

CHAPTER I

INTRODUCTION

1.1. Background of Study

In this era, technology and digital are developing very rapidly. Lately, from young to old is close and familiar with digital media. The ease of developing technology makes it easier to help the learning process. The connection between technology and education in this era can not be separated. The success of any educational program depends on necessary educational support materials. Educational support includes using published documents, textbooks, videotapes, Internet resources, and additional communication tools such as the internet and email (telephone, mail, and class activities to enhance online interactions) [1].

Current technological advances make it easier for everyone, especially students, to access various learning materials. With this technology, educational progress is becoming more rapid from what was previously only formal learning. With the technology nowadays, learning can be done informally, anywhere, and anytime. This is certainly very easy for students starting from how they learn, what material they want, and when they do it.

Advances in the ability of smart services and wearables to provide advanced language support or translation and support for language learning lead naturally to the vision for the future in which very different contexts exist for the use of second language and the development of the second language. It may become possible. A central aspect of this future is the respective contribution of formal, institutional language acquisition and informal, largely autonomous language development [2].

One of the learnings that are in demand by many people is learning a language. Reflecting on learning is one of the greatest benefits of embedding language learning in a structured environment. Typically, this is a formal course offered face-to-face or online. Ideally, a language learning environment provide

both an invitation to self-reflection and self-regulation and help/support for further learning outside the classroom [2].

One of the learning processes is to learn a language, and there is a new form of language learning in this digital era it can categorize as informal learning. The new format is Informal Digital Learning of English (IDLE). Informal Digital Learning of English (IDLE) is autonomous learning in the digital context of an extramural lesson of formal English classes [3]. Informal Digital Learning of English (IDLE) concept is self-study using various digital devices (such as the use of gadgets, MP3 players, TVs, computers, etc.) and sources (such as the use of the web, internet, KaKaoTalk (a popular social network in Korea), Skype, Facebook, web apps, and online games) regardless of formal context [4, p. 20].

The description of IDLE (Informal Digital Learning of English) is very suitable for digital media users, especially the young generation. The young generation can learn fun because they commonly use digital media in everyday life. Digital learning is helpful in learning, mainly when doing as informally, such as the Informal Digital Learning of English (IDLE). The students who apply IDLE (Informal Digital Learning of English) can make their learning process more manageable without feeling burdened. The students can determine the material they want to choose and not be tied by the specific schedule.

One of the most significant benefits of involving students in selecting study materials is that it forces students to think about linguistic and cultural issues in language learning. Encouraging students to access online resources to transcend stereotypes and cultural mainstreams, such as research on refugees and minority groups. That is often neglected in order to showcase monolithic national cultures. It helps open the eyes to the multicultural and multilingual realities in formal classrooms [2].

One of the accessible materials to learn using IDLE (Informal Digital Learning of English) is learning a new language. Besides making communication easier, learning a new language can also improve skills. Language skills are divided into receptive skills and productive skills. Receptive skills consist of receptive reading skills and receptive aural skills (listening skills) [5].

Receptive skills are essential skills that every learner must master when learning a new language, and they are the basic skills used worldwide. Reading can help to improve grammar and vocabulary. In addition, reading can also provide benefits in the form of being able to analyze different environments that encourage our minds to be observant. While listening can help to understand the language better. Improving listening skills in the process of learning English is very important because it can improve overall understanding in learning English and can improve learning English. Receptive skills also help people to become more productive. The learners can develop receptive skills to understand and interpret spoken or written materials.

According to the statement above, the researcher's reason for conducting this research is based on personal experience and what the researcher sees about the number of young social media users. Also, the increasing of using English as a communication trend on social media. On the other hand, the recent study by Lee and Lee (2020) states that students who practice IDLE (Informal Digital Learning of English) activities more frequently tend to experience greater enjoyment in learning English.

Several previous studies regarding IDLE (Informal Digital Learning of English). However, as far as there is, no one has researched the relationship between IDLE (Informal Digital Learning of English) and English receptive skills. The distinction between this research and the previous one lies in the topic and method. Several previous studies mostly use the quantitative method. In this study, the researcher will use qualitative methods.

1.2. Problem Statement

Building upon the background of the study above, the research questions of this study are as follows:

1. How do university students engage in receptive skills activities during Informal Digital Learning of English (IDLE)?
2. How can Informal Digital Learning of English (IDLE) activity develop university students' receptive skills?

1.3. The Objective of the Study

1. To explore how IDLE activity can engage receptive skills in university students.
2. To explore how IDLE receptive skill activity can develop higher education students' receptive skills.

1.4. Significance of the Study

The results of this study are expected to provide some theoretical and practical benefits to the following parties:

1. For education

This research can provide some information and knowledge about the experience of utilizing Informal Digital Learning of English (IDLE) for boosting English receptive skills that can be useful for students, lecturers, and universities.

2. For Researchers

This research can become a reference for other researchers engaged in the Informal Digital Learning of English (IDLE).

1.5. Scope and Limitation of the Study

The study focused on utilizing Informal Digital Learning of English (IDLE) to boost English receptive skills in college students. The researcher aimed to explore how IDLE activity can engage receptive skills in university students and how IDLE receptive skill activity can develop higher education students. This research took place at Majapahit Islamic University, English Education Major. The participants were English Education Major college students in different academic years.