

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1. Conclusion

The university students engage in receptive skills activities during Informal Digital Learning of English (IDLE) because of the help of digital tools, such as digital devices and digital media platforms. Besides that, how they learn, such as finding meaning, taking a note, memorizing, listening to music, watching movies, and using social media, are the main factors that can engage in receptive skills during Informal Digital Learning of English (IDLE)-based learning.

The use of digital tools, such as digital devices and digital media platforms that are applied in the way students learn is also one of the factors where students engage in receptive skills. Their receptive skills are formed from the influence of what they learn during this Informal Digital Learning of English (IDLE)-based learning process. It can be seen that they indirectly learn and acquire receptive skills as long as they use social media. Their habits and lives close to social media make them unconsciously involved in receptive skills.

The university students can develop their English receptive skills by going through the stages of learning using social media and English learning without instruction and independently. Informal Digital Learning of English (IDLE)-based learning can be built on what students want, such as intention, willingness, and initiative to learn English can help them in the learning process. The closeness between students and students' habits with social media can form receptive skills. Enthusiasm and clear goals make them indirectly also improve their reading and listening skills.

Informal Digital Learning of English (IDLE)-based learning is not tied to a specific schedule or study material. Each individual can organize and determine how they learn according to their wishes. Informal learning carried out outside the classroom, based on digital learning, makes it easier for students to learn. Students can create their own way of learning and set their own schedules, as well as what

goals they want to achieve in learning English. The ease in accessing learning or material makes it easier for students to develop their English receptive skills.

5.2. Suggestion

A minor scale participant conducted this research. The finding discussed in this research showed that only extramural contexts are found in Informal digital learning of English (IDLE). Future researchers should research more about Informal digital learning of English (IDLE) in extramural contexts, extracurricular contexts, or both. Besides that, future researchers can research the relationship between themes and variations in Informal digital learning of English (IDLE) with different subject variations. They could be conducted on a larger scale.