

**In-Class and Out-of-Class Learning: How Do the Successful EFL
Students Perceive?**



A THESIS

**Submitted to English Language Education Study Program as a Partial
Fulfillment of the Requirements for the S.Pd. Degree**

Written by :

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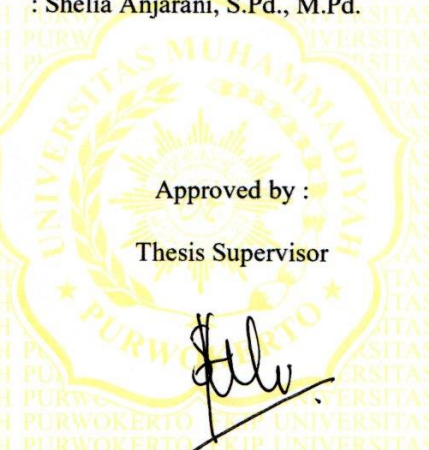
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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PURWOKERTO**

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is the result of my scientific work and not made by someone else or plagiarized or modified by someone else's work. If this statement is not valid, I am willing to accept sanctions, including revocation of the degree I have obtained.

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MOTTO

"Because the real hardship comes ease. Indeed, after hardship there is ease."

(QS Al-Insyirah: 5-6)

"There is always a price in a process. Enjoy the tiredness. Expand that sense of patience again. Everything you invest to make yourself the person you dream of, may not always go. But you can tell about the waves later."

(Boy Candra)

"Ain't about how fast I get there. Ain't about what's waiting on the other side. It's the climb"

(The Climb - Miley Cyrus)

DEDICATION

In the name of Allah SWT, the Most Gracious, the Most Merciful, I dedicate this final assignment to:

1. The researcher would like to thank his beloved parents, Mr. Ronzak and Mrs. Fadlilah. Thank you for raising and educating me with love. To my parents, thank you for everything. Thank you for your love, prayers, materials, and endless support.
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The author recognizes that this study still has flaws, but it may be useful to readers. Thus, readers' suggestions are welcome.

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Purwokerto, January 9th, 2024


Zetfi Sufrotun Nida

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ABSTRAK

Pembelajaran di dalam kelas masih menjadi perhatian utama penelitian pendidikan dibandingkan dengan pembelajaran di luar kelas. Kegiatan pembelajaran di kelas terkadang monoton dan tidak komunikatif. Kegiatan di luar kelas untuk komunikasi kehidupan nyata membantu mengatasi keterbatasan kelas. Kegiatan di luar kelas untuk komunikasi kehidupan nyata membantu mengatasi keterbatasan kelas. Penelitian ini mengeksplorasi pengalaman sukses belajar siswa di dalam dan di luar kelas. Penelitian ini menggunakan pendekatan kualitatif. Penelitian ini menggunakan pendekatan kualitatif. Data hasil wawancara semi terstruktur kemudian dianalisis secara kualitatif. Tiga partisipan dipilih dalam penelitian ini untuk diwawancarai mengenai persepsi mereka. Penelitian ini menganalisis pengalaman belajar siswa EFL yang sukses di dalam dan di luar kelas untuk memahami keterlibatan mereka dalam peluang belajar di dua lingkungan. Hasil penelitian menunjukkan bahwa siswa bertindak berbeda dalam pembelajaran di dalam dan di luar kelas, tergantung pada tujuan belajar siswa. Siswa merasa tidak bebas dan tidak bisa belajar aktif jika belajar di kelas. Sedangkan siswa lebih kreatif dan aktif mandiri di luar kelas karena terbebas dari kurikulum dan jauh dari guru. Guru harus meningkatkan kesadaran akan manfaat mengintegrasikan pembelajaran di dalam dan di luar kelas. Guru dapat fokus untuk memberikan kesempatan kepada siswa untuk mengeksplorasi pembelajaran bahasa Inggris mereka di kelas. Selain itu, guru perlu mengenali kemampuan siswa di luar kelas, dan mencari cara untuk memaksimalkan kemampuan belajar siswa.

Kata Kunci: pengalaman belajar, EFL, ELT

ABSTRACT

Learning in the classroom is still the main concern of educational research compared to learning outside the classroom. Learning activities in class are sometimes monotonous and uncommunicative. Out-of-class activities for real-life communication help overcome classroom limitations. Out-of-class activities for real-life communication help overcome classroom limitations. This research explores students' successful learning experiences inside and outside the classroom. This research applied a qualitative approach. This research used a qualitative approach. Data from semi-structured interviews was then analyzed qualitatively. Three participants were selected in this study to be interviewed regarding their perceptions. This research analyzes successful EFL students' learning experiences inside and outside the classroom to understand their engagement in learning opportunities in two environments. The results showed that students act differently in learning inside and outside the classroom, depending on the students' learning goals. Students feel they are not free and cannot learn actively if they study in class. Meanwhile, students are more creative and active independently outside the classroom because they are free from the curriculum and away from the teacher. Teachers must increase awareness of the benefits of integrating learning inside and outside the classroom. Teachers can focus on allowing students to explore their English language learning in the classroom. In addition, teachers need to recognize students' abilities outside the classroom, and look for ways to maximize students' learning abilities.

Keywords: learning experiences, EFL, EL