AN ANALYSIS STUDENTS EXPERIENCE OF UTILIZING INFORMAL DIGITAL LEARNING OF ENGLISH TO ENHANCE ENGLISH LEARNING

Fariha Nur Maulida[1], Wiwik Mardiana[2], and Syihabul Irfan[3]

[1]Universitas Islam Majapahit
Jl. Raya Jabon No.KM.0,7, Tambak Rejo Gayaman, Mojokerto, Indonesia

[2]Universitas Islam Majapahit, Indonesia
Jl. Raya Jabon No.KM.0,7, Tambak Rejo Gayaman, Mojokerto, Indonesia

[3]Universitas Islam Majapahit, Indonesia
Jl. Raya Jabon No.KM.0,7, Tambak Rejo Gayaman, Mojokerto, Indonesia

[1]farihanur1006@gmail.com
[2]wiwik.mardiana@unim.ac.id
[3]irfan.syihabul@gmail.com

Abstract: *The rapid development of technology and digital can facilitate in all aspects, one of which is language learning. The new format of learning English is through Informal Digital Learning of English (IDLE). The ease of this learning is students could express and use English in informal digital environment through social media and learning English application or resources, and also students can learning independently without being tied to a spesific schedule. This research aims to analysis how university students can enhance English learning through Informal Digital Learning of English (IDLE). This research used interview in a focus group and using an audio recorder. For analyzing the data, the researcher used thematic analysis method. This study found that each individul can find different ways of learning. In addition, each individual's learning outcomes through Informal Digital Learning of English (IDLE) can improve English language skills.*

Keywords: *English learning, independent learning, social media*

INTRODUCTION

The rapid development of technology and digital can reach everyone from young to old. The ease of digital era can make it easier for all aspects, one of which is in the education aspect. With this convenience of this technology, the learning process also becomes easier. This can be done in various digital ways, one of which is through social media. One of the things that can be obtained from social media is learning English. The new format of learning English is Informal Digital Learning of English (IDLE). According to (Lee, 2019), Informal Digital Learning of English (IDLE) is independent English learning in the digital context of extramural lessons of formal English classes. Informal Digital Learning of English (IDLE) in extramural contexts is self-study, natural English digital learning in an unstructured environment outside the classroom, independent of a formal language program. Informal digital learning of English (IDLE) is done

independently without any guidance from the teacher. Also (Lee, 2019), states that self-directed English learning activities take place outside of the classroom in a digital learning environment that is unstructured and informal rather than in the formal teacher's way of learning. According to (Sumuer, 2018), self-directed learning is most likely to occur in learning situations that help students plan, conduct, and assess the learning process and use skills and attributes such as motivation, self-management, and, self-control. According to (Benson, 2011), naturalistic learning is learning without instruction or specially designed materials. Informal Digital Learning of English (IDLE) is really suitable with young generation who in the process of learning English. In the learning process, students can learn more easily and enjoyably without being bogged down by schedules and requirements such as books and assignments. Students can learn English whenever and wherever they want. The closeness of students with technology allows students to get a variety of materials and ways to learn English. It can linked with the findings by (Asad et al., 2021), it suggests that during the university semester, study participants viewed cell phone use as an effective language learning method and as an alternative to traditional language learning. Despite the literature of Informal Digital Learning of English (IDLE), this study aims to dig in more how university students can enhance English learning through Informal Digital Learning of English (IDLE). This study guided by the following research problem which is how university students can enhance English learning through Informal Digital Learning of English (IDLE).

METHODS

This study used qualitative research. According to (Graue, 2015), qualitative research consists of the consideration of the research subject. Qualitative data analysis is the process of describing, classifying, and relating phenomena to research concepts. To understand human behavior, researchers must focus on the meaning of events for the participants. Qualitative research examines attitudes, behaviors, situations, and the quality of data. The emphasis is on understanding the context and explaining the intent of the plot. Regarding the purpose of this study, the researcher used a case study. According (Aczel, 2015) state that case study studies of specific situations need more variables of interest than obvious data points. Therefore, it is necessary to feed data from several different data sources so that the resulting data can be combined by triangulation at some discrete points. This is done using certain theoretical assumptions that characterize the respective data collection and analysis. In other words, case study as a research strategy that achieves a holistic approach that includes design logic, data collection methods, and analytical methods. According to (Gog, 2015), explain that case study research is should be used for research questions that focus on using the terms "how" and "why" to explain something. Furthermore, the case study method is so relevant that it requires a more detailed explanation and description. In this study, we used interviews and audio recordings to collect data from the English Pedagogy major on college students' responses to learning English through Informal Digital Learning of English (IDLE). According to (Ary et al., 2010) state that Interview is one of the widely used techniques and is the basis for qualitative data collection. Interviews are used to collect data from people in their words about their thoughts, feelings, and beliefs about situations. Interviews provide insight into unexpected issues and possible information about the importance of the event to people, such as location data and attendees' views. The interview was conducted by recording the data of the participants. One of the most effective ways to collect interview data is to use a tape recorder. It's a lot less confusing than taking notes and presenting a verbatim transcript of responses. This study uses thematic analysis to analyze the data. According to (Braun & Clarke, 2012) state that thematic analysis is a method to efficiently distinguish, organize, and gain knowledge about important patterns (topics) in a data set. Thematic analysis helps researchers see and understand collective or shared meanings and impressions. Thematic analysis allows the researcher to identify the essential needs related to the subject and the research question being studied. This study used triangulation for credibility of data. According to (Ary et al., 2010),

Data triangulation determines whether data collected by one design or tool can be validated by other data collected by another design or tool. The validity of the data will be checked using the triangulation technique. Data validity was checked using triangulation of data sources. The data sources are EFL university students consist of different academic semesters, which are 4th semester, 6th semester, and 8th semester in English education major, as well as interviews and recordings.

FINDINGS AND DISCUSSION

The data collection in this study was collected through interviewing university students of English education major from different semester, including 4th semester, 6th semester, and 8th semester. Through thematic analysis, researchers found four theme.

Unstructured learning

The results of the interviews showed that each subject gave different answers. Most of the responses from the interview results were responses by mentioning the one-week program of study. Other responses from the subjects mentioned that they learn English in uncertain ways, learning English in their free time or on weekends and according to their curiosity and mood. Here are some statements of subjects:

"*For me, I learn independently at least twice a week. But if sometimes when I feel ambitious, it can be more than twice.*"

"*I do it sometimes and uncertain.*"

"*I do my independent learning when I have free time.*"

"*It depends on what I want, sometimes I see from English image "oh what is this?", so I'm curious, and I have some interesting, so I was like "I want to learn this," and that makes me review the study again. Sometimes I forget, so I find out again "what is this what have I learned?".*"

Based on all the statements above, it can be seen that each interview subject conducted learning in an unstructured way and based on their initiative.

Naturalistic learning

From the results of the interviewed subjects, there were some differences in their responses. The answer most cited by the topic was learning by finding meaning. In addition, other topics covered in the interview were learning by taking notes or writing, memorizing, learning through digital media, and practicing writing on social media. Here are some statements of subjects:

"*If there is something wrong or I getting some new vocabulary, I note it.*"

"*.....Then, if I find new vocabulary or difficult words, I usually look up the meaning in the dictionary.*"

"*.....I think it can be started from the simple things. Such as often listen to English songs or watching English movies. So from there I know about English,.....*"

"*.....And also practice writing a caption.*"

Based on all the statements above, it can be seen that each research subject in this interview applies a different way of learning without any instruction and specific materials. Besides that, their learning stages of English are also supported by the help of digital tools, which are digital media that follow the implementation of Informal Digital Learning of English (IDLE).

Self-directed learning

From the interview results, it was found that each subject did informal learning, just like the definition of Informal Digital Learning of English (IDLE) itself. Each subject did informal and self directed English learning. Even though they did the same thing, they had different answers. The

subjects of the interviews mention the influence of digital media, artists, and friends. Besides that, some subjects also mentioned the way they learn related to their goal. The following are some statements of subjects from interviews stating that they were learning English independently due to the infuence of digital media:

"For me, I got this initiative from content like TikTok. So many people share their stories about their experiences in learning English, so I got my initiative and inspiration. "Oh, I want to become like them," and then I'm doing self-study."

"My initiative was formed because I have an idol named Kim Namjoon from BTS. His English is the best of their friends in his group, so I want to. "Wow, his English is good. Even though he is Korean, how come he is like that? I'm sure I can if I study"."

"For me, it appears when I see someone or my friend who is good at public speaking and who is good at English, that is the point. Because of that, I'm motivated to learn. Because if other people can do it, I should be able to too."

"Because I see a job opportunity. Because I want to be a tour guide or translator that know English perfectly."

Some statements from the subjects above stated that they learn English based on Informal Digital Learning of English (IDLE), which is carried out in a self-directed way, where the subjects can have the initiative, with or without the help of others, so that they can analyze their own learning needs, formulate their own learning goals, identify their sources learning, and can implement their appropriate learning strategies.

English learning enhancement

From the results of learning through Informal Digital Learning of English (IDLE), the subject stated an enhancement in their English. The subject mentioned about pronunciation enhancement, vocabulary enhancement, increasing grammar, English understanding, speaking skills, writing skills, listening skills, and reading skills. The following are some statements of subjects:

".....my pronunciation is starting clear, and there are no Javanese accents."

"I think I get a lot. The most I get from the application is vocabulary. Back then, I used to think like," what the meaning of this word?" so I looked for it in the dictionary and then,"Oh, it turns out like this, oh so all this time it means like this?". So I got a lot on vocabulary."

"I get from YouTube media, and I often use YouTube. It can improve my skills in learning English because it is like what I mentioned earlier, I have watched the channel of LC Kampung Inggris, and there are many tips to learn English, and accidental, I'm horrible at grammar, so when I watch the channel of LC Kampung Inggris, I watched the tips of learning grammar. Alhamdulillah now a little bit understands even it just a little."

"At first, I still do not know anything, shallow knowledge, then thanks to social media, thanks to this application (Cake application), my knowledge, my skills are even better, not like before, it is better enough."

"Compared to before. I used not to be able at all after I tried to learn English, my English skills have improved."

"From the application, I can improve my speaking skills."

"From Grammarly application itself, I know how to write in English after I do my exercise."

"I think it very influential. From watching movies or listening to music, we automatically listen to English native speakers more often. Maybe I can memorize more. Maybe there are some words when spoken by us, and native is different, automatically native's is better. Later we can imitate what the correct pronunciation looks like. So that can train my listening skills."

"The comparison is significant. If I used to learn English, it was more like I did not understand "What does this mean?". For example is reading, reading a book or reading a caption "What does this mean? How come I do not know," after I tried independent learning through digital platforms,

I began to know more like, "Oh, these words mean something like this," so the advantage of these platforms is to improve my skills in learning English."
"*My reading and listening skill that I did not know before is getting better.*"
From the results of the subject's statement, it can be seen that they can enhance their English after doing Informal Digital Learning of English (IDLE) based learning.

Informal Digital Learning of English (IDLE) is English learning that is carried out outside the classroom informally with the help of digital devices or digital media as a learning process. Referring to Informal Digital Learning of English (IDLE) findings of (Lee, 2019, p. 2), he classifies Informal digital learning of English (IDLE) into IDLE in extracurricular contexts and IDLE in extramural contexts. IDLE in extracurricular contexts can be defined as semi-structured, out-of-class, self-instructed, and self-directed digital learning of English. Otherwise, IDLE in extramural contexts is unstructured, out-of-class, naturalistic, and self-directed digital learning of English. In this study, it can be shown that participants apply IDLE-based learning in extramural contexts. This can be seen clearly in the statements made by the participants based on the results of interviews. Participants said they learned independently, outside of the classroom, using digital devices and media, as well as randomly. The development of the increasingly progressive era makes it impossible for students to separate digital devices and digital media. It can be shown in Informal digital learning of English (IDLE)-based learning, which is closely related to the use of technology and digital media. In the interview results, the subjects understood the concept of informal digital English learning (IDLE) carried out informally, independently and at their own discretion without any guidance. or orders from parents or teachers. The outcome of the topic statement may be related to Lee's idea that the status of Informal Digital English Learning (IDLE) is an independent second language in the digital environment outside the classroom. and has nothing to do with official language orientation (Lee, 2020).

CONCLUSION

The university students can enhance their english learning through Informal Digital Learning of English (IDLE) because of the help of technology and digital media platforms. The university students has different reason or initiative to learn English. The use of digital media especially social media helped them a lot. The ease of Informal Digital Learning of English (IDLE) based learning is not tied to a specific schedule or study material. Each individual can organize, determine how they learn according to their wishes, doing independently, and without any instruction.

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