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EXPLORING THE IMPLEMENTATION OF EXTRAMURAL ENGLISH IN LEARNING SPEAKING BEYOND THE CLASSROOM: A CASE STUDY IN A PRIMARY SCHOOL

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ABSTRAK

Penguasaan keterampilan berbicara bahasa Inggris di sekolah dasar sering kali terkendala oleh metode pembelajaran konvensional yang minim stimulasi interaktif. Pembelajaran di luar kelas melalui pendekatan *Extramural English* (EE) menawarkan alternatif potensial untuk menciptakan pengalaman belajar berbicara yang kontekstual dan rekreatif. Penelitian studi kasus ini bertujuan untuk mengeksplorasi implementasi *Extramural English*, persepsi guru dan siswa, serta tantangan yang dihadapi dalam pembelajaran berbicara di sekolah dasar Jawa Timur. Data dikumpulkan melalui observasi kelas dan wawancara mendalam terhadap seorang guru bahasa Inggris serta 15 siswa kelas IV hingga VI yang mengikuti ekstrakurikuler *conversation*. Hasil penelitian menunjukkan bahwa integrasi media digital seperti *Interactive Flat Panel* (IFP), lagu, video *YouTube*, dan permainan interaktif berhasil menumbuhkan respons afektif positif, menurunkan kecemasan berbahasa, dan meningkatkan keberanian berbicara siswa, meskipun kendala artikulasi fonetik serta manajemen kelas besar masih ditemukan. Dengan demikian, *Extramural English* terbukti efektif memperkuat motivasi berbicara di luar kelas asalkan didukung oleh pendampingan fonik terarah dan manajemen interaksi yang adaptif.

Kata Kunci: *Extramural English*, pembelajaran Bahasa Inggris, pembelajaran di luar kelas, keterampilan berbicara

ABSTRACT

Mastering English speaking skills in elementary schools is often hindered by conventional classroom instruction that lacks interactive communicative stimulation. Learning beyond the classroom through Extramural English (EE) provides a promising alternative to create contextual, pressure-free oral language experiences. This qualitative case study aimed to investigate the pedagogical implementation of Extramural English, teacher and student perceptions, and the challenges encountered in an East Java primary school. Data were gathered through direct classroom observations and semi-structured interviews involving one English teacher and 15 purposively selected upper-grade students. The findings revealed that multimodal activities utilizing Interactive Flat Panels (IFP), YouTube videos, digital games, and English songs fostered strong affective engagement and speaking confidence, despite ongoing obstacles regarding phonological pronunciation and large-group classroom management. Consequently, Extramural English serves as an impactful approach to cultivating speaking willingness beyond the classroom when supported by systematic phonetic guidance and structured behavioral management.

Keywords: *Extramural English, English learning, learning beyond the classroom, speaking skills*

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INTRODUCTION

English has gained increasing prominence as an essential international language within primary educational curricula worldwide. In non-native contexts such as Indonesia, young learners frequently experience communicative apprehension when instructed solely through rigid, grammar-oriented pedagogical methods (Mahendra & Santosa, 2024). To overcome these classroom constraints, educators require interactive pedagogical approaches that bridge structured language exposure with authentic communicative practices (Zam & Andriyanti, 2025). Providing informal exposure through digital and multimedia resources significantly facilitates early foreign language acquisition by strengthening students' receptive and productive repertoires (Sylvén, 2022).

Extramural English (EE) represents a transformative framework that encompasses self-initiated or non-formal language contact occurring outside conventional classroom walls (Sundqvist, 2024). The term originates from the *Latin* prefix *extra*, signifying beyond, and the root *mural*, denoting walls, emphasizing English encounters unburdened by institutional curricular assessments (Sundqvist, 2024). In primary education, extramural activities encompass authentic media engagement, including watching animated video blogs, listening to songs, navigating English websites, and playing digital games (Yulitriana et al., 2025). These multisensory experiences cultivate linguistic familiarity and stimulate incidental vocabulary development as learners interact naturally with engaging multimodal content (Hentasmaka et al., 2022; Usta & Şahan, 2024). Furthermore, routine exposure to multimedia narratives equips young learners with communicative chunks and phraseological sequences that mirror authentic everyday social interactions (Sylvén, 2022).

A defining characteristic of Extramural English is the reduction of cognitive strain, allowing pupils to prioritize meaningful message delivery over formal grammatical accuracy (Usta & Şahan, 2024). Without the threat of standardized grading or punitive corrections, young learners develop greater self-efficacy and expressive comfort in oral communication (Mahendra & Santosa, 2024). Extracurricular settings naturally nurture learner autonomy by empowering children to explore personal linguistic interests in informal educational spaces (Amara, 2021). Learner motivation plays a pivotal role in sustaining engagement with these informal digital language tasks (Fairuz Thifal et al., 2026). In supporting these autonomous behaviors, teachers serve as pedagogical mediators who link classroom instruction with out-of-class communicative encounters through inward and outward bridging strategies (Lai & Shi, 2025).

In an elementary school in East Java, an English extracurricular program titled "Conversation" has applied extramural principles to provide an authentic speaking environment for upper-grade pupils. The program integrates interactive digital devices, collaborative songs, digital gaming, and responsive verbal routines to nurture spontaneous oral responses among children (Siwi et al., 2023). While extramural language research has expanded globally, empirical investigations focusing specifically on speaking practices and challenges among elementary school children in Indonesia remain limited (Zam & Andriyanti, 2025). To address this empirical void, the present case study investigates how Extramural English is implemented in an extracurricular speaking program, examines how primary school teachers and pupils perceive this practice, and identifies the practical pedagogical challenges encountered throughout its implementation.

RESEARCH METHOD

This qualitative research employed an exploratory single-case study design to capture a nuanced understanding of extracurricular language practices within their authentic setting. The

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study was conducted at an inclusive private primary school located in East Java, Indonesia, which operates a dedicated weekly English conversation club. This extracurricular program specifically implements extramural-inspired pedagogical activities designed to facilitate communicative interaction beyond standard curricular hours. The case study approach enabled the researcher to investigate contextual nuances, instructional dynamics, and communicative behaviors that occur during informal learning sessions.

The research context involved one certified English teacher and 30 registered elementary pupils from Grades IV to VI who actively participated in the weekly ninety-minute program. To obtain rich and representative experiential data, purposive sampling was utilized to select 15 diverse student informants for in-depth interviews, representing varying levels of speaking participation and communicative confidence. Strict ethical protocols were maintained by obtaining institutional consent, informing all participants of study objectives, and guaranteeing full anonymity through alphanumeric codes such as T1 for the teacher and S1 through S15 for the student informants. This stratified selection enabled the study to examine both enthusiastic speakers and hesitant learners, thereby providing a comprehensive perspective on extracurricular speaking dynamics.

Data collection was carried out through structured non-participant observations and semi-structured retrospective interviews conducted over an academic semester. The observational protocol tracked instructional stages, digital media utilization, student interaction patterns, and verbal participation during extracurricular sessions. Semi-structured interview protocols adapted from Barrios and Acosta-Manzano (2020) were refined to evaluate affective reactions, linguistic perceptions, and communicative hurdles. Each interview was conducted in a supportive face-to-face setting following the extracurricular sessions, audio-recorded with participant consent, and transcribed verbatim for rigorous analysis.

The transcribed interview texts and observational field notes were examined through reflexive qualitative thematic analysis. The analytic process commenced with repeated data readings to generate initial descriptive codes concerning classroom practices, affective attitudes, and communicative barriers. Related codes were iteratively collated into broader thematic clusters, contrasting divergent viewpoints between confident and anxious learners to preserve descriptive richness. The finalized themes were corroborated through data source triangulation and member checking to verify analytical credibility and interpretive rigor.

RESULT AND DISCUSSION

Result

The observational data revealed that the extracurricular conversation sessions were executed through three fluid instructional phases comprising opening engagement, multimodal core tasks, and reflective consolidation. During the opening phase, the instructor utilized English communicative routines such as requesting classroom assistance and asking personal check-in questions to establish immediate linguistic rapport. The core instructional phase featured digital media shown on an Interactive Flat Panel (IFP), where pupils sang modern English songs, solved interactive game challenges, and engaged in paired speaking drills. The teacher emphasized that removing standardized assessment rubrics created a welcoming atmosphere where children felt encouraged to experiment with English without fearing reproof.

The systematic arrangement of Extramural English practices observed throughout the conversation program reflects a deliberate pedagogical alignment between media selection and communicative objectives. To present a clear synthesis of how these components operated in practice, the structural stages, specific digital tools, and observable learner actions are

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categorized systematically. Table 1 provides an analytical overview of the extracurricular implementation stages, pedagogical media, target speaking practices, and observed student engagement levels.

Table 1. Pedagogical Stages, Media Integration, and Speaking Activities in the Extracurricular Program

Instructional Stage	Digital Media & Materials	Communicative Speaking Activity	Observed Student Engagement
Opening Engagement	Classroom displays, verbal prompts	Informal greetings, routine instructions, personal check-in	Attentive, quick choral responses, immediate classroom rapport
Multimodal Immersion	YouTube animated videos, song lyrics	Choral and group singing, lyric recitation, rhythm imitation	Highly enthusiastic, active physical gesturing, vocal imitation
Interactive Gamification	Interactive Flat Panel (IFP), online quizzes	Collaborative vocabulary games, turn-taking spoken answers	Competitive excitement, spontaneous speaking attempts
Reflective Closure	LCD projector recap slides, audio clips	Voluntary solo singing, peer appreciation, verbal wrap-up	Proud sharing, supportive peer applause, relaxed expressions

As delineated in Table 1, the instructional design successfully transformed conventional passive learning into an interactive communicative playground. The deliberate transition from whole-class singing to competitive digital gamification on the interactive flat panel sustained high levels of physical and verbal participation throughout the sessions. Furthermore, Table 1 highlights how the progressive scaffolding enabled students of varying grade levels to contribute verbally without being constrained by individual academic disparities.

Interview responses indicated overwhelmingly positive affective reactions, with both the teacher and pupils characterizing the extracurricular atmosphere as liberating and joyful. Student 4 explicitly noted, "Learning English here feels like playing at home because we watch funny YouTube clips and play quiz games on the big screen." Similarly, Student 1 underscored that the absence of numerical scores bolstered her willingness to speak: "I feel brave enough to answer because the teacher never gives bad grades when my grammar is messy." Teacher T1 affirmed this developmental progression, observing that regular exposure to catchy song choruses prompted students to spontaneously repeat colloquial expressions during informal recess interactions.

Despite the prevalent enthusiasm, the findings illuminated a discernible duality in students' expressive confidence when navigating unfamiliar lexical items. While outgoing learners like Student 6 embraced impromptu speaking by adopting a "just try it" mindset, several classmates experienced notable verbal hesitation. Student 3 confessed, "I know the idea in my mind, but I feel confused when trying to arrange complete English sentences in front of friends." Furthermore, Student 9 and Student 11 reported persistent shyness stemming from an apprehension of mispronouncing multisyllabic vocabulary encountered in lyrics and games. This divergence confirms that while multimodal immersion enriches vocabulary familiarity, it simultaneously exposes phonological uncertainties that require empathetic pedagogical intervention.

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In-depth interviews revealed distinct operational challenges confronting both the instructor and participating elementary learners. From the teacher's perspective, managing 30 active children across Grades IV to VI in an open, flexible room frequently resulted in peripheral distractions and uneven attention spans. Teacher T1 elaborated that curating age-appropriate digital content that balanced linguistic simplicity with recreational interest required considerable preparation time each week. On the learner side, Student 5 and Student 8 highlighted phonological confusion as their primary obstacle, particularly when deciphering fast-paced native articulation in video soundtracks. These empirical accounts illustrate that extracurricular language initiatives require deliberate classroom management routines and targeted phonetic scaffolding to maximize their pedagogical impact.

Discussion

The findings demonstrate that embedding Extramural English through digital interactive displays establishes a motivating bridge between young learners' recreational lifeworlds and target language exposure. Incorporating authentic digital artifacts such as YouTube videos, animated gaming platforms, and contemporary songs provides rich multimodal input that stimulates both visual and auditory processing channels (Yulitriana et al., 2025). This multisensory immersion stimulates intrinsic interest, which aligns with the pedagogical premise that authentic digital materials elevate student attentiveness and communicative readiness (Schurz & Sundqvist, 2025). Similar tendencies were identified by Febria et al. (2026), who reported that informal music listening and digital video exploration represent the most accessible extramural habits among contemporary foreign language learners. Consequently, contextualizing extracurricular speaking through interactive technology transforms abstract target language concepts into dynamic social experiences for primary school children.

A major catalyst for heightened student participation was the deliberate establishment of a low-anxiety, pressure-free communicative environment. By replacing punitive grading rubrics with encouraging feedback, the instructor lowered students' emotional defensiveness and created psychological safety for oral experimentation (Mahendra & Santosa, 2024). Under these supportive conditions, young learners exhibit a greater willingness to communicate and express authentic verbal contributions without fear of public embarrassment (Amara, 2021). These findings corroborate the conclusions of Alruwili and Elsawy (2024), who affirmed that gamified and story-based extracurricular tasks significantly elevate young learners' expressive confidence and communicative spontaneity. Nevertheless, rather than signaling flawless grammatical mastery, this gain primarily reflects an enhanced affective disposition toward active verbal participation in the foreign language. Such outcomes suggest that the affective benefits of low-pressure practice precede, and may condition, the development of more accurate and fluent linguistic production over time (Fathi & Behzadpoor, 2025; Khodi et al., 2026; Yan & Singh, 2026).

Despite the positive affective outcomes, the study underscores significant pedagogical and linguistic bottlenecks inherent in informal primary language teaching. The difficulty experienced by the teacher in governing a multi-age cohort within an open setting mirrors observations by Schurz and Sundqvist (2025), who noted that facilitating extramural activities without structured behavioral guidelines poses substantial classroom management challenges. Unlike Western educational contexts where students frequently bring their own individual digital devices and materials into class, Indonesian primary teachers bear the sole responsibility of curating centralized media displays (Schurz & Sundqvist, 2025). Furthermore, students' phonetic struggles with unfamiliar vocabulary corroborate the findings of Febria et al. (2026), which indicated that unguided informal exposure often leaves learners bewildered by swift

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native speech tempo and complex phonological patterns. In contrast to interventions featuring explicit acoustic modeling, incidental exposure alone proves insufficient for mastering precise pronunciation, underscoring the necessity of structured phonetic scaffolding (Alruwili & Elsawy, 2024; Alwan, 2025; Mora, 2025; Park et al., 2024; Saito, 2021; Vásquez & Aguirre, 2025).

Taken together, these findings illustrate how extracurricular conversation clubs can function as effective pedagogical bridges connecting formal classroom curricula with out-of-school language realities. By functioning as an inward bridge, the teacher purposefully channels popular digital media into the school environment, thereby validating students' informal interests (Lai & Shi, 2025). Simultaneously, extracurricular activities cultivate early learner autonomy by demonstrating how everyday recreational media can serve as sustainable language acquisition resources (Sundqvist, 2024). Sustainable language growth among primary school children therefore depends on maintaining an intentional equilibrium between recreational freedom and focused communicative guidance (Zam & Andriyanti, 2025). Such a balance allows young learners to transfer the vocabulary and pronunciation they absorb through English-language television, films, and games into structured classroom practice (Al-Sayed & Riazi, 2025; Sulis, 2023; Żurawik, 2026a, 2026b).

CONCLUSION

This study reveals that Extramural English is successfully implemented in an extracurricular conversation setting through three integrated phases featuring interactive digital displays, songs, and gamified speaking tasks. Both the teacher and students perceive this informal learning model as highly motivating, fostering enthusiasm, expressive comfort, and speaking confidence by eliminating punitive grading and academic pressure. However, the implementation faces notable operational challenges, specifically large-group classroom management across mixed age groups, extensive preparation demands for teachers, and recurring phonetic pronunciation difficulties among students.

These empirical insights indicate that maximizing the benefits of Extramural English requires primary educators to balance enjoyable digital engagement with targeted phonological instruction. Teachers should incorporate structured pronunciation modeling, such as repetitive echo drills and simplified acoustic cues, to alleviate student anxiety when encountering complex vocabulary in songs and videos. Additionally, school administrators are encouraged to establish smaller extracurricular cohorts and provide collaborative planning resources to assist teachers in designing sustainable informal speaking activities.

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