

Beyond the Classroom: Investigating Learning and Motivation among EFL Undergraduate Students in Indonesia

Entika Fani Prastikawati¹, Moses Adeleke Adeoye^{2✉}, Samantha Curle³,
Rika Riwayatningsih⁴

¹Faculty of Education Language and Art, Universitas PGRI Semarang, Indonesia

²Faculty of Education, Al-Hikmah University Ilorin, Nigeria

³Faculty of Humanities and Social Sciences, University of Bath, United Kingdom

⁴Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, Indonesia

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Abstract

The increasing importance of English as a global lingua franca necessitates effective language learning strategies, particularly for EFL (English as a Foreign Language) students in Indonesia. This research explores the factors influencing English language acquisition among EFL undergraduate students at Universitas Persatuan Guru Semarang. Employing a quantitative research design, the study utilised an online survey to collect data from 43 students. It focused on their engagement with online learning platforms, participation in extracurricular activities, informal learning environments and motivational factors. The findings revealed that while students actively engaged with online resources, their participation in curricular activities was notably low, contrasting with existing literature emphasising the significance of age development. Furthermore, informal learning environments were recognised as valuable yet underutilised, and intrinsic and extrinsic motivations played a role. In conclusion, this study highlights the need for a more integrated approach to English language education that harmonises various learning contexts. The research contributes to the field by proposing the "Integrated Engagement Model for EFL Learning," which emphasises the interconnectedness of online resources, extracurricular activities, informal learning and motivation. By providing a new conceptual framework and methodological approach, this study offers valuable insights for educators and policymakers aiming to enhance language learning experiences and outcomes for EFL students in Indonesia.

Keywords: english as a foreign language, extracurricular activities, holistic approach, informal learning environments, learning environments, learning platforms, learning strategies, online learning

✉Corresponding Author:

Moses Adeleke Adeoye, Faculty of Education, Al-Hikmah University Ilorin, Nigeria

Email: princeadelekm@gmail.com

1. Introduction

Communicating effectively in English has become increasingly essential in today's globalised world, particularly in countries like Indonesia, where English is a key part of institutional business, education and technology. As the demand for English proficiency rises, educational institutions face the challenge of equipping students with the necessary skills to thrive in diverse environments (Murray, 2016). Despite the importance of

English, many EFL (English as a Foreign Language) undergraduate students in Indonesia struggle to achieve the desired levels of proficiency (Mahmud, 2014; Nithideechaiwarachok et al., 2022; Pahrizal et al., 2025). This struggle can be attributed to various factors, including limited access to resources, inadequate instructional resource access, and cultural influences (Moreau, 2014). The advent of digital technology has trans-

formed language learning, offering new avenues for students to practice and enhance their skills (Muqtadiroh et al., 2020). Online learning platforms like Duolingo and Babbel provide interactive and personalised experiences that don't require downloading (Dovna, 2024; Kalsoom et al., 2024; Tiwari et al., 2024).

However, research indicates that many students do not fully utilise these resources, often due to a lack of familiarity or motivation (Garcia & Pintrich, 2023; Hew & Cheung, 2014; Mathew et al., 2019). Understanding how students engage with these platforms is crucial for optimising their potential benefits. Extracurricular activities also play a pivotal role in language acquisition, providing students with opportunities to practice English in a real-world context (Kozan, 2024; Suleiman et al., 2019). Activities such as language clubs and conversation partners can enhance motivation and foster a sense of community among learners (Wafroturrohmah & Sulistiyawati, 2019). However, the effectiveness of these activities often remains unquantified, leading to questions about their actual impact on student outcomes.

Moreover, informal learning environments, such as social interactions with native speakers and cultural immersion experiences, further enrich language learning (Ratih et al., 2021). These contexts allow students to apply their knowledge of social situations, thus reinforcing their learning (Chakowa, 2018; Koçak, 2023). However, the lack of structure in informal settings can result in inconsistent practice, making it essential to explore how these environments contribute to overall language proficiency. Existing literature highlights the significance of motivational factors in language learning, indicating that intrinsic and extrinsic motivations can greatly influence students' engagement and success (Bower, 2019; Hussain et al., 2020; Li et al.,

2022). Factors such as personal interests, social influence, and perceived relevance of the language to future career prospects can shape students' attitudes toward learning English.

However, the interplay between these motivational factors and the various learning contexts—online platforms, extracurricular activities, and informal environments—remains underexplored. By investigating these interconnected variables, the research provides valuable insights into practical strategies for enhancing English language acquisition and practicality among students. Through a comprehensive understanding of these dynamics, educators, educators and policymakers can better support students in their language learning journeys through a thorough understanding of these dynamic suboptimal English language proficiency levels among undergraduate students in Indonesia despite the increasing availability of resources and opportunities for learning. This issue is multifaceted, rooted in various interconnected factors that influence students' engagement with English as a Foreign Language (influencing here is a notable underutilisation of online learning platforms, such as Duolingo and Babbel, which offer interactive and personalised language learning experiences. Many students lack the motivation, familiarity, or guidance to effectively integrate the tools into their learning routines (de Lurdes Martins, 2015; McKnight et al., 2016). This results in missed opportunities for enhancing language skills, as these platforms can provide tailored practice that complements traditional classroom instruction. Second, the role of extracurricular activities—such as language clubs, debate societies, and conversational practice sessions—remains underexplored. While these activities have the potential to foster language acquisition and enhance motivation, their effectiveness can vary widely based on factors like student participation, program

structure, and peer dynamics (Chen Hsieh et al., 2017; Lamb, 2017). A lack of empirical data on the impact of these extracurricular initiatives hampers the development of effective programs that encourage active language use.

Additionally, informal learning environments, including social interactions with native speakers and cultural immersion experiences, play a critical role in language acquisition. However, these contexts are often unstructured and inconsistent, leading to gaps in proficiency and language use (Bamanger & Gashan, 2015; Lee, 2019). The absence of formal support in these environments can limit students' opportunities to practice English in real-world scenarios, thus impacting their overall language development. Finally, the motivational factors that drive student engagement with English learning are poorly understood. Motivation is a complex construct influenced by personal interest dynamics and the perceived relevance of English to future career prospects (Chen et al., 2024; Garcés-Manzanera, 2024). Understanding how these motivational factors interact with online platforms, extracurricular activities, and informal learning environments is essential for creating effective strategies that foster language acquisition. By investigating these interconnected issues, this study provides actionable insights that can enhance EFL education and improve student outcomes in Indonesia.

This study investigates key concepts related to English language learning among undergraduate students in Indonesia, focusing on three primary variables: online learning platforms, extracurricular activities and informal learning environments. Online learning platforms refer to digital tools and resources, such as language learning apps and websites, that facilitate language acquisition outside traditional classroom settings. Extracurricular activities encompass organised programs,

clubs, or events promoting English language use, such as organised programs, clubs, or events promoting informal learning environments, including unstructured contexts where language learning occurs, such as language exchange programs or casual interactions with native speakers. Together, these variables explore their effects on student motivation and language proficiency. The primary research problem centres on the multifaceted challenges faced by EFL (English as a Foreign Language) undergraduate students in Indonesia as they navigate their language learning journey. Despite the increasing availability of resources and opportunities for learning English, many students struggle to achieve proficiency due to various interconnected factors. One significant issue is the limited engagement with online learning platforms. In recent years, digital tools, such as language learning apps and interactive websites, have emerged as popular alternatives to traditional classroom instruction.

However, many students may not fully utilise these resources due to insufficient awareness, motivation, or familiarity with effectively integrating them into their study routines. This underutilisation leads to effectively integrating language skills through personalised and flexible learning experiences. Another critical area of concern is the role of extracurricular activities in fostering language acquisition. While many institutions offer language clubs, debate societies, and conversational practice sessions, the effectiveness of these programs often goes unmeasured. Students may have varying levels of participation, and factors such as peer dynamics, program structure, and accessibility can significantly influence their motivation to engage. A lack of understanding regarding which extracurricular activities yield the most benefits can hinder the development of effective programs that encourage active language use.

The influence of informal learning environments further complicates the research problem. These environments include social interactions, cultural exposure, and community language exchange programs where students can practice their English skills outside formal educational settings. While these experiences are often rich in contextual learning opportunities, they are frequently overlooked in academic research. The lack of structured support and guidance in these informal contexts can lead to inconsistent language practice, potentially resulting in proficiency gaps.

Moreover, the motivational factors driving students' engagement with English learning are poorly understood. Motivation can be influenced by numerous elements, including personal interests, social context, and perceived relevance of the language to their future careers. Understanding how these motivational factors interact with online platforms, extracurricular activities, and informal environments is essential for creating a cohesive strategy that fosters language acquisition. Overall, the research problem highlights the need for a comprehensive investigation into the interplay of these variables. By addressing these gaps, the study provides actionable insights that educators and policymakers can use to enhance EFL learning experiences for undergraduate students in Indonesia. The findings inform best practices in language instruction and contribute to the broader discourse on effective language learning strategies in a globalised context.

The primary objectives of this research are to:

- a. Investigate the utilisation of online learning platforms among EFL undergraduate students in Indonesia.
- b. Assess the impact of extracurricular activities on language acquisition and student motivation.
- c. Explore the role of informal learning environments in enhancing language skills.
- d. Identify the motivational factors influencing students' engagement with English learning beyond formal education settings.

The study addresses the following research questions:

- a. How do EFL undergraduate students utilise online learning platforms for language learning?
- b. What is the role of extracurricular activities in promoting language proficiency and motivation?
- c. In what ways do informal learning environments contribute to the language acquisition process?
- d. What motivational factors influence students' engagement with English learning outside traditional classrooms?

This research provides a novel perspective by examining the interplay between formal and informal learning contexts in the EFL landscape of Indonesia. While previous studies have predominantly focused on traditional classroom settings, this study emphasises the significance of online platforms, extracurricular activities, and informal environments. By integrating these diverse learning contexts into a cohesive framework, the research offers fresh insights into how students can better harness available resources for language learning. This holistic approach contributes to a deeper understanding of the motivational factors that drive students to engage with English outside the classroom.

The urgency of this research is underscored by the growing demand for English proficiency in Indonesia, which is driven by globalisation and the need for effective communication in various professional contexts. As students increasingly rely on digital tools and informal networks for learning, understanding how these factors impact motivation

and language acquisition is critical. This research addresses a pressing need to identify effective strategies for enhancing EFL education, ensuring that students are well-equipped to meet the challenges of a rapidly evolving global landscape. By highlighting the various dimensions of language acquisition, the research offers valuable insights for educators and policymakers seeking to improve EFL curricula and instructional practices. Additionally, the findings may inform future research directions, paving the way for more comprehensive studies exploring innovative language learning approaches in diverse contexts.

2. Literature Review

a. Theoretical Framework

The theoretical framework for this study is grounded in several key theories that collectively inform our understanding of English language learning in EFL contexts. These theories help elucidate the complex interplay between various factors influencing language acquisition, including motivation, engagement, and diverse learning environments.

1) Constructivist Learning Theory

Constructivist learning theory, primarily associated with theorists like Piaget and Vygotsky, posits that learners construct knowledge through their experiences and interactions with the world (Pardjono, 2016). In EFL learning, this theory emphasises the importance of active participation and engagement in formal and informal learning environments (Cholewinski, 2011). Students are seen as active agents in their learning processes, where social interactions and collaborative activities play a crucial role in language acquisition. This framework supports the study's focus on how engagement with online platforms and informal learning contexts contributes to language proficiency.

2) Motivation Theory

Motivation theory, particularly the Dörnyei framework, is pivotal in understanding the factors that drive language learning. Dörnyei distinguishes between intrinsic motivation (the inherent enjoyment of learning) and extrinsic motivation (external rewards such as grades or career prospects) (Wannas & Alshaye, 2024). This distinction is essential for analysing the motivational factors influencing students' engagement in EFL learning. The study investigates how these motivational dimensions interact with students' use of online resources and participation in extracurricular activities, thereby shedding light on their overall impact on language acquisition.

3) Community of Practice

The concept of a "Community of Practice," introduced by Wenger, emphasises the role of social interaction and shared experiences in learning (Li et al., 2009). This framework posits that learning occurs within a community where members share knowledge, skills, and cultural practices. In the EFL context, this theory underlines the significance of informal learning environments, such as peer interactions and cultural experiences, in fostering language development (Chodkiewicz, 2023). The study incorporates this perspective to examine how participation in informal learning settings enhances students' language skills.

4) Technology Acceptance Model (TAM)

The Technology Acceptance Model provides insights into how users accept and engage with technology (Cheung & Vogel, 2013). It posits that perceived ease of use and usefulness significantly influence technology adoption. This study applies TAM to understand how students engage with online learning platforms. The research identifies barriers

to effective usage and engagement by assessing students' perceptions of these tools, thereby contributing to a more nuanced understanding of technology's role in language learning.

In summary, this theoretical framework integrates constructivist learning theory, motivation theory, the concept of community of practice and the Technology Acceptance Model to provide a comprehensive lens to view the factors influencing English language learning among EFL students. By employing this multifaceted approach, the study uncovered the intricate dynamics at play in language acquisition, ultimately contributing to developing effective educational strategies that enhance student engagement and proficiency in English.

b. Literature Review

1) Online Learning Platforms and Language Acquisition

The proliferation of online learning platforms has significantly transformed the landscape of language acquisition, particularly in the context of EFL (English as a Foreign Language) education ([AbdAlgane & Ali, 2024](#)). These digital tools facilitate language learning, examining both their advantages and the challenges they present. One of the primary benefits of online learning platforms is their accessibility. Students can engage with language learning resources anytime and anywhere, which is particularly advantageous for those balancing academic responsibilities with other commitments.

[Alamri et al. \(2020\)](#) and [Rahma \(2024\)](#) highlight that the flexibility offered by online platforms allows learners to tailor their study schedules according to their individual needs, promoting a more personalised learning experience. This accessibility is especially crucial in EFL contexts, where students may have varying levels of exposure to the language

outside the classroom. Online platforms often incorporate interactive elements such as quizzes, multimedia content and discussion forums, which can enhance student engagement ([Zainuddin et al., 2020](#)).

According to [Lan \(2024\)](#), interactive features foster active participation and collaboration among learners, facilitating a more profound understanding and retention of language concepts. Gamification elements—like points, badges and leaderboards—are also employed to motivate students, making the learning experience more enjoyable and encouraging consistent practice ([Adeoye, 2023](#); [Strmecki et al., 2015](#)). The vast array of resources available on online learning platforms, including videos, podcasts, and virtual classrooms, caters to different learning styles and preferences. This variety allows students to engage with the language through multiple modalities, which can enhance comprehension and retention.

[Bachman and Adrian \(2022\)](#) support this notion, asserting that exposure to diverse materials can improve language acquisition by providing contextualised examples and real-world applications. Online learning platforms encourage self-regulated learning, wherein learners control their educational processes. This autonomy can increase motivation and engagement as students are empowered to set learning goals and track their progress. [Oxford \(2016\)](#) emphasises the significance of self-regulation in achieving successful learning outcomes, particularly in language acquisition.

However, this self-directed approach may require students to possess specific skills, such as time management and goal-setting, which not all learners may have developed. Despite the advantages, there are challenges associated with online learning platforms. One significant concern is the potential for de-

creased social interaction, which can limit opportunities for authentic language practice. Face-to-face communication is vital in language learning, providing immediate feedback and fostering a sense of community among learners. According to [Ariyani et al. \(2024\)](#), the lack of interpersonal engagement in online settings can hinder the development of conversational skills and cultural understanding.

Additionally, issues related to technology access and digital literacy can create disparities among students. Research indicates that not all learners have equal access to reliable internet connections or the necessary devices, which can exacerbate existing inequalities in language education ([Yılmaz, A., & Söğüt, 2022](#)). Furthermore, varying levels of digital literacy can impact how effectively students engage with online tools, potentially hindering their language acquisition. While these platforms offer numerous benefits, including diverse resources and opportunities for self-regulated learning, challenges such as reduced social interaction and disparities in access must be addressed. Understanding these dynamics is essential for educators and policymakers aiming to leverage online platforms effectively to promote English language proficiency.

2) Extracurricular Activities in Language Learning

Extracurricular activities are vital in enhancing language learning, particularly in EFL (English as a Foreign Language) contexts ([Albayrak & Şener, 2021](#))—the significance of these activities, their impact on language acquisition and the factors influencing student participation. Extracurricular activities encompass various organised programs outside the regular curriculum, including clubs, language exchange programs, drama

and debate teams, cultural events and community service ([Dung, 2024](#)). These activities allow students to practice language skills in real-world contexts, fostering a more immersive learning experience. According to [Lina and Arshad \(2024\)](#), participation in such activities promotes linguistic proficiency, social skills, and cultural awareness.

Research indicates that involvement in extracurricular activities can significantly enhance language proficiency ([Moleke & Montle, 2022](#)). For instance, participation in conversation clubs or language exchange programs allows students to communicate authentically with peers, improving their speaking and listening skills. [Alquraan and AbuSeileek \(2020\)](#) found that students who actively participated in language-related extracurricular activities exhibited higher fluency and confidence in their language use. These activities also provide a platform for students to apply classroom knowledge in practical contexts, reinforcing their learning. Extracurricular activities often facilitate social interactions and contribute to cultural understanding and interpersonal skills.

Engaging with peers from diverse backgrounds in language-focused activities fosters a sense of community and belonging, which can enhance motivation and commitment to language learning. According to [Teng \(2019\)](#), the social dynamics of language learning are crucial, as they influence learners' identities and willingness to participate in language practices. Cultural events and exchanges expose students to different customs and perspectives, enriching their language-learning experience and promoting global citizenship. Extracurricular activities can serve as powerful motivators for students, providing them with enjoyable and meaningful contexts for language practice. [Chaudhuri \(2020\)](#) and [Huang et al. \(2024\)](#) motivation theory highlight the importance of intrinsic motivation in

language learning; extracurricular activities often align with students' interests and passions, making the learning process more engaging. Students motivated by personal interests will likely invest time and effort into their language-learning endeavours. Students face everyday challenges with time constraints, academic pressures, and a lack of awareness about available opportunities.

Additionally, some students may feel apprehensive about engaging in language activities due to fear of making mistakes or not being proficient enough. [Mustaqim and Wahjoedi \(2024\)](#) emphasise educational institutions need to promote extracurricular programs effectively and create a supportive environment that encourages student involvement. By fostering a supportive environment and promoting diverse opportunities, academic institutions can significantly enhance the language learning experience for students.

c. Informal Learning Environments

Informal learning environments refer to contexts outside of formal educational settings where language acquisition can occur. These environments include everyday interactions, community activities, cultural experiences and online platforms that do not follow a structured curriculum. The significance of informal learning environments in enhancing language learning, their characteristics and their implications for EFL (English as a Foreign Language) students. Informal learning is characterised by its spontaneous, unstructured nature, often occurring through social interactions and experiential activities. According to [Schumacher \(2018\)](#), informal learning is learner-directed and can occur in various settings, including homes, workplaces, and social gatherings. Unlike formal education, which typically follows a set curriculum, informal learning is flexible and contextually driven, allowing learners to pursue

knowledge and skills at their own pace ([Hung et al., 2012](#)). Informal learning environments provide invaluable opportunities for EFL students to practice language skills in real-world contexts.

Engaging in conversations with native speakers, participating in community events or consuming media in the target language fosters authentic language use. [Narueprempree and Tachom \(2024\)](#) emphasise that these contexts enable learners to encounter language as it is used in everyday situations, helping them develop practical communication skills and cultural competence. Informal learning environments often enhance motivation and engagement by offering enjoyable and relevant experiences. When students participate in activities they find interesting—such as watching movies, attending cultural festivals or joining interest-based clubs—they are more likely to engage with the language organically.

[Anjomshoa and Sadighi's \(2015\)](#) motivation theory supports this notion, suggesting that intrinsically motivated learners are more persistent and effective in their language-learning endeavours. Informal environments can stimulate curiosity and passion for language learning, leading to greater investment in language acquisition. The social aspect of informal learning environments is critical for language development. Collaborative activities, such as group discussions or language exchanges, facilitate peer learning and provide immediate feedback, which is crucial for language proficiency. According to Vygotsky's social constructivism, language learning is inherently a social process where interaction enhances cognitive and linguistic development ([Churcher et al., 2014](#)). Informal settings often create a sense of community, allowing learners to support each other and share resources, ultimately enriching their educational experience. One significant issue is

the lack of structured guidance or assessment, which can lead to inconsistent learning outcomes. Some learners may struggle to identify effective strategies for language practice without formal instruction.

Additionally, the variability in exposure to the target language in informal settings can lead to gaps in language knowledge and proficiency. [Glaister et al. \(2024\)](#) highlight the importance of scaffolding informal learning experiences to ensure they are productive and aligned with learners' goals. By recognising and leveraging the potential of informal learning, educators can create a more holistic approach to language education that complements formal instruction.

d. Motivation in Language Learning

Motivation is a critical factor influencing language acquisition, particularly in EFL (English as a Foreign Language) contexts. Motivation in language learning can be broadly defined as the internal and external factors that stimulate and sustain a learner's engagement and effort in acquiring a new language ([Gilakjani et al., 2012](#)). [Reiss \(2012\)](#) categorises motivation into intrinsic and extrinsic types. Intrinsic motivation refers to the internal drive to learn for personal satisfaction and interest, such as the enjoyment of mastering a new language or the desire to connect with different cultures ([Rheinberg & Engeser, 2018](#)). Conversely, extrinsic motivation involves external rewards, such as grades, certifications or career advancement, which can also significantly influence learners' commitment to their studies ([Malek et al., 2020](#)).

Several theoretical frameworks have been developed to understand motivation in language learning. One prominent model is the Self-Determination Theory (SDT) proposed by Deci and Ryan, which emphasises the importance of autonomy, competence and relatedness in fostering intrinsic motivation.

According to SDT, learners are more likely to engage deeply with language learning when they feel a sense of ownership over their learning process, believe in their abilities, and feel connected to others in the learning environment ([Mynard & Shelton-Strong, 2022](#)). Another influential theory is the L2 Motivational Self System, which posits that motivation is shaped by learners' self-concepts and future aspirations ([Dörnyei, 2019](#); [Lyons et al., 2014](#)). This model highlights the importance of the ideal L2 self (the vision of oneself as a proficient language user) and the ought-to L2 self (the obligations and expectations of others).

Learners are motivated to take action when they envision themselves achieving their language goals, creating a powerful impetus for engagement. Research consistently demonstrates that motivation is closely linked to language learning outcomes ([Peng & Fu, 2021](#)). Highly motivated learners tend to exhibit greater persistence, increased effort, and higher achievement levels ([Dörnyei & Henry, 2022](#)). Conversely, low motivation can result in disengagement, minimal effort, and poor language outcomes. Various factors can influence motivation in language learning, including individual differences (such as age, personality and learning styles), contextual factors (such as classroom environment and teaching methods), and social influences (such as peer support and cultural context). Moreover, the role of teachers is crucial; educators who create a positive learning environment and provide meaningful feedback can significantly enhance students' motivation. To maximise motivation in EFL learning, educators can implement several strategies. Incorporating student interests and relevant content into lessons can enhance intrinsic motivation. Creating opportunities for meaningful communication, such as group projects or lan-

guage exchanges, fosters a sense of community and relatedness. Additionally, setting achievable goals and providing positive reinforcement can help learners build their confi-

dence and maintain motivation. By recognising and addressing the motivational needs of EFL learners, educators can enhance language acquisition outcomes and promote life-long language learning.

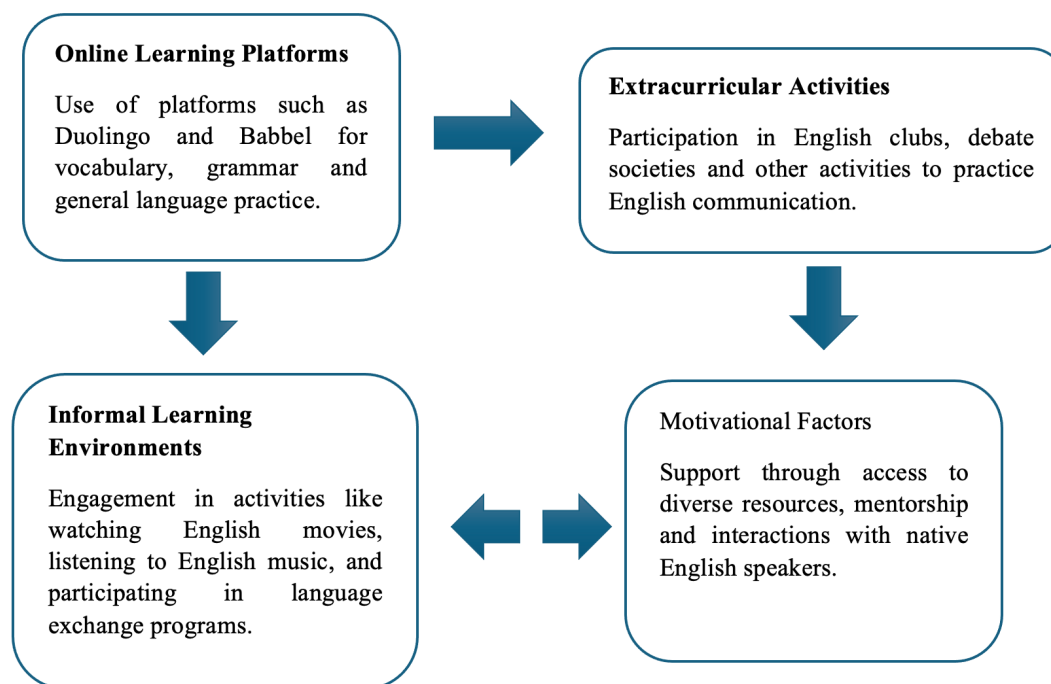


Figure 1. Conceptual Framework for the Study

This conceptual framework outlines the strategies and factors influencing English as a Foreign Language (EFL) learning and motivation among undergraduate students at Universitas Persatuan Guru Semarang-Indonesia. It integrates online platforms, extracurricular activities, informal learning environments, and motivational factors to explore how these components contribute to English language development.

3. Research Method

This study adopts a quantitative research design to investigate the factors influencing English language learning among EFL undergraduate students at Universitas Persatuan Guru Semarang, Indonesia. The focus is collecting and analysing numerical data to

provide a comprehensive overview of students' engagement with various learning contexts.

The research utilises a cross-sectional survey design, which allows data to be collected from a specific population simultaneously. This design is ideal for examining the relationships between students' engagement with online learning platforms, participation in extracurricular activities, informal learning environments, and overall motivation and proficiency in English. The participants in this study consist of 43 EFL undergraduate students from Universitas Persatuan Guru Semarang. A convenience sampling method was employed to select willing and available participants to complete the survey. This sample size, while limited, provides valuable insights into the research questions and allows for preliminary analyses. A structured online survey

was developed to collect data on students' engagement with online learning platforms, participation in extracurricular activities, use of informal learning environments and motivational factors.

The survey consists of closed-ended questions using four Likert scales and multiple-choice formats to quantify students' experiences and attitudes. The survey was distributed through Google form platforms to reach a broad audience. Questions assessing the frequency and types of online resources used for language learning. Items measuring involvement in language-related clubs, events and activities outside the classroom. The quantitative data collected from the surveys was analysed using descriptive statistics. Additionally, reliance on self-reported data may introduce biases, as participants might respond in socially desirable ways. By employing descriptive statistics, the study generates insights that can inform future practices in language

education and enhance students' learning experiences.

4. Results

The research examined variables affecting English language acquisition among EFL undergraduate students at Universitas Persatuan Guru Semarang. The major study issues include online learning platforms, extracurricular activities, informal learning settings, and student motivation. Descriptive data revealed students' English learning experiences and attitudes in various circumstances. To provide a complete picture of English language instruction for Indonesian EFL students, the following sub-sections discuss each finding backed by quantitative data.

Research Question One: How do Indonesian EFL undergraduate students utilise online learning platforms for English language acquisition outside formal classroom settings?

Table 1. Mean and Standard Deviation Showing How Indonesian EFL Undergraduate Students Utilise Online Learning Platforms for English Language Acquisition Outside of Formal Classroom Settings

S/N	Items	Mean	SD
1	I regularly use online learning platforms (e.g., Duolingo, Babbel) to improve my English skills.	3.21	0.60
2	Online learning platforms help practice English vocabulary and grammar.	3.42	0.50
3	I find online learning platforms engaging and motivating for learning English.	3.23	0.48
4	I prefer using online learning platforms over traditional textbooks for learning English.	2.98	0.93
5	I feel that online learning platforms have significantly improved my English proficiency.	3.23	0.48

Table 1 above shows the mean and standard deviation of Indonesian EFL undergraduate students utilising online learning platforms for English language acquisition outside of formal classroom settings. Based on the mean score of all items above, all are above the 2.50 cut-off point for decision. This implies that the respondent regularly uses online learning platforms (e.g., Duolingo, Babbel) to improve English skills (3.21), Online

learning platforms help practice English vocabulary and grammar (3.42), find online learning platforms engaging and motivating for learning English (3.23), prefer using online learning platforms over traditional textbooks for learning English (2.98) and feel that online learning platforms have significantly improved my English proficiency (3.23).

Research Question Two: What role do extracurricular activities play in the learning

and motivation of Indonesian EFL undergraduate students?

Table 2. Mean and Standard Deviation Showing the Role Extracurricular Activities Play in the Learning and Motivation of Indonesian EFL Undergraduate Students.

S/N	Items	Mean	SD
1	I participate in extracurricular activities that involve using English (e.g., English clubs and debate societies).	2.81	0.69
2	Extracurricular activities provide valuable opportunities to practice English communication skills.	3.12	0.54
3	I find participating in English-related extracurricular activities motivating and enjoyable.	2.98	0.64
4	I have improved my English fluency through participation in extracurricular activities.	2.93	0.59

Table 2 above shows the mean and standard deviation showing the role extracurricular activities play in the learning and motivation of Indonesian EFL undergraduate students. The roles are evident in all the items above, which are all above the 2.50 cut-off point for decisions. This implies that the roles extracurricular activities play in the learning and motivation of Indonesian EFL undergraduate students include participating in extracurricular activities that involve using English (e.g., English clubs and debate societies)

(2.81), Extracurricular activities provide valuable opportunities to practice English communication skills (3.12), find participating in English-related extracurricular activities motivating and enjoyable (2.98) and have improved my English fluency through participation in extracurricular activities (2.93).

Research Question Three: How do informal learning environments contribute to Indonesian EFL undergraduate students' English language development and motivation?

Table 3. Mean and standard deviation show how informal learning environments contribute to Indonesian EFL undergraduate students' English language development and motivation.

S/N	Items	Mean	SD
1	I engage in informal learning activities to improve my English (e.g., watching movies and listening to English music).	3.53	0.55
2	I participate in language exchange programs or online communities to practice English.	2.91	0.68
3	Informal learning environments are effective for improving my English communication skills.	3.35	0.61
4	I find informal learning environments more relaxing and enjoyable than formal classroom settings.	3.33	0.64

Table 3 above shows the mean and standard deviation showing how informal learning environments, such as language exchange programs or online communities, contribute to Indonesian EFL undergraduate students' English language development and

motivation. How informal learning environments, such as language exchange programs or online communities, contribute to the English language development and motivation of Indonesian EFL undergraduate students is evident by all items above, which are all above the cut-off of 2.50. This implies that the

respondents agreed that I engage in informal learning activities to improve my English (e.g., watching English movies, listening to English music) (3.53), I participate in language exchange programs or online communities to practice English (2.91), Informal learning environments are effective for improving my English communication skills (3.35).

I find informal learning environments more relaxing and enjoyable than formal classroom settings (3.33).

Research Question Four: What motivational factors drive Indonesian EFL undergraduate students to engage in English language learning beyond the classroom?

Table 4. Mean and Standard Deviation Showing the Motivational Factors that Drive Indonesian EFL Undergraduate Students to Engage in English Language Learning Beyond the Classroom

S/N	Items	Mean	SD
1	I would benefit from more teacher guidance and support on effectively utilising non-traditional learning resources.	3.40	0.49
2	Access to more diverse online resources (e.g., interactive exercises and authentic materials) would improve my English learning.	3.16	0.48
3	I want more opportunities to interact with native English speakers outside the classroom.	3.51	0.51
4	I would benefit from workshops or training sessions on how to make the most of informal learning environments.	3.37	0.72
5	Access to a mentor or language partner would be helpful for my English language development.	3.35	0.61

Table 4 above shows the mean and standard deviation of the motivational factors that drive Indonesian EFL undergraduate students to engage in English language learning beyond the classroom. This is evident by the mean values of each item above the cut-off mean of 2.50, which implies that the motivational factors include I would benefit from more guidance and support from teachers on how to utilise non-traditional learning resources (3.40) effectively; having access to more diverse online resources (e.g., interactive exercises, authentic materials) would improve my English learning (3.16), I would like more opportunities to interact with native English speakers outside the classroom (3.51), I would benefit from workshops or training sessions on how to make the most of informal learning environments (3.37) and Having access to a mentor or language partner would be helpful for my English language development (3.35).

5. Discussion

The findings of this study reveal important insights regarding the factors influencing English language learning among EFL undergraduate students at Universitas Persatuan Guru Semarang. The study found that many participants frequently utilised online learning platforms for language practice, aligning with previous research by [Robin and Aziz \(2022\)](#), emphasising the positive impact of these digital tools on language acquisition. However, [Saputra et al. \(2024\)](#) suggest that students achieve higher proficiency levels through consistent engagement with such platforms; this study found that many students reported challenges in effectively integrating these tools into their daily routines. This difference suggests that while students have access to online resources, barriers such as time management and lack of guidance may impede their full utilisation.

Findings indicated that participation in extracurricular activities was relatively low

among the respondents. This contrasts with studies by [Van Le \(2024\)](#), which highlight the crucial role of structured extracurricular programs in enhancing language skills. The difference may stem from a lack of awareness among students about available opportunities or a mismatch between the activities offered and students' interests. This suggests that merely providing extracurricular options is insufficient; effective promotion and alignment with student needs are essential.

The study revealed that many participants perceived informal learning environments, such as peer interactions and cultural experiences, as valuable. This is consistent with findings from [Song et al. \(2023\)](#), which underscore the importance of real-world practice in language acquisition. However, the study also identified that students often lacked structured opportunities to engage in these informal settings, indicating a difference in how informal learning is facilitated in practice. This gap points to the need for educational institutions to create more opportunities for students to actively engage in informal learning contexts.

The results highlighted that intrinsic motivation, such as personal interest in English, was a significant driver for many students, aligning with [Baygi et al. \(2017\)](#) assertions about the role of motivation in language learning. However, extrinsic motivators, such as grades and career prospects, were also influential. This duality reflects a nuanced understanding of motivation that may differ from previous studies that emphasise one over the other. The findings suggest that a balanced approach to fostering intrinsic and extrinsic motivation could enhance student engagement in language learning.

6. Conclusion

This study explored the factors influencing English language learning among EFL undergraduate students at Universitas Persatuan

Guru Semarang. The findings revealed several important insights that differ from existing research, highlighted this study's contributions, and identified areas for future exploration. One of the most notable findings of this research was the low level of participation in extracurricular activities among students, which contrasts with prior studies that emphasise the significant role these activities play in enhancing language skills. This study indicated that many students were either unaware of available opportunities or found them misaligned with their interests and schedules. Additionally, while online learning platforms were widely used, the study highlighted barriers to their effective integration into students' routines, suggesting that access alone is insufficient for maximising their potential benefits. This research contributes to English language education by proposing the "Integrated Engagement Model for EFL Learning." This model emphasises the importance of harmonising online resources, extracurricular activities, informal learning environments and motivational factors to create a more effective language learning experience. By framing these elements as interconnected, the study provides a new conceptual framework that educators and policymakers can utilise to enhance language instruction and student engagement. Furthermore, the methodological approach of combining quantitative surveys with a focus on diverse learning contexts offers a valuable template for future studies in EFL research. Despite its contributions, this study has limitations that should be acknowledged. The sample size of 43 students may limit the generalisability of the findings to the broader population of EFL learners in Indonesia.

Additionally, the reliance on self-reported data may introduce biases that affect the accuracy of students' engagement levels and motivations. Future research should aim

to expand the sample size and include a more diverse range of participants to validate and enrich the findings. Moreover, exploring the specific barriers to participation in extracurricular activities and the effective use of online learning platforms can offer a deeper understanding and inform targeted interventions. In conclusion, the study highlights the necessity for educational institutions to adopt a holistic approach to language learning that provides access to digital tools and extracurricular activities and fosters an environment conducive to informal learning and motivation. By implementing strategies that promote the integration of these elements, educators can significantly enhance the English language learning experience for EFL students, ultimately leading to improved language proficiency and greater student success.

7. References

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