

## INVESTIGATING LANGUAGE EXPOSURE EXPERIENCED BY PROFICIENT EFL SPEAKERS

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**Abstract:** This research is motivated by the language exposure experienced by proficient EFL speakers. This study aims to find out language exposure experienced by proficient EFL speakers. This type of research is qualitative with descriptive design. The informants of this research were 10 students of the fourth and sixth semester students' English teaching department. Data was collected by interview. To test the validity of the data, the researcher prolong engagement to confirm and explore more detailed data related to the problem under study. Furthermore, to analyze the data, the researcher uses the theory of Miles and Hubberman (1994) which includes: data reduction, data presentation, data verification and drawing conclusions. The results showed that language exposure experienced by proficient EFL speakers have two kinds of language exposure experienced. The first in the classroom such as 1) Doing presentation in front of class using English, 2) Involving conversation with others using English, 3) Lecturer asked to full English in classroom. Second out side of classroom, such as 1) Watching English Movie in YouTube or TV, 2) Reading book and caption in social media using English, 3) Online chatting, 4) Listening to English song

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### INTRODUCTION:

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”?

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 factors the students can be fluent speaker one of them is Language exposure.

### **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 (Rakhmanina et al., 2021). Language exposure is the contact that occurs between language and individuals that can occur orally or in writing (Putra et al., 2017).

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 (Azlina et al., 2015)

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 .(Hasibuan & Handayani, 2018) 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.

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 use full English in class and doing presentation in front of class using full English.

## **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 (Marsudi, 2021). What it means 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 (Hasibuan & Handayani, 2018). 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 (Dang et al., 2017)

## **METHOD**

In this research, the researcher used qualitative method in conducting this research. In this research, the researcher used the descriptive design. Qualitative methodologies refers to research procedure descriptive data people own written or spoken word observable behavior Bogdan and Taylor in (Dang et al., 2017)

Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informants, and carried out in a natural setting Walidin, Saifullah & Tabraniin in. Descriptive research is not intended to test certain hypotheses, but only describes what it is about a variable, Arikunto in (Putra, 2015:73).

To found informant researcher has characteristics of flunt speakers, after that researcher asked to on of them speaking lecturers in UIN Mahmud Yunus Batusangkar.

The researcher collected the data by interviewing the informant English students who are proficient in the use of English at UIN Mahmud Yunus Batusangkar. (Azlina et al., 2015) 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 smootly and effectively. She also asked the fourth and sixth semester students about their language exposure experienced by proficient EFL speakers.

## **RESULT (S) AND DISCUSSION (S)**

The researcher had been conducted the data from 10 informants

Based on the interview result, the researcher can conclude that there are two exposure: Inside of classroom and outside of classroom. 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 the 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) Watching English Movie in TV and Youtube, 2) Reading book and caption in social media, 3) Listening the English song, 5) Doing

presentation in front of class using English, 6) Involving conversation with others, 6) Lecturer asked to using full English in the classroom

## **DISCUSSION**

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 their daily life. 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.

#### **CONCLUSION (S) AND RECOMMENDATION (S):**

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 presentation, 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

#### **RECOMMENDATION**

This study suggest to students of English Departement to apply the some language exposure Experienced by Proficient EFL speakers, and also students must be fluent in speaking English.

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