

## THE ROLE OF EXTRAMURAL ENGLISH ACTIVITIES AMONG INDONESIAN SECONDARY SCHOOL STUDENTS: A SYSTEMATIC LITERATURE REVIEW

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### ABSTRACT

*Students in EFL countries like Indonesia are nowadays expected to have good English proficiency. Even though traditional classroom activities play an important role, it cannot be denied that learning activities outside the classroom also play a significant role. These activities are known as Extramural English (EE) learning, can provide additional opportunities for language practice and exposure. This study used Systematic Literature Review (SLR) in order to examine the influence of EE towards EFL secondary school students. The PRISMA method was used to filter the articles to be reviewed, and from this, around 16 studies were selected that matched the inclusions and criteria. The results show that EE is indeed increase students' overall English language skills. Moreover, the implementation of EE can also increase students' motivation level due to its fun, engaging, and supporting environment, which will later improve the learning outcomes obtained by students.*

**Keywords:** *EFL, English skills development, extramural English, performance indicators, secondary school students*

### INTRODUCTION

The importance of English proficiency has now become essential and offers various benefits for everyone all over the world, especially for young learners. Having decent English proficiency leads to better impact on students' academic performance, achievement, and also provide better opportunities in the future (Din & Saeed, 2018; Ghenghesh, 2015; Waluyo & Panmei, 2021). For instance, especially in Indonesian settings, sufficient English proficiency also guarantee learners a broad access to higher education level and promising career or future in the globalized world of work (Renandya et al., 2018). Therefore, educational institutions around the world have prioritized their students to have good English language skills. That is why many countries require their students to learn English from primary until secondary school students, specifically in EFL countries like Indonesia.

Students in Indonesia can not only learn English inside the classroom, but also anywhere in real life. In a second language learning context, the term 'Extramural English' has gained a lot of attention today, even though many people are still unfamiliar with this phrase. Expert like Sundqvist (2009) defines 'Extramural English' (henceforth,

EE) as the process carried out by students in learning English beyond the classroom setting. They state that any activity linked to the English language that students participate in outside of a regular classroom context is considered an EE. Several examples of EE activities have been provided by Sundqvist & Sylvén (2016), such as watching tv shows or movies in English, listening songs with English lyrics, reading books or articles in English, playing games in English, even participating in offline or online communities where English is the main language for communication. Those EE activities can be done anywhere and anytime, whether at home or at school. Maristry (2023) states that EE offers more authentic and meaningful material to the students, later on increase their understanding about the target language.

Researchers already did a lot of studies and found that EE activities offers several benefits for secondary school EFL students, especially in Indonesia. Because they live in an area where English is categorized as a foreign language, their participation in EE learning activities can improve their English proficiency (Frimaulia & Azmi, 2023; Octaberlina & Muslimin, 2022; Salsabila & Muamaroh, 2023; Swatitis, 2020). The improvement most felt by students is in the speaking sector, where these activities place more emphasis on how to speak English well, both formally and informally. When compared to normal learning in class, EE provides a lot of time for students to learn, so that slowly but sure their English skills can be formed naturally and authentically. Comfortability and flexibility are indeed one of the benefits most felt by students. The comfortable atmosphere offered in the EE activities can make students not afraid to participate, and they can express their opinions and thoughts more relaxedly without having to follow strict and complicated guidelines (Manan, 2018; Nurhasela et al., 2023). Students who applicate EE in their learning are bound to have better organizational and time-management skills (Ivaniushina & Zapletina, 2015). They tend to become more disciplined and motivated, which results in them receiving social rewards that help enhance their personal characteristics. As students' English proficiency increases, it will be directly aligned to students' achievements in the class (Ngadimun et al., 2019). Alizadeh (2016) states that students' level of learning motivation also increases as a result of joining EE activities like public speaking club. It is because these activities provide things that students need for their autonomy and competence, which is automatically causing better intrinsic motivations and learning outcomes. Based on the explanation above, it can be said that the EE learning activities offer students a valuable opportunity to improve their public speaking skills, better learning environment, improve their time-management skills, decent achievements, and enhance motivation level, where it all occurs outside of traditional classroom settings.

While EE seems to be very beneficial for students, there is still a lack of research that examines the influence of EE activities on students' English proficiency, motivation, and academic achievement in the Indonesian context. Although some studies have looked at the benefits of particular EE activities, like online informal learning or English clubs, there is still a lack of detailed information on different types of EE activities and how they affect various language abilities and performance indicators. Apart from that, the majority of previous research was also carried out quantitatively or qualitatively, of which only a few used systematic literature reviews to investigate this topic Using a systematic literature review, this study fills those gaps by examining EE activities across

context and scales. It compares the impact of collaborative activities (e.g., English clubs) with individual activities (e.g., listening to songs or using social media) and then determines which specific types of activity lead to the greatest and more comprehensive benefits, thus identifying which activities deliver best. These findings can be used by educators either to design EE activities or to select EE tasks that suit their learners and the local context, thus providing practical solutions for improving English learning outcomes. The socio-cultural significance of EE in Indonesia, where English is a foreign language and the natural exposure to this language is a little, highlights this study as relevant with implications for other EFL contexts. Through reviewing, analyzing, and interpreting several related studies, this research offers a wider understanding of the role and potential of EE activities for secondary school students in Indonesia. In addition to tackling a gap in the research, this book provides missing comparative topics not found in previous research within second language learning and development literature. Based on the explanation above, here is the research question for this study: How do different types of EE activities influence the English proficiencies development and performance indicators of secondary school students in Indonesia?

## **METHODS**

In this study, the Systematic Literature Review (SLR) was employed to investigate the topic and answer the research question. This type of research preserves a detailed description, evaluation, and interpretation of the topic discussed based on related and relevant previous studies. The data required in this study was obtained from journals and articles published within the 2019–2024 period. The rationale for this decision is to ensure that the results of this research remain up-to-date and should be able to depict trends and developments in EE learning for EFL secondary school students, especially in the Indonesian setting. The relevant journals and articles are collected from the database of the Google Scholar platform via the Publish and Perish application. Several keywords are used by researchers to start searching for similar journals and articles, including "Extramural English," "Extramural English in Indonesia," "Extramural English for EFL students," and "Extramural English for secondary school students." All of the sources for this study were intensively gathered and selected. The process wants to decide whether the sources are suitable for the current study.

Then, the data and information from the sources were taken and analyzed using the Preferred Reporting Items for Systematic and Meta-Analytic (PRISMA) method. This method was used to select, review, and summarize based on objectives, year of publication, instruments, methods, and results for future research. To precisely select and avoid any irrelevant studies in the review, researchers used several inclusion and exclusion criteria. The inclusions in this research are: 1) research on students' development and performance indicators; 2) research in an EFL context; 3) research on secondary school students; 4) research conducted in Indonesia; and 5) research published between 2019 and 2024. Whereas, the exclusions of this research are: 1) research beside students' development and performance indicators; 2) research outside EFL context; 3) research beside secondary school students; 4) research conducted outside Indonesia; and 5) research published before 2019-2024. The studies were collected from e-journal as the primary sources. There are 200 studies gathered after

using the PRISMA model. Around 16 studies were selected and chosen based on the inclusion criteria. The data shows in Figure 1.

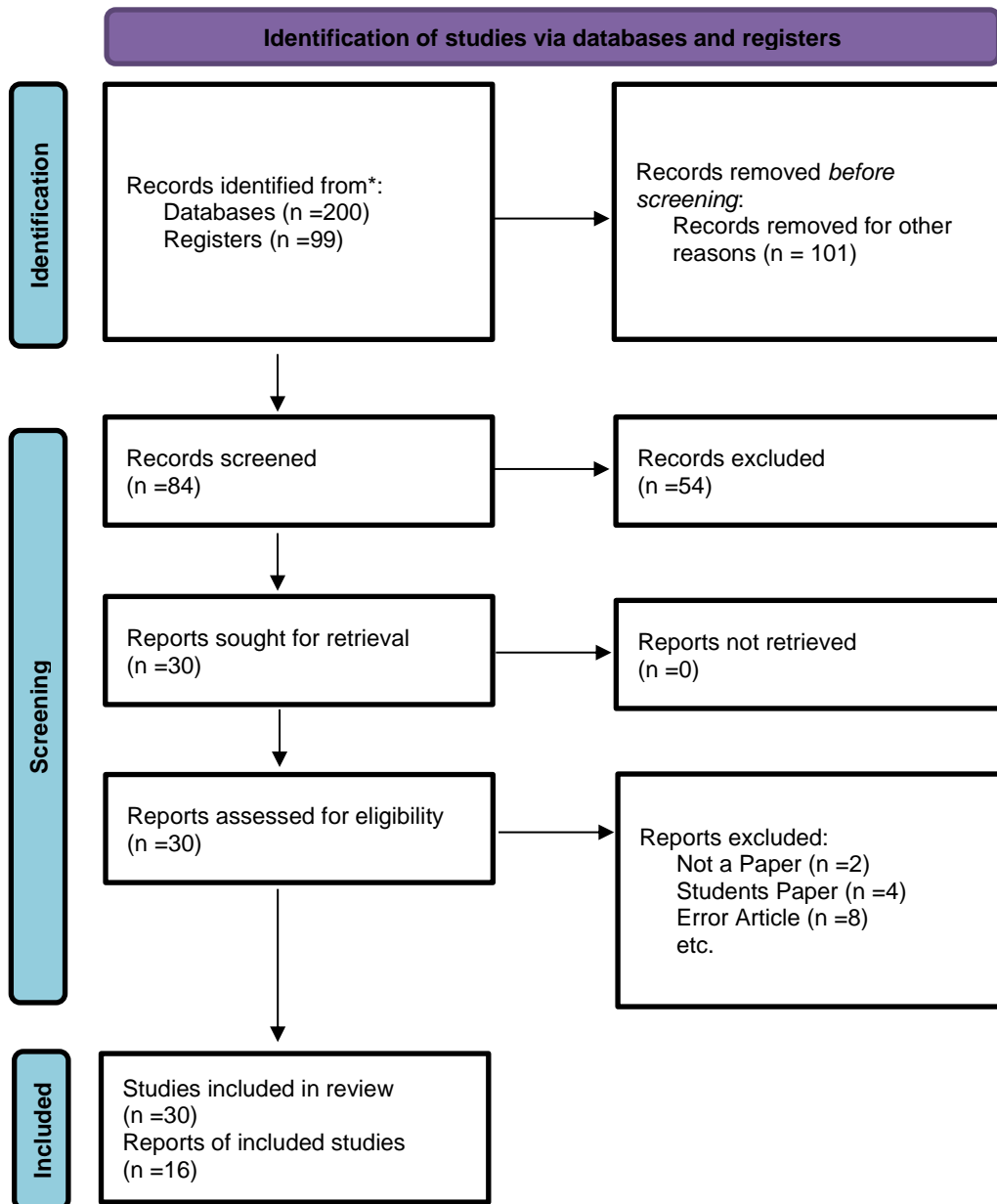


Figure 1. The PRISMA Model

Table 1. The Criteria Table

<b>INCLUSION</b>	<b>EXCLUSION</b>
Research on students' development and performance indicators	Research beside students' development and performance indicators
Research in an EFL context	Research outside EFL context
Research on secondary school students	Research beside secondary school students
Research conducted in Indonesia	Research conducted outside Indonesia
Research published between 2019 and 2024	Research published before 2019-2024

## RESULT AND DISCUSSION

The chosen articles mostly discussed about several types of EE activities and its effect towards secondary school students in Indonesia. All of the chosen studies were conducted with secondary school students, ensuring alignment with the inclusions applied. Around 16 articles chosen before, most of them stated that EE learning is indeed has a positive effect and can increase students' development and performance indicators, such as motivation level; speaking skills; writing skills; academic achievement; and many more. Table 2 will explain the findings of the articles in a detailed explanation.

Table 2. The Overview of Related Study

<b>No</b>	<b>Author</b>	<b>Location</b>	<b>Types of EE</b>	<b>Findings</b>
1	Kusuma et al. (2024)	Bali, Indonesia	Online Informal Learning of English (OILE) via social media	OILE via social media is beneficial for developing students' English skills. Students can obtain better chances of learning English and easily understand the materials in the fun and engaging environment offered by OILE. However, OILE via social media also has negative effects, which can trigger addiction and anxiety among learners.
2	Rusiana et al. (2024)	Central Java, Indonesia	Online ER Book Club	The majority of the students agreed that much positive progress can be obtained through participation in the ER book club. This club definitely improves students' reading comprehension, but also indirectly increases speaking confidence.

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				Additionally, the increase in vocabulary richness is also felt by students as the impact of a good reading environment in the club.
3	Frimaulia & Azmi (2023)	North Sumatera, Indonesia	English Fun Camp	English Fun Camp has its own unique and entertaining learning methods that can enhance students' speaking abilities, especially among EFL learners.
4	Mustofa & Indah (2023)	Mojokerto, Indonesia	English Club	Participating in English club can lead to better English proficiency, self-confidence, motivation level, and autonomy for students. Both teachers and students can take advantages of the collaborative environment provided in the club in order to maximize the overall learning experience.
5	Nurhasela et al. (2023)	Riau, Indonesia	Listening Activities through TV and Songs	Watching TV and listening to songs are the EE learning activities most carried out by students, and have a good influence on the development of their English skills, especially in listening comprehension. These activities are usually done by students in their free time, where they can absorb and understand English material better when they are relaxed.
6	Simbolon et al. (2023)	Medan, Indonesia	English Club	The result showed that mean writing score increase from 5.79 to 8.47 (46.28% improvement) in experimental group. Mean speaking score increase from 3.05 to 4.76 (56.06% improvement) in experimental group, indicating significant differences between pre/post-tests.

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7	Rifai et al. (2023)	Jakarta, Indonesia	Book Club	Students' communication, collaboration, creativity, and also critical thinking are significantly influenced by participation in English Book Club. Besides that, students who are active in this club also tend to have good reading habits, which is then in line with improvement of their reading comprehension.
8	Octaberlina & Muslimin (2022)	Malang, Indonesia	English Club (E-Club)	Lots of respondents stated that their speaking skill have enhanced since joining the club, which lead to the conclusion that English Club have a positive impact in fostering students' speaking skills.
9	Hentasmaka et al. (2022)	East Java, Indonesia	Online Informal Learning of English (OILE) via smartphone	The use of OILE via smartphone contributes a significant improvement on students' vocabulary mastery. This EE learning activities provide broad opportunities for students to know, understand, and apply various kinds of vocabulary that they found during the activities.
10	Riyadini (2021)	Yogyakarta, Indonesia	Online English Speaking Club	Joining English Speaking Club can help students to gain confident during speaking and also provide fun and engaging learning environment. Those aspects play an important role to improve students overall speaking skills.
11	Afriyuninda & Oktaviani (2021)	Lampung, Indonesia	Listening to English Songs	EE learning activities like listening to English songs effectively increase students' listening comprehension and vocabulary mastery. Indirectly, students' pronunciation is also slowly practiced when they sing the song they have just heard, showing the positive benefits

				offered by these EE learning activities for students.
12	Novan & Prabowo (2020)	Mojokerto, Indonesia	English Speaking Club	Exciting and engaging activities provided by the English club have a positive effect on students' learning motivation, which affected the students to have better English proficiency, especially their speaking skills.
13	Rahmiani & Malena (2020)	Pontianak, Indonesia	English Club	Participation in English club can also improve vocational students' writing skills, such as writing and punctuation awareness. The supporting learning environment offered by this extracurricular activity has a significant impact, where students initially feel that writing is difficult, and after taking part in this extracurricular they think their writing skills have improved well.
14	Swatitris (2020)	Mojokerto, Indonesia	English Club	Activities conducted in English club such as debate, social change, and story relay have proven to be effective in improving students' overall English skills without having to assign another course that might be expensive for students. Moreover, this club also promotes students' autonomous learning because each club member has been trained to learn independently.
15	Komarudin et al. (2019)	Lampung, Indonesia	Public Speaking Program	Activities conducted at the public speaking program, which are only held on Fridays and Saturdays, is in fact assist students in developing their speaking ability and confidence when speaking. This confidence also influences students' learning



				motivation, so that students can learn English well and increase their academic achievement.
16	Ngadimun et al. (2019)	Banjarmasin, Indonesia	English Club	Most students that actively participated in storytelling, debate and speech activities in the club showed high speaking proficiencies. Moreover, students also achieved excellent scores in their speaking course due to their participation in English club.

Table 2 above shows the effect of different type of EE activity on English skill development and performance indicators in Indonesian secondary school students. These results indicate that English clubs, online book clubs, listening to songs and songs, and public speaking programs help significantly in improving the ability of students to speak, listen, read and write. For example, students who participated in English clubs were able to speak and write confidently while listening songs made their capacity for listening comprehension grow wider, and english TV programmes widen their vocabulary. In addition, informal learning activities (online) and book clubs also made both students more competent as a whole, but also developed better learning habits through these flexible educational methods.

These activities also help students in boost of motivational level and performance. EE activities are fun and collaborative, so they also develop a supportive learning environment with those empowered to work on their own in an intrinsically motivating setting. Engaging in public speaking programs and English clubs, for example, pave the way for growing confidence that translates to better academic results. But other things, especially repeat use of social media to support learning, could be linked to more anxiety, indicating a need for more mindful and balanced implementation. This shows that EE activities can serve as useful tools for complementing traditional classroom practices in helping students reach a higher level of English proficiency and motivation to be more successful in their academic and personal lives.

### General Overview of EE

EE is a concept or topic that is quite interesting to discuss, along with increasingly advanced technological developments. First introduced by Sundqvist (2009), EE refers to all kinds of activities carried out by students to learn English outside of formal classroom situations. Some activities that belong to the EE terminology are watching English-language movies or TV shows, listening to music with English lyrics, reading English-language books or articles, playing video games with an English language, or participating in offline forums or social media communities where English is the main language for communication (Sundqvist & Sylvén, 2016). In contrast to traditional learning in the classroom, where the majority of learning activities are controlled by the teacher, EE provides better flexibility for

students to select what kind of thing they want to study based on their own interests and desires (Sundqvist, 2009). In today's digital era, EE learning activities have become an important factor in students' English learning process apart from inside the classroom settings. The implementation of EE can promote students' independence in learning English, which is a significant impact of the fun and engaging environment offered by those activities (Coşkun & Mutlu, 2017; Darwanto & Sotyarini, 2022). This makes EE one of the essential things for students, especially when the world is being hit by the COVID-19 pandemic. The pandemic required schools to be closed and learning activities to be conducted online in each student's home (Fahik & Santosa, 2021). This situation causes EE activities to be carried out very often by students. Until now, the implications of EE are still often carried out by students, especially with technological developments that offer opportunities to learn anytime and anywhere.

In the EFL context, especially in Indonesia, EE is often encountered in the English language learning process. Even though English lessons in Indonesia have the status of foreign language learning, EE activities are often carried out without us realizing it. Some examples include listening to English songs, watching English-language programs on TV, using social media, and joining extracurricular activities or study clubs at school (Darwanto & Sotyarini, 2022; Fachriyany & Murtafi'ah, 2024; Maristy, 2023; Hentasmaka et al., 2022). The usage of the English language and adaptation in Indonesia have been influenced by exposure to global English variations and the importance of cross-cultural interaction between Indonesian citizens. Since many Indonesians use English in online forums, social networking sites, and online communications, the growth of EE in Indonesia has been facilitated by the development of digital communication and social media (Harjanto, 2021). Moreover, social media is being used in education as an educational tool because of recent technology developments (Santosa, 2020). Additionally, various schools in Indonesia also provide facilities for EE learning activities as a form of awareness of the importance of EE for students in addition to formal activities in the classroom. For example, the English extracurricular club, which refers to a type of EE activities that provide opportunities for students who share the same interest in English to engage in several activities related to the public speaking club outside the classroom setting (Azoua, 2020). This club is a part of the implementation of the Community Language Learning (CLL) method at school that helps students to improve their speaking abilities through intensive practice and familiarization, even though the activities are conducted beyond the formal classroom settings. Therefore, implementing EE activities is considered very important, especially for secondary school students in Indonesia.

### **EE Increases Students' English Proficiencies**

Several studies have been conducted to investigate the influence of EE on students' English proficiencies. Frimaulia & Azmi (2023) conducted the qualitative research in order to investigate the effect of EE towards EFL students. Based on the study, it can be seen that English Fun Camp can significantly improve EFL learners speaking abilities due to its fun and engaging learning methods. Similarly,

Komarudin et al. (2019) analyzed the public speaking program qualitatively and explored its relationship to students' speaking proficiency. By observing, interviewing, and documenting, they discovered that the activities provided by this program in fact assist students in developing their speaking ability and confidence when speaking. Still in the qualitative area, a study from Octaberlina & Muslimin (2022) used interviews and administered questionnaires to look at English club and its potential to foster students' speaking skills. Lots of respondents stated that their speaking skills have enhanced since joining the club, which led to the conclusion that English club has a positive impact in fostering students' speaking skills. Another qualitative study from Riyadini (2021) found that joining English speaking club can help students to gain confident during speaking and also provide fun and engaging learning environment. Those aspects play an important role to improve students overall speaking skills. Meanwhile in quantitative, research conducted by Simbolon et al. (2023) explored the effect of joining English club on students' speaking skills. Through pre-test and post-test for experimental and control group, the result showed that mean speaking score increase from 3.05 to 4.76 (56.06% improvement) in experimental group, indicating significant differences between pre/post-tests. This result leads to the conclusion that there is a significant difference between students who take part and who do not take part in the English club in terms of speaking skills. In other productive skill, EE also seems to be effective for enhancing students' writing abilities. Simbolon et al. (2023) did not only explored effect of joining English club on students' speaking skills, but also on students' writing skills. Using the same quantitative approach, they discovered that the mean writing score increase from 5.79 to 8.47 (46.28% improvement) in experimental group, depicting a significant improvement on writing skills after participating in English club. This claim is supported by research conducted by Rahmiani & Malena (2020) who also studied how English clubs can improve students' writing skills. The findings of this research state that participating in English club leads to better writing skills, such as writing and punctuation awareness. The supporting learning environment offered by this extracurricular activity has a significant impact, where students initially feel that writing is difficult, and after taking part in this extracurricular they think their writing skills have improved well.

Meanwhile in receptive skills like listening and reading, EE has also been proven to be able to help students improve these two skills. This is proven by research conducted by Afriyuninda & Oktaviani (2021) regarding the influence of EE activities such as listening to English songs on students' English language skills. They found that listening to English songs can effectively increase students' listening comprehension and vocabulary mastery. They also found that indirectly, students' pronunciation is also slowly practiced when they sing the song they have just heard, showing the positive benefits offered by these EE learning activities for students. Nurhasela et al. (2023) also came with similar research, except they did not only investigate the effect of listening English songs, but also the effect of watching English-language TV programs. They found that these activities have a good influence on the development of their English skills, especially in listening comprehension. These activities are usually done by students in their free time, where they can absorb and understand English material better when they are relaxed. Move

to reading comprehension, several studies also report positive results from the implication of EE activities for students. Through their study, Rusiana et al. (2024) found that participation in the ER book club definitely improves students' reading comprehension. Besides that, this club also indirectly increases speaking confidence and vocabulary richness due to the impact of a good reading environment in the club. Another research conducted by Rifai et al. (2023) found that students who are active in this club also tend to have good reading habits, which is then in line with improvement of their reading comprehension.

Researchers also found that other EE activities, like using social media, are proven to increase students' overall English skills. A study conducted by Kusuma et al. (2024) examines the effect of using social media as an online informal learning of English (OILE) through students' English skills. They found that OILE via social media is beneficial for developing students' English skills. Students can obtain better chances of learning English and easily understand the materials in the fun and engaging environment offered by OILE. However, OILE via social media also has negative effects, which can trigger addiction and anxiety among learners. Similarly, Hentasmaka et al. (2022) proved that the use of OILE via smartphone contributes a significant improvement on students' vocabulary mastery. This EE learning activity provides broad opportunities for students to know, understand, and apply various kinds of vocabulary that they found during the activities.

From those results, it can be seen that different types of EE activities, like English clubs, listening to songs, and book clubs, significantly help students improve their English skills, such as speaking, writing, and listening. These activities give students more chances to practice English in fun and natural ways, which makes learning easier and more effective. By allowing students to choose activities they enjoy, EE supports their growth in language skills while making the process more engaging.

### **EE Improves Students' Motivation Level and Performance Indicators**

Students' learning motivation is also one of the things that can be improved when participating in EE learning activities. Mustofa & Indah (2023) found that participating in English club can lead to better motivation level. Both teachers and students can take advantages of the collaborative environment provided in the club in order to maximize the overall learning experience. Exciting and engaging activities provided by the English club have a positive effect on students' learning motivation, which affected the students to have better English proficiency (Novan & Prabowo, 2020). Furthermore, researchers found that the implementation of EE activities can adjust students' achievements in learning English. This can be seen from a study conducted by Komarudin et al. (2019), where as a result of increasing students' confidence and motivation levels by participation in public speaking program, students will try harder and eventually increase their academic achievement. The same thing was also stated by Ngadimun et al. (2019), where students also achieved excellent scores in their speaking course due to their participation in the English club. The results show that EE activities also boost students' motivation and academic performance by creating a fun and supportive

learning environment. Programs like public speaking and English clubs help students gain confidence and achieve better results in school, while activities like book clubs build habits like critical thinking and teamwork. Although some EE activities, like using social media, can have downsides, they still show great potential to improve learning when used wisely.

## CONCLUSION

Results of the analysis indicated that EE activities have various success in improving English proficiency and performance indicators among Indonesian secondary school students. However, there are certain characteristics that all teachers and students tend to have in common when EE activities provide the greatest benefit. Educators themselves must lay a foundation with just the right balance between structure and fluidity so that English extension activities such as an English club, a book club or public speaking program, find fertile ground. Likewise, the more engaged and improved students are those who respond to engagement, intrinsic motivation, and openness to other kinds of exposure to English. This criteria aligns with the research find such as Mustofa & Indah (2023) and Komarudin et al. (2019) with a culturally worked in supportive surroundings and excitement from the students brought about significant improvement. Comparatively, activities like English clubs and public speaking programs show a broader impact on skills like speaking, writing, and overall motivation, while others, like listening to songs and watching TV, focus more on receptive skills like listening comprehension. Book clubs offer dual benefits by improving reading habits and promoting critical thinking among students. However, EE activities that involves social media and smartphones, while effective for vocabulary and overall language exposure, could potentially introduce risks such as addiction or anxiety, as noted by Kusuma et al. (2024) in their findings. Based on these contrasts, activities like English clubs and public speaking programs stand out as more holistic and impactful for secondary school students' language development. Overall, all EE activities are valuable in terms of learning, but the particular type and implementation of the activity as well as participant characteristics affect the success. An approach that combines such interactive activities as clubs together with personal practices such as listening or watching is likely to optimize students' language development and motivation by providing both breadth and depth of English learning. The development of this comparative perspective opens avenues for further exploration into how EE initiatives can be better tailored toward different contexts and learner groups.

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