

**THE ROLE OF FORMAL AND INFORMAL ENVIRONMENTS IN SECOND
LANGUAGE ACQUISITION OF STUDENTS**

by

Ani Latifah

Universitas Islam An Nur Lampung

ani.latifah27@gmail.com

Zulaiha

Universitas Islam An Nur Lampung

zulaihabismillah@gmail.com

Abstract

This study aims to answer why some students are more successful than others in mastering a second language and why one person seems to learn faster than the other even though both are in the same situation. This research is qualitative descriptive. The researcher interviewed five English teacher to find out the difference in the ability of students to master the second language, from those who only attended formal learning at school and took part in informal learning outside of school. The question consists of five questions. Because second language acquisition (L2) is a very complex process, there is no model that captures all its aspects. The researcher summarized the results of interviews with five English teachers, because the results of the interviews were almost the same. Based on the results of the study, it shows that students who only attend formal learning at school are different from students who are also supported by informal learning outside of school. Like taking a course, and also helping parents. Students who only study the second language at school will be slower in the process of obtaining a second language.

Keywords: Formal and informal environment, Second language acquisition, students

INTRODUCTION

Language construction in children arises from their understanding of communication first than language. Understanding and producing their movements reveals a basic understanding of the communication process. Although children's first acquisition of the sound system of their native language is separate from meaning, they ultimately combine it with the communicative movement to form productive speeches. The development of language from one word includes two important developments, namely: the acquisition of lexicons and the use of single words to express greater meaning. The children's first combination word reveals a structure that is not an imitation of adult conversation and is not fully acceptable for adult standards. In its development, children obtain grammatical categories from the utterances of adults. The initial stages of language acquisition are almost the same between oral language and sign language.

The process of developing a child's language is characterized by the acquisition of a one-word lexicon and the use of the lexicon to express greater meaning. The next development is the acquisition of word combinations to reveal a larger language structure even though it has not been accepted according to adult standards. It is noteworthy that the development of children's language in several stages is almost no difference between the acquisition of verbal (verbal) language and the acquisition of sign language.

The second language is generally obtained after someone has obtained his first language. No one gets his first language. This seems to underlie why there are first language terms and second languages. The first language is the language that someone first acquired. The second language is obtained after obtaining the first language.

In the acquisition of language, both the first language and the second language there are many theories that underlie how the processing process occurs. The most common and fundamental theory is the theory of behaviorism and the theory of cognitivism. The basic concept of the theory of behaviorism is based on the assumption that someone after birth has nothing so that the acquisition of environmental language plays an important role. In other words, it is the environment that contributes a lot to someone so he can get the language. Another case with the theory of nativism, that someone from birth already has a language acquisition tool called the Language Acquisition Device (LAD). Through this tool, one can obtain language. However, the language acquisition tool can function if there is an environment that supports it.

Noting the two theories, it can be said that language acquisition is inseparable from the environment. The environment is something that is important for someone in the process of acquiring a language. About the role of the environment in the acquisition of language, both formal and informal environments. McDonough (1981) suggested that the theories of behaviorism used to obtain language strongly emphasized the role of the environment in providing stimulation of imitation and also strengthening and whether the reactions were positive or negative. According to this theory, only the external environment provides, both the language model and the mechanism by which reactions: (1) are selected for truth, (2) differentiated to be appropriate for a stimulus and (3) disguised for a new situation. Likewise, Littlewood (1984) argues that in the behaviorist approach to language acquisition, the child's environment is seen as a major influence factor. The environment provides models that children imitate and various rewards that result in knowledge for children.

As is the case with the theory of behaviorism, so is the theory of cognitivism. According to Littlewood (1984), interest is a factor that plays a role in achieving children's internal processes. But we should not forget that the environment stimulates these internal processes. The environment will provide various materials to the child in acquiring the language in which he is located. This same thing is also stated by Subyakto (1992) that born children already have procedures and language rules that allow a child to process his linguistic data in his environment.

Apart from the theory of behaviors and cognitivism, the role of the environment in language acquisition is very large. Daulay (1985) suggests that the quality of the language environment is very important for language learners to be able to succeed in learning new languages. The introduction done by the teacher in the class will determine the language learning process experienced by the learner. Besides that, Huda (1987) suggests also, that the "Krashen input hypothesis" states that learning acquires a second language in only one way, namely by understanding the meaning of the message that reaches it. In other words, learners can speak second because they have received meaningful input. Learners can understand the discourse that contains grammar that is not sorted out (naturally) because of the help of context, knowledge of life and the natural surroundings, and the ability of mastery that has been mastered before.

Regarding the role of the environment in language acquisition, Ellis (2015) explicitly argues that the environment in terms of language acquisition can be broadly classified into two, namely (1) formal environment and (2) informal environment. Variation in using certain language acquisition second. The donations include (1) making learners more varied in using their language according to their situation of use, (2) learners can use language more precisely when viewed from the truth of the rules, and (3) the introduction can give satisfaction to the desire of adult learners interested in mastering the rules or rules of language about the rules of language learned.

Noting the opinions, it is clear that the environment contributes greatly to the acquisition of language. Based on this, it is necessary to discuss how the role of the environment in the process of acquiring language, both in the acquisition of the first and second languages. However, on this occasion, the discussion is specifically on the role of the environment in the acquisition of second languages.

Language Environment

The environment in general is an area or region and that is sufficient in it, the environment can involve a number of five human senses, especially hearing and sight. Limits and situations like that give the idea that the language environment is a situation of a particular area where a language grows, develops, and is used by its speakers. In other words, the language environment includes situations that can be heard and seen by speakers in a particular area where a language is used. The language environment is all things that can be heard and seen that also influence the language communication process. To be clearer, which includes the language environment is like a situation in class when the learning process takes place, in markets, shopping centers, restaurants, conversations of a group of people, while watching television, when reading mass media or various other reading materials, and other environmental situations.

The connection of the environment with the process of language acquisition, especially the acquisition of second languages, the environmental quality of language is important to note because the quality of language environment determines the success of language acquisition and second language learning a very important role in determining the success of learners in learning a second language.

In general, the language environment in relation to the acquisition of languages is limited to two types, namely: (1) formal environment and (2) informal environment. The formal environment can be said as an official environment. The informal environment can be said to be a situation that just happens or a situation that is not formally established.

Krashen (1981) proposed two types of language environments, namely artificial and natural. Artificial environments are formal environments as well as learning situations in the classroom. The natural environment is an informal environment that occurs naturally without being formed.

Starting from the views and descriptions above, it is clear to us that the language environment has two forms, namely the formal environment and the informal environment. The formal environment is formed in a planned manner, while the informal environment is formed naturally or happens without planned formation.

Formal Environment

As stated earlier that the formal environment is an officially formed and planned environment. It is an officially formed and planned environment. One that includes the learning process in the classroom which is guided by the teacher. Thus, in such a formal environment the learners are guided and directed to the teacher to be able to master the systems or rules and rules of the language being studied.

Besides the formal environment such as the learning process situation in the classroom which is guided by the teacher, in essence, there is another formal environment. For example, situations when reading and studying grammar books from the language being studied. Other situations such as conversation or dialogue situations are formed in order to explore the mastery of the language structure learned by learners. Situations like this certainly involve conscious learners, they involve consciously.

Noting the above description, it seems that it is in line with what was proposed by Dulay (2012) that the formal environment is one language learning environment that focuses on mastering the rules or rules of language consciously in the target language. Similarly, the opinion of Krashen (1983) immediately put forward the characteristics of the formal environment. He put forward the following characteristics: (1) having an inherent nature, (2) in that environment the learners are directed to carry out language activities that involve the rules or rules of language that have been learned, and if found or an error occurs from learners, teachers immediately provide feedback as a correction of these errors and (3) are part of the overall language learning in school or in class.

To give a clearer picture of the formal environment in relation to language acquisition and learning, it seems that we can simply pay attention or focus on the conscious aspect. The conscious aspect of language acquisition and learning is more related to the formally carried out process. For formal language acquisition and learning, we know that learners are more directed at mastering systems or rules of language structure that are learned such things require the involvement of conscious aspects rather than learners can be understood and mastered.

If we look further, that between the conscious aspects of the formal environment shows the existence of a relationship. We can see the relationship from the process of acquiring and learning language formally, always involving the conscious aspect, thus, it can be said that the formal environment is any environment or situation that involves conscious

learners in the acquisition and learning of language. The formal environment is always related to things that are not experienced or artificial, in this case, everything is always associated with artificial things. Besides that, the formal environment usually involves a lot of guidance or direction either through the teacher or guidebooks related to language that learned.

Informal Environment

Informal environment as stated earlier, namely the environment or natural situation without being planned. This informal environment basically just happens and is what it is without planning and forming in a planned manner. In the informal environment in relation to language, both in terms of the process of acquisition and learning, coverage is far greater than in the formal environment. We or learners are more confronted with informal environments than the formal environment. This informal environment includes a variety of situations such as when communicating at home with family, communicating with friends and with others, communication on the market, in the office, or anywhere and various other situations that occur naturally.

The informal environment occurs naturally and its frequency is greater than the formal environment, making the informal environment more instrumental when compared to the formal environment in terms of both language acquisition and learning. Things like this cause the informal environment to dominate more and provide assistance to learners.

Basically, this informal environment has more to do with the problem of language acquisition. While the formal environment tends to deal with the problem of language learning. This can be accepted on the grounds that the informal environment dominates the learners more, resulting in learners who tend to master the material they study naturally through the acquisition of various informal situations.

Whereas the formal environment can only occur in certain situations, it can only occur in accordance with a predetermined program plan. Conditions such as this can be said as a formal learning situation. Thus, the formal environment has more to do with learning. It is important to remember that the formal environment does not mean not contributing anything to language acquisition, the formal environment also plays a role in acquiring language, especially in the acquisition of second languages.

Second Language Acquisition in the Formal Environment

In mastering a language, both through the process of acquisition and learning, the language environment cannot be ignored, the involvement of the language environment is needed. The involvement of the formal language environment in the process of acquiring a second language, according to Ellis (2015), has two aspects. These two aspects are (1) the sequence of the acquisition of the second language itself and (2) the success in mastering the second language. He explains that the sequence of development of second language acquisition in language acquisition is an absolute sequence of levels and must be passed by language learners in the context of language acquisition second. He divides the sequence or stage of development of the acquisition into two types, namely: (1) Order of Development and (2) Sequence of Development.

Order of Development is a concept of development that tends to refer to the sequence of obtaining all grammatical aspects that are specific or specific in the acquisition of a second language. The main emphasis in order of development is the order in which the acquisition of grammatical aspects is specific in the process of acquiring the second language.

The second aspect in terms of the route of development, the sequence of developments in acquiring a second language, namely sequence of development, is a concept of development that tends to refer to all forms of development in the process of acquiring a second language. All concepts of development are general in general or universal. In this case, all the processes of acquiring a second language are not influenced by the learner's first language background and the learning context.

The success or speed of second language acquisition in the context of mastering the second language is the speed of development in terms of the second language professions of the learners. With regard to the role of the formal environment in the process of acquiring a second language in terms of the sequence of acquisition, linguists, especially experts in language teaching, suggest that the order of acquisition is relatively the same.

The role of the formal environment in the accuracy or success of second language acquisition shows three roles, namely the formal environment (1) gives a correction role in the process of second language acquisition, (2) gives an expanded role in the acquisition of second languages, and (3) giving a frequency role in second language acquisition.

We can see the role of the connection to the speed or success of acquiring a second language from the results of research conducted by Ellis (1984) which shows that formal teaching has a dominant influence on the value and success of learning language acquisition.

Formal teaching, in this case, is the teaching of language rules that provides convenience in the acquisition, provide careful use of language constituents, or directs learners to focus their attention on linguistic forms.

The role of expansion in the speed or success of second language processing can be seen from the results of a study conducted by Nelson (1973) which showed that children were given systematic language learning by holding a sentence expansion for 13 weeks. Treating it after being examined turns out to show that there are linguistic differences. That is, it is more advanced compared to other control groups that are not given expansion.

In terms of the role of frequency in the speed or success of acquiring a second language, Larsen and Freeman (1976) showed. Their research showed that the frequency of recognition of structures has a positive correlation with mastery of the learner's rules. They found that the more often learners listened to structures, the faster their mastery of the structure.

Based on the results of research by language teaching experts, it is clear that the formal environment plays a role in the process of acquiring a second language. The role of the formal environment can be seen in terms of the sequence of second language acquisition and in the speed or success of second language acquisition.

Second Language Acquisition in Informal environment

In the previous discussion, it was explained that the informal environment plays a large role in the acquisition of second languages. That role concerns the problem of the existence of the informal environment as input material and also for monitors. The informal environment is very diverse. This type has also been discussed in the previous discussion. For this reason, on this occasion, the informal environment was only limited to informal environments which tended to play a greater role in terms of second language acquisition. Some of these environments are the environment (1) the language of foreign speakers, (2) the language of the teacher, (3) the parents, and (4) the peers of the learners.

The foreign contact environment provides a role in language acquisition. This role can be seen from what was stated by Ellis (2015), that the language of foreign speakers has similarities to the language of the parents of the learners. The similarity lies in the characteristics of simplification and adjustment. Adjustments in these similarities will involve the problem of regression, that is native speakers move to a lower order in order to find the most appropriate level for learners' second language mastery. Matching foreign speakers

estimates the learner's language system and then imitates the form of language that has been identified successfully. Negotiation of foreign speakers will simplify and clarify the speech according to the feedback given by the learner. Thus, foreign speakers will provide a role in the development of communication and the formation of inner bonds with advocates, as well as teaching models.

The actual language environment of the teacher will also indirectly be the second language model learned by the learners. However, influence is not the same as in the peer environment of the learners. , Huda (1987) suggested that the language of the teacher in teaching foreign languages was similar to the language of the caregiver. Teachers tend to use short or simple sentence structures when communicating with learners.

The parental environment in its role in second language acquisition is limited to the role of caregiver language. This nanny language certainly plays a role when learners get their first language. Thus, these influences play the most role in children, whereas in adults the caregiver's language strength has diminished, especially in the process of acquiring a second language.

The peer environment of the learners is the largest informal environment that provides a role in terms of second language acquisition. Milon (1975) in his study found that a seven-year-old Japanese child who migrated to Hawaii more quickly understood English Creole Creole which he obtained from his peers, compared to the standard English he learned from teachers at school.

Based on the descriptions above, it is clear that the informal environment plays a role in acquiring a second language. The role is most prominent and is the greatest among peers, rather than the language environment of teachers, parents and foreign speakers. The informal environment plays a large role in the process of acquiring a second language. The Informal Environment can provide very good input data, namely in the form of linguistic rules that can be used by the learning material for the monitor.

Informal environments that provide a lot of assistance for learners in the process of acquiring a second language, namely as input and monitor materials, of course, must be properly considered. Thus, the process of acquiring a second language for learners can be driven well, so that learners can master the second language perfectly and in a relatively short time. However, in reality, often the informal environment is neglected in terms of acquiring a second language. The formal environment is always the foundation and most attention. Apparently, the informal environment is no less important when compared to the formal

environment. Thus, it should be careful about the informal environment as well as paying attention to the formal environment in the acquisition of second languages.

METHOD

In this study, the researcher used descriptive qualitative research. Qualitative research is research that intends to understand the phenomenon of a research subject that is carried out intensely in the field by describing it in the form of words or writings (Miles & Huberman, 2014: 6; Moleong, 2014: 6). The researcher interviewed five English teachers who came from five different schools. The questions consists of five questions about how the use of English as a second language in the learning class, as well as the difference between students who took English learning only in schools (formal environment) and students who took English subjek outside of school (informal environment). After that, the researcher analyze the data based on the result of interview. In analyzing data, researchers used three phases according to Miles and Huberman. According to Miles and Huberman (1994: 12), there are three main phases of data analysis, namely data condensation, data display or presentation, and conclusion or verification.

RESULT AND DISCUSSION

Based on interview with five English Teachers, the researcher tried to reduce the results of the interview data, researcher took important points from the topic of conversation in interviews. After reducing the data, the researcher tried to display the results of the interview into one view, because the average answer from the five teachers delivered the same.

Interviewer	: How was the English learning process in the classroom?
Interviewee	: Still Passive, only a few students have indeed started to communicate fluently in English.
Interviewer	: What was the response/enthusiasm of students to English / second language?
Interviewee	: Actuall, they were enthusiastic in learning English, but there were some who find it difficult to accept what I say.
Interviewer	: Do many students take English lessons outside of school?
Interviewee	: Yes, almost all of them take courses outside school hours.
Interviewer	Is there a difference between students who take learning outside the school with students who only learn the English language in school?
Interviewee	: Yes, it's different. The average score of English students who took courses outside of school was better than those who do not, they were more fluent in communicating in the target language, and the mastery of vocabulary was also more, so the difference can be seen.
Interviewer	: Did the students use Second Language in asking questions and answering questions in class?
Interviewee	: Most of them were yes, especially those who attend learning outside the school. They were more active and dare to use English, even though sometimes still mix it with Indonesian.

Picture 4.1 Table of teacher interview

Based on the results of interview above, it can be concluded that informal Have an important role in supporting formal learning. Because if only relying on the learning in the formal then students will be long in obtaining a second language, because of the limited time given in each meeting. Thus, informal learning is very influential in the acquisition of both students.

On the first question, it relates to students' motivation in using a second language. Based on answers given by teachers, students are still a lot passive using a second language, here a teacher's role is required to be in class (formal) learning to motivate students not to be afraid of using a second language. In addition, it can be concluded that it is possible that students feel less confident to use a second language because it is still limited to their mastery of a second language.

In line with the second question, here shows that students are really interested in using a second language in communicating, but because of the limitations of their second language acquisition, they still have a hard time accepting what is Delivered by the teacher with a second language. However, the first language use or Bahasa Indonesia was difficult to avoid, as L1 and the translations of teachers and students were used as tools that helped to help students improve their EFL skills and mastery. L1 in EFL learning is inevitable. In other words, L1 and translation are Inseparable (Gede Putra, 2019:152). The presence of L1 and translation in language classrooms in many parts of the world "is At all does not harm" (Pym & Ayvazyan, 2017: 404) because the translation, which is effective pedagogical, is also strong to form an intercultural identity (Chan, 2015).

Then, in the third and fourth questions, the success of second language acquisition is also supported by the informal environment of the students themselves. Especially because of the demands of the development of the times, students are required to master the second language, making them flock to follow additional learning outside the school (informal). This is certainly a role in supporting formal learning. This is especially helpful for teachers in carrying out their role to facilitate students in the second language. Based on the teacher's statement, students who participate in informal learning outside the school will look different from students ' activities in using a second language, their vocabulary, and students score. Students who alike follow informal learning also seem diligent in communicating with the

second language, it can be concluded that friends are also very influential in the acquisition of a second language.

The last, The difference is also evident from the students' second language use. Students who have a second language acquisition are good, they will be accustomed to answering and giving questions by using the target language. Although, sometimes they have to mix L2 with L1.

CONCLUSIONS

Formal and informal language environments provide an important role in the second language acquisition process. Formal environments play a role in acquiring processes, particularly in order, speed, or the success of second language acquisition. The informal environment provides a role in the process of second language acquisition, especially the environment of peer learners. An informal environment is a very important environment to be observed in a second language acquisition process.

BIO-PROFILE

Ani Latifah hold her Bachelor of Education (in English Education) from UIN Raden Intan Lampung and her Master's Degree in Applied Linguistics from Universitas Negeri Yogyakarta. Her expertises are in ELT and Applied Linguistics. Corresponding email: **ani.latifah27@gmail.com**

REFERENCES

- Brown, H.D. (2012). *Principles of Language Learning and Teaching*. Cliffs, NJ: Prentice Hall Regents. (125-126)
- Carroll, David W. (2008). *Psychology of Language (5th edition)*. New York: Thomson Wadworth Publishing. (131-151)
- Chan, L. T. H. (2015). Post-communicative pedagogies: Revisiting the translation method of teaching English in East Asia. *Translation and Interpreting*, 7(2), 75–90.
<https://doi.org/10.12807/ti.107202.2015.a06>
- Darihastining, Susi. (2023). Penerapan Berbagai Hipotesis Pemerolehan Bahasa Kedua Terhadap Anak Usia Dini. *Jurnal obsesi: jurnal pendidikan anak usia dini*. Retrieved from <https://doi.org/0.31004/obsesi.v7i1.3893>
- Dulay, H. (2012). *Language Two*. New York: Oxford University Press. (37-53)
- Ellis, R. (2015). *Understanding second language Acquisition*. New York: Oxford University Press. (48)
- Krashen, S. D. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press. (40-50)
- Larsen, F. D. and Long, M.H. (1991). *An Introduction to Second Language Acquisition Research*. London: Longman. (409-420)
- Littlewood, W. (1984). *Foreign and second language learning: language Acquisition research and its Implication for the Classroom*. Cambridge: Cambridge University Press. (120-125)
- McDonugh, S. (1981). *Psychology in Foreign Language teaching*. London: George Allen and Unwin. (40-45)
- Miles, Matthew B. and Huberman, A. Michael. (2014). *Qualitative Data Analysis*. London: Sage Publications. (6)
- Moleong, Lexy J. (2014). *Metode Penelitian Kualitatif Edisi Revisi*. Bandung: Remaja Rosda Karya. (6)
- Nelson, Keith N and Anne van Kleeck, eds. (1973). *Childrens' Language*, Vol 6, 261-287. Hillsdale, NJ: Laurane Erlbaum Publishers.

- Putrawan, Gede Putra. (2019). *The Role of First Language and Translation in EFL Learning: A Brief Literature Review*. Internastional Journal of Linguistics, Literature, and Translation (IJLTT). 2 (2), 152. <http://www.ijllt.org/wp-content/uploads/2019/04/Paper-23-2019.2.2.pdf>
- Pym, A., & Ayvazyan, N. (2017). *Linguistics, Translation and Interpreting in Foreign-Language Teaching Contexts*. The Routledge Handbook of Translation Studies and Linguistics, (11237), 393–407. <https://doi.org/10.4324/9781315692845>
- Richards J.L. et All. (2013). *Dictionary of Language Teaching and Applied Linguistics*. Longkan Edimburgh. (115-135)