
The Work of Informal Environment in Language Learning

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Abstract

This study examines the work of informal environment in language learning. This study is an ex post facto research, employing quantitative approach. The students at English Department of Madura University are as parts of population in the current research. A sample is decided by using proportional stratified random sampling technique. The data are analyzed by simple regression technique. The result of the study shows that the work of informal environment in language learning is not particularly high, 0.43 (43%). The informal environment operates on students' proficiency level in English. It enriches the students' input to communicate in English as well as makes the input of students becoming intake. It implies that the teachers and members of academic society should assist students with natural communication in order to meaningful input for the students.

Keywords: Environment, English Learning, Informal, Input, Intake

1. INTRODUCTION

Environment takes its role in language teaching. Providing students with efficient and effective environment for their input to have good performances in English language is not easy. Language environment encompasses everything the language learner hears and sees in the new language (Amiruddin & Jannah, 2022b). Teachers should have a good preparation and design the classroom based on their objectives in learning. Both formal and informal environment bring their own characteristics of learning objectives. The focus of formal environment is on the manipulation on linguistic form, but informal environment provide students with communication without inviting the grammatical constructions in English (Alibec, 2017). Informal learning is any activity concerning the pursuit of understanding, knowledge, or skill occurring with no the attendance of obligatory curriculum criteria. This kind of environment closes to real life context. The features of informal language teaching are

unconscious, unintentional, incidental, and natural. Learning English with pleasure is the objective of informal language teaching. It commonly happens in day by day life activities related to work, family or time off. It is not grammatical or structure oriented. This makes the learning environment more comfortable to the students as well as it creates students' interest, motivation, and enjoyment in learning English.

The focus of informal language teaching is meaningful input providing them opportunity to experience English (Amiruddin & Tafriyanto, 2018). The teachers should design the language learning with communication oriented that facilitate them intake in English. It should invite the students to participate in conversation in English. It is possible for the students to have some errors in communicating their opinion and ideas. Communication strategies applied by the teachers consider assisting the students with meaningful input. It is not allowed to the teachers to invite grammatical construction in their teaching learning process. Informal language environment is closer to student daily activities; it has no structure and no purposes, but it takes an important part in language learning. Informal language environment is one where language is used naturally for communication; the learners focus on understanding or expressing an idea, message, or other thought in the target language; the teachers provide the learners with "here and now" concept in providing input as well as give natural language environment and time for silent period (Zheng & Cheng, 2018). However, the characteristics of formal language environment are school based and its content is structure and principle.

Informal language learning is offering the students with no presence of organization of rules; it stresses the content of life experience to help the students. The learning environment gives effects on the students input in English (Zahid, 2014). It influence on the students' receive and hear. The quality of input is manipulated by the environment provided by the teachers in teaching learning process. Meaningful input of the students is based on the language experience. When the students have more experience the language, better English is coming to them, they will have a good quality in their target language. Informal language environment help the students and as a tool for formal language learning.

Communication in English is one of the students' weaknesses of students of English department at Madura University. Some of them have difficulties to join conversation in English. They are in high anxiety to speak English. Most of them are over users in monitor users. They have many filters producing the target language. In addition, they are over concern on structure and errors in producing English. Consequently, the teachers of English Department at Madura University give them informal language environment to facilitate them in communication in English. Informal environment provided by the teachers help the students in particular beginner students to understand easily the explanation and the

content of material of a subject (Yuan & Hu, 2018). In addition, informal language environment make the students more closely to the nature and to have nice interaction between the teachers and the students. When the teachers and the students have closeness, it helps the students to have and increase the motivation as well as decline their hesitant to speak English. Providing meaningful input for students in language teaching is also decrease their anxiety level in producing English since it does not talk the complications of manipulation of grammatical construction. They provide the students with pleasure situation to motivate and to ensure students that English is interesting. The teachers are focusing their instruction to meaningful input in order that the students are able to join the discussion in English. It is important to discuss more about the work of informal language environment in learning English.

2. RESEARCH METHOD

The study is a quantitative research. The data in this study is in numbers and a statistical analysis used in it. This study is using an ex post facto approach. This research is look carefully at the amount of the role of informal language environment in students' proficiency level at English Department of Madura University that cannot be controlled and manipulated. Questions both in questioners and tests by using interview set to the students of English Department of Madura University focus on the activities in language learning as well as the ways the teachers interact to their students. It also talks about the environment of English Department. Moreover, items in the question are about the effects of informal language environment of English Department at Madura University on student proficiency level in English.

The participants of the study are students and the teachers of English Department at Madura University. They are consisting of students who are in third, fifth, and seventh semesters. 13 students are from third semester, 11 students are from fifth semester, 10 students are from seventh semester, and 10 teachers of English department. They are chosen as the subjects in this study. Proportional stratified random sampling is used as sampling technique since students of English Department at Madura University consist of four groups. They are in strata. The subgroups' quantity of students is in proportion. The size of each group is in the same rate. They have equal numbers of participants of each group. 44 students of English Department at Madura University are selected as the subjects of the study. Questioners and the tests by using interview are given to them to examine the amount of informal environment of English Department at Madura University to their proficiency level in English. To collect the data, questioners and tests by using interview are used as the main data. Observations and documentations are used as the supporting data. This research uses the questioners to get information

about the informal language environment at English Department of Madura University. The responds of students of English Department at Madura University are in Likert scale. Positive and negatives questions are given in the questioners. Moreover, the tests by using interview are to get information as well as to measure students' proficiency levels in English including their fluency, accuracy, accent, vocabulary, and grammatical constructions. The observation and documentation are to find out and capture facts of students' activities related to English Department informal language environment in teaching learning process.

A simple regression technique by a computer program SPSS version 16 for Windows is used analyzed the data. Undertaking simple regression, normality and linearity tests are undertaken. It summarizes and studies the amount relationship between two continuous variables. It concerns the study of only one predictor variable. It studies the amount of language environment of English Department at Madura University in learning English.

3. FINDINGS AND DISCUSSION

The questionnaires use to get the data of language environment at English Department of Madura University. The participants of this study give responses to the provided questions in the questioners. The statistical descriptive results demonstrate that the mean is 46.13, median is 46.00, and standard deviation is 7.62. Based on the criteria of categories, language environment of English Department at Madura University facilitate them to communicate in English. Table 1 describe the percentage criteria of informal language environment provided by English Department in language learning.

Table 1. Percentage Creteria of Informal Language Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very rare	6	13.6	13.6	13.6
	Seldom	29	65.9	65.9	79.5
	Often	9	20.5	20.5	100.0
	Total	44	100.0	100.0	

The output of SPSS program of percentage criteria says that 6 (13.6%) students declare that the teachers are not common to provide the class with natural communication, 29 (65.9%) students affirm that the central point of the class are manipulation of linguistic forms, the teachers emphasize the rule in learning and 9 (20.5%) students claim that delivering ideas, messages, opinion, etc are frequently happen in teaching learning process. The teachers give time for the students to have silent period, to have much input of the target language. Parroting activities and mechanical drills appear to do little to encourage the development of fluent conversational skill. The outputs of SPSS program 16 for windows

estimation point out that the informal language environment of English Department of Madura University refers to the interaction to their teachers and peers in outside the class. Their interaction is about delivering ideas and opinion to attract meaningful input. They discuss topics associate to their learning and personal problem in outside the class. In addition, they discuss about their problem in grammatical constructions but it does not disturb their communication in English.

English spoken test by using interviews is to get the data of the ability level of students' learning in English. The statistical descriptive results show that the mean is 47.90, median is 48.50, and standard deviation is 10.67. Table 2 tells the percentage of criteria of Students' English proficiency level in learning English.

Tabel 2. Percentage Creteria of English Proficiency level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Have difficulties in grammar and vocabularies to participate in formal and informal conversation	32	72.7	72.7	72.7
Able to participate conversation with the accuracy of grammar and vocabularies in formal and informal situation	11	25.0	25.0	97.7
Able to use the target language fluently and accurately in professional context	1	2.3	2.3	100.0
Total	44	100.0	100.0	

The output of SPSS program in Table 2 shows that 32 (72.7%) students have some difficulties in grammar and vocabularies to join the interaction in formal and informal context with the teachers and their friends, 11 (25%) students are able to take part in the dialogue with the correctness both in grammar and vocabularies in official and non official situation. 1 (2.3%) student speaks or use the target language moderately fluently in professional situation. The output of SPSS program 16 for windows estimation indicates that students of English Department at Madura University are having ability to communicate in English in public communication and partial profession necessities. They can join discussion of current issues, work, and family members; they are trying to put grammar in its place without interfere their communication to the addressee.

Test of normality used is to know whether the data in normal distribution. It tells that the distribution of sample is normal, if the test is non-significant ($P > .05$) but if the test in significant ($P < .05$) it indicates that the distribution of sample is non-normal. Table 3 indicates the result of normality test of this study.

Table 3. The Result of Normality Test

		Informal	English
N		44	44
Normal Parameters ^a	Mean	46.1364	47.9023
	Std. Deviation	7.62368	10.67217
Most Extreme Differences	Absolute	.137	.180
	Positive	.137	.180
	Negative	-.056	-.131
Kolmogorov-Smirnov Z		.908	1.195
Asymp. Sig. (2-tailed)		.382	.115

Linearity test is linier if the ($P > .05$), but it is not linear if ($P < .05$). Table 2 tells the summary of linearity test.

Table 4. The Summary of Linearity Test

Variable Linearity	Probability (p)	Criteria	Explanation
X – Y	0,24	0,05	Linier

There is a positive and significant work of informal language environment (X) in English Learning (Y) of English Department at Madura University. Table 5 presents the output of linier/simple regression of the hypothesis.

Table 5. Summary of Varian Analysis of Linier Regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	212.405	1	212.405	1.904	.175 ^a
	Residual	4685.085	42	111.550		
	Total	4897.490	43			

Table 5 indicates that sig. (p) is significant. So, linier/simple regression proposes approximation the work of informal language environment (X) in English learning (Y) at English Department of Madura University. Therefore, the work of informal language environment at English department of Madura University (X) in learning English (Y) is positive and significant. The estimation of the independent variable is done by looking at coefficients variable as in Table 6.

Table 6. The Coefficients' Summary of the Part of Anxiety in English

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.452	9.876		3.488	.001
	Informal	.292	.211	.208	1.380	.175

In unstandardized coefficient of Table 6 expresses that constant $b_0 = 34.452$ and $b_1 = 0.292$. Therefore, regression model that is proposed can be formulated as follow.

$$\hat{Y} = 34.452 + 0.292$$

As a consequence, the model anticipated is significant, the estimation, prediction, and inferential process can refer to the model. In Table 7 as follow adjusted R² score point out that the amount of the estimation is showed in R² score. The R² score is corrected for part of (b₀) in order to get adjusted R² score. The score describes the variant of informal language environment in English learning at English Department of Madura University, but the rest 79% (100% - 21%) relate to another aspect.

Table 7. The Coefficients' Determination of students' anxiety in English learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.208 ^a	.043	.021	10.56171

Statistical descriptive analysis in informal language environment shows that the teachers provide meaningful input for the students. In addition, English Department of Madura University gives students environment helping them to communicate in English and have a closer distance to the nature such as an external teaching for society in countryside, a discussion corner program to discuss current issues, English corner, etc.

Moreover in English proficiency level, statistical descriptive analysis indicates that students of English Department at Madura University are able to communicate customary unrestricted demands and half-done business supplies. They distribute their view, thoughts, and notes to their teachers and peers in the discussion corner, the external teaching, etc. They are able to hold speech, an academic presentation, etc.

English Department of Madura University offers students with both formal and informal environment. Formal environment happen when the teaching learning process conducted in the classroom; it is about structured setting by the teachers and the department (Winanta et al., 2020). The teaching learning process is manipulated in this situation. To support this kind of situation and to get better in English proficiency level English Department of Madura University give students with informal environment as well. The students have flexibility learning process, and they use their experience to communicate in English. They have no manipulation in their learning and communication. They share their ideas and opinion to their friends and their teachers by ignoring the over use of grammatical constructions. The students of English are exposed to English in social interaction focused on meaning. Informal language environment refers to the absence of form (Tunnisa et al., 2019). Interaction in

meaning encourage the students to have a communication in English both to their teachers and friends as well as it is a method to achieve their language learning (Weda & Sakti, 2020).

Moreover, informal language environment mostly happen in out of class environment; however, it is not simply say that informal and formal environment are separated from one another or they are not overlapping form each other (Steinberger et al., 2021). Informal environment is also happening in the class, but communication and meaningful input is its focus; the focus of informal environment is the ways to experience English in communication and to put forms in its place without any help to the communication (Septiani et al., 2021). Informal language environment make possible the students with social interaction to their peers. The teachers should involve the students to join the interaction in order to help them speaking English and acculturate to their friends (Şenel, 2016).

Informal language environment is not typically structured or planned oriented learning. It encourages students with the condition to get intake helping to have conversation to others (Sabah Salman Sabbah, 2018). The contents of learning are not forms in isolation, but it is about the ways students acquire language and get input as much as possible. It is potential for the students of English Department at Madura University to discuss grammatical construction, but the forms is for helping their communication, not for leaning grammar in remoteness that make the students being monitor over user, without experiencing the communication. Language environment of the students is a crucial factor to their proficiency level in English. The input of the students is provided by the environment they are in such as the teachers and the peers (Rosyidah & Hikmah, 2021).

Context of informal environment provided by English Department of Madura University is a weapon to facilitate students in communication. The purposes are experiencing the language in social interaction. It includes students in interaction in English to their teachers and peers. Students of English Department at Madura University are able to have interaction to their peers and their teachers. This social interaction is the authentic sources input for the students to acquire English. Conversational interaction offered by informal language environment enhances the input of students in acquiring English (Rose, 2017). It contributes to the English proficiency level of students at English Department of Madura University. It also builds relation to their teachers and their friends, as models in their English. Students who have closeness to their teacher will have more motivation to communicate in English and have lower anxiety level to join interaction in English (Amiruddin & Tafriyanto, 2018).

Informal language environment of English Department of Madura University considers the success in English proficiency level of the students. The informal language environment offers the students with low hesitant to communicate in English (Amiruddin et al., 2020). They motivate to speak in

English to their friends in discussion in their leisure time as well in the classroom when the focus is meaningful input. However, it is difficult for English Department students of Madura University to have interaction in English when the environment does not give meaningful input since they have high anxiety level. Their anxiety level in English are affected by both their deficit skill and the environment provided by the teachers in teaching learning process. Lecturers, friends, and skill influence on the students' anxiety level (Kordja, 2020). The lecturers and friends are the environment of the students in learning English. When the input given by the environment is for communication in English, the anxiety is not coming to their performance in English, but when it invites accuracy in grammatical constructions; their hesitant disturb the performance in English.

The environment of English Department at Madura University considers the success of students in picking up the language. The success of the students at English Department depends on the environment provided by the teachers and the social academic in it (*ISSN 1907-6665 e-ISSN 2622-074 Accust Oming Students' Polite Language Through Mother: Its Barriers*, 2021). It is important for the teachers to offer students with an effective linguistic environment for foreign language acquisition in foreign language classroom. Informal language environment of English Department of Madura University gives the students with a level of language ability that is enough for their needs in academic and non academic social life. They achieve a lot of exposure; they hear the language in use and pick up expression they need. In addition, they have many opportunities to speak and experience with the language. The informal environment supports their efforts to communicate in English by suggesting words and phrases for meaningful input (Amiruddin & Jannah, 2022a). They are also exposed to many spoken interaction other than instruction focused teacher talk. It encourage students' motivation to speak English without too shy in joining the conversation in English.

English Department students at Madura University have minimal interaction to native speaker of English. They have few opportunities to communicate to them. However, it is not a reason for the students to experience the language because their teachers offer them with the effective language input for their acquisition of English. Classroom instructions of English Department of Madura University offer the students with activities sustaining for communication as well. The students do not only discuss the written language in level of sentences, but they also focus on the meaning and the use of language in conversation. The teachers design the class to help the students to achieve high English proficiency level (Amiruddin et al., 2021). The teachers and the social academic of English Department of Madura University think that the environment is the reason for the students in picking up the language. Therefore, they propose the class with two functions those are as grammatical construction and as meaning oriented.

They do not discuss about grammar that interfere the communication (Asif, 2017). They study grammatical constructions in isolation subject. They make the students to speak English freely. The environment and input received by the students think about the students are focusing on the grammatical construction or on delivering meaning. The teachers create a real communicative environment for the students. They make some modification in their teaching to provide students with meaningful input such as the topic selections in reading and familiar and current topics for the students to be discussed, etc.

To achieve native like proficiency level in English, it is important for the teachers to increase language practice opportunities for the students, to improve the quantity and quality of students' talk, to promote a positive effective climate for acquisition, and to motivate students in learning English (Aydin et al., 2020). Teachers of English Department of Madura University create the activities to hold the students to practice in English such as work group, debate, discussion, etc. It is essential for the teachers to create a tool in order to involve the students in language learning. They invite the students to have involvement in conversation in English where they can notice the parallel of what they are doing and learning (Cahyani et al., 2021). This is able to give a positive effect on improving the learning of English. Classroom interactional activities and task that stimulate the negotiation of meaning are useful to the students to perform English in conversation. It can facilitate the students to acquire language and inputs become the intake.

Teachers provide social interaction for the students as a source of language input for English learning. It is important for the teachers to increase the amount of quality language input that language learners may receive in a social interaction context. The negotiation of meaning should give much more input to boost the amount of quality input for language learning (Cycle, 2020).

Talking about grammatical construction is boring and more complicated for the students; so it is important for the teachers to address the environment of the class to their interest by providing negotiation of meaning in order to keep them motivated (Demir & Zaimoglu, 2021). The participants expressed their desire for face-to-face interactions than discussing manipulation of linguistic forms. The teachers consider the sustainability of activities, especially challenging activities, to allow students to go over them again.

When learning a foreign language, students should get as much exposure to the target language as possible. This is especially important when learning takes place in non-immersive contexts, where the target language is not prevalent. Furthermore, language learning encloses much more than just learning the formal aspects of the language and hence, pragmatic and socio-cultural aspects should become an integral part of the language learning (Djiwandono, 2019). In addition, the teachers should allow students

to interact with technology. Technology has the potential to support language learning opportunities in versatile ways as well as may support such contextual learning in authentic settings and. It also support learning by allowing for learner immersion, enhancing engagement and increasing the motivation for learning.

It is possible for the students have difficulties in learning English since there probably aren't enough opportunities for interaction with English speakers, there usually aren't enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these adverse conditions, the students have to have extraordinary motivation in order to succeed at learning English. Apart from the role that intellectual capacity and language aptitude play in a second or foreign language learning motivation is a major factor in the successful study of language acquisition. Motivation is also an important contributor to language achievement in terms of linguistic outcomes (Hafifah, 2020). Students have high desire to study English when the teacher provide informal language environment in order to enhance their input and to facilitate the input becoming intake, meaningful input.

The networks of the students in social interaction to their peers and the teachers have positive effects on their language learning. It is important for the students to facilitate students with public interactions than private conversation; it also possible for them to touch one another of public interaction in order to have ideas, view, etc (Huang, 2021). It will help students to have input related to the topics discussed. The teachers should construct the comfortable class by delivering meaning. The students will feel that they are a part of the class. It is also a way to involve students in language learning. The students will have low anxiety level and hesitant to practice their English.

4. CONCLUSION

Based on the results and explanation of the research, the authors conclude that the work of informal environment in language learning of the students of English department at Madura University in learning English is not mainly high, 0.43 (43%). The informal environment of English Department of Madura University operates on students' proficiency level in English. It enriches the students' input to communicate in English. The informal environment makes the input of students becoming intake. Informal environment provide meaningful input for the students at English Department of Madura University. It implies that the teachers and members of academic society should facilitate students with the appropriate language environment in order to put up the right conditions of classroom to help students with meaningful input as well as to provide students with social interaction in order to increase the awareness of students to their society. It is recommended that the members of academic society are being

responsive to provide meaningful input for the students and give frequently natural communication to the students.

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