

Exposure to English: How Significance English Exposure to English Achievement

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Abstract: This study aims to determine the exposure that can affect an individual's English achievement and to investigate the correlation between English exposure and English achievement. Five sets of questionnaires with Likert scale format were distributed to the students as the study's instrument. The students' exposure to the target language was identified by the researchers through the questionnaire. 46 students from Kadiri Islamic University's English Education Department's 2022 academy class serves as the study's subjects. Firstly, the study's findings indicated that students were more likely to be exposed to the English language through media than through their exposure at school, which was greater than their exposure at home or their friends. It revealed that the media was a major source of exposure for students. Secondly, the study found that the correlation between exposure to English and English achievement was only 19.7% significant. It turned out that there was low exposure to English and that exposure to English had no significant effect on English achievement.

Keywords: English exposure; learning achievement; correlation

INTRODUCTION

One of the most multilingual nations in the world is Indonesia. Indonesians are undoubtedly used to speaking many languages (Galiansa et al., 2020). Consequently, Indonesians are accustomed to speaking more than one language and English is the main communication languages which people all the world use in nowadays. It is proven that English is an international language. The language is used all around the world and it is used in many fields such as politics, international trade, research, education, and others. So, English is an official world-wide language (Crystal, 2003, as cited in Galiansa et al., 2020). The international language should be learnt and applied at any places right now in order to communicate widely. Basically, learning English is about to teach students to communicate and to write in English (Sunardi, 2021).

The urge of English mastery finally brings up certain aspects which affect students' English proficiency, including English exposure. Exposure to language is language learners encounter with the language they are attempting to acquire (Al-Zoubi, 2018). The students have various ways to get exposed to English such as exposure at home, exposure from friends, exposure at school, and exposure from media. It is generally believed that the more students get exposed by English, the better rate of English achievement they get. Idris, Hasim, Jailani, & Izhar (2020) say the same that there are many chances for students to get exposed to English around them and family, lectures, and community are sources of students' English exposure. This can be seen from the high frequency of daily English usage of students that pictures how influential English exposure is. In addition, the more students get the opportunity to get contact the language, the more the language is likely learnt (Gökcan & Çobanoğlu Aktan, 2019).

English achievement is the result of the students following the English course and it is able to be affected to one of the factors which is exposure to English. Moreover, the ability to produce anything in English, and has the knowledge of English is called as English achievement (Lestari, 2018). To help the students get their best English achievement, the students should be familiar with the language through any activities in daily. English language exposure is one of the critical elements to academic achievement for students (Amiruddin, 2022). A study conducted by Magno

(2009) about assessing the level of English exposure of Taiwan college students in Taiwan and Philippines showed that Taiwanese in Philippines had significantly higher English exposure. In a study conducted by Al-Zoubi (2018) showed that there was a strong correlation between English exposure and the rate of personal's English acquisition. Moreover, there are possibilities that one of English exposures is able to be likely to affect students' English proficiency. A study conducted by Domingo (2020) showed that students encountered English when studying or using media than any activities at home or in casual conversation with friends. Spending a great quantity of time at school either inside or outside the classroom helps students to increase their English capability. In a study conducted by (Sulac & Küçükler, 2021) showed that the correlation of English exposure on various media was a extremely high and the students got highly exposed the language inside and outside the classroom. A study conducted by Flores & Jiménez (2018) about influencing of family environment on English exposure showed that the students are used to speaking in their mother tongue rather than second language.

To sum up, the previous studies provide the evidence of the effect of English exposure on Students' English proficiency, yet this study is focussed on the effect of English exposure on English achievement. The research questions of this research are: what exposure has the highest chance to influence students' English achievement?, and how significant is the influence of English exposure on English achievement?. Therefore, the objectives of this study are to find out the exposure that is able to influence individuals' on English achievement and to investigate the influence of English exposure on English achievement.

METHOD

The present study employed a quantitative methodology. This study was conducted by using survey as the design of the study. Survey research is a technique for collecting data through the use of a questionnaire, generalizing the results, and drawing conclusions (Rukminingsih et al., 2020). Survey research aims to collect and analyze data from population samples to determine relative events, distribution, and relationships between variables. According to Rukminingsih et al., (2020), the main purpose of survey research to generate statistical, quantitatively descriptive, or numerical descriptions of various characteristics of the population under study. So, the primary objective of carrying out a survey is to gather information, analyze it and draw numerical conclusions. The subject of the study was the students of 2022 academy class of Teacher Training and Education faculty in Kadiri Islamic University. There were forty-six students. If the population is smaller than a hundred, the researchers will employ all members of the population as the sample of the study into how much exposure students get to English (Sugiyono, 2013, as cited in Yunitasari, Triningsih, & Pradanie, 2020).

This study used a questionnaire and documents to collect the data. According to Arikunto (2010, as cited in Yunitasari et al., 2020), questionnaire consists of a series of questions and written statements meant to gather information the form of personal reports or items already known. There were twenty-three questions and the questionnaire used a Likert scale where students selected among always, often, sometimes, rarely, and never. The score in each item ranges are 1 for never, 2 for rarely, 3 for sometimes, 4 for often, and 5 for always. The questionnaire provided the information about how students got English exposure at home, from friends, at school, and from media and the questionnaire used a pre-made questionnaire by Magno. Besides the instrument used questionnaire, the researchers also used documents as the instrument, the institution which is the research subject publishes documentation as one source of textual data (Fuad & Sapto, 2014, as cited in Yusra, Zulkarnain, & Sofino, 2021). The documents were collected from lectures' files and they were the students' final results of English achievement in two courses, Reading and Writing General Communication course and Speaking and Listening General communication.

Document analysis is also applied in this study. According to Bowen (2009, as cited in Dalglish, Khalid, & McMahon, 2020), document analysis is a systematic technique for studying or assessing documents, which can offer context, raise questions, supplement other types of research material, monitor progress over time, and verify other sources. The collected documents were the main item to decide whether the students got high English exposure after the questionnaires were collected and they were calculated by using statistical test. This study used descriptive analysis and descriptive analysis was used on the responses from the respondents in order to characterize or describe the data that had been collected, and then these results were generalized (Hastuti & Ghozali, 2019; Lee, 2020). Multiple regressions were also used to answer the study's objectives. Multiple regression were used to figure out the impact of the independent variable's effect on the dependent variable (Ghozali, 2018; Triyanto et al., 2019).

RESULT AND DISCUSSION

The purpose of this research is to find out whether exposure of English from any sources (home, friends, school, and media) influences the students' English achievement. In addition, this research also measures the level of the influence of English exposure to students' English achievement if it does have a correlation.

Results

Table 1. Exposure at home

No.	Statement	Mean	Std. Dev
1	English is spoken at home	1.58	.578
2	I converse English among my family	1.58	.703
3	I engage in activities where English is used	2.00	1.200

According to the table 1, the most common response of English exposure at home was "I engage in activities where English is used". In contrast, "English is spoken at home" and "I converse in English among my family" did not help the students to grow and to get used to practicing their English either it was spoken or written English. So, engaging in activities in English was able to affect their English rather than speaking at home or talking to family members in English.

Table 2. Exposure at friends

No.	Statement	Mean	Std. Dev
1	My friends speak in English	2.88	.653
2	I attend social gatherings where English is spoken	2.96	.824
3	I talk with my friends in English	2.85	.881

According to the table 2, the highest rate of activity that got exposed in English was "I attend social gatherings where English is spoken". The lowest rate was "I talk with my friends in English". Participating in social activities had a beneficial impact on students' level of proficiency. In contrast, peer-to-peer interaction in English was the lowest rate that students got exposed from their friends.

Table 3. Exposure at school

No.	Statement	Mean	Std. Dev
1	My teachers speak in English	4.08	.744
2	The activities in my school are conducted in English	3.88	.711
3	My classmates speak in English	3.73	.667
4	My school encourages students to speak in English	3.58	.703

According to the table 3, the exposure at school showed the rate that “My teacher speak in English” was the highest, it could concluded that teachers were able to influence their students to improve their English skill. Yet, “My school encourages students to speak in English” got the lowest rate; the school did not support the students to use English, and to get used to using the language. So, it did not help the students to be better communicating in English.

Table 4. Exposure from media

No.	Statement	Mean	Std. Dev
1	I chat online in English	2.92	.744
2	I send text messages in English	3.04	.744
3	I receive text messages in English	3.00	.980
4	I browse webpages that re written in English	2.88	.766
5	I listen to songs in English	3.27	1.041
6	I watch movies in English	2.92	.977
7	I read newspapers written in English	2.23	.710
8	I read books written in English	2.42	1.137
9	The information I read around is English	2.69	1.123

According to the table 4, the highest rate was “I listen to songs in English”, and the lowest rate was “I read newspaper written in English”. Students’ English skill was affected by their exposure to the media through the spreading of messages written in English. It was unlikely that students got more exposed by reading newspaper.

The questionnaire distributed consists of questions that depicted how all participants are English-exposed from the four main sources. The summary of the result is presented in the table 5.

Table 5. Summary of Students’ Responses Distribution in Each Item

	N	Minimum	Maximum	Mean	Std. Deviation
Exposure at home	26	5	11	6.92	1.765
Exposure from friends	26	5	13	8.69	1.761
Exposure at school	26	16	23	19.04	1.800
Exposure from media	26	21	43	29.92	5.054

According to table 5, students who are exposed to various forms of media have a good chance of achieving academic success. In comparison to exposure at home, exposure from friends, exposure at school, the mean for exposure from media is the greatest at 29.92. This result represented the highest mean.

Table 6. Result of F-Test

Model	Sum of squares	Df	Main Square	F	Sig.
1 Regression	48.713	4	12.178	2.536	.070 ^a
Residual	100.825	21	4.801		
Total	149.538	25			

a. Dependent Variable: English achievement

b. Predictors: (Constant). Exposure at home, Exposure from friends, Exposure at school, Exposure from media

According to table 6, it showed that the value of F-value was 2.536, the significance value was 0.070, and it was found that f-table was 3.07. Based on the findings, it was concluded that exposure at home, exposure from friends, exposure at school, and exposure from media simultaneously do not affect English achievement. The significance was more than 0.05 and f-table was higher than f-value ($2.56 < 3.07$)

Table 7. Summary of F-Test

Variable	Sig	F-Table	Category
Exposure at home Exposure from friends Exposure at school Exposure from media	0.70 > .05	2.56 < 3.07	There is no simultaneous influence of English exposure on English achievement

Table 8. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.571 ^a	.326	.197	2.191

a. Predictors: (Constant). Exposure at home, Exposure from Friends, Exposure at school, Exposure from media

b. Dependent Variable: English achievement

According to table 8, it showed that the result of the affect English exposure on English achievement is 0.197. Despite of the result, it was concluded that the level of significant influence of English exposure on English achievement was relatively low. The significant influence of English exposure was only 19.7%.

Table 9. Summary of Coefficient of Determination

Variable	Sig	Category
Exposure at home, Exposure from friends, Exposure at school, Exposure from media	19.7%	There is no simultaneous influence of English exposure on English achievement

Discussion

English exposure was able to influence students' English achievement, these exposure consist of exposure at home, exposure from friends, exposure at school, and exposure from media. Items 1-3 were statements where English was used at home. Thirteen students said that English was rarely spoken at home. Fourteen students said that they never conversed in English with their family, and twelve students never engaged in activities where English is used. Items 4-6 were statements where students communicated with their friends in English. Fifteen students said that their friends sometimes spoke in English and sometimes attended social gatherings where English was used in the forum, and twelve students said that they talked to their friends in English. Items 7-10 were statements where students had contact with English at school. Twelve students said that their teachers often spoke in English. Thirteen students said that their school's activities were often done in English, and their classmates often spoke in English. Twelve students said that their school often encouraged them to speak in English at school. Items 11-19 were statements where students got exposed to English through media. Twelve students said that they sometimes had a chat in English; fourteen students said that they sometimes sent a text in English; eleven students said that they sometimes received a text in English; fourteen students said that they sometimes browsed web pages written in English; twelve students said that they sometimes listened to English songs; eleven students said that they watched English movies; fifteen students said that they rarely read English newspaper; nine students said that they sometimes read English books and ten students said that they sometimes read information around in English.

Based on the result of students' responses on English exposure, the students were exposed to English through media, its mean was 29.92 and it was the greatest exposure that students get exposed. A study conducted by Haryanto Atmowardoyo, Sukardi Weda, & Geminastiti Sakkir (2020), in order to investigate the ways in which the media influence students' English abilities, they used a variety of sources from the media. They discovered that English music could help them enhance their language skill. There is another conducted study by Atmowardoyo & Sakkir (2021), they carried out a study to determine the most effective strategies for enhancing English skill by focusing on student behavior. They discovered that 30% of the subjects utilized an

alternative method of learning, one of which was listening to songs; as a result, listening to songs had an effect on the process of acquiring English language skills. As a consequence of this, the findings of this study were in agreement with the findings of other studies, which suggested that listening to English music had an effect on the English skills as well as students' English achievement.

The level of English exposure on English achievement was discovered relatively low. Exposure at home, exposure from friends, exposure at school, and exposure from media affected English achievement by 19.7%. They were tested simultaneously to find out how impactful English exposure on English achievement therefore, the researchers drew a conclusion that being exposed to English at home, exposure from friends, exposure at school, and exposure from media did not have a significant influence on students' English achievement. There were other factors which could affect students' English achievement more. There was 80.3% which determined by additional factors that were not taken into consideration.

CONCLUSION AND SUGGESTIONS

The study described those students could get exposed to English in various ways such as their habit at home, their habit with their friends, their activities at school, and their activities on media. However, the result of this study showed that students got exposed from media. The subjects of the study agreed that media gave an impact to their English skills and Exposure from media showed 29.92 mean compared other exposures. In other way, students had greater English exposure through media compared other exposures. Students acquired much of their exposure from media, and one of the ways that students got exposed to English language by listening to English music. Based on the data, the researcher concluded that listening to music had an effect on the English skills and on students' English achievement. In addition, music was one of the best ways to start learning a new language, and listening to music was one of the ways to get used to the English language. Moreover, this study indicated that there was no significance influence of English exposure on Students' English achievement. However, 19.7% of the significance English exposure and English achievement could be identified to this finding. The similar study can be conducted and there are some topics that be considered as future researches. Based on the findings, here are the suggestions for further research: examine non-English aspects probably affect learning, such as teaching approaches, mother language abilities, learning motivation, and previous language acquisition might affect students' learning outcomes, examining why low English exposure does not affect English achievement, tracking English influence on learning throughout time, investigating university English-exposure tactics, such as English language training, social English activities, using English in academic activities, and collaboration with native speakers.

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