



**THE EFFECTIVENESS OF USING NON-SCHOOL-BASED LEARNING MATERIALS
IN ENGLISH LANGUAGE LEARNERS' JOURNEY IN MALAYSIA**

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UALZ 3023 - FYP2 REPORT

**SUBMITTED IN
PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR BACHELOR OF ARTS (HONS) ENGLISH LANGUAGE
FACULTY OF ARTS AND SOCIAL SCIENCE**

OCTOBER TRIMESTER 2021

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to the following people. Without them, I could never complete my FYP and made it through my bachelor's degree.

First and foremost, Ms. Ranjini a/p Kunalan, my supervisor had been patiently guiding me throughout the project as her student. You had imparted a great deal of knowledge to me, and your insightful feedback had brought my project to another level. Thank you!

Next, I am forever indebted to my parents and sister for being supportive all the time while I was doing the project. Your word of wisdom had always sharpened my mind and made me feel confident.

In addition, I would like to acknowledge my friends for being understanding every time I went missing in action. You deserve a treat from me.

Lastly, many thanks to the good people for completing the questionnaire and interview. Your time and sincere participation are crucial for me!

YIP YI TING

APPROVAL SHEET

This research paper attached hereto, entitled “The Effectiveness of using Non-school-based Learning Materials in English Language Learners’ Journey in Malaysia” prepared and submitted by Yip Yi Ting in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Language is hereby accepted.

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DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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ABSTRACT

The objectives of this study are to find out to what extent does the use of non-school-based learning materials is helpful to Malaysian English language learners and to figure out the effective non-school-based learning materials for Malaysian English language learners. A mixed-method approach (questionnaire and semi-structured interview) had been applied to conduct the survey and it had gathered a total of 59 responses. The implication obtained from the study is able to understand English language learners' opinion on the use of non-school-based learning materials, whether the non-school-based learning materials are useful and helpful for their development of four English major skills: writing, reading, listening, and communicating. The second implication is that the respondents had provided the applicable and recommended methods to enhance their four English major skills.

Keywords: English language, Malaysia English Learners, English As Second Language

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Chapter 1: Introduction

1.1 Study Background

English language is a language that is commonly used in many contexts, ranging from everyday life, learning institution, workplace, and even when you are travelling. According to North Carolina State University (NCSU) (n.d.), there are up to 54 countries using English language as their official language and using it in higher education at the same time. To illustrate, Dominica, Papua New Guinea, Uganda, and Malaysia's neighbour country—Singapore. Nations Online (n.d.) and Worldometer (n.d.) proposed that there are 195 countries all around the world, which means there are up to 27% of the countries' official language is English and they use English language in higher education institution. The magazine Harvard Business Review (2012) and newspapers media The Economist (2019) revealed that there is around 1.5 billion to 1.75 billion people use English language to communicate, not only for everyday life but also for business context.

The above-mentioned articles provide people an idea that English language is no doubt an important language which is worth learning. By mastering this language, the speakers are capable to communicate with many people around the world. Not only that, people who posse a certain level of English language could grab a better opportunity when searching for a job. A previous research done by Pandey and Pandey (2014) asserted that having good English language communication skills could benefit the job seekers. Since most of the interviews use English language as a medium to communicate, it is no doubt that an interviewee who can speak English smoothly and with high confidence can impress the interviewer at the very beginning of the interview. Murari et al. (2021) also revealed that people with good English language communication skills are much-needed in India. This situation creates a phenomenon that students

there are under pressure of enhancing their English proficiency if they want to secure their future and job opportunities.

Furthermore, in recent years, a study done by Ahmmed et al. (2020) also suggested that communication and listening skills in English language are the most important criteria while applying for job in maritime industry. The nature of the work relies heavily on these two criteria. It is to ensure the safety of everyone can be guaranteed when performing any tasks (CruiseJobFinder, 2014; Cicek et al., 2019).

English language is not necessarily needed to be acquired through formal education – attending English classes at school or a tuition center only. Just like what had been mentioned by Professor Datuk Dr Zaini Ujang, the vice-president of UTM (NST, 2012, as cited in Thirusanku & Yunus., 2014), learning English language should not only happen in classroom setting. On the contrary, it should be learnt in any settings while applicable. For those whose first language is not English, which English as second language (ESL), they could learn English by another means. Most of the people's daily life must be occupied by a dazzling array of social media. A report published by Anderson and Jiang in 2018 gave us an idea that it is a common phenomenon for the youth to access social media. The report shows that there are 88% and 95% of youth have access to desktop or laptop computer, and smartphone respectively. This high accessing rate to social media is definitely a glad tiding. Social media could be one of their English learning choices. In Anwas et al.'s (2020) paper, they claimed that social media provide a bountiful information which is available in English language, and people can easily obtain them. Some examples of social media are WhatsApp, Facebook, Snapchat, Instagram, Line, Twitter, as well as YouTube. Since these social media are always rich in different information, there is a possibility that to some extent the users could be benefited by using them.

Since English language is one of the most important and frequently used language all around the world, including Malaysia, this research is going to find out the effectiveness of using non-school-based learning materials and the most suitable material for learning in English language learners' journey in Malaysia.

1.2 Problem Statement

The problem encountered is that the use of social media, which is one of the non-school-based learning materials is having a bad impact on students' overall GPA performance, corresponding to time spend on it (Karpinski et al., 2013). The research is done based on the U.S. and Europe setting. In the European sample, it shows that the longer the time they spend on social media, the worse their study performance. In addition, the students from TATI University College, Malaysia also admit that they could not submit their work on time when their time is greatly occupied by social media (Wan Othman et al., 2017). Another research done by Wood et al. (2012) also agreed that using technology like MSN messaging and Facebook could lead to bad results during lecture time. The researches mentioned above might give people a bad impression that the use of social media would only cause bad effects on the users, especially on students. A survey done which the respondents are Malaysia parents have shown that the parents find that the use of social media might postponing the work (Ishak et al., 2020). Therefore, Malaysia students might get banned by their parents to access to social media. They might face some problems or suffer from being banned using social media. They might face inconvenience during their studies, not to mention their right to entertain is being threatened at the same time. Several studies (Alshuaibi et al., 2015; Hamid et al, 2013) mentioned that one of the purposes of Malaysia university students using social media is to obtain necessary information for their studies.

The second problem encountered is on adults. Other than students, employed adults or retirees are also the group of people who might want to learn English without signing up for an English language learning course. Wong (2006) had mentioned that some adults were ill at ease when it comes to learning English language. If they were going to take an English class, they felt distress of being students again after leaving from school for so many years. Also, speaking in front of their classmates and even making mistakes were their concerns too. Therefore, self-study via different platforms or methods like using social media, watching films, or listening to songs, would be considered first. However, they might be misleading that using social media (non-school-based learning materials) to learn English language might not sound so effective. As mentioned by Madge et al. (2009), the participants in their survey thought that social media were utilized most imperatively for social reasons, not for formal learning purposes, in spite of the fact that it was some of the time utilized casually for learning purposes. Also, 43% of the respondents thought that social media had nothing to do with learning. Other than that, employed adults might have not much time to do research on which methods to use for learning. People nowadays are just too busy working. They have an abundance of work waiting for finishing, myriad of information to digest, and too much pressure to deal with. However, there is a lack of specific guideline to guide them on self-study.

In another context, languages are constantly involved in changing and diversifying process, so do English language. The diversification in Malaysia has contributed to the changes of English in Malaysia which is known as Malaysian English (ME) (Nor et al., 2015). Malaysian English is also called as Manglish (Rusli et al., 2018). Malaysian English is not a bad thing, it helps to reflect the culture and act as a representative of Malaysia because of its uniqueness. In spite of that,

Malaysian English could create misunderstanding sometimes. People from other countries might have hard time understand contents created by Malaysian.

Furthermore, Malaysians English language proficiency does not seem to have a good performance in recent years. The president of the National Union of the Teaching Profession, Aminuddin Awang had underlined the low proficiency of Malaysia students in English language (Reporters, 2019). He also advised that the problem of low proficiency should be investigated. Other than that, another Malaysia newspaper has also reported a worrisome problem which every Malaysian should take a look into this. In the newspaper article, it mentioned that some technical staff in Malaysia electronic market often encounter difficulties to understand handbooks in English language (Group of 25 Eminent Malays, 2015). At the end, when those staff are selling the electrical or electronic goods to their customers, they only ask the customers to read the handbook provided along with the goods they purchase. Bad English language proficiency will bring disadvantage to the effectiveness to work. In a research conducted by Department for Business, Innovation and Skill (2016) which is released by the government of United Kingdom, they found that if the staff possess low English proficiency, the overall performance would be affected. Some examples are that their low English language proficiency would lead to struggling in understanding the information, require more time for the supervisor to guide them, at the same time the relationship with customers would be destroyed due to errors occurred while servicing them.

As mention in the study background, we know that there are a lot of social media on the Internet: WhatsApp, Facebook, Snapchat, Instagram, Line, Twitter, and YouTube. The high richness of information on social media could be their first choice for English language. However, non-school-based learning materials are not just limited to social media. TV series, films, songs, reading materials other than textbooks (such as comics or novels) are also non-school-based

learning materials. Many of them could be found in English context too. Let us take a look into one of the non-school-based learning materials in English learning.

In the film context, the Malaysia university students from the survey committed by Nath et al. (2017) claimed that they felt comfortable to learn English language by watching films. They were relax because they felt like they were learning English language with their own pace and the out-of-class learning setting made them less anxious. In the survey, it also showed that the participants were able to learn new English language vocabularies. However, the participants were asked to jot down the words they did not understand while watching movie in the survey, thus they were able to learn new English vocabularies. What if they do not jot down the words when they encounter unfamiliar words? Is watching movie still an effective way to learn English language?

In short, it is best to figure out an effective way of learning English language for different groups of people in Malaysia as to satisfy their needs. Also, we need to determine which methods of English language learning are really helpful and which are not. By sorting them out, it is hoping that to contribute in the overall English language proficiency among Malaysians. Just like what had been mentioned in study background, English language is one of the most important language all around the world. A person who has mastered English language is said to have less communication barrier compared to those who cannot use English language fluently since a large number of people since it is a global language (Howson, 2013).

1.3 Research Objectives

The two objectives are established to guide the research.

1. To find out to what extent does the use of non-school-based learning materials is helpful to Malaysian English language learners.

2. To figure out the effective non-school-based learning materials for Malaysian English language learners.

1.4 Research Questions

Research questions are created based on the research objectives.

1. Is the use of non-school-based learning materials helpful to Malaysia's English language learners?
2. Which of the non-school-based learning materials have a significant impact to Malaysia's English language learners?

1.5 Significance of the Study

The goal of this study is to figure out English language learners' perception as well as experiences about the use of non-school-based learning materials to learn English. The study will be focusing on Malaysia context. This study will help the researchers to understand if the materials mentioned above could give a great impact to English language learners. It helps them to have an idea on which method could have further development for learning English. Secondly, this study also helps to understand if different age ranges of people have different preference when it comes to choosing a method to learn English.

1.6 Definition of Terms

1. Non-school or nonschool – a setting where educators or institutions are absent (Ashbaugh, 1927).
2. Social media - Social media alludes to a set of web-based instruments and administrations utilized for a wide extend of applications (McLoughlin & Lee, 2010).

3. English language – “Of or relating to the West Germanic language spoken in England and also used in many varieties throughout the world” (Oxford English Dictionary, n.d., as cited in The Open University, n.d., Comments).
4. English as second language (ESL) – English which is treated as second language, it is equivalent to someone’s mother tongue, or even outweigh mother tongue. (Shu, 1994, as cited in Peng, 2019).
5. English as foreign language (EFL) – English is not used within the country, the purpose of learning English language is to travel, speak with English as first language speakers, and understand journals in English language (Stern, 1983, as cited in Peng, 2019).

1.7 Limitation of the Study

Just like other researches, this study also includes some limitations which need further discussion. Since this study is going to be conducted online, which means only people with stable Internet connection could take part in it. People from rural area with bad Internet connection or even without Internet service are unable to be a part of this study, especially those from remote village in Sabah or Sarawak, and east coast state of Peninsular Malaysia. Furthermore, this study is open to any groups of people, regardless of whether they are students, employed or unemployed in Malaysia. Thus, the result of this study only provides a general view on Malaysia English language learners’ viewpoints and experience but could not act as a reference to represent a specific group of people.

1.8 Summary

In the following chapter, Chapter 2: Literature Review, past studies which are related to this study would be reviewed as to have an in-depth understanding towards current research, what has been done. In Chapter 3: Methodology, methods used to conduct the research would be

discussed. To illustrate, research design, participants, data collection, as well as theoretical framework. In Chapter 4: Findings & Analysis, the results observed from the research would be shown. In the last chapter, Chapter 5: Discussion & Conclusion, the results of the research would be interpreted. Next, implications, limitations, recommendations, and a conclusion of the overall study would be provided.

Chapter 2: Literature Review

2.1 Introduction

Throughout this chapter, previous studies which are related to English language proficiency in Malaysia would be discussed. Besides, the non-school-based learning materials like social media, watching films, and listening to music, which are helpful in English learning would be discuss as well.

2.2 English Language Proficiency of Malaysia Students

Although Malaysia's official language is *Bahasa Melayu* (NST Team, 2018), the multiculturalism in Malaysia leads to multilingualism in Malaysians' daily life. Malaysia is a compilation of variety of races and religions. The dominant races are Malays, Chinese, as well as Indians (Government Malaysia, n.d.). Thus, it is conceivable that people can perceive all sorts of languages being used in Malaysia. This situation serves as a catalyst to trigger a problem that students' English proficiency are generally low since the students are not 100% immersed in an English language environment. A report released by Ministry of Education Malaysia in 2013 revealed that only 28% of the SPM candidates in 2011 could reach the minimum criterion, a credit in the English language paper, which the test was corresponding to Cambridge 1119 standards. Also, the mediocre performance in English language has become one of the issues that fresh graduates concern. The government report had pointed out a worrisome sign that although English language is a compulsory subject in all schools and children start learning it since kindergarten until secondary school, their overall performance doesn't really reach at a satisfactory level.

A research done by Yasin et al. (2010) had a similar idea along with the report released by Ministry of Education Malaysia, which they found that the civil engineering students are having low English language proficiency in a polytechnic located in Malaysia. What those students have

learnt is still far away from what they should really master. The knowledge gap in the students are speaking, writing, as well as reading in English language. The reason for their low English language proficiency is due to lack of practicing. Long term practice for a language is really important if that language is not our first language. Constant practice for a language could help to refresh and remember better what we have learn some time ago.

However, university syllabi are different from primary or secondary schools. In a university, there will be no English language lessons every day for the university students to enhance their English language level like primary or secondary school does. The university students who possesses low English language proficiency are required to find another way to plenish their weak points.

In the news article written by Menon (2017), it revealed that the deficient of English language in students or fresh graduates is a real headache for the companies. Menon also mentions that Datuk Seri Idris Jusoh, the Higher Education Minister said that many of the fresh graduates are in the state of able to communicate with little vocabularies. The statement is derived from the result of Malaysia English Assessment (MEA). ‘Able to communicate with little vocabularies’ is never enough for anyone who wants to achieve greater success in his study or career.

2.3 English Language Proficiency in Workplaces in Malaysia

In Malaysia, the ability to speak English language is an important criterion when it comes to job hunting. English language helps to tie up the whole company, and among companies in this multicultural nation. Additionally, the ability to speak English language also gives rise to opportunities to collaborate and connect with overseas companies. Employers are looking for the applicants who are not only mastering the required knowledge in that specific field, but also those who are proficient in English communication (Said, 2017). Said also reported that speaking

English professionally during a conversation is not only for the sake of conveying ideas, but the speakers are representing their company at the same time when they communicate with people outside the company.

A research done by Ting et al. (2017) in Malaysia setting had validated that if the job applicants are good in English language communication, their application would be considered even if they only have normal level of English language proficiency. However, this only applies to jobs that do not have high demand in English language communication like customer support and in marketing sector. Yet, being professional in English language speaking can still help the applicants to own a ticket into their desire career and even into higher advancement. The aforementioned research is corresponding to Saleh and Murtaza's (2018) survey. Saleh and Murtaza had interviewed a group of engineering students who had undergone their industrial training in civil engineering workplace. The result of the interview showed that most of the interviewees came to agree that the ability of speaking English language is the most important skill during working. They need good speaking skill in English in order to make the discussion and conversation run smoothly, no matter they are speaking to internal personnel or their clients. Also, speaking English fluently helps them to convey message or information effectively and precisely.

Since we know the fact that English language is the most widespread language, mastering this language is a priority for both employers and employees. Good English in the workplace helps to earn benefits which are more than you can think of. When we meet someone for the first time, speaking English fluently will definitely leave a good impression on them. Understanding English well can also avoid misunderstanding while communicate.

2.4 The use of Non-school-based Learning Materials for English Language Learning

2.4.1 The utilization of Social Media

Social media is a very popular entertainment tool in many countries, not to mention Malaysia. It serves as a platform for sharing, interacting, and communicating. Some past studies agreed that people using social media for entertainment, interacting, and collecting information (Ezeah et al., 2013; Whiting & Williams, 2013).

A study aimed to grasp the opinions of Malaysia university students on the use of social media to improve their English language proficiency showed that the respondents thought their English language level had been improved (Hamat & Hassan, 2019). The benefits they had gained are the enhancement of writing skill, reading skill, communicating skill, as well as the growth of their vocabulary bank. On the other hand, they thought using social media did not help to improve their English language grammar, listening, and speaking skill.

Furthermore, another study that investigated the use of social media in English language writing class also showed a positive result (Sakkir et al., 2016). The respondents were students from Rappang, Indonesia. Majority agreed that social media were helpful for their writing skill in English language. They were able to improve their writing skill by writing emails or sending messages to English speakers. Also, they agreed that social media is pretty convenient for searching and sharing of learning materials. Nevertheless, students also pointed out that using social media for English language learning might be difficult if the users were not a geek person, unfamiliar or did not own the required facilities like Internet and digital devices.

In the present circumstances, using social media has become a daily routine for some people. The original aim of initiating social media was to make communication became a doddle (Caton, 2009, as cited in Edosomwan et al., 2011). Fast forward to 21st century, social media has

evolved into a versatile tool. For those who use social media so often can be considered to clear the way for further application like English language learning.

2.4.2 *Watching Films, or TV Series*

Watching films or TV are also a method to cool out, or some people may deem a waste of time. As a matter of fact, it depends on how and what the users watch. Since these leisure activities have been very popular, it would be best that the people could kill two birds with one stone by integrating their hobby into English language learning, learn something useful while doing leisure activity. Films and TV series could be easily accessible online via platforms like Netflix, YouTube, Disney Plus and Apple TV Plus so people do not need to worry that they have no source to watch films and TV series for English language learning.

Tajgozari (2019) examined the relationship between watching English language TV series with subtitles and the effect on the English language learners' oral accuracy. The respondents were advanced English as foreign language learners from Iran. The respondents were divided into three groups: one group watched the TV series along with English subtitle, one with Persian subtitle, and one without any subtitles. The result of this study showed that TV series with subtitles was beneficial to the respondents. It is said that the two groups watching with subtitles had improvement in their speaking skill. Apart from the groups watching with subtitles, the one without any kind of subtitles did not show any significant improvement in speaking skill. This study came to the conclusion that watching TV series along with subtitles may have beneficial influence on advanced language learners' speaking accuracy.

In another study conducted by Promsing et al. (2017), they explored the influence of English film clips on the listening skill of Thailand university students. The study was conducted between two groups of students: one with irrigation of English film clips during the class, another

group used conventional method to conduct English class. The result of the study validated that the use of English language film clips had better impact on students' listening skill compared to the use of conventional English language teaching method. The students who used the first method reported that they felt inspired and it was an engrossing way to learn English language.

The two past studies above give us an insight into the use of films or TV series are advantageous for listening and speaking skills. The studies are nonetheless not enough evidence to support that films and TV series have significant benefits on the development on other skills like reading and writing in English language learners.

2.4.3 *Listening to Music*

Thanks to the advancement of the technology in this 21st century, people can listen to music anywhere, anytime with no fee charged. The use of music in English language learning helps to facilitate to build a contented and engaging learning environment (Lems, 2001, as cited in Lems, 2016). Also, the quality of music that is so easy to approach has successfully created chances for English language learners to utilize it as a learning material.

Piri (2018) had investigated the effect of listening to music to learn vocabulary among English language learners. The chosen respondents were university students in an Iran university. All of the chosen participants were engineering students. The participants were categorised into three groups: first group used music for the whole learning process; second group only used music for half of the learning process; third group only used traditional way for learning without the interposing of music. The respondents were given tests before and after the learning process. The pre-test showed that the English language level of the respondents was at a similar level. The respondents would be tested again after the first lesson and at the end of the whole process (immediate post-test and delayed post-test). The outcomes revealed that the integration of music

in the learning process would have significant impact on vocabulary acquisition. The first group obtained higher score in both immediate and delayed post-test. However, the third group surpassed the second group. One explanation for the observation might be the blending teaching method in the second group caused confusion and annoyance, in turn affecting their performance. This study concluded that a massive immersion in English music could bring great impact for language learning especially in building their vocabulary.

Once again, another research also explored the benefits of listening to music for vocabulary learning (Pavia et al., 2019). There were 300 students aged 10 to 14 years old from Thailand being chosen. They were akin to each other in terms of English language proficiency. The result corroborated that the students were positively affected by the use of music too. Students were in the position to learn new vocabularies while listening to the songs. However, Pavia et al. also pointed out some shortcomings for thier study. They mentioned that the respondents might get bored when hearing the same song over and over again during the experiment. The losing of concentration might affect the outcome of the study.

2.5 Summary

In short, this chapter discussed that mastering English language is the top priority that should be focused in seriousness. Malaysia students' English language proficiency is in an unsatisfactory condition. In Malaysia workplace, English language communication skill is a crucial criterion. It is because good communication skill helps the company operating process runs smoothly. Therefore, low English language proficiency might be the stumbling block of Malaysia job seekers. In the next part which talks about the use of non-school-based learning materials for English language learning has provided an idea that the materials mentioned are helpful to a certain extent. However, most of the studies mentioned are done outside of Malaysia. In consequence, the

research conclusions might not be able to apply on Malaysians. Therefore, the propose of this study is also in the hope that to contribute to the current understanding of the used of non-school-based learning materials for English learning in Malaysia and act as a reference for other researchers.

Chapter 3: Methodology

3.1 Introduction

Throughout this chapter, the methodology that is going to be utilized to conduct the research will be discussed. It consists of research design, participants, data collection, and theoretical framework.

3.2 Research Design

There are two main goals to conduct this study. The first one is to find out to what extent does the use of non-school-based learning materials is helpful to Malaysian English language learners. The second goal is to figure out the effective non-school-based learning materials for Malaysian English language learners. To achieve the two main goals mentioned, a mixed-method approach will be utilized. For quantitative research, a questionnaire will be distributed to the participants. Moreover, for qualitative research, semi-structured interview questions will be carried out via online too.

3.3 Participants

There are three criteria needed to be fulfilled by the participants. Firstly, they need to be Malaysians. Next, English language should be their second language. Lastly, they must have tried or are currently using non-school-based learning materials to enhance their English language. The targeted number of participants are 50 or above

3.4 Data Collection

Again, to have a better understanding on the research problems, this study is going to conduct via mixed method, both quantitative and qualitative data will be collected. Schoonenboom and Johnson (2017) indicated that using both types of methods can help to broaden and reinforce the conclusions. For quantitative method, demographic information, type of non-school-based

learning materials used and their perception on to what extent the materials are helpful will be investigated. Furthermore, for qualitative method, an interview will be conducted but it will be in written form. Which means the participants will only answer the interview questions by answering the questions from Google Form. The reason of using Google Form for the interview is to allow the participants to have more time to compose their thoughts and to avoid their nervousness affect their response. For example: stuttering. It also allows the collection of in-depth analysis to be done, which are the opinions and perceptions of the respondents. The identity of respondents will be kept confidential.

3.5 Theoretical Framework

The theory which directs this study is ‘incidental learning.’ Kerka (2000) has defined incidental learning as gaining knowledge inadvertently while conducting an activity. This type of learning can bring about some benefits like mastering new skills, building interpersonal skills, as well as self-trust (McFerrin, 1999; Mealman, 1993; Ross-Gordon; Dowling, 1995, as cited in Kerka, 2000). Kelly (2012) has also identified the theory as follow:

Incidental learning refers to any learning that is unplanned or unintended. It develops while engaging in a task or activity and may also arise as a by-product of planned learning. “Incidental learning” can imply that the acquisition of knowledge is unconscious in nature, though in contrast to implicit learning, there is no expectation that such knowledge should remain largely inaccessible to conscious awareness. However, note that some articles may refer to implicit learning tasks as incidental without making the above distinction. There is also a suggestion, mainly from an educational perspective, that incidental learning involves subsequent conscious reflection on material that was consciously noted at time of study but not recognized as relevant or useful (Definition, para. 1).

From the two explanations of incidental learning theory above, we can infer that this kind of learning is able to absorb knowledge while doing something without learning intention. However, it does not seem to be as effective as implicit learning because incidental is learning something without consciousness. This theory is used in this study as to validate that using non-school-based learning materials can really be helpful to English language learners although their main intention of using those materials are not to learn English language.

Chapter 4: Findings & Analysis

4.1 Introduction

In this chapter, the findings and analysis of the study collected from questionnaires and semi-structured interviews will be presented for easier viewing and understanding. The time of period used to collect the data is one week. In the questionnaires, there were three sections which were compulsory for the respondents to answer: screening questions, demographic questions, as well as a series of questions to answer the objectives of this study. Following the questionnaires, semi-structured interviews had been conducted to have an in-depth analysis and understanding.

4.2 Questionnaire

In this section, the data collected from the questionnaire with the help of Google Forms will be presented in the forms of table as well as pie charts. In 4.1 Introduction, it has been mentioned that there were three sections which comprised different number of questions were required to be answered by the respondents. The first section was Section A: Screening Section, which was made up of three screening questions. The screening questions helped to filter the unmitigated respondents for this study. As mentioned in Chapter 3: Methodology part, the respondents should be Malaysians, learning English as their second language, as well as have tried or are currently using non-school-based learning materials to enhance English. The result of the screening section will be presented in a table (Table 1). The second section is Section B: Demographic Section. There was a total of four demographic questions in this section. The data collected from the demographic section helps to visualize the respondents. The demographic data will be presented in a table (Table 2). The last section of the questionnaire is Section C: Analysis Section. Section C was made up of twelve questions, with eleven questions asking about the respondents' experiences and opinions regarding the use of non-school-based learning materials,

and one question asking for their volition to join a semi-structure interview for an in-depth analysis and understanding. The data collected will be presented in 11 figures (Figure 1 – Figure 11).

4.2.1 Section A: Screening Section

Table 1

Screening Questions which were used to Identify Suitable Respondents

Screening Questions	Frequency	Percentage
1. Are you a Malaysian?		
• Yes	68	100%
• No	0	0%
2. Is English your second language?		
• Yes	62	91.2%
• No	6	8.8%
3. Have you ever tried or are currently using any non-school-based learning materials to enhance English? (Example: using social media like Instagram/ Snapchat in English context, listening to English songs, watching English movies/ TV series, reading English magazines/ newspapers)		
• Yes	59	95.2%
• No	3	4.8%

Table 1 shows that there are 68 respondents who had filled out the questionnaire. However, nine of them were not qualified to continue to another two sections of the questionnaire. It was because six of them or 8.8% revealed that English was not their second language. Subsequently,

another three respondents or 4.8% chose ‘no’ over the question which asked them if they have ever tried or are currently using any non-school-based learning materials to enhance English. Therefore, only the remaining 59 respondents could enter next section.

4.2.2 Section B: Demographic Section

Table 2

Demographic Characteristics of Respondents

Demographic Data	Frequency	Percentage
1. What gender do you identify as?		
• Female	46	78%
• Male	13	22 %
2. What is your age?		
• 0 – 15 years old	0	0%
• 16 – 30 years old	55	93.2%
• 31 – 45 years old	1	1.7%
• 46+	3	5.1%
3. Please specify your ethnicity.		
• Chinese	49	83.1%
• Indian	3	5.1%
• Malay		
• Tamil	4	6.8%
• Others	1	1.7%
	2	3.4%

4. What is the highest degree of education you are currently pursuing or have completed?

• Undergraduate	54	91.5%
• Postgraduate	1	1.7%
• Others	4	6.8%

Again, Table 2 authenticated that there was a total of 59 respondents were eligible and continued from the screening section. Based on the table above, 46 respondents or 78% of them were females and 13 or 22% were males. Next, the age range which received the most respondents were between 16 – 30 years old, a total of 55 respondents or up to 93.2% of them. The remaining four respondents were in between 31 – 45 years old (one respondent or 1.7%) and 46 years old or above (three respondents or 5.1%) respectively. There were no respondents (0%) aged 0 – 15 years old. Moreover, majority of the respondents were Chinese, with a total of 49 respondents or 83.1%. The second most respondents were Malay, with a total of four respondents, or 6.8%. There were three or 5.1% respondents were Indian. There was only one respondent, or 1.7% who was Tamil. Two respondents, or 3.4% had chosen ‘Others’, with one Siamese and one Iban. Lastly, regarding educational level, there was a total of 54 respondents, or 91.5% were undergraduates or had an undergraduate degree. There was only one respondent, or 1.7% was a postgraduate or had a postgraduate degree. The remaining four respondents or 6.8% had chosen ‘Others.’

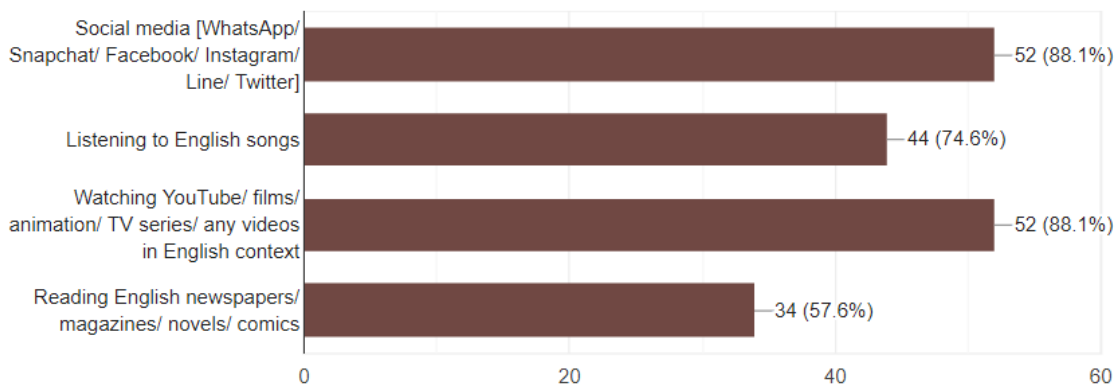
4.2.3 Section C: Analysis Section

Figure 1

Percentage of the use of Non-school-based Learning Materials

1. Please pick the non-school based learning materials that you have ever used or are currently using in English context. [You can pick more than one]

59 responses



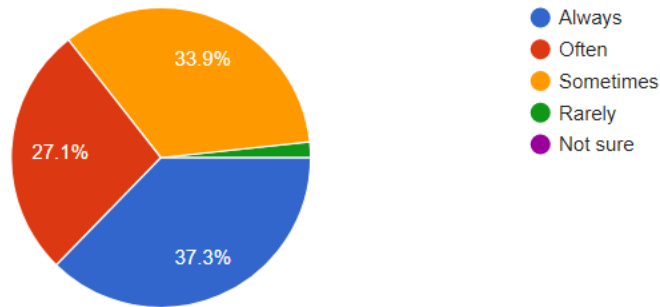
The bar chart in Figure 1 shows the respondents' situation of using non-school-based learning materials in English context. From the chart, it reveals that using social media and watching videos in English context have the same and most voters, which is 52 out of 59 respondents, or 88.1%. Next, the material with second most voters is listening to English songs, with 44 respondents, or 74.6%. The last material which receives the least voters is reading materials in English content. Although it receives the least voters, it still has 34 respondents or 57,6%, which is more than half of all respondents.

Figure 2

Frequency of using Non-school-based Learning Materials

2. How often do you use those non-school based learning materials to enhance your English?
{Examples: using social media like WhatsApp to communicate in English, watching films/
animate in English content, reading English magazines, listening to English songs.}

59 responses



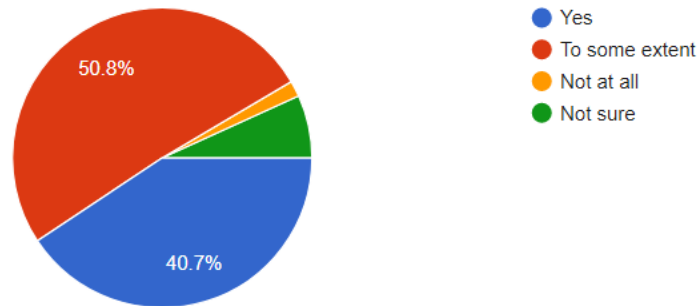
The pie chart in Figure 2 shows the respondents' response towards the frequency of using non-school-based learning materials to enhance their English. From the pie chart, 37.3% or 22 respondents have always used the non-school-based learning materials. 33.9% or 20 of them only use the materials sometimes. 27.1% or 16 of them have often used the materials. Only 1.7% or one respondent rarely uses the materials. No respondents answered 'not sure.'

Figure 3

Effectiveness on boosting Interaction and Confidence

3. Does the use of non-school based learning materials help you to become more interactive and confident in using English?

59 responses



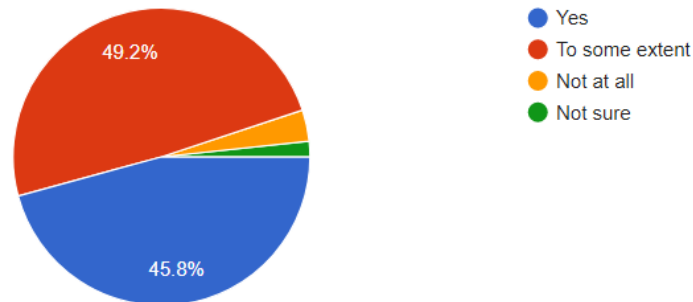
The pie chart in Figure 3 shows the respondents' opinions on if the use of non-school-based learning materials has helped them become more interactive and confident in using English. The pie chart reveals that 50.8% or 30 of the respondents think the materials are helpful to some extent. 40.7% or 24 of the respondents agree that the materials are definitely helpful. 6.8% or 4 of the respondents are not so sure about the helpfulness of those materials. Lastly, there is 1.7% or one respondent thinks the materials are not helpful at all.

Figure 4

Opportunities to Promote Self and Activities in Learning English

4. Do you think that those non-school based learning materials offer you enough opportunities to promote yourself and your activities in learning English?

59 responses



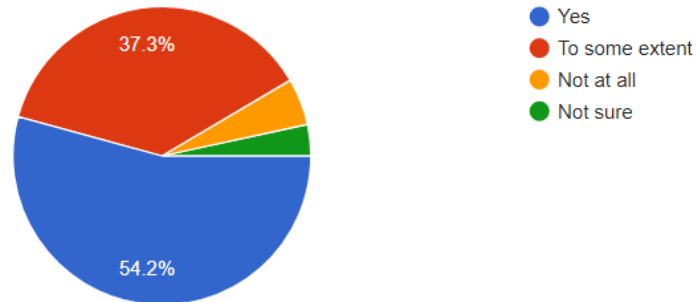
The pie chart in Figure 4 shows the respondents' opinions regarding the sufficiency of using non-school-based learning materials to get the opportunities to promote themselves and their activities in learning English. There were 49.2%, or 29 of the respondents thought the materials promoted them and their activities in learning English to some extent. 45.8% or 27 of the respondents had chosen "Yes." 3.4% or two respondents said not at all. Only 1.7% or one respondent had chosen 'not sure.'

Figure 5

Effectiveness of using Social Media to Enhance English

5. Do you think the use of social media [WhatsApp/ Snapchat/ Facebook/ Instagram/ Line/ Twitter] to communicate with English native speakers help to enhance your English?

59 responses



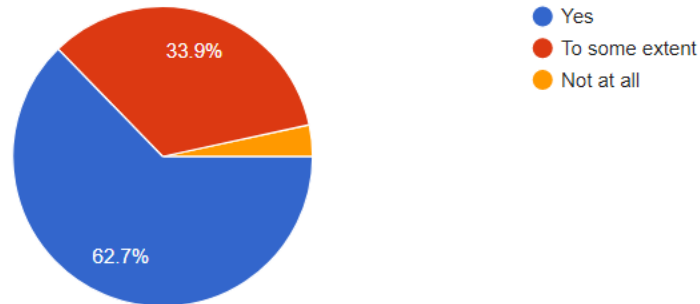
The pie chart in Figure 5 shows the respondents' opinion on if the use of social media to communicate with English native speakers are helpful in enhancing their English. More than half of the respondents, 54.2% or 32 of them agreed the use of social media can definitely enhance their English via the communication with English native speakers. Next, 37.3% or 22 respondents thought it is helpful to some extent. 5.1% or three of the respondents thought it was not helpful at all. Lastly, only 3.4% or two respondents had chosen 'not sure.'

Figure 6

Effectiveness on promoting Motivation in English Communication

6. Do you think those non-school based learning materials motivate you to communicate in English?

59 responses



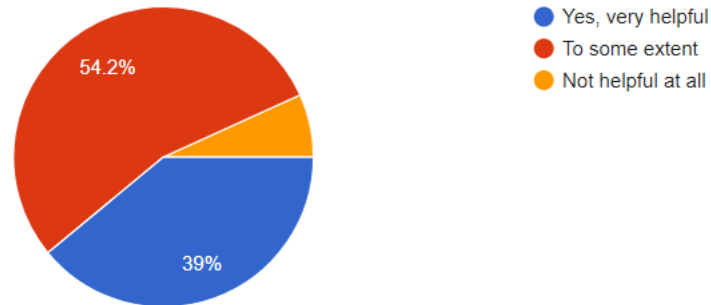
The pie chart in Figure 6 shows the opinions of the respondents on whether the use of non-school-based learning materials motivate them to communicate in English. This question received a lot of positive responses, where 62.7%, or 37 of the respondents agreed that non-school-based learning materials would definitely motivate them to communicate in English. 33.9%, or 20 of them though the materials did motivate them to some extent. Only 3.4%, or two respondents thought they did not feel motivated at all.

Figure 7

Effectiveness on enhancing Writing Skill

7. Do you think non-school based learning materials are helpful for your writing skill in English?

59 responses



The pie chart in Figure 7 shows the opinions of the respondents on whether the use of non-school-based learning materials is helpful for their writing skill in English. 54.2% or 32 respondents thought the materials were helpful to some extent only. 39% or 23 respondents agreed that the materials were very helpful. Only 6.8% or four respondents did not think the materials were helpful for writing skill in English.

Figure 8

Effectiveness on enhancing ce Reading Skill

8. Do you think non-school based learning materials are helpful for your reading skill in English?

59 responses

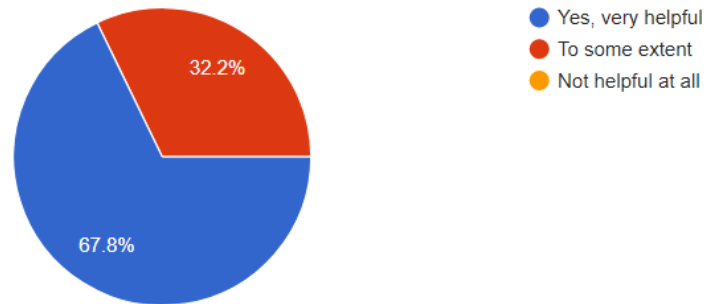


Figure 8

The pie chart in Figure 8 shows the opinions of the respondents on whether the use of non-school-based learning materials is helpful for their reading skill in English. This question received relatively more positive responses from the respondents. More than half of the respondents, which were 67.8% or 40 respondents agreed that the materials were very helpful for their reading skill. Also, only 32.2%, or 19 respondents felt that the materials were helpful to some extent. No respondents found it useless.

Figure 9

Effectiveness on enhancing Listening Skill

9. Do you think non-school based learning materials are helpful for your listening skill in English?

59 responses

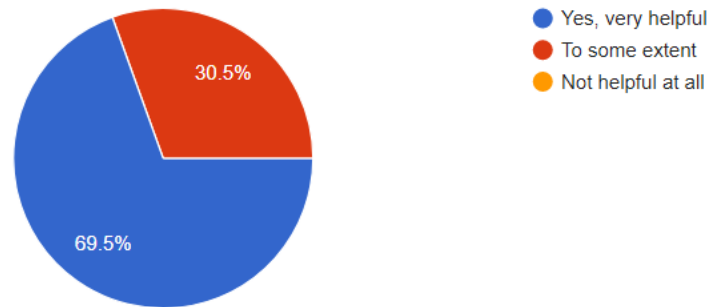


Figure 9

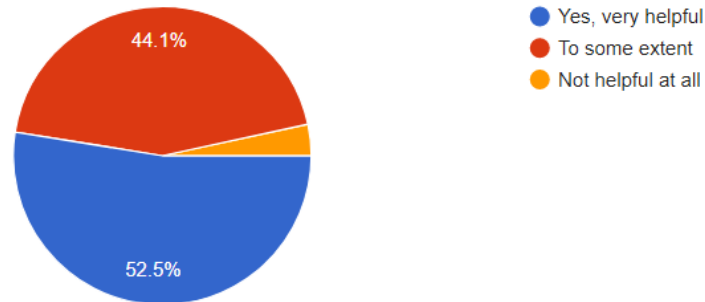
The pie chart in Figure 9 shows the opinions of the respondents on whether the use of non-school-based learning materials is helpful for their listening skill in English. This question also received positive responses from the respondents. Up to 69.5% or 41 of the respondents agreed that the use of the materials was very helpful for their listening skill. 30.5% or 18 of them though the materials were helpful to some extent. No respondents found it useless at all.

Figure 10

Effectiveness on enhancing Speaking Skill

10. Do you think non-school based learning materials are helpful for your speaking skill in English?

59 responses



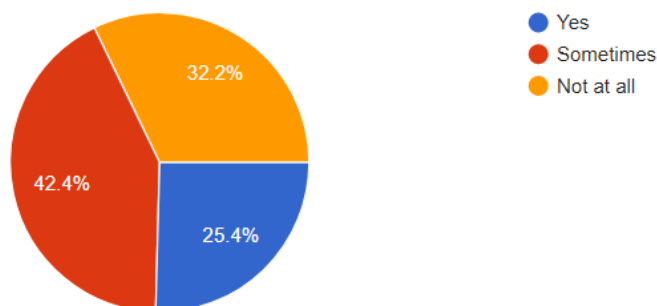
The pie chart in Figure 10 shows the opinions of the respondents on whether the use of non-school-based learning is helpful for their speaking skill in English. More than half of the respondents (52.5% or 31 respondents) agreed that it was very helpful for their speaking skill in English. Also, there was almost half of the respondents (44.1% or 26 respondents) thought the materials were helpful to some extent. Only 3.4% or two respondents did not think the materials were helpful to them.

Figure 11

Negative Impacts on the use of Non-school-based Learning Materials

11. Do you think the use of non-school based learning materials have negative impact(s) on your four language skills in English? [The four language skills are reading, writing, listening, and speaking.]

59 responses



The pie chart in Figure 11 shows the opinions of the respondents on whether the use of non-school-based learning materials will bring any bad impacts on their four language skills in English. From the pie chart, there was up to 42.4%, or 25 respondents thought the use of non-school-based learning materials will sometimes bring negative impacts to them. 32.2%, or 19 of the respondents did not agree there would be any negative impacts. Lastly, the respondents who agreed that there were definitely had negative impacts were 25.4%, or 15 respondents.

4.3 Semi-structured Interview

In this section, the data collected from the semi-structured interview with the help of Google Forms will be presented in the form of texts. The semi-structured interview was done by sending the respondents interview questions via WhatsApp. The respondents will receive the interview questions only when they leave their phone number in the questionnaire. There were two types of semi-structured interview questions: Set A and Set B. Set A comprised six questions while Set B comprised only five questions. Both interviews were using the same questions, only that Set

A consisted of one more question asking about the interviewee's opinion regarding the bad impacts of using non-school-based learning materials for English learning. The type of interview questions received by the interviewees depended on their answers in the questionnaire. The one who agreed that non-school-based learning materials would have bad impacts on English language learners would receive interview questions Set A. The answers from both interviews will be combined in the following sections.

4.3.1 First Interview Question

The first question was “What is (are) the reason(s) for you to choose non-school-based materials to enhance English, other than attending English tuition class or other kinds of paid English training programmes?”

Most of the interviewees mentioned that the reason they chose non-school-based materials over attending tuition class or other kinds of paid training programmes was because the non-school-based learning materials were free, convenient to access, and easy to use. There were interviewees pointed out the use non-school-based learning materials were an interesting way to learn English. They could choose any kind of materials that they like to enhance English. There was one interviewee mentioned that the non-school-based learning materials could be used daily.

4.3.2 Second Interview Question

The second interview question was “Please explain or give example on how the use of non-school-based learning materials able to help you in improving your English proficiency in terms of reading skill.”

Most of the interviewees mentioned that reading materials in English such as online articles, essays, journals, news, as well as novels were good choices of enhancing their English reading skill. Moreover, some respondents stated that the non-school-based learning materials were helpful

in increasing their vocabularies and enhancing their grammar knowledge. It could be done via the help of educational-purposed pages on Facebook and Instagram. There was one interviewee shared that he or she was using software on phone to enhance reading skill. Another interviewee mentioned that he or she enhanced reading skill by watching movies along with English subtitles. Lastly, an interviewee stated he or she could learn the speak sense in English from native English speaker

4.3.3 Third Interview Question

The third interview question was “Please explain or give example on how the use of non-school-based learning materials able to help you in improving your English proficiency in terms of writing skill.”

Most of the interviewees mentioned that reading essays, newspapers, articles, journals, or magazines were able to enhance their writing skills. One explained that it was because usually articles from newspapers were written in formal English, therefore allowed him or her to learn correct grammar and new vocabularies for writing purpose. Next, two interviewees mentioned with the help of self-correct function like Grammarly was helpful in spotting errors and correct them. Moreover, another two interviewees enhanced their writing skill by engaging on the Internet or social media which posted English posts. Last but not least, a respondent stated that English subtitles in movies were helpful for his or her writing skill.

4.3.4 Fourth Interview Question

The fourth interview question was “Please explain or give example on how the use of non-school-based learning materials able to help you in improving your English proficiency in terms of listening skill.”

Most of the interviewees answered with watching YouTube, Netflix, or movies and some of them mentioned watching the subtitles along with the videos was helpful. One mentioned that watching videos with subtitles first, then removed the subtitles after enough listening input was a good method. Some interviewees mentioned that listening to songs could enhance their listening skill. Three of the respondents thought that listening to podcast was also a good method to enhance listening skill. One of the interviewees mentioned that he or she listened to podcasts from Spotify. Another one mentioned that listening to podcasts was an entertaining way to enhance listening skill. One also pointed out listening to podcast could help him or her immersed into English environment. Lastly, one respondent answered that he or she used to listening to radio to enhance listening skill.

4.3.5 *Fifth Interview Question*

The fifth interview question was “Please explain or give example on how the use of non-school-based learning materials able to help you in improving your English proficiency in terms of communication skill.”

This question received a variety of responses. Most of the interviewees gave example on communicate with foreigners or peers via social media to enhance their communication skill. Two interviewees suggested that watching videos on YouTube or Netflix were helpful. Moreover, listening to songs and radio to enhance communication skill were suggested by another two interviewees. One interviewee honestly answered that he or she had not much experience on enhancing communication skill but he or she suggested using platforms which provided non-English native speakers to chat with English native speakers to improve the communication skill. Two of the interviewees pointed out they enhance their communication skill by imitating others’ tone of voices or the way they spoke.

4.3.6 Sixth Interview Question

The sixth interview question was “In your opinion, how does the use of non-school-based learning materials will have bad impacts on an English language learner as well?”

Most of the interviewees believed that using non-school-based learning materials would cause the learners learnt improper English. To illustrate, grammar errors or wrong usage of words. There were interviewees worried about the non-school-based learning materials would provide wrong information for the learners. An example given by one of the interviewees was the podcasters themselves spoke with incorrect pronunciations in English, which might mislead the English learners. Also, the wrong information provided by the non-school-based learning materials might be undetectable for the learners. Besides, some interviewees pointed out that the content of non-school-based learning materials might not be sophisticated or professional enough for the English learners. Moreover, other interviewees stated that while using non-school-based learning materials, there would be no evaluation on their knowledge, which might affect the learners’ confidence and be addicted to the materials and finally not really learning anything.

4.4 Summary

To conclude this chapter, the research was carried out via mix-method, both quantitative and qualitative method. For quantitative method, the researcher had used questionnaire to collect the data, while for qualitative method, semi-structured interview questions had been adopted.

Chapter 5: Discussion and Conclusion

5.1 Introduction

Chapter 5 is the last chapter for this study. It consists of discussions on the findings and analysis obtained via questionnaires and semi-structured interviews, implications, limitations, recommendations for future research, and a conclusion to wrap up this study.

5.2 Discussions

This study comes with two objectives. The first research objective aims to find out to what extent does the use of non-school-based learning materials are helpful to Malaysia's English learners and the second research objective aims to figure out the best and most effective non-school-based learning materials for Malaysia's English learners.

For the first research objective to find out to what extent does the use of non-school-based learning materials is helpful to Malaysian English language learners is being fulfilled. The data collected from the questionnaires shows that a great number of respondents had a positive attitude towards the use of non-school-based learning materials. 95% of the respondents agreed that the use of non-school-based learning materials could promote themselves and their activities in learning English, 91.5% of the respondents concurred the use of social media (WhatsApp, Snapchat, Facebook, Instagram, Line, Twitter) to communicate with English native speakers could enhance their English language, 96.6% of the respondents agreed that the use of non-school-based learning materials motivated them to communicate in English, 93.2% of the respondents concurred it was helpful for their writing skill in English, 100% of the respondents agreed that it was helpful for their reading skill as well as listening skill in English, and 96.6% of the respondents concurred it was helpful for their speaking skill in English.

The results have some similarity to the study done by Hamat and Hassan in 2019. They did a study which aimed to figure out the use of social media to improved Malaysia university students' English language proficiency and the result showed the respondents agreed that their English language level had been improved in some areas of proficiency. 95.8% of the students perceived their writing skill had been improved, 76% of the students perceived their reading skill had been improved, and 86.1% of the students said they became more confident in communicating with others. Another research done by Promsing et al. in 2017 showed that the use of English film clips brought along a positive result. The results showed the respondents who learnt English by using English film clips handed over a higher mean score in the posttest (after using English film clips to study English), compared to the respondents who learnt English via traditional methods. By comparing the results obtained by the researchers mentioned above and the results obtained in this research, it can be concluded that the use of non-school-based learning materials are helpful for English language learners.

For the second research objective to figure out the effective non-school-based learning materials for Malaysian English learners is being fulfilled as well. The data collected from the semi-structured interviews had gained a lot of insight. For enhancing English language reading skill, the most popular way is to read the materials in English such as online articles, essays, journals, news, as well as novels. For enhancing English language writing skill, the answer was similar to enhancing reading skill, the respondents preferred reading essays, newspapers, articles, journals, and magazines. For enhancing listening skill, the most preferred method was watching YouTube, Netflix, or movies along with subtitles. For enhancing communication skill, the most popular method was to communicate with foreigners or peers in English with the help of social media.

Khoirunnisa and Safitri (2018) had done a research to find out the reading habits and students' writing performance in their academy. The results proved that reading had positive impact on their writing skill. However, the reading materials were a bit different from the results obtained from this study. Other than newspapers, articles, journals, and magazines, the respondents also preferred reading e-books, printed books, and Internet materials. Promsing et al. (2017) proved that the use of English film clips could truly improve the English language learners' listening skill. The research done by Hamat and Hassan (2019) had a similar opinion regarding the communication skill. Their results showed that the use of social media could help their respondents to improve communication skill. On the contrary, there is no strong evidence or other research papers to support the result of this study in which English language reading skill could be enhanced effectively by reading the reading materials. To conclude, most of the results collected by other researchers are unanimous to this study, except for the area of reading skill.

Throughout this research, there were some interesting findings as well. From the first question in the questionnaire, using social media and watching videos had received the most votes (88.1%) among the four choices. It might be because people usually use these non-school-based learning materials for entertainment purpose, and the learning of English language is only in passing while entertaining.

5.3 Implications

From this study, it is understood that the use of non-school-based learning materials could definitely bring advantageous to English language learners in different aspects. One important implication obtained from this study is able to understand the English language learners' opinion on the use of non-school-based learning materials, whether the non-school-based learning materials are useful for their development of four major skills (writing, reading, listening,

communication) in English. The second implication obtained from this study is that the respondents had provided their experience on enhancing their four major skills in English. They had provided the ways they preferred or used to enhance their English.

The results suggest that an English language learner can try to use the non-school-based learning materials suggested by the respondents of this study to learn English. It is because those materials were validated by the respondents to be effective in enhancing their English.

5.4 Limitations

Throughout the process of carrying out this research, it is inevitable that there were some limitations befallen. To start with, the pandemic hit had greatly impacted the data collection process. Due to the Covid-19 pandemic was still rampant during the period of collecting the data, this made it harder to access to people physically by distributing the questionnaire to them. The data collection which was done online had become the stumbling stone since the responses from the respondents were not timely.

The next limitation was the sample size was relatively small, with a total of 59 respondents taking part in the survey only. Also, the respondents were mostly female, with the age range of around 15 – 30 (up to 93.2%), and mostly were Chinese. Therefore, the results of the survey could not be generalized across all the Malaysia English learners. Instead, the survey results were seemed to be biased to only a certain group of people in Malaysia.

5.5 Recommendations

Here are two recommendations as a guideline for future research and study. First and foremost, researchers should control the respondents in terms of gender, age, as well as ethnicity. Take Malaysia as an example: if the study is looking at a bigger picture of the society or country, the researchers should make sure they involve respondents from various backgrounds. It is because

Malaysia is a multiracial and multicultural country, the dataset should not be biased to a specific category.

The second recommendation is that the researchers are advised to start collecting data earlier. Time allocation for data collection is very important because when the study is looking at a bigger picture and larger groups of people, more time is needed to effectively reach out to more people, collect, and analyse the data.

5.6 Conclusion

To summarise, the findings have answered the research objectives “to find out to what extent does the use of non-school-based learning materials are helpful to Malaysian English learners” and “to figure out effective non-school-based learning materials for Malaysian English learners.” It is assured that non-school-based learning materials could definitely help English language learners in their reading, writing, speaking, and listening. Also, the respondents had provided multiple ways to enhance their reading, writing, listening, and communication skills. The ways were mostly identical to the research done by others except for the methods to enhance reading skill.

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Appendices

Appendix A – Questionnaire

Section A – Screening Questions

Section A

Screening Questions

1. Are you a Malaysian? *

Yes

No

2. Is English your second language? *

Yes

No

3. Have you ever tried or are currently using any non-school based learning materials to enhance English? (Example: using social media like Instagram/ Snapchat in English context, listening to English songs, watching English movies/ TV series, reading English magazines/ newspapers) *

Yes

No

Section B – Demographic Questions

SECTION B

Demographic Questions

1. What gender do you identify as? *

Female

Male

Other: _____

2. What is your age? *

0 -15 years old

16 - 30 years old

31 - 45 years old

46+

3. Please specify your ethnicity. *

Chinese

Indian

Malay

Tamil

Other: _____

4. What is the highest degree of education you are currently pursuing or have completed? *

Undergraduate

Postgraduate

Others

Section C

SECTION C

1. Please pick the non-school based learning materials that you have ever used or are currently using in English context. [You can pick more than one] *

- Social media [WhatsApp/ Snapchat/ Facebook/ Instagram/ Line/ Twitter]
- Listening to English songs
- Watching YouTube/ films/ animation/ TV series/ any videos in English context
- Reading English newspapers/ magazines/ novels/ comics

2. How often do you use those non-school based learning materials to enhance your English? (Examples: using social media like WhatsApp to communicate in English, watching films/ animate in English content, reading English magazines, listening to English songs.) *

- Always
- Often
- Sometimes
- Rarely
- Not sure

3. Does the use of non-school based learning materials help you to become more interactive and confident in using English? *

- Yes
- To some extent
- Not at all
- Not sure

4. Do you think that those non-school based learning materials offer you enough opportunities to promote yourself and your activities in learning English? *

- Yes
- To some extent
- Not at all
- Not sure

5. Do you think the use of social media [WhatsApp/ Snapchat/ Facebook/ Instagram/ Line/ Twitter] to communicate with English native speakers help to enhance your English? *

- Yes
- To some extent
- Not at all
- Not sure

6. Do you think those non-school based learning materials motivate you to communicate in English? *

- Yes
- To some extent
- Not at all

7. Do you think non-school based learning materials are helpful for your writing skill in English? *

- Yes, very helpful
- To some extent
- Not helpful at all

8. Do you think non-school based learning materials are helpful for your reading skill in English? *

- Yes, very helpful
- To some extent
- Not helpful at all

9. Do you think non-school based learning materials are helpful for your listening skill in English? *

- Yes, very helpful
- To some extent
- Not helpful at all

10. Do you think non-school based learning materials are helpful for your speaking skill in English? *

- Yes, very helpful
- To some extent
- Not helpful at all

11. Do you think the use of non-school based learning materials have negative impact(s) on your four language skills in English? [The four language skills are reading, writing, listening, and speaking.] *

- Yes
- Sometimes
- Not at all

12. Would you like to answer semi-structured interview questions for an in-depth analysis and understanding? [The contact will only be made by sending you the questions via WhatsApp.] Please leave your phone number down below so we can contact you in the future if necessary! If no, please leave a dash (-) down below. *

Your answer _____

Appendix B – Semi-structured Interview Questions

1. What is(are) the reason(s) for you to choose non-school based materials to enhance English, other than attending English tuition class or other kinds of paid English training programmes? *

Your answer

2. Please explain, or give example on how the use of non-school based learning materials able to help you in improving your English proficiency in terms of reading skill. *

Your answer

3. Please explain, or give example on how the use of non-school based learning materials able to help you in improving your English proficiency in terms of writing skill. *

Your answer

4. Please explain, or give example on how the use of non-school based learning materials able to help you in improving your English proficiency in terms of listening skill. *

Your answer

5. Please explain, or give example on how the use of non-school based learning materials able to help you in improving your English proficiency in terms of communication skill. *

Your answer

6. In your opinion, how does the use of non-school based materials will have bad impacts on an English language learner as well? *

Your answer
