadris Bahasa Inggris di UIN Mahmud Yunus Batusangkar dalam meningkatkan kemampuan untuk bisa lancar dalam berbicara bahasa Inggris. Penelitian ini bertujuan untuk mendeskripsikan tentang macam macam *language exposure* yang telah dialami mahasiswa Tadris Bahasa Inggris untuk bisa lancar berbicara Bahasa Inggris.

Jenis penelitian ini merupakan kualitatif. Informan dari penelitian ini adalah mahasiswa Tadris Bahasa Inggris semester 4 dan 6 yang memiliki kategori lancar dalam berbicara bahasa Inggris. Teknik pengambilan sampel dilakukan dengan *purposive sampling* dengan cara menentukan karakteristik dari *fluent speakers*, sehingga ditemukan 10 mahasiswa yang memiliki kategori lancar dalam berbicara bahasa Inggris. Alat pengumpulan data penelitian ini adalah pedoman wawancara. Penelitian ini dilakukan dengan cara wawancara dengan informan kemudian merekamnya untuk keperluan pengolahan data selanjutnya. Untuk menguji keabsahan data, peneliti melakukan *in depth interview* dan selanjutnya melakukan analisis data dengan teori Miles dan Hubberman (1994) yang terdiri dari: reduksi data, data display, dan kesimpulan serta verifikasi data.

Hasil penelitian ini menunjukkan bahwa mahasiswa yang lancar berbicara bahasa Inggris telah mengalami 2 *language exposure*, yaitu *inside classroom and outside classroom*. *Language Exposure Inside Classroom* seperti penggunaan Bahasa Inggris saat persentasi, berbicara bahasa Inggris dengan teman di kelas, dosen mewajibkan untuk berbicara dengan *full English* di kelas. Sedangkan *outside classroom* yaitu mendengarkan lagu bahasa Inggris, terlibat dalam Online chatting, menonton film bahasa Inggris di Youtube ataupun TV, membaca buku dan Caption di media sosial.

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>STATEMENT OF AUTHENTICITY</b> .....	<b>ii</b>
<b>THESIS ADVISORS' APPROVAL</b> .....	<b>iii</b>
<b>THESIS EXAMINERS ' APPROVAL</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>

### CHAPTER I : INTRODUCTION

A. Background of The Problem .....	1
B. Research Focus And Question .....	5
C. Definition of Key Terms .....	5
D. Purpose of The Research.....	6
E. Significant of the research.....	6

### CHAPTERII : REVIEW OF RELATED LITERATURE

A. Review of Related Theoriess .....	8
1. Speaking .....	8
a. Defenition of Speaking.....	8
b. Component of Speaking .....	10
c. Function of Speaking.....	12
2. Fluent of Speakers.....	14
a. Definition of Fluent Speakers.....	15
b. Characteristics of Fluent Speakers .....	16
3. Language Exposure .....	17
a. Definition of Language Exposure.....	18
b. Type of Language Exposure .....	18
c. Factors Influences Language Exposure .....	20
B. Review of Related Studies .....	21

### CHAPTER III :RESEARCH METHODOLOGY

A. Research Design.....	21
B. Research Setting.....	22
C. Research Informant .....	24
D. Technique of Data Collection .....	26

E. Research Instrument.....	26
F. Checking Data Trutworthiness.....	26
G. Technique Data Analysis .....	27
<b>CHAPTER IV :RESEARCH FINDING AND DISCUSSION</b>	
A. Research Finding .....	28
B. Discussion .....	35
<b>CHAPTER V : CONCLUSION AND SUGGESTION</b>	
A. Conclusions .....	38
B. Suggestion.....	38
<b>BIBLIOGRAPHY .....</b>	<b>40</b>
<b>APPENDICESS.....</b>	<b>44</b>

## LIST OF APPENDICES

Appendix 1: Interview Guide.....	44
Appendix 2: Data Reduction.....	46
Appendix 3: Pictures of Interviewing .....	83
Appendix 4: Display of the Data.....	93
Appendix 5: Conclusion Drawing and Verification Data.....	94
Appendix 6: Attendance of Informants.....	95
Appendix 7 : Recommendation Letter .....	96

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Speaking is one of the skills in English that is learners by English learner. It is categorized as productive skill because it focuses on producing information it is an activity that requires two or more people who involve in exchanging information, they are the speaker and the listener. Through speaking, they are able to communicate and take next action from what they are talking. The mastery of speaking skill in English is important for students. They can get knowledge or improve their speaking skill when they are communicating in English. In this modern era, people around the world speak in English when communicating.

This will give benefit from the who are able to speak English fluently because they can take and give information one other. Nowadays, people judge someone speaks fluently, it means that she or he is good English. It is because the same question that always aimed to someone is “can you speak English”?. Beside for communication, speaking should be learned because it is more difficult to get that other skills. Spoken language production is often considered one of the most difficult aspects of language learning. It is difficult to master because it involves elements of English such as pronunciation, spelling, grammar and vocabulary. So if the students want to master speaking, they are also demanded to master all these elements. For instance, they cannot utter something if they do not have any vocabulary or they utter words with wrong pronunciation. It can make the listener confuse about what they are talking about.

Speaking skills is also an important subject in English educational institutions. It makes why speaking become a compulsory subject which should be offered in English department. There are several reason why speaking is

important for English teaching department students. First, they need to speak English in daily conversation because their identity as English students, Secondly, it is also needed discussing, presenting, their assignment, or even to interact with the teachers. While discussing something in the classroom the students are demanded to participate by delivering their idea. They will be able to do if they are good in speaking. In presenting assignments, they also should speak in English fluently in order to make the floor understand about their assignment and to show how good they understand it.

If a student cannot present in fluently, the floor may get wrong perception about it and they will evaluate that he does not understand it. As university students, they are not only need speaking in the classroom but also in public speaking. For instance, they should speak fluently to deliver their idea in it. In addition, speaking is also useful when the students participate in English seminar.

Teaching English department students are prepared to be English teacher in the future. Therefore, they have to ease their ability in teaching and they can do it through micro teaching class. In micro teaching class, the students trained to teach English. To make the process of teaching run smoothly, the students have to speak English fluently. After following micro teaching class, they will be asked to teach in real situation in the school. In the school, English department students trainee there are demanded to speak fluently when they are teaching in order the make students understand about the lesson. They will be English teacher after graduate from college. In addition, a professional English teacher not only demanded to master the learning material but also speak fluently.

In UIN Mahmud Yunus Batusangkar, students also acquire in speaking classroom activity. Speaking subject consist of speaking I until speaking V. The students not only learn speaking in the classroom based on the teacher's instruction but also get it outside on their own interest. Mostly, English department students still lack in speaking. The phenomenon in field shows that the students still have problem in speaking even though they are at eight semester students. There are some students still struggling in speaking. They are to speak English that caused by some factors such as, low confident, lack of vocabulary, grammar, pronunciation. They also feel nervous to speak English if they are not forced by lecturer. Then, some students can speak English but do many errors in pronouncing or choosing the words and also speak haltingly.

Among English students still lack in speaking, there are several outstanding students in it. The students can speak fluently not only in daily conversation but also in public speaking. They also get good grades in speaking. Some of them join students' foreign exchange and got big five in province level. They should speak English when they are interviewed by the adjustors. They also interact with other participants by using English along coaching.

The students' speaking ability can improve by several factors. Language development is a complex, dynamic process influenced by the child's age, language exposure and social interactions. Speaking takes crucial part in developing language. The students age influences them acquire language in this case in speaking. Communicative strategies in the classroom also kind of social interaction because the students with others using it. Many teaching theorists, speaking skill can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem solving, and role playing. Many studies have showed the result of these communicative activities Oradee (2012).

Motivation also influences students speaking ability. In Zheng (2014) Brown claims motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves on to a particular action. Students high motivation will be willing to put more energy in getting speaking, while students with low motivation will not be ready to show great interest in speaking. Motivation for language learning can not only include goal orientation but also the combination of effort, desire to achieve the goal of learning the language and attitudes toward learning the language. In the other words, effort is influenced by motivation. Students who intensively motivate themselves in making efforts in speaking tend to be better in speaking skill.

Next is exposure means some experiences which acquire from many sources to improve English language in this case speaking. It can be obtained from classroom and outside classroom. Both of them can stimulate students in speaking skill. Language use inside the classroom and outside school, whilst to other students it can have opposite effect, that of informal English working as a stimulant for classroom English. Speaking in classroom is gotten through learning activities.

Teacher talks in the classroom are an exposure for his or her students. If the teacher often does it, the input fulfilling so the students exposed to teacher's interaction. There are many language exposures to improve speaking in the classroom such as interaction with other students, media that is used by the teacher. Interaction between the teacher and the students in the classroom influences students to speak English. When the teacher speaking English continually it makes the students will be exposed into it. The students can utter statements and respond the teacher's question while they listen to him or her habitually.

Then, interactions between students with other students also enhance their speaking skill. They will speak freely about what topic they like when

interacting. Teacher's media also influences when teaching speaking. Many media than can be used by the teacher to enhance students' speaking ability such as video, recording, music. The best way to teach speaking also focus on listening and spoken fluency will emerge on its own. If the students often listen to media of listening then utterances or statement that used by speaker will be imitated by them in real life.

There are many exposures available outside of classroom such as watching TV, song, internet, game and these stuffs can increase students' speaking ability. Watching either English movie or English program such as talk show, news, reality show give input in speaking. The students will imitate intonation, pronunciation, mimic and get new vocabulary which uttered by the character in the movie. They also repeat to pronunciation of the words if they are interested in it. This is because the character in TV program or movie is native speaker, so they speak in English in real conversation. After watching, the students usually will practice and utilize those in daily conversation. The next media is internet and it is easy to find or access many sources to improve speaking skill. For example, YouTube, many native speakers upload conversation or English learning, so the students can learn through it. The animation or the way native explains the topic can make students more understand it.

Exposure outside of classroom need to be acquired to furnish exposure in classroom because they are not enough to enhance students' speaking skill. Therefore, the students can improve their speaking skill based on their own interest outside classroom. Both exposure inside and outside classroom, the students can acquire speaking individually or mutually with their friends. When the students do it by themselves, they can take it from any sources freely based on their interest. The students can interact through speaking, get knowledge such as new vocabulary, pronunciation when they do it together with their friends.

The researcher decided to observe teaching English department students who get A and A- for their speaking outcome in each semester and it categorized good pronunciation, fluent, have much vocabulary, marks, good global, have good accent like native and students in UIN Mahmud Yunus which has been recommended by one of the speaking lecturers.

Based on explanation above, the researcher interested to research: “**Investigating Language Exposure Experienced by Proficient EFL Speakers**”

## **B. Research Focus and Question**

Based on the background above, many factors can improve students speaking ability such as motivation, communicative activities, exposure. In this research, the researcher focused on language exposure experinced by proficient EFL speakers.

Based on the research focused above, the general problem is formulated in the following question : what are the language exposure experienced by proficient EFL speakers?

## **C. Definition of Key Terms**

In order to let the readers easy to understand about the main idea of this research, some definition of key terms are provided:

### **1. English Language Exposure**

Refers to students’ experiences in acquiring language in this case is speaking that they got from the acquaintance English language. English Departement students of UIN Mahmud Yunus Batusangkar has categorizes a fluent speakers.

### **2. Proficient EFL Speakers**

Proficient EFL Speakers refers to students at UIN Mahmud Yunus Batusangkar who have fluency, good pronunciation, much vocabluary, their

language can be accepted by listener and easy understand what she or he is saying. It can be seen from categorizes a fluent speakers.

#### **D. Purposes of the Research**

Based on the statement of the problem, this study aim to find: to find out language exposure experienced by proficient EFL speakers.

#### **E. Significance of the Research**

The result of this research hopefully gives contribution to :

##### 1. Theoretically

By conducting this research, the researcher hopes to find out language exposure experienced by proficient EFL speakers

##### 2. Practically

This research is expected will be useful for English students, lecturers, and researcher herself

###### a. English Students

This research expected to give useful information to English Departement students about English Language Exposure Experienced by Proficient EFL speakers, and then can apply it in daily life to can be proficiency of EFL speakers

###### b. Lecturers of Department of English teaching

This research expected to give useful information to English Departement students about English Language Exposure Experienced by Proficient EFL speakers, and then can apply it in daily life to can be proficiency of EFL speakers

###### c. Researcher Herself

The researcher would get benefit in this result. It may enlarge the researcher's knowledge about language exposure experienced by

proficiency EFL speakers. The researcher also can apply it in real world so she can speak English better

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Related Theories**

##### **1. Speaking**

###### **a. Definition of Speaking**

Speaking is one of English skills that very is important in the process of learning a language and it is an activity between two or more people in sending and receiving information of the message in oral communication. Speaking is a productive aural or oral skill. Aural is related to the process of listening the message from somebody's talking, whereas, oral is related to give the respond from the speaker's talking Nunan (2003). Speaking as a productive skill that can be directly and empirically observed, those observations are invariable colored by the accuracy and effectiveness of a test takers listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above, the writer can conclude that speaking is an activity involving two or more people in whom the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed Brown (2004)

Speaking is a major language skill that EFL learning programs have sought to develop to enable students to express their ideas appropriately and to communicate successfully. Speaking proficiency has become evidence that learning a language is achieved (Glover, 2011). However, speaking is considered the most challenging skill in mastering a language because of its spontaneous nature and the implementation of conventional teaching approaches that emphasize memorization and students' passive role (Shabani, 2013).

Speaking is one of the communication tools to deliver meaning and thought. Mart(2012) says that speaking is defined as being capable of speech, expressing or exchanging thoughts through language. By speaking people are able to share information. For those who have good capability in speaking, they will be better in information exchange process among the others. Febriyanti (2011) also states that speaking is a process of constructing meaning that involves producing, receiving and processing information.

Speaking is a productive skill. It means that a speaker has to produce some information, idea, opinion, and knowledge. The speaker exchange information with others. The speaker also can express or communicate their opinion, feeling and ideas to others orally. The information which the speaker gets can from a text or what speaker heard. The information can be sgared directly or indirectly by the speaker (Putra, 2017).

Speaking is one ofthe important and essential skills that must be practiced to communicate orally (Sulistiyowati, 2013). Through speaking, students are able to know that kinds of situation around and express them utterances. Students who have ability in speaking will be better in sending and receiving information or message to another orally. In another word, to communicate well, students have good capabilities in speaking, because the goal of communication is how to build good relation and listener understand what speaker is saying. Furthermore, speaking is productive aural or oral skill which happens in real time, usually the person that are talking to is waiting for someone to speak. It consist of producing systematic verbal utterance to convey meaning (Hui, 2013).

Speaking is is a complex skill requiring the simultancous us of a number of different abilities which often develop at different rules (Lestari, 2013). It can be interpreted that speaking is a process of

communication which convey the message or information and depress idea from a speaker to listener purposes of identifying and explaining the specific segment. If there is no response from the listener, it means there is no communication.

Its form and meaning depend on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes of speaking. It means that people can acquire useful information from speaking activities. Since speaking always produces important information, everyone should make it as the priority skill to be mastered.

In conclusion, speaking is about communication. Express the idea, feeling, opinion and so on, that will be exchange from someone else. There is an idea that will be exchange from someone to someone else. There is an idea that will be exchange from both speakers that involve in speaking activities.

## **b. Components of Speaking**

Speaking has several important components; there are five components of language that influence speaking ability (Wijaya, 2013). They are pronunciation, grammar, vocabulary, fluency and comprehension. Pronunciation is the production of speech for communication. When someone studies English, he has to learn how to pronounce the words of English. This is important because sounds of Indonesian language and English are different pronunciation. Pronunciation refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements, it refers to production individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning.

Grammar is sometimes defined as the way words are put together to make correct sentences. Mastering grammar knowledge will help students in speaking English because she/he will know how to arrange some words in sentence, what tense will be used, how to use appropriate utterance. In short, by mastering grammar one can master speaking of language learning.

Vocabulary is one most important aspect of foreign language learning. Vocabulary can be defined as the words teacher teach in the foreign language. Students need to see words in the context, to see how they are used, and the best way is introduction new words are students to speak action. Fluency means language action expressed in a smooth easy way. Fluency may in communicative language courses be initial goal in language teaching. Therefore, it extends a significance of communication between the speakers and the listener. If the speaker speaks with great difficulty and too clumsily. It is highly likely that the listener will neither understand nor respond relevantly to what the speaker says (Nasikhah, 2019)

Comprehension or understanding is the ability and process to understand the meaning. When we comprehend speech, we come associate thought with their production of words and having to express it. The key of communication

is the understanding each other between speaker and listener, and communication will run well. There are three components in speaking a. The Speaker are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated, b)The Listeners Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing. c. The Utterances The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

There are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. a) Comprehension For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. b) Grammar It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. c) Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary is a very necessary basic for speaking. Speaking is the human ability to produce sound or voice orally and to share or express feelings and thoughts with others as a means of communication in life using or without any particular gadgets to fulfill human needs and emotion (Munawar, 2015).

Without knowing the number of vocabularies, people will have difficulty in speaking English. Learners often find difficulties in using appropriate words to convey their thoughts because of their limited vocabulary (Jati et al, 2019). That is why researchers take vocabulary as the most important aspect of assessing students' speaking skill because researchers see the lack of knowledge about vocabulary, many are lazy to memorize it but it is precisely with a lot of vocabulary that we can speak English without faltering, that is why vocabulary is made as a major aspect of speaking. That is why researchers make vocabulary a very important aspect of speaking. After vocabulary, the aspect that is needed is pronunciation. Teaching pronunciation though neglected in most of the classes, is an important aspect for focus (Thamarana & Kallepali, 2018) Pronunciation is a way of pronouncing word correctly. Pronunciation is a way of pronouncing words correctly. Pronunciation is needed in students' speaking assessment, because if someone speaks with the wrong pronunciation, the meaning of the word becomes different and makes the listener not understand the meaning of the speaker. Therefore, pronunciation is also very important to pay attention to so that the meaning and meaning of a sentence can be accepted by others and easily be understood. Accuracy is the students' speaking accuracy in pronouncing words, fluency and accuracy are inseparable things, these are two factors that can determine the success of English for students.

Accuracy can be said to be the ability to produce grammatically accurate sentences while fluency is the ability students must have to produce language easily. Such as using correct punctuation, using verbs, articles and prepositions This aspect also needs to be considered in speaking where in speaking it is also necessary to use proper punctuation so that the words we speak are not flat and make other people like to hear it. Tahir and Hanapi (2020) state that accuracy in speaking means when someone can produce

correct sentences in pronunciation, grammar and word choice so it can be understood. I

Based on five explanations above the writer conclude that the learner should master all of them. The learner will be able to speak English would if the master these components.

### c. Function of Speaking

The function function of speaking are establish and maintain social relations, and the transactional function which focus on the exchange the information. There are some functions of speaking into three parts. They are : talking as interaction, talking as transaction, and talking as performance.

#### 1. Talking as interaction

Talk as interaction refers to what the people normally mean “conversation” and describes interaction that serves a primarily social functions. When the people meet, they exchange greetings, engage in small talk, recount recent experiences and so on because they wish to be friendly and establish a comfortable zone interactions with others.

The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well describe by (Batubara, 2020)

The main features of talk as interaction are :

- a) Has primarily social functions
- b) Reflects role relationship
- c) Reflects speaker’s identity
- d) May be casual or formal
- e) Use conversational conventions

- f) Reflect degree of politeness
- g) Employs many generic words
- h) Uses conversational register
- i) Is jointly constructed

## 2. Talking as transaction

Talk as transaction refers to situations where the focus is on what said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other.

## 3. Talking as a performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are

- a) Giving a class report about a school trip
- b) Conducting a class debate
- c) Giving a speech of welcome
- d) Making a sales presentation
- e) Giving a lecture

Based on the arguments above, there are three functions of speaking: talking as interaction, talking as transaction, and talking as performance.

#### **d. Types of Speaking**

There are some basic types of speaking as in the following taxonomy:

1) Imitative, at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. 2) Intensive, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. 3) Responsive, responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments.

This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful. 4) Interactive, the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship. 5) Extensive (monologue), extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. The speaking type in this research is intensive speaking as the designing assessment.

At the intensive level, test-takers are prompted to produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language. Intensive tasks may also be described as limited response tasks (Madsen in Brown, 2003), or

mechanical tasks (Underhill, 1987), or what classroom pedagogy would label as controlled response.

## **2. FluentSpeakers**

### **a. Definition of Fluent Speakers**

Learning in new language that is different from the mother tongue or foreign language is difficult. Speaking is one of the skills that must be mastered by learners. One aspect in assessing speaking performance is speaking. There is a definition of fluency, but there is no definition of it, although there is no certainty about the definition of fluency, but it is important to know what it is to avoid misinterpretation. when students learn speaking skills, they are also expected to speak well(Lestari, 2011). What its mean by a fluent speaker is a speaker who can speak at the same speed as native speech without having any problems that can open up his speech(Novitri, 2013).

The students who are able to speak a new language and have fluency like native, they can be considered as good target language learners when speaking fluently and flowing easily. The term smooth and easy flow here is a state of constant talking and not making long pauses. If a person stutters a lot, it will affect the speed of speech. Meanwhile, the longer the speaker pauses, the more invisible and easier it will be in a conversation delivered by the speaker(Yang, 2014)

Generally, the problem faced dealing with fluency was when the learners speak to the others; the students tried to make the hearers understand about what they want to say. The writer found that the students tended to hesitate and fragmentary while speaking because of they have problems in retrieving the lexical items, encoding the grammatical form of their message and correcting their own output. This condition made the students speak hesitantly

and fragmented, as production of fluency such as repetition, repair, restarts, and also prolongation will fluently fulfilled their talks.

Achieving fluency in oral communication is the main dream and the main motivation which a large percentage of learners bring to language classes (Richards & Renandya, 2002). However, foreign language learners experience frustrating feeling of not being able to participate in speaking activity.

Most EFL learners and perhaps some of the teachers believe that oral communication problems can be solved through more practices in vocabulary and structure, learning and using language in a foreign context is strongly connected to the learner's constructions of self (Arnold, 2000). In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language. Hinkel (2005) claims, communication problems occur because the learner encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning.

Learn accuracy in speaking, then it will affects the students accuracy in speaking, because accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account (Parmawati, Aseptiana & Inayah, 2019). While, fluency is expressing ideas clearly and continuously, but English teaching is usually more concerned with accuracy than fluency (Shofi, 2018). However, that does not mean things that can be underestimated not to be mastered, because they are all related in order to achieve good results in speaking. If this aspect of speaking is not mastered, then it cannot be said that speaking properly and correctly, speaking well and correctly is speaking that can be opposed by the interlocutor. Where when speaking is not stiff and anxious, when the situation students can speak properly and correctly in speaking, but so that this aspect can be mastered, students must practice a lot and try to make their fluency in speaking better.

## **b. Characteristics of Fluents Speakers**

There are three points that show performance like a lot of ideas, no long pauses, little clear review and speech. Therefore, each point will be explained in follow :

### 1) Plenty Ideas

Speaking is a verbal communication between two or more people. In communication, people talk about many things in different situations. Argues fluent speaker always has appropriate things to say. It indicates that speaker with plenty ideas will have much appropriate thing to talk about. If the speaker has less ideas about the topic being discussed, the communication will be disrupted. Thus, once the speaker has nothing more to say, the conversational moment will be filled up by long break or pause (Iswara, 2013)

### 2) Little Repetition

There are several items for measuring fluency. The commonly measured items are speech rate and pause. Repetition is one of items used in measuring fluency and belongs to repair fluency, a sub-dimensional of fluency proposed (Hui, 2011) Repetition means repeating the exact words or phrases during the speaking. (Sulistiyowati, 2013) also add that speaker who has planned the material before performing is significantly more fluent than one who has not as planned performer makes little self-repair including repetition.

### 3) Clear Utterance

Speaking is considered as verbal communication and it aims to deliver message or intention from the speaker to the listener. In order to deliver the message, the speaker has to speak clearly. Clear utterance will help the listener catch the meaning of what the speaker expresses and also indicates fluency. fluency is a smooth or ease delivery of speech. From

the statement, the writer concludes that clear utterance means that the speaker delivers the speech smoothly so that he or she is fluent in speaking

Another aspect that also affected was related with the type of activities provided by lecturer in the teaching and learning process. Lecturers need to be very careful in implementing and developing particular methodology including choosing the approach and technique to be implemented in teaching and learning process.

### **c. Contributing factors to a fluent speake**

#### 1) Language mastery

A person's ability to understand material or concepts that can be used to communicate with others. Both orally and in writing. The purpose of mastering language is to be able to communicate with other people. Different cultural backgrounds can build and create mutually beneficial cooperation between countries

#### 2) Courage and serenity

An attitude to do something without worrying too much about the bad possibilities, meaning that people who have the courage will be able to act wisely without being overshadowed by fear. For example in learning English in class. Courage is proven by participating in class and also calm when asked by the teacher.

3) Confidence in English spoken language is a necessity. Speaking skills are the most important of the four skills (listening, speaking, reading, and writing), because people who know a language are usually referred to as speakers of that language. The ability to speak skillfully provides the speaker with several distinct advantages. The major goal of all English language teaching should be to give learners the ability to use English effectively and accurately in communication (Davies & Pearse, 1998). However, many studies have shown that language

learners, after studying English for many years, cannot communicate fluently and accurately.

#### 4) Language exposure

Language Exposure refers to contact that learners have with language they are trying to learn either in general or with specific language points (Domingo, 2020). With exposure, a student studying in a certain country uses English as a first language

### 3. Language Exposure

#### a. Definition of Language Exposure

Exposure refers to the amount of time that a person has contact with language, perhaps in spoken or written form, in a formal or informal way of communication, and during which the individual can have either an active or a passive role. Language exposure is the contact that learners have with the target language they are trying to learn (Alzoubi 2018). Language exposure is the contact that occurs between language and individuals that can occur orally or in writing (Magno in Nurhidayati (2016).

English language exposure can be acquired not only outside of classroom but also inside classroom. If the students get exposure in classroom through learning activity, outside classroom based on students' interest in real world. Learning English inside of the classroom refers to the English that is being taught by the teacher in a classroom situation. Watching a movie or reading a book during English class are examples of English taught inside of the classroom. English outside of the classroom refers to all aspects of English language that the students are exposed to outside of school. Watching TV or reading an English

book before bedtime are examples of English picked up outside of the classroom (Macleod 2011).

Second language exposure occurs whenever the individual engages in a conversation in the second language which can usually occur with family members, classmates, and colleagues, and can also read books, magazines, newspapers written in the target language. In addition (Rerung, 2016) asserts that lack of contact, lack of learning that lacks the target language is the same as lack of learning, if there is sufficient exposure to language, this can prevent the learner from succeeding in language learning. Language exposure is also something that leads to development and proficiency in the target language.

One of the most central roles of the teacher is to provide learners with sufficient exposure to practice the target language in a variety of contexts, and from different speakers. As a qualified speaker of the language, the teachers can give practical examples of language, moreover they can apply natural input from television, cassettes, video, web sites, books, and magazines. Mainly, language exposure in general, refers to contact outside the classroom. Benson (2001) defined outside-of-class language exposure term as, “any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning.” The forms of outside classroom language exposure can include: listening to English programme on the radio, watching English programme and movies on the television, traveling to English speaking countries, talking face to face with English native speakers (L2 interaction), using English language in real life situations, surfing the internet using English language as well as, reading English books, magazines, and newspapers.

It is believed that learning English language needs to be encouraged and developed in the classroom and out the classroom through appropriate techniques. Such techniques help students become better able to improve their English language and to express themselves in the target language. Nevertheless,

in teaching English language to learners, the researcher is not talking about writing stories or plays, which require creative gifts and powers of imagination, to judge that the learners are really weak in English language. Educators simply look forward to enabling their students to express themselves in simple correct and acceptable level of English through exposure to English language.

Exposure to English language is something learners run into in their everyday life. Interest and motivation are essential factors when it comes to language learning, but one should distinguish between reward and work when bringing different types of media in the classroom. Learners recognize when they are being taught when they are at school, and they may concentrate on what the teacher is presenting. But when they sit on their computers at home, watching a film or playing a game, they might learn words and phrases and use them in real life situations. This is called incidental learning. Thus, formal classroom learning is one way to perform and learn a new language skills, although multitudes of opportunities for learning a new language can be presented outside of the classroom. Multimedia (Internet, social media, television, radio, Video games), group work and projects may assist learners to develop the target language appropriately.

The target language of the board can also affect the motivation of learners to learn the target language. Students who are exposed to more target languages are very interested, because the level of exposure a person has to a second language is directly related to language proficiency.

#### **b. Type of Language Exposure**

Language exposure refers to the contact that a learner has that occurs between a language and individual. Any kinds of language contact can be considered as exposure, be it through oral or written communication, books, songs and other. Language exposure learner may not only gain exposure to the language in the classroom through formal learning organized by the teachers, but also from random contact in the media, such as internet, newspaper, books and

so that students will be able to get exposure from various sources that can be classified into four categories, namely at home (Bilingual), dormitory (friends), school (formal and informal) with all forms of media, both aural and print. The students can acquire English language in the school and in life, students face a diversity of circumstances that require language skill. For this reason, experience with a variety of reading, writing and speaking activities in school can help learners acquire the skills they need to be successful. There are inside and outside of classroom exposure in improving speaking ability. Language exposure many sources, such as watching TV, Reading book and caption in social media, Conversation with others, lecturers asked to using full English in class and doing presentation in front of class using full English.

### **c. Factors Influence of Language Exposure**

Many factors influence of learning English as a second language, like age, personality, motivation, and anxiety. As we know that age greatly affects a person's exposure to language, because with old age the memory of something has begun to decrease, a personality can also affect his exposure to language, even though they are often exposed to the target language, but in they does not to learn it, so it will not be applied in everyday, similar to motivation, if there is no motivation to learn a target language, then the target language will not be applied in everyday life.

Richards (1997: 54) mentions the small amount of research and speculation about learners' approximative systems and suggests that there are seven factors may influence and characterize these second language learner systems. They are: a. Language Transfer The first factor is language transfer. Sentences in the target language may exhibit interference from the mother tongue. Interference analysis tend to be from the deviant sentence back to the mother tongue (Richards, 1997: 5). Language transfer is the process of using knowledge of the first language in learning a second language. Transfer can be

positive or negative. Language transfer is considered positive when a first language pattern identical with a target-language pattern is transferred. Language transfer is considered negative when a first language pattern different from the target-language pattern is transferred. This negative transfer hinders the language learner to master the target language successfully. Thus the learner language cannot achieve the target language (Harsono 2009). Intralingual Interference (Richards 1997) outlines the second factor that influence and characterize the second language learner systems is intralingual interference. It refers to items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. In line with this (Bordag 2004) writes the definition of intralingual interference by Richards (1971) as the reflection of the general characteristics of rule learning such as a faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

A typical manifestation of an intralingual interference is thus overgeneralization. Sociolinguistic Situation A third factor is sociolinguistic situation. Different settings for language use result in different degrees and types of language learning. These may be distinguished in terms of the effects of socio-cultural setting on the learner's language and in terms of the relationship holding between the learner and the target language community and the respective linguistic markers of these relations and identities. They includes the effects of the learner's particular motivations for learning the second language as well as the effects of the socio-cultural setting. rest upon an assumption that different settings for language learning may motivate different processes of language learning. For example, two languages may be learned in the same socio-cultural setting or in two different settings. If the languages are learned in the same setting, the learner may develop a given type of semantic structure. Imagine the case of a child raised bilingually in the home. English door and Indonesia pintu might be identified with the single concept (compound bilingualism). On the

other hand, the two lexemes might be stored separately (coordinate bilingualism). Although, it has been criticized as too simple a model to explain real linguistic differences, it is still found useful for sociolinguistic. More generally however the focus on the relationship between the opportunities for learning and the learner's developing system is a useful one, since it leads to such distinctions as to whether the learning opportunities are limited to those provided by the school course (English as a foreign language) or are mainly outside of the school program (English as second language) and to a consideration of the effects of these differences on the learner's language.

The influence of the mother tongue on the learner's language may also vary according to the sociolinguistic situation. In describing interference one must account for variation according to the medium, style, or register in which the speaker is operating. The modality is exposure to the target language and the modality of production. Production and perception may involve the acquisition of two partially overlapping systems. Vildomec observed that interference between the bilingual's languages is generally on the productive rather than receptive side. People often report instances of intrusion of elements of their mother tongue in speech production, but rarely in their understanding of another language. There is two different systems may be internalized in the target language depending on the modality.

In the productive modality, phonological replacement differed depending on whether the learner was imitating utterances, he heard or producing speech spontaneously. In fact, in first language acquisition has proposed that some phonological features exist because their acoustic correlates 'match' a particular neural acoustic detector. Other features exist because it is easy to produce a particular articulatory man oeuvre with the human vocal apparatus; the features 'match' an articulatory constraint. Still other features may have articulatory correlates that are easy to produce and result in acoustic correlates that are readily perceptible. It is not therefore unrealistic to assume that second language

learners acquire some distinctions on the basis of auditory cues, some on the basis of articulatory cues, and other on the basis of a combination of these cues. George describes learning difficulties derived from audio-lingual introduction to is Some aspects of the child's learning capacities change as he grows older and these may affect language learning. The child's memory span increases with age. He acquires a greater number of abstract concepts, and he uses these to interpret his experience.

Lenneberg notes a period of primary language acquisition, postulated to be biologically determined, beginning when the child starts to walk and continuing until puberty. Some of the characteristics of child language have been attributed to the particular nature of his memory and processing strategies in childhood. Brown and Bellugi relate aspects of children language to limitations on the length of utterances imposed by the child's inability to plan ahead more than a few words. Hence in some ways adults are better prepared for language learning than children. Adults have better memories, a larger store of abstract concepts that can be used in learning, and a greater ability to form a new concept. Children; however, are better imitators of speech sounds. Adult second language development is primarily in terms of vocabulary. The adult's strategies of language learning may be more vocabulary oriented than syntactic. A model that suggested separated sets of rules for each code would be a common core of rules with those specific to a particular code

#### **d. Kinds of Exposure**

The students can acquire English language in the school also outside of school. In school and in life, students face a diversity of circumstances that require language skills. For this reason, experience with a variety of reading, writing and speaking activities in school can help learners acquire the skills they need to be successful. There are inside and outside of classroom exposures in improving speaking skill (Wallace 2004)

Classroom speaking activities that require a degree of autonomy include, first, giving presentations and talks whether or not learners will have to give presentations or talk in real life, the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real life speaking. The students can improve their speaking skill when they practice to speak especially in front of the class. They will prepare themselves to talk when they get chance to be a presenter. The students speak spontaneously while they respond to the question from the floor.

Discussions and debates, many teachers would agree that the best discussions in class are those that arise spontaneously, either because of something personal that a learner reports or because a topic or a text in the course book triggers some debate. In discussion pane, the students do not take a long time to prepare in speaking when they ask or answer the floor. In debate, the students have their argument to delivered or refute the proponent. Thus, the students will explore their speaking in here.

Conversation and chat, attitude to classroom conversation and casual chat have varied over the years. Students' daily conversation in the class will change every day. They will talk freely it is about their own experience. The teacher can use this moment to improve their speaking skill.

Audio and video conferencing there are virtual meetings, in which two or more people communicate via a live audio or video link over the internet. They require microphone, speakers, and special software, as well as fast and reliable internet access, in this case of video conferencing, a web came. Nowadays, internet is being a good media in learning. Through internet, the students can interact with their either friends or native speakers.

Human computer interaction, while this may still seem in the realm of science fiction, computer programs have already been devised that, by responding to written input, simulate human interaction. There are called chatter

bots. There are many application in smart phone that can help students to chat or speak with others such as What's app, Instagram, Mesengger, Line.

Acquire speaking from inside classroom also can by teacher's interaction such as asking question, explain the lesson. It can become an exposure to improve student's skill. The teachers ask questions that are hopefully interesting and meaningful, and the students' response is then used to provide an example of the target structure. If this is well done, it can give direct method session the mood of a conversation class.

Both informal and formal communication with learners in and outside classrooms enhances the relationship between faculties and learners. This further enables learners to seek help and share their problems and other issues with their faculties' staff, making them feel increasingly motivated and valued. Currently conducted research further proves the existence of a positive relationship between out of class communication (faculty and students) and learner's retention levels. This, therefore, raises the need for understanding and acknowledging out-of-class communication and its impact on faculties, learners, and higher educational institutions (d'Ydewalle & De Bruycker, 2007).

Based on explanation above, it can be summarized that many language exposures that can improve student's speaking skill. They are classroom speaking activities and outside world activities. Classroom speaking activities consist of giving presentation and talk, conversation with others in the classroom, and lecturer asked to using full English in the classroom. Outside world activities include watching English movie in YouTube or TV, listening the English song, reading book and caption in social media, online chatting.

## **B. Review Related Studies**

Based on the literature that writer read, the writer found researchers with improving speaking. Erita Budi Pratiwi (2012) had done the research about improving the speaking skill of the tenth grade students at SMA Berbudi

Yogyakarta by using videos. The subject of her research was students of SMA Berbudi Yogyakarta. The research was qualitative and quantitative. She collected the data by observing the teaching and learning process during implementation of the actions, interviewing the students, and holding discussion with the English teacher, while the quantitative data were obtained from pre-test, progress-test and post test. The data were in the form of field notes and interview transcripts, and documentation. The findings of the study showed that the use of videos combined the communicative speaking activities was proved to be effective to improve the students' speaking skill.

Then, Dedi Efrizal (2012) conducted a research and the title is *Improving Students' Speaking Through Communicative Language Teaching Method At Mts Ja Alhaq, sentot Ali Basa Islamic Boarding school Bengkulu*. His research conducted to VII A students of Mts Ja alhaq, consisted of 25 students. His research indicated that using of communicative language teaching method could improve students' speaking achievement. He did a classroom action research. He collected individual score at the end of cycles counted the students score into percentages by following students' score interval. In this research, he found that using communicative language teaching method improve students speaking ability.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research is descriptive research because describes the language exposure experienced by proficient EFL Speakers. This research is qualitative research and it utilizes phenomenology approach because it was related to comprehension about daily life. It is done in natural situation so there was no limitation in comprehending phenomenon which was investigated and the researcher free to analyze data that had gotten. This research wantd to know about student's experienced or actions that they done can be proficiency of EFL speakers. Qualitative research is study intends to understand the phenomenon of what is experienced by the subject of the research. Such as behavior, perception, motivation, action, and many others in a holistic and then describe in some words and language in natural specific context by utilizing a variety of natural methods Moelong (2006)

#### **B. Research Setting**

Informant is chosen based on whom they judge to be toughful and who have information, perspectives and experienced related to the topic of the research Gay (2000). Research should fulfill some criteria informant. Moreover, Moleong (2006) states the research informant is one who will be used to give information about situation and condition of the research setting. There are five criteria in selecting the research informant: 1) honest, 2) loyal in appointment, 3) obedient of the regulation, 4) speaking up, 5) subject is not involved at a certain group, and 6) subject has views about certain case that happening.

This research was conduct at English Teaching Department at UIN Mahmud Yunus Batusangkar. The subject of the study is the for English students who are proficient in the use of English at IAIN Batusangkar. The researcher

interviewed with informant at IAIN Batusangkar, the time of researcher interviewed with informant 1,2,3,4,5,6,7,8,9,10, in July 2022

### **C. Research Informant**

The informant for this research was the fourth and six semester students of English Teaching Department, who have categorized as fluent speaker and recommended by one of the speaking lecturers at UIN Mahmud Yunus Batusangkar. Informant is people who will be used to provide information about the situation and condition of the research setting (Moleong 2017). On the other hand the informant should have some criteria. There are :

1. English teaching department students of UIN Mahmud Yunus Batusangkar, semester fourth and sixth recommended by one of the speaking lecturers who teaches speaking in that semester.
2. Fluent in using English language
3. Have much vocabulary
4. Have good accent like native
5. Speaking score has A, A-
6. Their language can be accepted by listener and easy to understand what she or he saying

### **D. Technique of Data Collection**

The researcher collected the data by interviewing the informant English students who are proficient in the use of English at UIN Mahmud Yunus Batusangkar. According to (Miles, 2014) A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis. Types of interview that used by researcher is One-on-One Interviews The most time-consuming and costly approach is to conduct individual interviews.

The data collected through interview with 10 informants. Interviews were conducted during June in several parts of college, informant's house and

informant's boarding house. Then the interview was done individually. Interview guide was used researcher but in unstructured question. The researcher also used Indonesia Language to make rapport to the informants, and to make communication run smoothly and effectively. She also asked the fourth and sixth semester students about their language exposure experienced by proficient EFL speakers.

### **E. Research Instrument**

The key instrument of this research was the researcher herself. Gay (2009) explain that the researcher should enter the setting to get the data, do observation and interview. To collect the data, the researcher as the human instrument entered the setting to get the data by doing interview. The interview guidelines used to guide the researcher got the information from the informant and to answer the question about the language exposure experienced by proficient EFL speakers. In addition, in order to get full information from the informants, the researcher used some additional instruments such as recorder to record the interview.

### **F. Checking Data Trustworthines**

Checking the data trustworthiness used to ensure the trustworthiness of collect data. Thus, triangulation was applied. Triangulation is technique, which is used to see the validity of the data by using another way in collecting the data. In this research, the researcher used technique triangulation to check the trustworthiness is the purpose that was reached by the researcher used the qualitative research. Moreover, triangulation in this story is used to support researcher's opinion with function as addition explanation. In this research the researcher used in dept interview to check the data trustworthiness. First, she interviewed about language exposure experienced by proficient EFL speakers. After that, if there were any unclear or incomplete information the researcher did in interview in different time and place. After that, the researcher compared the result of first interview and second interview

### **G. Technique Data Analysis**

The data was analyze based on the interview result, the researcher were does condensation of the data, data display, and drawing and verifying conclusions(Miles, Huberman, and Saldana, 2014).

1. Data reduction

The reduction of the data is interrupted as the process of choice, focused, implications, abstraction, data transformation on that exists from written notes in the field. The reduction of the data is occurring during interview happen. It means that when of the data is collected, the phase of continuing of reduction is occurring. The researcher did some steps in reduction of the data. First, was making transcription of the interview result. Second, the researcher tidied up the data that the researcher collected to make sure the data, organize, and sequence all transcript. Third, the researcher coded the transcription for each item by using numbers. For example, Informant 1 (1), informant 2 (2) and so on. Forth, the researcher selected the data related to the research topic. She also discarded unneeded ones in the transcripts. Fifth,, the researcher coded and bolded kinds of language exposure that found. For example, L E1 for the first language exposures and so on. At last, the researcher put the same information in table than gave the explanation about the table. It can be seen appendix 2.

## 2. Data Display

Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. In the case of qualitative analysis, the displays include many types of matrices, graph, chart and networks. All are designed to assemble organized information in an immediately accessible, compact form so that it can be seen what is happening and either draw justified conclusions or move on to the next of analysis. Related to this case, researcher displayed the data in form of table. In order to find out language exposure experienced by English students in UIN Mahmud Yunus Batusangkar. Researcher displaying data. In this research, the researcher displayed the data in the table with consisted of informant and language exposure.

### 3. Conclusion and Verification

The last step in analyzing the data is conclusion drawing and verification. Conclusion is also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing with a short excursion back to the field notes. After tabling the data got from interview, researcher made conclusion that there were two kinds of language exposure experienced by proficient EFL speakers.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

This chapter presents the result of phenomenology study about language exposure experienced by proficient EFL speakers. The researcher found that there were 2 language exposures that experienced by proficient EFL speakers. They are inside of classroom and outside of classroom exposures. There are seven kinds of exposure inside and outside classroom, they are; often practice dialogue with friends, watch YouTube, listen to music, Read English Book, read English caption on social media, the lecturer ask to full English in class, conversation in classroom using English Language, Memorizing vocabulary while watching video, sing a song, memorizing song lyrics to increase vocabulary.

The researcher interviewed the informants to get the data she did depth interview as triangulation of the data. After that, the transcript of interview was translated by researcher freely based on the researcher ability. The identify of the informants secreted, the researcher gave initial name to the informant. The researcher coded the data as follows : informant 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. After that the researcher did analysis and found the language exposure experienced by proficient EFL speaker. It could be shown as follows :

#### **1. Outside Classroom**

##### **a. Watching English Video in TV and Youtube**

Bloomsbury International(2011), explains that watching movies is a great way for English learners to can fluents speakers. Especially their listening and speaking skills. Film are not usually created for English language learners they are made for native English speakers. Therefore, the language exactly how English learners hear it in real life it is spoken quickly, with nativer accents and pronunciation using many idioms an colloquian expression.

There were sixth informants exposed to TV and Youtube with English Movie. It can be seen the informant 1 (I.1), 2 (I. 2), 3(I. 3), 4 (I. 4), 5 (I. 5), 6 (I. 6), 7 (I.7), 8 (I. 8), 9 (I.9), and 10(I. 10)

I.1 *kadang juga gara gara nonton vidio misalnya juga langsung apasih terekam kak*  
(And sometimes because of watching videos for example)

I.2 *dari vidio, atau film film bahasa inggris gitu*  
(from English Videos or films)

I.3 *Nonton Youtube, Nonton film- film bahasa inggris*  
(Watch Youtube, and also watch English movie)

I.5 *nonton video, nonton TV yang menggunakan bahasa inggris*  
(Watching English video and TV)

I.10 *Biasanya menonton ytb gitu kak,*  
(Usually Watching Youtube)

Based on the result of interview with informant 1,2,3,5, and 10 above, it can be concluded that watching English Video in Youtube or TV program can be fluent speakers in English Language. Watching English Video will help students in many ways. The characters in English movie are native speaker. Hearing natives speak will help the students' speaking ability, especially fluency. They will hear how to link words together and where to put intonation on certain words and sentences. After watching English video in Youtube and TV they will imitate the conversation and apply in their daily speaking. English pronunciation is extremely difficult. Usually the students watch movies by using subtitle and they will be able to see how the words are written and the pronunciation of them. By watching English Video, the students will hear many new words and phrases, especially idioms and colloquial expressions. The informants watching English movie in YouTube or TV, such as Mr. Bean, talkshow, news using full

English. And the informants feel if they are watching English movie can improve the speaking skill, repair pronunciation, because they are heard the native speakers.

### **b. Reading Book And Caption In Sosial Media**

There are so many ways to be fluent in English, one of which by reading books, and what we experience the most is that we often social media, and a lot English writing, then the words that are in social writing or books, we remember to add vocabluary with this everything that is very important in life.

I.2  *mungkin di buku bacaan yang ada bahasa inggris atau juga di sosial media yang caption gitu kak,*  
(maybe in English reading books or also on social media wth captions like that, sis,)

I.4  *kalau secara tertulis mungkin lebih ke tulisan yang ada di sosial media ”*  
(If it’s writing, maybe it’s more like what’s on social media)

I.7  *membaca buku berbahasa inggris, novel, webtoon, eee komik”*  
(Reading English books, novels, webtoons, and comics)

I.8  *Membaca lyrics lagu”*  
(Read song Lyrics)

Based on the result of interviewed of Informants 2, 4, 7 and 8 above the researcher can be concluded reading books and caption in social media can add some vocabluary, so can be a proficiency EFL speakers. The informants reading book and caption. The informants answer if the reading book and caption in social media used English language can improve the their speaking skills.

### **c. Listening to English Song**

Bloomsburry International states that there have been many profesional studies comparing language learning to music and there are, in fact, many similarities. Firstly, they are two of the main ways in which people communicate and express themselves. They use the same part of their brain for language and music and it is very common for musical people to also be good at learning langages. Therefore, the students can learn English especially speaking throught song and they can enjoy themselves in learning English. Among 10 informants, there are fourth informants claimed their speaking can fluent by song. It means sixt informants were cannot fluent by it

- I.3 *mendengarkan musik bahasa inggris*  
(listen to music)
- I.6 *diluar kampus seperti mendengarkan musik*  
(outside the dictionary such as listening to music)
- I.7 *nyanyi, karna dirumah tu sering ngidupin musik, lagu lagu bahasa inggris”*  
(Sing, because at home often turn on music, English song)
- I.8 *Yang pertma yaitu latihan kan kak, dengerin musik, yang paling seringnya itu emang dengerin musik,*  
(The first is practice, listening to music, most often it's listening to music)

Based on the result of interviewed of Informants 3, 6, 7, and 8 the researce can conclude if listeing the English song can be a fluent speakers, after listening memorizing the vocalbluary and grammar the song.

#### **d. Online Chat**

There are many social media available can be fluent speakers in English language, such as Twitter, Facebook, Whatsapp. In

addition, some application in smartphone can help students to chat or speak with others such as messenger, What's app, Instagram, line. Among 10 Informants only three informants can be fluents speakers English language.

- I.6 *yang tertulisnya kayak chat orang luar negri atau apa gitu*  
(in written is like chatting with foreigners)
- I.8 *"kita chat menggunakan bahasa inggris, voice note dengan bahasa inggris"*  
(we chat using English, and also voice notes in English)
- I.9 *"Terkadang chat dengan orang luar negri kak"*  
(Sometimes chat with foreign people sis)

## 2. Inside of Classroom Exposures

### a. Doing Persentation Infront of class

The students can speak English Fluently, some informants confesed that persentation in the classroom can be fluents speakers,

- I.3 *"kegiatannya seperti eee ketika persentasi di depan kelas menggunakan bahasa inggris"*  
(The activities are like when the presentation in front of class uses English)
- I.5 *"biasanya untuk lancar berbicara bahasa inggris itu,ooo yang pertama kan emang banyak kegiatan didalam kelas, seperti persentasi menggunakan bahasa inggris"*  
(Usually, to speak fluent English, the first thing is that are many activities in class, such as persentation using English)
- I.6 *Persentasi di depan kelas yang wajib menggunakan bahasa inggris, bisa membuat kita terbiasa dalam penggunaan bahasa inggris, dengan ini bisa lancar*

*juga kak*

(The presentation in front of class that is required to use English can make us accustomed to using English, with this can be fluent )

- I.7 *kalau teman persentasi, lalu kita bisa bertanya menggunakan bahasa inggris*  
(then if our friends presentation, and all give question use English )

Based on the result interview with informant 3, 5, 6, 7 above, it can be concluded that doing presentation in the classroom can fluent in English. whether or not the students will have to give presentation in real-life, the experience of standing up in front of their colleagues and speaking for a sustained turn is excellent preparation for real life speaking. This especially the case if they also have to respond to question from the floor. They need more vocabulary than daily conversation. Vocabulary will help them to can fluent of English because it is as component of speaking.

#### **b. Involving in coversation with others**

From 10 informants, there are eight informants told that conversation in the classroom help them in speaking.

- I.1 *“nah sepupu2 saya oooo apa namanya tu, dia sering bawak teman nya yang dari luar negri itu kerumah, jadi kami kek biasanya tuh main, berdialog, kadang bercampur juga pakai bahasa inggris”*  
(so my cousin often brought his foreign friend home so we often had dialogues)
- I.3 *“dialog sama teman”*  
(dialogue with friends)

- I.4 *“biasanya saya bisa berbicara bahasa inggris, baik itu bersama teman maupun sendiri”*  
(I usually speak English with friends or alone)
- I.5 *“practice dengan kawan kawan dan conversation dengan kawan kawan dikelas kak”*  
(Practice with friends and have conversations with them)
- I.6 *“berinteraksi dengan teman teman kak”*  
(interaction with friends, sis)
- I.8 *“terus latihan dengan teman, dengan cara berdialog kak”*  
(Continue to practice with friends by means of dialogue)
- I.9 *“Berdialog dengan teman kak”*  
(dilogue with friends)

Based on the result of interview from informants 1, 3, 4, 5, 6, 8, 9, 10 above, it can be concluded that conversation in the classroom wity friends using English can to fluent speaking by proficient EFL speakers. By involving in conversation with their friends, the students will hear their friends talking, they get input vocabluary, pronounciation, and their style through it. The students may imitate how their friends speak to can fluent speakers.

### **c. Lecturer asked to using full English in Classroom**

Lecturer asked to using full English means that the lecturer requires their students to have full English in class, with the reason that students can speak English fluently. Among 10 Informants , there are nine Informant answered if ask the lecturer full English in class

- I.1 *“Terkadang iya tuntutan dosen juga harus aaa ngomong full English , jadi mau nggak mau kita harus bisa kan kak, jadi aaaa apa ya, kadang kadang dituntut full English kadang nggak gitu kak”*  
(Sometimes there are lectures who demand full English, so like or not we have to be able to, sometimes there are too lecturers who are too demanding, sometimes not)
- I.2 *“kalau di kelas pasti diminta dosen untuk full English kak,lagian itu hal paling membantu untuk lancar berbicara bahasa inggris”*  
(If in class, there must be demands from the lecturer, after all it helps the most to speak English fluently)
- I.3 *“iya dengan tuntutan dosen kak, sebelum kuliah sudah bisa tapi sedikit sedikit kak”*  
(The lecturer’s demands are yes, before going to college can but a little)
- I.4 *“untuk kemampuan bahasa inggris, sebelum kuliah juga sudah bisa, nah untuk kelancaran itu lebih lancar lagi ketika ada tuntutan dari dosen untuk berbicara full bahasa inggris”*  
(For English language skills, before going to college can also do it, for fluency it will be even smoother when there are demands from the lecturer to speak full English)
- I.5 *“nah kalau untuk itu emang iya kak, karna emang apa faktor yang paling utama itu ya benar benar bikin kita bisa lancar bahasa inggris ya memang ya itu tuntutan dari dosen yang dari perkuliahan kita kak, jadi yang kayak Z bila tadi kak, mau nggak mau harus bisa gitu kak untuk full english jadi dengan tuntutan itu lah makanya semakin lama kek kita tu bakal semakin lancar kalau dituntut terus”*  
(If that’s case, yes. The main factor is being able to speak English fluently, because there is fluency from the lecturer, whether you want or not, can use Full English, so it has to be that way, that’s way it’s increasing)

- I.6      *“eeee sebelum kuliah, belum terlalu bisa, cuman suka, ee aaaa dlam kelas dosen juga menuntut untuk full English”*  
(Before going to college, couldn't really do it, just like, and finally in college there was a lecturer who asked for full English)
- I.7      *“ooo sebelumnya sudah bisa juga kak, tapi belum lancar kak, tapi sekarang karna ada tuntutan tadi full english maka lebih lancar lagi”*  
(Before going to college, I was be able to do it, but I wasn't fluent in English, it was more Fluent)

Based on the result of interview of Informant 1, 2, 3, 4, 5, 6, 7, it can be concluded that lecturer's must be in full English, because can be fluent speaker, maybe because you get used to it.

## **B. Discussion**

Language exposure are students' experiences in acquiring language in this case is dpeaking that they got from many sources start from they acquaintance English language until now. They can speak English better after they experience those.

Based on the research finding on the previous explanation, it can be seen there were two language exposures experienced by proficient EFL speakers. They are inside of classroom and outside of classroom exposures. Inside of classroom exposures, Mean experienced that the students get from classroom activities. Outside of classroom exposures, mean experienced that the students get from thier daily life. Thornbury (2005) claims that classroom activities, which are done by the students when they are learning speaking, based on the teacher's order. Whereas, speaking outside classroom means all

activities done by the students based on their own interest in improving speaking ability that they got from real world.

There are three kind of exposures inside classroom, such as doing presentation, involving in conversation with others, ask the lecturer to speak English, and fourth exposures outside classroom such as, listening English song, Watching English movie in TV and Youtube, online chatting and Reading book and caption in social media. It is because they will get new vocabulary, right pronunciation, and fluency.

The students who actively expose to both inside and outside classroom become more proficient in speaking than students who do not do it. In acquiring language skill, especially speaking, the students can do it outside of classroom. The exposure outside classroom can be proficiency of EFL speakers. It is because they know how to use language in real communication. Piranian in Huang (2010) explains that language learners who have had more exposure to the target language or have acquired it in natural situations are more flexible and successful in using communication strategies.

Centre for clinical interventions claims that exposure give the students the chance to use their skills. Feeling comfortable in these situation is not instantaneous. First of all they need to stay in situation long enough so that their body adjust anxiety downward. Then they can use the strategies they have learn so far to help them cope with anxious thought and feelings. The students can be proficiency EFL speakers in several occasion that they get in order to can be proficiency EFL speakers and reduce their anxiety.

The result of data analysis showed that, the students could their speaking in some chance such as, listening to English song, Watching English movie in TV and Youtube, online chat, reading book or caption in social media.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based the general finding, generally the researcher can concluded that there are many exposures experienced by proficient EFL speakers. They are inside of classroom exposures and outside of classroom exposures. There are three kinds of exposures inside classroom, such as doing persentation, involving conversation with others, and lecturer asking to full English. then three exposures outside classroom, such as listening English song, watching English Movie in Youtube or TV, online chatting, Reading Book And Caption In Sosial Media

#### **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestion as follow :

##### **1. Lecturers of speaking**

From the result of this reserarch, language exposures experienced by proficient EFL speakers, have some language exposures can be proficiency EFL speakers. Therefore, the researcher would like to give some suggestions to the lecturer of speaking subject. The lecturera are expected to know some information about language exposure experienced by proficient EFL speakers. Thus, the lecturers can suggest other students to do the language exposures to can be proficiency EFL speakers

##### **2. English Departement Students**

From the result of this research, the researcher would like give suggestion to the students of English Departement who are struggling in speaking. The students are expectes to increase to can be proficiency EFL speakers by doing some language exposures.

### 3. Other researcher

Based on the result of this research, the researcher would like to give a suggestion to others researcher. Other researchers are expected to use this research to add theirknowledge about language exposures. Beside, they are expected to do other research that related to stedent's speaking English in language classroom



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## Appendix 1 : Interview Guide

### PANDUAN WAWANCARA

Langkah- Langkah	Topik	Pernyataan
Warming Up	1.Salam 2.Perkenalan Diri 3. Menyampaikan tujuan wawancara 4. Meminta kesediaan untuk Wawancara dan direkam	1. Assalamualaikum selamat sore, siang, pagi, bagaimana kabarnya dek? 2. Perkenalkan nama saya Regina Dwi Gustika, bias dipanggil gina, kakak merupakan mahasiswa di UIN Mahmud Yunus Batusangkar. 3. kakak mendapatkan informasi dari salah satu dosen speaking di UIN Mahmud Yunus Batusangkar, bahwasannya adek memiliki kemampuan berbicara bahasa inggris yang bagus, 4. apakah adek mau berbagi pengalaman dengan kakak?
Level Check	Memastikan apakah informant cocok untuk diwawancarai	Bagaimana nilai speaking adek dari semester 1, 2, dan 3?
Probbing	Menggali pendapat informant terkait language exposure experienced by proficient EFL speakers	1. Dimana saja adek berkontak langsung dengan bahasa inggris, baik secara tulisan maupun lisan 2. Apakah adek bisa lancar berbicara bahasa inggris karna ada tuntutan dari dosen? 3. apa saja kegiatan adek di dalam kelas yang mengharuskan adek berbicara bahasa inggris 4. Apa saja kegiatan adek di luar kelas untuk meningkatkan kemampuan adek dalam berbicara bahasa inggris
Wind Down	Mengakhiri wawancara dan mengkonfirmasi ketersediaan informant	Terimakasih waktu dan informasinya dek, jika nanti kakak memerlukan info lagi, apakah boleh kakak menemui

	jika ada informasi yang dibutuhkan lagi	adek dek?
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## Appendix 2 : Data Reduction

### Transcript of Interviewed with informant 1 (I-1)

The interviewed between the researcher with the informant (I-1) had been done on June 23,2022 at 10. 00 amdone in Gazebo. The condition at that time was comfortable and peaceful. This interview was doing at Campus UIN Mahmud Yunus Batusangkar. The researcher record with used smart phone. The informant was also welcome to the researcher to do interview his. The transcript of interview is below:

SPEAKERS	UTTERANCES	LANGUAGE EXPOSURES
R-I	Assalamualaikum dik, selamat pagi, bagaimana kabarnya?	
I-I	Hmm. alhamdulillah baik kak <i>(Hmm. thank god sis)</i>	
R-I	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kRakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak? <i>(Sorry in advance, mate, introduce Regina Dwi Gustika's name, you can call her Gina, kRakak got information from one of the speaking lecturers at IAIN Batusangkar, that brother is one of the students who is fluent in speaking English, are you willing to share your experiences with brother?)</i>	
I-I	Boleh kak <i>(can you)</i>	
R-I	Boleh nggak adek perkenalkan dirinya terlebih dahulu? <i>(Can you introduce yourself first?)</i>	
I-I	Aaa baik, nama saya AA, saya TBI A semester 6 <i>(Aaa good, my name is AA, I am TBI A</i>	

	<i>semester 6)</i>	
R-I	Terimakasih ya <i>(Thank you)</i>	
I-I	Iya kak <i>(Welcome )</i>	
R-I	Apakah pembicaraan kita ini boleh direkam dek ? <i>(Can our conversation be recorded?)</i>	
I-I	Boleh kak, silahkan <i>(can you, )</i>	
R-I	Ooooo, dimanajaja adek bisa berkontak langsung dengan bahasa inggris baik secara lisan ataupun tulisan? <i>(Ooooo, anywhere you can have direct contact with English, spoken or written?)</i>	
I-I	Oooo berkontak langsung, didalam kelas juga , diluar kelas mungkin kayak dirumah <i>(Oooo direct contact, inside the classroom too, outside the classroom maybe like at home)</i>	
R-I	Berarti tidak berfokus di dalam kelas saja kan? <i>(That means you don't just focus on class, right?)</i>	
I-I	Nggak kak <i>(No sis)</i>	
R-I	Apakah adek bisa lancar berbicara bahasa inggris di dalam kelas karna ada tuntutan dosen atau gimana ? <i>(Can you speak English fluently in class because there are demands from the lecturer or what?)</i>	
I-I	<b>Terkadang iya tuntutan dosen juga harus aaa ngomong full English , jadi mau nggak mau kita harus bisa kan kak, jadi aaaa apa ya, kadang kadang dituntut full English kadang nggak gitu kak</b> <i>(Sometimes, the lecturer demands that you also have to speak full English, so like it or not, we have to be able to do it,</i>	L E . 7 Lecturer asked to full English in the classroom

	<i>right, sis, so what is it, sometimes you are required to speak full English, sometimes not, sis.)</i>	
R-I	Apa saja kegiatan didalam kelas yang mengharuskan kita untuk menggunakan bahasa inggris, contohnya kan persentasi, ada yang debate itu kan harus bahasa inggris atau gimana? <i>(What are the activities in class that require us to use English, for example, the presentation, there is a debate that it must be in English or what?)</i>	
I-1	Hmmm., kebetulan AA nggak ngambil kelas debate kak, namun ada kayak salah satu dosen dikelas literature mengharuskan <b>persentasi full English</b> <i>(Hmmm., coincidentally AA didn't take the debate class, bro, but there was something like one of the lecturers in the literature class that required a full English presentation)</i>	LE.5Doing persentation
R-1	Oo jadi persentasi menjadi salah satu faktor pendukung untuk lancar berbicara bahasa inggris? <i>(Oo, so the percentage becomes one of the supporting factors to speak English fluently?)</i>	
I-1	Iya kak <i>(Yes sis)</i>	
R-1	Oo jadi tadikan adek ngomong, kalau bahasa inggris itu tidak hanya di sekolah atau kampus, dilokal, tapi dirumh juga kan? Contoh dirumah gimana dek? <i>(Oh, so my brother said earlier, that English is not only at school or campus, at the local level, but at home too, right? How about an example at home?)</i>	
I-1	<b>Saya sering nonton ntah itu film, atau video kayak dialog dialog yang menggunakan bahasa inggris gitu,mungkin kayak mr dee</b> <i>(I often watch whether it's a movie, or a</i>	L.E 1 Watching English Movie in YouTube or TV

	<i>video like dialogue in English, maybe it's like Mr Dee)</i>	
R-1	Intinya yang menggunakan bahasa inggris kan dek? <i>(The point is that you use English, right?)</i>	
I-1	Iya kak <i>(yes sis)</i>	
R-1	Itu menggunakan subtitle atau tidak? <i>(Does it use subtitles or not?)</i>	
I-1	Oooooo terkadang kalau tergantung kak, kalau yang native itu kan ngomongnya kencang, jadi AA mnggunakan subtitle, namun berusaha tidak sih kak, <i>(Oooooo, sometimes it depends, sis, the native one speaks loudly, so AA uses subtitles, but doesn't try, sis.)</i>	
R-1	Terimakasih sebelumnya dek, kalau kakak butuh informasi lagi, boleh kakak menghubungi adek? <i>(Thanks in advance, bro, if you need more information, can you contact your sister?)</i>	
I-1	Boleh kak	
R-1	Assalamualaikum wr. Wb	
I-1	Walaikumsalam kak	

After the researcher interviewed with informant (I-1), she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching English Movie in YouTube or TV, the researcher has conducted the second interview to get more clear information about language exposure experienced because when interview the informant very long silence and there is laughter when giving a statement.

### The transcript of the second interview from informant I as trilingual

The researcher conducted another interview with informant (I-1) on 24 June 2022 in Campus UIN Mahmud Yunus Batusangkar, the situation and condition is very noisy, because it was break time, so many students were hanging around joking, telling stories to their friends, but the informant welcoming to the interviewed with researcher. The transcript interview as below :

Speaker (Researcher and Informant)	Transcript of Interview
R	Assalamualaikum dek, selamat pagi dek
I 1	Walaikumsalam kak, pagi juga kak
R	Kemaren kita wawancara pada tanggal 23 Juni 2022 jam 11 di Gazebo kampus IAIN batusangkar kan dek?
R	kemaren adek mengatakan berkontak langsung dengan bahasa inggris baik secara lisan maupun tulisan yaitu berkontak langsung, didalam kelas juga , diluar kelas mungkin kayak dirumah
I1	Iyaa kak
R	Adek juga mengatakan bahwa mempraktekan dialog secara langsung kek menchek spelling apakah benar atau tidak ada sebuah aplikasi gitu kak, dan kadang juga gara gara nonton vidio misalnya bisa membuat adek lancar dalam berbicara bahasa inggris?
I1	Iya kak
R	Adeek juga mengatakan bahwasannya Terkadang ada tuntutan dosen juga harus aaa ngomong full English , jadi mau nggak mau kita harus bias, jadi aaaa apa ya, kadang kadang dituntut full English kadang nggak?
I1	Iya kak, karna dengan tuntutan dosen ini seperti ada paksaan kak, jadi mau tidak mau harus diikuti kak
R	Okeh terimakasih banyak infonya dek,, dan terimakasih sudah membantu kakak, Assalamualaikum wr. Wb

### The transcript of interviewed with informant (I.2)

The researcher interviewed informant 2 on 25 June 2022 at 11. 00 am It was done in Gazebo. The condition at that time was comfortable and peaceful. The informant was also welcoming the researcher to do interview with her The transcript of interview is below:

Actors	UTTERANCES	Language Exposure
R-1	Assalamualaikum dek, selamat siang, bagaimana kabarnya?	
I-2	Hmm. alhamdulillah baik kak ( <i>good sis</i> )	
R-1	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kRakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak? <i>Sorry in advance, mate, introduce Regina Dwi Gustika's name, you can call her Gina, kRakak got information from one of the speaking lecturers at IAIN Batusangkar, that brother is one of the students who is fluent in speaking English, are you willing to share your experiences with brother?)</i>	
I-2	Boleh kak ( <i>can</i> )	
R-1	Boleh nggak adek perkenalkan dirinya terlebih dahulu? ( <i>Can you introduce yourself first?</i> )	
I-2	Baik, nama saya IZ, oo dari kelas TBI A semester 6 ( <i>Aaa good, my name is IZ, I am TBI A semester 6</i> )	
R-1	Ooo, semester 6, apakah pembicaraan kita boleh direkam dek? ( <i>Can our conversation be recorded?</i> )	

I-2	Boleh kak (can you)	
R-1	Dari mana saja adek bisa berkontak langsung dengan bahasa inggris itu? <i>(For example, where can you come into direct contact with the English language?)</i>	
I-2	<b>Eeeee di kelas dan dirumah kak, kalau di kelas mungkin itu lebih banyak di kelas kak, kemudian habis itu mungkin di buku bacaan yang ada bahasa inggris atau juga di sosial media yang caption gitu kak,</b> <i>(Eeeee, maybe there are more classes in class, sis, then after that, maybe in English reading books or also on social media with captions like that, sis,)</i>	L E 2 Reading book
R-1	Berarti Hal itu sangat mendukung untuk lancar ya ? <i>(Means it is very supportive for smooth huh?)</i>	
I-2	Iya kak (Yes sis)	
R-1	Apakah adek bisa lancar berbicara bahasa inggris di dalam kelas karna ada tuntutan dosen yang harus full English, jadi ada kiat untuk bisa lancar berbicara bahasa inggris ? <i>(Can you speak English fluently in class because there are demands from lecturers who have to be full English, so are there any tips to be able to speak English fluently?)</i>	
I-2	<b>Eeeee kalau di kelas pasti kak,lagian itu hal paling membantu untuk lancar berbicara bahasa inggris, eeee kemudian klau diluarnya itu ooo sering nonton film gitu kak</b> <i>(Eeeee, if you're in class, for sure, it's</i>	L E 7 Lecturer asked to using full English

	<i>the most helpful thing to speak English fluently, then if you're outside, you often watch movies like that, sis)</i>	
R-1	Oooo sangat membantu kan? ( <i>Ooo that's really helpful</i> )	
I-2	iya kak ( <i>yes sis</i> )	
R-1	Eeee jadi kan kalau belajar bahasa inggris tidak hanya disekolah, kampus tapi juga bisa dirumah, apa saja kegiatannya diluar kelas? ( <i>Eeee, so if you learn English not only at school, on campus but also at home, what are the activities outside the classroom?</i> )	
I-2	<b>Diluar kelas itu kayak berdialog sama teman teman, dirumah dikit dikit juga kak</b> ( <i>Outside of class, it's like having a dialogue with friends, at home a little bit too sis</i> )	L E 6 Involving in Conversation with others
R-1	kalau misalkan dirumah kan mendengarkan musik, nonton ytb, sekiranya durasinya berapa dek? ( <i>For example, if you are at home listening to music, watching YTB, how long is the deck?</i> )	
I-2	kalau terlalu banyak agak bosan juga sih kak,mungkin film film pendek gitu kak ( <i>If there's too much, it's a bit boring, sis, maybe a short film like that, sis</i> )	
R-1	Oooo Berarti 5 menit paling lama ya dek? ( <i>Oooo That means 5 minutes is the longest, right?</i> )	
I-2	iya kak ( <i>yes sis</i> )	
R-1	Terimakasih waktunya dek, jika kakak butuh informasi lagi, boleh kakak nemui adek?\	

	<i>(Thank you for your time, bro, if you need more information, can you find a sister?)</i>	
I-2	Boleh kak <i>(Can sist)</i>	
R-1	Terimakasih dek <i>(Thank you)</i>	

After the researcher interviewed with informant (I-1), (I-2) she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching English Movie in YouTube or TV, 3) Conversation with others. The researcher did not re-interview with the informant, because the researcher saw that the informant was so sure of the answer, and the researcher continued interview with informant ( I-3)

### The transcript of interviewed with informant (I-3)

The researcher interviewed informant 3 on 24 June 2022 at 11. 00 am It was done in Gazebo. The condition at that time was comfortable and peaceful. The informant was also welcoming the researcher to do interview with her The transcript of interview is below:

Actors	Utterances	Language Exposure
R-1	Assalamualaikum dik, selamat siang dek Bagaimana kabarnya?	
I-3	Hmm. alhamdulillah baik kak ( <i>Alhamdulillah fine</i> )	
R-1	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kRakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak? <i>Sorry in advance, mate, introduce Regina Dwi Gustika's name, you can call her Gina, kRakak got information from one of the speaking lecturers at IAIN Batusangkar, that brother is one of the students who is fluent in speaking English, are you willing to share your experiences with brother?)</i>	
I-3	Boleh kak ( <i>can sis</i> )	
R-1	Boleh nggak adek perkenalkan dirinya terlebih dahulu? ( <i>Can you introduce yourself first?</i> )	
I-3	Aaa Baik kak, nama saya AN jurusan bahasa inggris semester 6 dari lokal A kak ( <i>Aaa good, my name is AA, I am TBI A semester 6</i> )	
R-1	apakah pembicaraan kita boleh	

	direkam dek? <i>(Can our conversation be recorded?)</i>	
I-3	Boleh kak <i>(Can sis)</i>	
R-I	dari mana saja adek bisa berkontak langsung dengan bahasa inggris baik secara lisan maupun tulisan? <i>(Ooooo, anywhere you can have direct contact with English, for example, in class, or outside class, how about an example)</i>	
I-3	<b>kalau dikelas, dialog sama teman</b> <i>(if in class, dialogue with friends)</i>	LE. 6 Involving in conversation with others
R-1	Apakah adek bisa lancar berbicara bahasa inggris di dalam kelas karna ada tuntutan dosen yang harus full English, jadi ada kiat untuk bisa lancar berbicara bahasa inggris ?	
I-3	<b>eeee tuntutan dosen kak, sebelum kuliah sudah bisa tapi sedikit sedikit kak</b> <i>(demand a lecturer, sis, before going to college you can but a little bit sis)</i>	L E 7 Lecturer asked to using full English
R-1	apa saja kegiatan di dalam kelas yang membuat adek lancar berbicara bahasa inggris?	
I-3	<b>kegiatannya seperti eee ketika persentasi di depan kelas menggunakan bahasa inggris trus eee ketika menambahkan materi, diskusi didalam kelas juga kak</b> <i>(the activities are like eee when the presentation in front of the class uses English then eee when adding material, the discussion in class is also bro)</i>	L E 5 Doing persentation in front of class
R-1	kan tadi adek bilang, klau belajar bahasa inggris tidak hanya disekolah, dirumah juga bisa kan, jadi kalau kegiatannya dirumah contohnya gimana?	

I-3	<b>kalau di luar kak nonton film bahasa inggris, mendengarkan musik, praktek dengan teman juga kak</b> <i>(If you're outside, you watch English films, listen to music, practice with your friends too sis)</i>	L E 3 Listening the English song
R-1	kalau misalkan nonton ytb dengan bahasa inggris, berapa durasi nya dek	
I-3	eee kadang 15 menit, 20 menit dan 10 menit juga ada kak	
R-1	berarti sangat mendukung ya kegiatan di luar dan didalam kelas untuk lancar berbicara bahasa inggris	
I-3	Iya kak	
R-1	Terimakasih ya dek, kakak butuh informasi lagi, boleh kakak nemui adek?	
I-3	Bisa kak	

After the researcher interviewed with informant (I-1), (I-2), (I-3) she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching English Movie in YouTube or TV, 3) Conversation with others, 4) Listening to English song. The researcher re- interviewed with informant 3, because the researcher saw that the informant was doubtful answered the question.

The transcript of the second interview from informant 3 as trilingual as below:

Speaker (Researcher and Informant)	Transcript of Interview
R	Assalamualaikum dek,
I3	Walaikumsalam kak
R	adek bisa berkontak langsung dengan bahasa inggris baik secara lisan maupun tulisan, kalau dikelas, dialog sama teman dek?
I3	Iya kak, kalau dengan teman kan kita bebas menggunakan bahasa apapun kak, eh maksudnya bahasa inggrisnya nggak formal kak
R	adek bisa lancar berbicara bahasa inggris di dalam kelas karna ada tuntutan dosen yang harus full English, jadi ada kiat untuk bisa lancar berbicara bahasa inggris,
I3	Sangat betul kak, sebelum kuliah, sedikit bisa sih kak, tapi setelah kuliah sudah mulai lancar kak
R	kegiatan di dalam kelas yang membuat adek lancar berbicara bahasa inggris adalah seperti eee ketika persentasi di depan kelas menggunakan bahasa inggris trus eee ketika menambahkan materi, diskusi didalam kelas juga
I3	Iya kak
R	klau belajar bahasa inggris tidak hanya disekolah, dirumah juga bisa kan, jadi kalau kegiatannya dirumah contohnya nonton film bahasa inggris, mendengarkan musik, praktek dengan teman juga
I3	Iya kak
R	Adek nonton youtube bisa sampai 15 menit, 10 menit dek, apa nggak bosan dek?
I3	Heheh iya kak, kalau bosan, tergantung juga sih kak
R	Terimakasih infonya dek, dan terimakasih juga untuk bantuannya dek, Assalamualaikum wr. Wb
I3	Walaikumsalam wr. Wb

### The transcript of interviewed with informant (I-4)

The researcher interviewed informant 4 on 24 June 2022 at 2 Pm It was done in front of the English Club Room The condition at that time was comfortable and peaceful. The informant was also welcoming the researcher to do interview with them The transcript of interview is below:

ACTORS	UTTERANCES	LANGUAGE EXPOSURE
R-1	Assalamualaikum dek, selamat siang Bagaimana kabar nya dek ?	
I-4	Alhamdulillah baik kak	
R-1	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak?	
I-4	iya bersedia kak	
R-I	boleh nggak perkenalkan dirinya terlebih dahulu	
I-4	hmm baik, perkenalkan nama saya AF, mahasiswa Tadris Bahasa Inggris	
R-1	oo terimakasih dek, apakah pembicaraan kita boleh direkam dek	
I-4	Boleh kak	
R-1	Dari mana saja adek bisa berkontak langsung dengan bahasa inggris baik secara lisan maupun tulisan?	
I-4	<b>kalau secara tertulis mungkin lebih ke tulisan yang ada di sosial media, nah kalau yang secara lisan biasanya ketika bertemu dengan teman teman</b>	L E 2 Reading book and caption in social media

	<p><b>ataupun sedang melakukan persentasi dalam kelas</b>  <i>if it's written it might be more like what's on social media, now if it's orally, it's usually when meeting with friends or doing presentations in class</i></p>	L E 5 Doing persentation in front of class
R-1	Apakah adek bisa lancar berbicara bahasa inggris di dalam kelas karna ada tuntutan dosen yang harus full English, jadi ada kiat untuk bisa lancar berbicara bahasa inggris	
I-4	<p><b>untuk kemampuan bahasa inggris, sebelum kuliah juga sudah bisa, nah untuk kelancaran itu lebih lancar lagi ketika ada tuntutan dari dosen untuk berbicara full bahasa inggris</b>  <i>for English language skills, before going to college you can also do it, now for fluency it is even smoother when there are demands from the lecturer to speak full English</i></p>	L E 7 Lecturer asked to using full English
R-1	apa saja kegiatan di dalam kelas yang membuat adek lancar berbicara bahasa inggris?	
I -4	<p><b>kegiatannya yaitu persentasi didepan kelas, dan juga ketika kita menanyakan suatu kepada teman kita yang sedang persentasi</b>  <i>the activity is a presentation in front of the class, and also when we ask our friends who are presenting something</i></p>	L E 5 Doing presentation in front of class
R-1	klau belajar bahasa inggris tidak hanya disekolah, dirumah juga bisa kan, jadi kalau kegiatannya dirumah contohnya gimana?	
	<b>kegiatan yang saya lakukan</b>	L E 1 Watching English

I-4	<b>dirumah seperti menonton video di ytb, nah disana terdapat berbagai macam vidio yang menggunakan bahasa inggris dan kemudai kita juga bisa belajar bahasa inggris</b> <i>the activities that I do at home are like watching videos on YTB, now there are various kinds of videos that use English and then we can also learn English</i>	Movie or video in Youtube
R-1	itu menggunakan subtitle atau tidak dek	
I-4	kalau saya pribadi terkadang saya menggunakan subtitle terkadang tidak, itu tergantung saya paham dengan apa yang dibicarakan itu tidak pakai subtitle, tapi seandainya paham saya tidak menggunakan subtitle <i>(Personally, sometimes I use subtitles, sometimes I don't, it depends if I understand what is being said, I don't use subtitles, but if I understand I don't use subtitles.)</i>	
R-1	sekiranya berapa lama kalau menonton video, adanggak rasa jenuh atau bosan?	
I-4	kalau saya pribadi ooo, yang berhubungan dengan hal bahasa inggris saya tidak pernah merasa jenuh, jadi kalau nonton video bahasa inggris ooo tidak ada kejenuhan dalam diri saya	
R-1	mungkin sekian dari kakak, kalau kakak membutuhkan informasi lagi, apakah adek bersedia	
I-4	Bersedia kak	
R-1	Terimakasih dek, assalamualaikumwr wb	
I-4	Iya kak, walaikumsalam kak	

After the researcher interviewed with informant (I-1), (I-2), (I-3), (I-4) she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching English Movie in YouTube or TV, 3) Conversation with others, 4) Listening to English song, 5) Doing presentation in front class using full English

### The transcript of interviewed with informant (I-5)

The researcher interviewed informant 5 on 24 June 2022 at 2 Pm It was done in front of the English Club Room The condition at that time was comfortable and peaceful. The informant was also welcoming the researcher to do interview with them The transcript of interview is below:

ACTORS	UTTERANCES	LANGUAGE EXPOSURE
R-1	Assalamualaikum dek, selamat siang dek, Bagaimana kabar nya dek ?	
I-5	Alhamdulillah baik kak	
R-1	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak?	
I-5	iya bersedia kak	
R-1	boleh nggak perkenalkan dirinya terlebih dahulu	
I-5	eeee perkenalkan nama saya ZSA, dari TBI 4C, semester 4 kak	
R-1	oooo maaf sebelumnya dek, apakah pembicaraan kita boleh direkam dek?	
I-5	boleh kak,silahkan	
R-1	Dimana saja adek berkontak langsung dengan bahasa inggri baik secara tertulis dan lisan?	
I-5	<b>kalau kontak langsung dengan bahasa inggris yang paling sering dikelas kak, karna kan kita jurusan bahasa inggris, dan dosen terkadang ngajar emang full english kak, dan di luar kelas terkadang mungkin di organisasi juga, karna di organisasikan masih banyak anak bahasa inggris eee, jadi di luar kampus kita pakai bahasa</b>	L E 6 Involving in conversation with others,  LE 1 Watching English Movie in YouTube or TV

	<p><b>inggris juga trus dirumah juga nonton TV, video pokoknya media media yang pakai bahasa inggris kak, jadi selain dikampus, dirumah juga kak</b></p> <p><i>If you have direct contact with English, which is the most frequently used language in class, Sis, because we are majoring in English, and sometimes lecturers teach full English, Sis, and outside the classroom, sometimes maybe in organizations too, because there are still many English language students organized, so here you are. Outside of campus, we use English, and then at home, we watch TV, the main video is media, which uses English, Sis, so apart from being on campus, we are also at home.</i></p>	
R-1	<p>Apakah adek bisa lancar berbicara bahasa inggris di dalam kelas karna ada tuntutan dosen atau gimana</p>	
I-5	<p><b>nah kalau untuk itu emang iya kak, karna emang apa faktor yang paling utama itu ya benar benar bikin kita bisa lancar bahasa inggris ya memang ya itu tuntutan dari dosen yang dari perkuliahan kita kak, jadi yang kayak Z bila tadi kak, mau nggak mau harus bisa gitu kak untuk full english jadi dengan tuntutan itu lah makanya semakin lama kek kita tu bakal semakin lancar kalau dituntut terus</b></p> <p><i>So, for that, yes, Sis, because what is the most important factor, it really makes us able to speak English fluently. Yes, yes, that's a demand from the lecturer from our lecture, Sis, so what was like Z before, Sis, like it or not, we have to Can you do that, bro, for full English, with that demand, that's why the longer it takes, we'll be smoother if we're asked to continue</i></p>	<p>L E 7 Lecturer Asked to using full English in Classroom</p>

R-1	jadi apa saja kegiatan didalam kelas yang bisa mengimprove kita untuk bisa lancar berbicara bahasa inggris?	
I-5	<p><b>kalau untuk kegiatan di dalam kelas kak, biasanyakan kalau dosen lagi memberikan materi nih, eee kita nggak paham nih atau gimana, lalu kita tanya lah ke dosen tersebut tapi pakai bahasa inggris jugaaa aaa kayak kita pokok nya conversation yang menggunakan bahasa inggris didalm kelas itu kak, dan kita juga harus menggunakan bahasa inggris kak</b></p> <p><i>(If it's for activities in class, bro, usually when the lecturer is giving material, we don't understand it or what, then we ask the lecturer but use English too, it's like we have conversations that use English in class, sis)</i></p>	L E 7 Lecturer asked to using full English in Classroom
R-1	jadi tadi adek kan bilang kalau belajar bahasa inggris tidak hanya di kampus, namun juga bisa diluar kampus, contohnya dimaana?	
I-5	<p><b>kalau di luar kelas sih yang paling berpngaruh yaitu nonton video di hp, kayak misalnya contoh, ytb, kalau tv jarang karna dikos</b></p> <p><i>outside of class, the most influential thing is watching videos on cellphones, for example, ytb, if tv is rare because it's a boarding house</i></p>	L E 1 watching English movie in Youtube or video
R-1	mungkin itu pertanyaan dari kakak, kalau kakak butuh informasi lagi, boleh nggak menghubungi adek lagi ?	
I-5	Boleh kak	
R-1	Terimakasih dek	

After the researcher interviewed with informant (I-1), (I-2), (I-3), (I-4), (I-5), she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching English Movie in YouTube or TV, 3) Conversation with others, 4) Listening to English song, 5) Doing presentation in front class using full English. After that the researcher next informant to interview, and the researcher not re-interview informant (I-5) because the informant answered with serious and there is no doubt on the informant

### The transcript of interviewed with informant (I-6)

The researcher interviewed informant 6 on 25 June 2022 at 3 Pm It was done in front of the English Club Room The condition at that time was comfortable and peaceful. The informant was also welcoming the researcher to do interview with them The transcript of interview is below:

Actors	UTTERANCES	Language Exposure
R-1	Assalamualaikum dek, selamat sore dek, Bagaimana kabar nya dek ?	
I 6	Alhamdulillah baik kak	
R- 1	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak?	
I 6	iya bersedia kak	
R-1	boleh nggak perkenalkan dirinya terlebih dahulu	
I-6	eee perkenalkan nama rasa RA semester 4, bp 20	
R 1	oooo maaf sebelumnya dek, apakah pembicaraan kita boleh direkam dek?	
I-6	Boleh kak	
R1	dimana saja adek berkontak langsung dengan bahasa inggri baik secara tertulis dan lisan?	
I6	<b>kalau secara lisan tu kek teman sesama jurusan,</b> trus praktek bahasa, yang tertulisnya kayak <b>chat orang luar negri</b> atau apa gitu <i>If it's verbal, it's like a friend from a fellow major, then practice language, what's written is like chatting with foreigners or something like that</i>	L E 6 Involving conversation with others  L E 4 Online chat
RI	Apakah adek bisa lancar berbicara bahasa inggris di dalam kelas karna ada	

	tuntutan dosen atau gimana ?	
I6	<p>eeee sebelum kuliah, belum terlalu bisa, cuman suka, ee aaaa <b>dalam kelas dosen juga menuntut untuk full English</b></p> <p><i>before going to college, I couldn't really do it, I just like it, in class the lecturers also demand full English</i></p>	L E 7 Lecturer asked to using full English in classroom
R1	<p>Apa saja kegiatan didalam kelas yang mengharuskan kita untuk menggunakan bahasa inggris, contohnya kan persentasi, ada yang debate itu kan harus bahasa inggris atau gimana?</p>	
I6	<p>berinteraksi dengan teman2, <b>persentasi</b></p> <p><i>interact with friends, percentage</i></p>	L E 5 Doing presentation in front of class using full English
R1	<p>bahasa inggris itu tidak hanya di sekolah atau kampus, dilokal, tapi dirumh juga kan? Contoh dirumah gimana dek</p>	
I6	<p><b>diluar kampus kek menonton, dengarin musik, ngobrol sesama teman</b></p> <p><i>outside campus, cake, watching, listening to music, chatting with friends</i></p>	<p>L E 1 Watching English Movie in YouTube or TV</p> <p>L E 3 Listening to English song</p> <p>L E 6 Involving in Conversation with others</p>
R1	<p>mungkin hanya itu, Kalau kakak butuh informasi lagi, kakak boleh nemui adek lagi kan?</p>	
I6	Boleh kak	
R1	<p>terimakasih dek, assalamualaikum wr.wb</p>	
I6	walaikumsalam kak	

After the researcher interviewed with informant (I-1), (I-2), (I-3), (I-4), (I-5), she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching

English Movie in YouTube or TV, 3) Conversation with others, 4) Listening to English song, 5) Doing presentation in front class using full English, 6) Online chat. After that the researcher next informant to interview, and the researcher not re-interview informant (I-6) because the informant answered with serious and there is no doubt on the informant.

### The transcript of interviewed with informant (I-7)

The researcher interviewed informant 7 on 24 June 2022 at 4 Pm It was done in front of the English Club Room The condition at that time was comfortable and peaceful. The informant was also welcoming the researcher to do interview with her.

The transcript of interview is below:

Actors	UTTERANCES	Language Exposure
R 1	Assalamualaikum dek, selamat sore dek, Bagaimana kabar nya dek ?	
I 7	Alhamdulillah baik kak	
R 1	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak?	
I 7	iya bersedia kak	
R 1	boleh nggak perkenalkan dirinya terlebih dahulu	
I 7	Boleh kak, oke perkenalkan nama saya SIP, saya mahasiswa dari Tadris Bahasa Inggris, angkatan 19,	
R 1	ooo, maaf dek, apakah pembicaraan kita boleh direkam?	
I 7	Boleh	
R1	dimana saja adek berkontak langsung dengan bahasa inggri baik secara tertulis dan lisan?	
I 7	eeee <b>lebih banyak dikampus kak, tapi kalau dirumah ooo sering kayak dengerin lagu berbaahasa inggris</b> <i>I spend more time on campus, sis, but when I'm at home, it's often like</i>	L E 3 Listening the English song

	<i>listening to English songs</i>	
R1	Apakah adek bisa lancar berbicara bahasa inggris di dalam kelas karna ada tuntutan dosen atau gimana	
I7	ooo sebelumnya sudah bisa juga kak, tapi belum lancar kak, <b>tapi sekarang karna ada tuntutan tadi full english maka lebih lancar lagi</b> <i>ooo before, I was able to do it, sis, but it wasn't fluent, sis, but now because there was a demand, it's full English, so it's even smoother</i>	L E 7 Lecturer asked to full English
R1	Apa saja kegiatan didalam kelas yang mengharuskan kita untuk menggunakan bahasa inggris?	
I7	ooo <b>mendengarkan dosen, ee trus ooo kalau teman persentasi kita bertanya pakai bahasa inggris</b> <i>listen to the lecturer, and then ooo if our presentation friend asks in English</i>	L E 7 Lecturer asked to using full English
R1	tadikan adek ngomong, kalau bahasa inggris itu tidak hanya di sekolah atau kampus, dilokal, tapi dirumh juga kan? Contoh dirumah gimana dek	
I7	<b>nyanyi, karna dirumah tu sering ngidupin musik, lagu lagu bahasa inggris</b> <i>sing, because at home I often play music, English songs</i>	L E 3 Listening to English song
R1	durasinya berapa dek kalau dengerin musik?	
I7	nggak menentu kak, karna kalau dirumah sdg bikin tugas dengerin musik, atau sedang santai2 musik tetap jalan kak	
R1	mungkin hanya itu pertanyaan kakak, Kalau kakak butuh	

	informasi lagi, kakak boleh nemui adek lagi kan?	
I7	Boleh kak	
R1	Terimakasihdek, Assalamualaikum wr.w	
I7	Iya kak, walaikumsalam wr. Wb	

After the researcher interviewed with informant (I-1), (I-2), (I-3), (I-4), (I-5), (I-6), (I-7), she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching English Movie in YouTube or TV, 3) Conversation with others, 4) Listening to English song, 5) Doing presentation in front class using full English, 6) Online chat. And the researcher re-interview with informant (I-7), because the informant give information with doubt.

## The Transcript of the second Interview From Informant 7 As Trilingualation

<b>Speaker (Researcher and Informant)</b>	<b>Transcript of Interview</b>
R	Assalamualaikum dek, selamat pagi dek
I7	Walaikumsalam kak, pagi kak
R	adek berkontak langsung dengan bahasa inggris baik secara tertulis dan lisan lebih banyak dikampus kak, tapi kalau dirumah ooo sering kayak dengerin lagu berbaahasa inggris, iya dek?
I7	Iya kak
R	adek bisa lancar berbicara bahasa inggris di dalam kelas karna ada tuntutan dosen atau gimana
I7	sebelumnya sudah bisa juga kak, tapi belum lancar kak, tapi sekarang karna ada tuntutan tadi full english maka lebih lancar lagi
R	Apa saja kegiatan didalam kelas yang mengharuskan kita untuk menggunakan bahasa inggris?
I7	mendengarkan dosen, ee trus ooo kalau teman persentasi kita bertanya pakai bahasa inggris
R	tadikan adek ngomong, kalau bahasa inggris itu tidak hanya di sekolah atau kampus, dilokal, tapi dirumh juga kan? Contoh dirumah gimana dek
I7	nyanyi, karna dirumah tu sering ngidupin musik, lagu lagu bahasa inggris kalau dibilang banyakan di kampus, juga nggak sih kak, dirumah juga kak, jadi balance kak
R	Terimakasih infonya dek, assalamualaikum . wr. Wb
I7	Saama2 kak, walaikumsalam wr. Wb

### The transcript interview with informant (I-8)

The researcher interviewed informant 8 on 24 June 2022 at 5 Pm It was done in front of the English Club Room The condition at that time was comfortable and peaceful. The informant was also welcoming the researcher to do interview with them The transcript of interview is below:

Actors	Utterances	Language Exposure
R1	Assalamualaikum dek, selamat sore dek Bagaimana kabar nya dek ?	
I8	Alhamdulillah baik kak	
R1	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak?	
I8	iya bersedia kak	
R1	boleh nggak perkenalkan dirinya terlebih dahulu	
I8	perkenalkan nama saya WD, jurusan Tadris Bahasa Inggris, semester 6	
R1	apakah pembicaraan kita boleh direkam dek?	
I8	Boleh kak	
R1	dimana saja adek berkontak langsung dengan bahasa inggri baik secara tertulis	

	dan lisan	
I8	<p><b>kalau ketemu di kampus, itu paling pertama kali kak, dikela, klau misalnya secara tertulis lewat WA gitu kak atau bisa pakai voice note juga, jadi bisa di kampus dirumah juga bisa kak</b></p> <p><i>if you meet on campus, that's the first time sis, in class, if for example in writing via WA, bro or you can use voice notes too, so you can do it on campus at home too sis</i></p>	L E 4 Chatting online
R1	Apa saja kegiatan didalam kelas yang mengharuskan kita untuk menggunakan bahasa inggris?	
I8	<p><b>diskusi ya kak, kadang kadang ada dosen yang memancing kita memberikan pertanyaan kita harus menjawab pakai bahasa inggris, diskusi dengan teman teman juga pernah walaupun tanpa ada dosen, kalau memang diminta untuk berbicara bahasa inggris.</b></p> <p><i>discussion, sis, sometimes there are lecturers who provoke us to ask questions, we have to answer in English, have discussions with friends even without a lecturer, if they are asked to speak English</i></p>	L E 7 Lecturer asked to full English
R1	kan bahasa inggris tdak hanyak kita pelajari dikampus saja, dirumh juga bisa,	

	kegiatan apa saja yang dilakukan dirumah untuk meningkatkan kemampuan berbicara bahasa inggris	
I8	<p>aaa <b>kalau seringnya dirumah itu oo dengarkan musik tadi kak durasinya tu kadang lebih aa berjam jam , itu nggak ada batasnya sebenarnya kak, kadang sedang membuat tugas dengari lagu juga kak, dan pertam kan untuk lagu kita juga bisa melihat lyric nya juga kak, nanti kalau misalnya ada yang ragu dengan hal itu bisa dengerin pronounciationnya, jadi lagu paling sering dan kalau misalnya dengan teman dengan media tadi kak, misalnya kita chat menggunakan bahasa inggris, voice note dengan bahasa inggris</b></p> <p><i>If you're often at home listening to the music, bro, the duration is sometimes more than hours, there really isn't a limit, Sis, sometimes I'm doing the task of listening to songs too, Sis, and first of all, for songs, we can also see the lyrics too, Sis, later for example. there are those who doubt that they can listen to the pronunciation, so the song is the most frequent and if for example with friends with the media, for example, we chat in</i></p>	L E 3 Listening to English song

	<i>English, voice notes in English</i>	
R1	mungkin hanya itu pertanyaan kakak, Kalau kakak butuh informasi lagi, kakak boleh nemui adek lagi kan?	
I8	Bisa kak	
R1	Terimakasih dek, Assalamualaikum wr.wb	
I8	Iya kak, walaikumsalam wr.wb	

After the researcher interviewed with informant (I-1), (I-2), (I-3), (I-4), (I-5), (I-6), (I-7), (I-8), she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching English Movie in YouTube or TV, 3) Conversation with others, 4) Listening to English song, 5) Doing presentation in front class using full English, 6) Online chat.

### The Transcript Interviewed with Informant (I-9)

The researcher interviewed informant 9 on 25 June 2022 at 10 Am It was done in front of the English Club Room The condition at that time was comfortable and peaceful. The informant was also welcoming the researcher to do interview with them. The transcript of interview is below:

Actors	Utterances	Language Exposure
R1	Assalamualaikum wr. Wb	
I9	Walaikumsalam kak	
R1	Bagaimana kabarnya dek?	
I9	Alhamdulillah sehat kak	
R1	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak?	
I9	Bersedia kak	
R1	Boleh nggak adek perkenalkan diri terlebih dahulu	
I9	Nama saya BPH, angkatan BP 20 kelas TBI A	
R1	Apakah pembicaraan ini boleh direkam dek ?	
I9	Boleh kak	
RI	Dari situ bisa dek ?	
I9	Iya insyaALLAH kak	
R1	Dimana saja adek berkontak langsung dengan bahasa inggris?	
I9	Kalau lebih cara keseluruhannya biasanya di kampus kak, apalagi di mata kuliah speaking, nah biasanya saya bebas berkontribusi banyak disitu kak <i>The whole way is usually on campus, sis, especially in speaking</i>	

	<i>courses, now I'm usually free to contribute a lot there, sis</i>	
RI	Apakah adek bisa berbahasa inggris karena ada tuntutan dari dosen yang harus full english atatu sebelumnya sudah bisa?	
I9	<b>Sebenarnya kalau dibilang lancar, nggak juga kak, cuman kan dituntut didalam kelas untuk full English , insyaAllah bisa kak, walaupun sedikit terbata bata</b> <i>Actually, if you say it's fluent, it's not really, Sis, it's just that you are required to do full English in class, God willing, Sis, even though it's a bit staggering.</i>	L E 7 Lecturer askekd to Full English
R1	Ooo, apa saja kegiatan adek di dalam kelas untuk meningkatkan kemampuan berbicara bahasa inggris	
I9	Nah, kan aaaa ada mata kuliah speaking, ada mata kuliah pilihan yang English Debate, haaa kalau di English debate tu otomatis kita tuh pakai bahasa inggris, jadi kayak aaaa apa yang dipikirkan, nggak bisa memikirkan sekali banyak <i>right, there is a speaking course, there is an elective course that is English Debate, haha, in the English debate, we automatically use English, so it's like, what are you thinking, you can't think too much</i>	
R1	Berari adek ambil kuliah pilihan debate?	
I9	Iya kak	
R1	Jdi kan bahasa inggris tidak hanya dikampus, dirumah juga bisa, apa saja kegiatan dirumah yang bisa meningkatkan kemampuan berbicara bahasa inggris?	
I9	Biasanya kak, ngomong sama	L E 6 Coonverstion with

	sepupu, trus lebih bnyak nya nonton sih ka	others
R1	Kalau nonton itu berapa durasinya?	
I9	Tergantung kak, kadang series porter tu kadang bisa lebih 2 jam kak	
R1	Mungkin itu pertanyaan dari kakak, kalau kakak butuh info lagi, boleh nggak kakak menghubungi adek lagi?	
I9	Boleh kak	
R1	Terimakasih dek, assalamualaikum wr. Wb	
I9	Samasama kak, walaikumsalam wr. Wb	

After the researcher interviewed with informant (I-1), (I-2), (I-3), (I-4), (I-5), (I-6), (I-7), (I-8), (I-9), she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching English Movie in YouTube or TV, 3) Conversation with others, 4) Listening to English song, 5) Doing presentation in front class using full English, 6) Online chat.

The Transcript interviewed with informant (I-10)

The researcher interviewed informant 10 on 25 June 2022 at 10 Am It was done in front of the English Club Room The condition at that time was comfortable and peaceful. The informant was also welcoming the researcher to do interview with them The transcript of interview is below:

Actors	Utterances	Language Exposure
RI	Assalamualaikum wr. Wb	
I 10	Walaikumsalam kak	
R1	Bagaimana kabarnya dek?	
I 10	Alhamdulillah sehat kak	
R1	Mohon maaf sebelumnya dek, perkenalkan nama kakak Regina Dwi Gustika bisa dipanggil Gina, kakak mendapatkan Informasi dari salah satu dosen speaking Di IAIN Batusangkar, bahwasannya adek merupakan salah satu mahasiswa yang lancar dalam berbicara bahasa Inggris, apakah adek bersedia untuk berbagi pengalaman dengan kakak?	
I 10	Bersedia kak	
R1	Boleh nggak adek perkenalkan diri terlebih dahulu	
I 10	Baiklah nama saya CCK, Saya berasal dari TBI 4A,	
R1	Apakah pembicaraan kita boleh direkam dek ?	
I10	Boleh	
R1	Jadi, aplikasi sebagai pembantu gitu dek?	
I 10	Iya kak	
RI	Dimana saja adek berkontak langsung dengan bahasa inggris?	
I 10	<b>Biasanya kalau eee secara lisan itu kadang ngomong bahasa inggris sama teman, kadaaaaang eeee chatt, kenalan dari luar kan ada kdang kak</b> <i>Usually when you speak orally, sometimes you speak English with friends, sometimes you chat, sometimes you have acquaintances from outside,</i>	L E 6 Conversation with others,  L E 4 online chat

R1	Apakah adek bisa berbahasa inggris karena ada tuntutan dari dosen yang harus full english atatu sebelumnya sudah bisa?	
I 10	Ooooo tuntutan juga bisa kak, tapi apa namanya kalau lancar berbahasa inggris ini yaaa bisa juga dari dosen bisa juga dari yang lainnya <i>demands can also be done, sis, but what is the name if you are fluent in English, you can also come from lecturers or others</i>	
R1	Berrarti bervariasi gitu kan dek,?	
I 10	Iya kak	
R1	Ooo, apa saja kegiatan adek di dalam kelas untuk meningkatkan kemampuan berbicara bahasa inggris	
I 10	<b>Biasanya mencoba untuk berbahasa inggris, secara langsung baik dengan dosen maupun tman</b> <i>Usually try to speak English, directly either with lecturers or friends</i>	L E 6 Involving conversation with others
R1	Jdi kan bahasa inggris tidak hanya dikampus, dirumah juga bisa, apa saja kegiatan dirumah yang bisa meningkatkan kemampuan berbicara bahasa inggris?	
I 10	Kalau dirumah biasanya saya punya adek kak, jadi ngomong bahasa inggris dengan adek <i>If I'm at home, I usually have a sister, so I can speak English with my sister</i>	
R1	Terimakasih dek, kalau kakak butuh bantuan lagi, apakah kakak boleh menghubungi adek?	
I 10	Boleh kak	
R1	Terimakasih dek, Asslamualaikum dek	
I 10	Walaikumsalam kak	

After the researcher interviewed with informant (I-1), (I-2), (I-3), (I-4), (I-5), (I-6), (I-7), (I-8), (I-9), (I- 10) she got some information about Language exposure experienced can be a fluent speaking in English were : 1) Lecturer asked to using full English in the classroom, 2) Watching English Movie in YouTube or TV, 3) Conversation with others, 4) Listening to English song, 5) Doing presentation in front class using full English, 6) Online chat, 7) Reading book and Caption in social media

**Appendix 3 : Documentation**

















**Appendix 4 : Display of the Data**

<b>No</b>	<b>Language Exposures</b>	<b>Informants</b>	<b>Number of informant</b>
1	Watching English Movie in Youtube or TV	1, 2, 3, 4, 5, 6, 7, 9, 10	9
2	Reading Books and Social Media	2, 4, 7, 8	4
3	Listening to English Song	3, 6, 7, 8	4
4	Online Chatting	6, 8, 9	3
5	Doing persentation infront of class	3, 5, 6, 7	4
6	Involving in conversation with others	1, 3, 4, 5, 6, 8, 9	7
7	Lecturer asked to using full English	1, 2, 3, 5, 6, 7	6

## Appendix 5 : Conclusion Drawing and Verification of the Data

### Investigating Language Exposure Experienced By Proficient EFL Speakers


Based on the interviewed result, the researcher can conclude that there are 2 kinds of Exposure, they are inside of classroom exposures and outside of classroom exposures. They are categorized as follow:

Inside of Classroom Exposures	Outside of Classroom Exposures
<ol style="list-style-type: none"> <li>1. Doing presentation in front of class</li> <li>2. Involving conversation with others</li> <li>3. Lecturer asked to using full English</li> </ol>	<ol style="list-style-type: none"> <li>1. Watching English movie in Youtube or TV</li> <li>2. Reading books and caption in social media</li> <li>3. Listening to English song</li> <li>4. Online chat</li> </ol>

**Appendix 6 : Attendance of Informant****ATTENDANCE OF INFORMANTS**

<b>No</b>	<b>Name</b>	<b>NIM</b>	<b>Place</b>	<b>Date and Time</b>
1	1	1930104005	Gazebo IAIN Batusangkar	23/6/2022:10
2	2	1930104025	Gazebo IAIN Batusangkar	<b>23/6/2022: 11</b>
3	3	1930104011	Gazebo IAIN Batusangkar	<b>23/6/2022: 1</b>
4	4	1930104001	In Front of English Club Room	<b>24/6/2022: 10</b>
5	5	2030104069	L.1	<b>24/6/2022: 12</b>
6	6	2030104057	K.3	<b>25/6/2022: 11</b>
7	7	1930104063	L.2	<b>26/6/2022: 1</b>
8	8	1930104072	L.2	<b>27/6/2022: 2</b>
9	9	2030104009	GH 2	<b>28/6/2022: 11</b>
10	10	2030104010	In Front Of Akama Room	<b>29/6/2022: 1</b>

## Appendix 7 : Recommendation Letter of the research


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR**  
**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT**  
Jl. Sultan No. 137 Lima Kaum Batusangkar Telp. (0752) 71160, 574291, 71840 Fax. (0752) 71879  
 Website : www.iainbatusangkar.ac.id e-mail : iain@iainbatusangkar.ac.id

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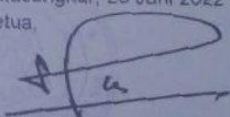
**SURAT IZIN PENELITIAN**  
 Nomor : B-800/In.27/L.I/TL.00/06/2022

Berdasarkan surat saudara/i nomor surat: Istimewa pada 17 Juni 2022 perihal Mohon Izin Penelitian. Setelah dipelajari, maka Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Institut Agama Islam Negeri Batusangkar menyatakan tidak keberatan atas penelitian dan memberikan izin kepada:

Nama/NIM	: Regina Dwi Gustika / 1730104062
Tempat/Tanggal Lahir	: Pematang Panjang/ 14 Agustus 1998
Kartu Identitas	: 1303045408980001
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Alamat	: Jorong Koman Kociak Nagari Pematang Panjang Kecamatan Sijunjung Kabupaten Sijunjung
Judul Penelitian	: <i>Investigating Language Exposure Experienced by Proficient EFL Speakers</i>
Lokasi Penelitian	: Mahasiswa IAIN Batusangkar
Waktu Penelitian	: 21 Juni 2022 s.d 21 Agustus 2022
Dosen Pembimbing	: Zuiherminda, M.Pd.

Dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan surat izin/rekomendasi penelitian ini kepada Dekan Fakultas, Ketua Jurusan, Ketua Lembaga, Kepala Bagian, Kepala Sub. Bagian atau Kepala Unit yang terkait.
3. Mematuhi dan menghormati semua peraturan yang berlaku di IAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka surat izin ini/rekomendasi penelitian ini akan **DICABUT** Kembali
5. Surat izin ini/rekomendasi penelitian ini berlaku dari tanggal: 21 Juni 2022 s.d 21 Agustus 2022
6. Melaporkan hasil penelitian kepada Rektor IAIN Batusangkar Cq. Ketua LP2M.

Batusangkar, 20 Juni 2022  
 Ketua,  
  
 Dr. H. Muhammad Fazis, M.Pd

**Tembusan:**

1. Rektor IAIN Batusangkar (Sebagai Laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar (Sebagai Laporan).

BERANGKAS 31 JUBR TEMBAH: BERANGKAS 1

