

## **LANGUAGE ATTITUDES ON ENGLISH INFORMAL LEARNER OF NON-ENGLISH GRADUATE THROUGH LIFESPAN**

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### **Abstract**

*Globalization has produced cutting-edge technology that allows people, especially young people, to access information anywhere. Blommaert calls globalization a historical keyword. Despite their similarities, the process of globalization is revolutionary in scope, complexity and dimensions. Over time, globalization can change locations, people, societies, cultures, economies, education, technology, and markets. Many generations consider English to be a universal language. This research is qualitative in nature. Creswell states that qualitative research investigates group intentions in social or human matters. Qualitative research evaluates participants' meaning in this way. Qualitative research uses specific methods to investigate social or human problems. Problem-oriented qualitative research collects data about primary object phenomena. Because it can store and replicate the most profound events and deal with complexity, moral relativism, and live animals, this research uses narrative inquiry. Narrative humanizes humans through the creation and restructuring of stories. Based on interviews and tables about language attitudes among casual English learners across the age range, respondents are very enthusiastic about the English skills learned on YouTube. Baker (quoted in Thuan) says that effective language learners develop a favorable attitude toward their language, which must be taken into account when defining language acquisition attitudes. Divita's lifelong theory helped her learn English. Since learning English, respondents have increased substantially, according to the time scale interview. When the respondent learned English on YouTube informally, he found many channels helpful. Language variation and evolution can be better understood with life span studies, and statistics show that respondents want to learn English. The problem of researching student attitudes by age is solved. The research found that respondents now enjoy their skills across a lifetime, spanning periods and life events. The author concludes that respondents prefer learning English informally. He enjoys learning English on YouTube, which he has used since childhood. This research should investigate respondents' local language skills before and after learning English and whether they prefer formal or informal English learning.*

**Keywords:** Language Attitudes, English, Informal Learners, Life Span

### **Abstrak**

*Globalisasi telah menghasilkan teknologi mutakhir yang memungkinkan masyarakat, terutama kaum muda, untuk mengakses informasi di mana saja. Blommaert menyebut globalisasi sebagai kata kunci sejarah. Terlepas dari kesamaannya, proses globalisasi bersifat revolusioner dalam hal cakupan, kompleksitas, dan dimensi. Seiring berjalannya waktu, globalisasi dapat mengubah lokasi, orang, masyarakat, budaya, ekonomi, pendidikan, teknologi, dan pasar. Banyak generasi yang menganggap bahasa Inggris sebagai bahasa universal. Penelitian ini bersifat kualitatif. Creswell menyatakan bahwa penelitian kualitatif menyelidiki niat kelompok dalam masalah sosial atau manusia. Penelitian kualitatif mengevaluasi makna*

*partisipan dengan cara ini. Penelitian kualitatif menggunakan metode khusus untuk menyelidiki masalah sosial atau manusia. Penelitian kualitatif yang berorientasi pada masalah mengumpulkan data tentang fenomena objek primer. Karena dapat menyimpan dan mereplikasi peristiwa yang paling mendalam dan menangani kompleksitas, relativisme moral, dan hewan hidup, penelitian ini menggunakan inkuiri naratif. Narasi memanusiakan manusia melalui penciptaan dan restrukturisasi cerita. Berdasarkan wawancara dan tabel tentang sikap bahasa pada pembelajar bahasa Inggris kasual di seluruh rentang usia, responden sangat antusias dengan kemampuan bahasa Inggris yang dipelajari di YouTube. Baker (dikutip dalam Thuan) mengatakan bahwa pelajar bahasa yang efektif mengembangkan sikap yang baik terhadap bahasa mereka, yang harus diperhatikan saat mendefinisikan sikap pemerolehan bahasa. Teori seumur hidup Divita membantunya belajar bahasa Inggris. Sejak belajar bahasa Inggris, responden telah meningkat secara substansial, menurut wawancara skala waktu. Ketika responden belajar bahasa Inggris di YouTube secara informal, dia menemukan banyak saluran yang membantu. Variasi dan evolusi bahasa dapat dipahami dengan lebih baik dengan studi rentang hidup, dan statistik menunjukkan bahwa responden ingin belajar bahasa Inggris. Masalah penelitian sikap pelajar berdasarkan usia terpecahkan. Penelitian ini menemukan bahwa responden sekarang menyukai keahliannya sepanjang hidup, yang mencakup periode dan peristiwa kehidupan. Penulis menyimpulkan bahwa responden lebih menyukai pembelajaran bahasa Inggris secara informal. Dia senang belajar bahasa Inggris di YouTube, yang telah dia gunakan sejak kecil. Penelitian ini harus menyelidiki kemampuan bahasa lokal responden sebelum dan sesudah belajar bahasa Inggris dan apakah mereka lebih menyukai pembelajaran bahasa Inggris formal atau informal. Kata kunci: Sikap Bahasa, Bahasa Inggris, Pembelajaran Informal, Masa Hidup*



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## INTRODUCTION

One of the symptoms of globalization is the development of technology that turn out to be greater state-of-the-art and might open the eyes of the general public, particularly the younger generation, to get information from anywhere. Globalization, thus according Blommaert, is the buzzword of a particular historical setting. Even though the processes that compose globalized are not unique more for each definition, they are revolutionary in regards to their scope, complexity, and dimensionality.<sup>1</sup> Moreover, globalization can adjust the situation and conditions, meaning that it can affect places, people, society, culture, economy, education, technology and markets in different ways along with the times. For many generations, English has been considered as a universal language. English is an excitable vernacular, as according Pennycook as mentioned in Bloomaert. Furthermore, according to Bloomaert et al., while English is designated as a compact detail, can indeed be identified, can be enumerated, and is commonly limited to grammatical vocabulary and structure it can be considered to be an applied linguistic construct. Crystal also explained that English can be used as an intermediary to obtain knowledge that exists throughout

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<sup>1</sup> Jan Blommaert, *The Sociolinguistics of Globalization* (Tilburg University: Cambridge University Press, 2010).

the world.<sup>2</sup> This knowledge can be obtained from various fields of science that are researched, favored, or studied by each person such as science and technology, education, health, economics, social, and so on. With the development of information and communication technology (ICT). in this era of globalization, it has made many people able to learn and know English not only in formal learning such as at school, but also in informal learning.

### Problem Statement

Mostly English informal learners learn English through online from YouTube by watching some videos. Informal learning occurs outside of school or college and informal learning occurs because someone's curiosity arises. In general, informal learning happens outside of conventional instructional channels, is sparsely distributed, students gain autonomy over their education, and allows for various levels of participant awareness of their learning.<sup>3</sup> Sockett also stated that in informal online English learning activities, the use of internet and English are the two major parts of learning and practicing because in online activities the possibility of learning English may also appear, the informal part should be considered important because this term is referred to a language learning process that occurs accidentally, without learning purpose.<sup>4</sup> YouTube presents many videos that may be used by each person mastering sources. students can study English through short English motion pictures, films, and English tutorials.<sup>5</sup> English on YouTube was utilized to explore more academic materials, seeking encouragement to learn a new language, and acquire cultural knowledge. Wang and Chen stated that people can study English on YouTube by choosing and viewing videos that interest them, which will increase their motivation to do so.<sup>6</sup> Furthermore, Hasan et.al, explained that English language learning in YouTube is entertaining and interesting than those presented in the text materials.<sup>7</sup> Similarly, Videos help learners memorize knowledge, excel at pronunciation, comprehend what is said

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<sup>2</sup> D. Crystal, *English as a Global Language*, 2nd ed. (New York: Cambridge University Press, 2003).

<sup>3</sup> K. Drotner, *Informal Learning and Digital Media: Perceptions, Practices and Perspectives*, In K. Drotner, H.S. Jensen, C. Schröder (Eds.), 10-28. Informal learning and digital media (Newcastle, England: Cambridge Scholars, 2008).

<sup>4</sup> Geoffrey Sockett, *The Online Informal Learning of English* (London: Palgrave Macmillan UK, 2014), <https://doi.org/10.1057/9781137414885>.

<sup>5</sup> Dorothy DeWitt et al., "The Potential of Youtube for Teaching and Learning in the Performing Arts," *Procedia - Social and Behavioral Sciences* 103 (November 2013), <https://doi.org/10.1016/j.sbspro.2013.10.439>.

<sup>6</sup> Hung-chun Wang and Cheryl Wei-yu Chen, "Learning English from YouTubers: English L2 Learners' Self-Regulated Language Learning on YouTube," *Innovation in Language Learning and Teaching* 14, no. 4 (August 7, 2020), <https://doi.org/10.1080/17501229.2019.1607356>.

<sup>7</sup> Md Mahadhi Hasan et al., "The Use of YouTube Videos in Learning English Language Skills at Tertiary Level in Bangladesh," *Infrastructure University Kuala Lumpur Research Journal* 6, no. 1 (January 1, 2018).

through the pictures and illustrations used in videos, and communicate eloquently and freely, according to Wagner's recommendation.<sup>8</sup>

When English informal learner learns English must have a positive attitude, usually it will be easy to grasp the learning material and can encourage English skills. According to Astrid et.al explained that if someone is learning a language and his attitude is positive, then this attitude will be accompanied by good actions and will indicate a good outcome of learning the language.<sup>9</sup> Furthermore, language attitude is a person's mental position towards their own language or other's language.<sup>10</sup> Because learning English cannot be done in a short time, it means that every process from the beginning of learning until now has changed throughout the lifespan. The capability of lifespan inquiry to grasp evolution of language is a prominent area of interest. Most language properties do not change constantly and tend to be carried down without interruption from one generation into the next.<sup>11</sup> Moreover, Roselli et.al, stated that language changes throughout the lifespan and is associated with changes in brain activity during the performance of language tasks.

### Previous Studies

"Arab ESL Secondary Schoolers' Attitude Toward English Spelling and Writing" is the title of the study. The attitude of the learner is seen as a crucial motivating factor and a significant nonlinguistic aspect that affects second-language learning.<sup>12</sup> Examining Arab secondary school students' opinions regarding English spelling and writing is the main goal of the current study. A 52-item attitude survey was given to 70 Arab students doing English as a Second Language (ESL) at the Saudi School in Malaysia to gather the data. Two scores are included in the questionnaire: one measures attitudes toward English spelling, the other addresses attitudes toward writing in English, which includes four objectives for writing: school, social, official, and creative. The study's findings showed that students' attitudes about the social use of English are best demonstrated by their proficiency in English spelling and writing, which indicates their understanding of the significance of spelling and writing.

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<sup>8</sup> Elvis Wagner, "Are They Watching? Test-Taker Viewing Behavior during an L2 Video Listening Test," *Language Learning & Technology* 11, no. 1 (February 2007).

<sup>9</sup> Annisa Astrid, Deta Desvitasari, and Aghor Aqdam, "The Language Attitude towards English Learning among EFL Learners: A Case at One Private Islamic Senior High School," *Ta'dib: Jurnal Pendidikan Islam* 25, no. 1 (June 22, 2020), <https://doi.org/10.19109/td.v25i1.5253>.

<sup>10</sup> H. Kridalaksana, *Kamus Linguistik* (Jakarta: Gramedia Pustaka Utama, 2001).

<sup>11</sup> Gillian Sankoff, "Language Change Across the Lifespan," *Annual Review of Linguistics* 4, no. Volume 4, 2018 (January 14, 2018), <https://doi.org/10.1146/annurev-linguistics-011817-045438>.

<sup>12</sup> Bandar Al-Sobhi, Sabariah Md Rashid, and Ain Nadzimah Abdullah, "Arab ESL Secondary School Students' Attitude Toward English Spelling and Writing," *SAGE Open* 8, no. 1 (January 2018), <https://doi.org/10.1177/2158244018763477>.

Moreover, Ahmed Researchers at UMSKAL looked at "Attitudes Towards English Language Learning Among EFL Learners." In this study, non-major English learners in Malaysia were asked about their thoughts on learning English as well as their attitudes regarding using the language in various contexts and the factors that may have influenced those outcomes.<sup>13</sup> 238 undergraduate EFL students from a public university in Malaysia served as the study's respondents. The findings of the qualitative analysis demonstrated that the students' attitudes about the English language are clear in terms of what they desire or anticipate from a language course. The way they approach learning and using the English language reflects their acute awareness of their needs and willingness to do whatever it takes to achieve those demands.

Language Attitude of Mandailingnese Teenagers in Desa Sidojadi Kecamatan Bukit Malintang Kabupaten Mandailing Natal was researched. In Desa Sidojadi Kecamatan Bukit Malintang Kabupaten Mandailing Natal, this study examines the language attitudes of teens who are Mandailingnese.<sup>14</sup> It was designed to examine the linguistic attitudes of teenage Mandailingnese in Desa Sidojadi Kecamatan Bukit Malintang Kabupaten Mandailing Natal, as well as their awareness of these attitudes and the reasons behind them. The design of this study was descriptive qualitative research using a qualitative methodology. Teenage Mandailingnese speaking in Desa Sidojadi Kecamatan Bukit Malintang Kabupaten Mandailing Natal submitted the study's data. Eleven Mandailingnese youths who resided in Desa Sidojadi Kecamatan Bukit Malintang Kabupaten Mandailing Natal served as the study's data subjects. According to data study, teens from Desa Sidojadi Kecamatan Bukit Malintang Kabupaten Mandailing Natal have a good attitude and have identified their language attitude in three components: familial, community, and spirituality. Because of their dedication towards using Mandailing, pride in using it, and awareness of linguistic norms, they have a good attitude toward language.

"Attitude Regarding Studying English: The Case of the UAE Technical High School" was indeed the topic of the investigation.<sup>15</sup> The purpose of the study was to determine how applied technologies students in high schools felt about learning English and to ascertain whether their attitudes were influenced by the teacher's country of origin. Students who participated in this survey provided responses at the conclusion of the second semester of the year 2010/2011. The outcomes showed that almost all students had optimistic views toward studying English, and that the teacher's origin country (whether such a native or non-native English speaker) had no impact

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<sup>13</sup> Shameem Ahmed, "Attitudes towards English Language Learning among EFL Learners at UMSKAL," *Journal of Education and Practice* 6, no. 18 (2015).

<sup>14</sup> Leli Fitri Hasibuan, Busmin Gurning, and Rahmad Husein, "Language Attitude of Mandailingnese Teenagers in Desa Sidojadi Kecamatan Bukit Malintang Kabupaten Mandailing Natal," *Linguistik Terapan* 15, no. 2 (2018), <https://doi.org/10.24114/lt.v15i2.12352>.

<sup>15</sup> Omar Al Noursi, "Attitude towards Learning English: The Case of the UAE Technological High School," *Educational Research* 4, no. 1 (February 1, 2013).

on the students' positive approach regarding English. The determine the significant differences that the gap pertaining to language anxiety on English learners might be further addressed from a lifecycle point of view relying on the problem identification and existing research. Consequently, this study will talk about: An Analysis of Language Attitudes on English Informal Learner Through Lifespan.

The objectives of the study are as follows

1. Identifying language attitude toward an English informal learner
2. Exploring an English learner change throughout the lifespan in learning English informal way

### Research Questions

This research paper comes up with two questions as follows:

1. How does language attitude on English informal learner?
2. How does a language change throughout the lifespan on English informal learner?

## LITERATURE REVIEW

### A. English and Globalization

Since globalization benefits and facilitates the exchange of knowledge and technology, which assists disseminate growth opportunities beyond countries, countries can much more quickly access foreign information. Globalization, thus according Blommaert, is the watchword of a certain historical period (that is to say, the present of capitalism).<sup>16</sup> But even though the phenomena we relate to as globalization are not necessarily novel, they are revolutionary in terms of their scope, magnitude, and complexity. Additionally, globalization has the ability to modify the circumstances, which means that it can have a variety of effects on people, areas, communities, civilizations, industries, educational establishments, marketplaces, and technological across time. The emerging period of globalization has afforded us a lot of new chances to share and interchange our expertise, discoveries, experiences, or thoughts with people from a diverse region in the world, thus according Todorova.<sup>17</sup> English is a global language because it is used for engagement by people worldwide. However according Hassan, English is widely accepted throughout the worldwide and is the language of several states. Cholakova stated that People mainly use English to communicate with others, which means sending and receiving

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<sup>16</sup> Blommaert, *The Sociolinguistics of Globalization*.

<sup>17</sup> Nataliya Todorova, Anna Todorova, and Otto von Guericke University, Magdeburg, "Globalization and the Role of the English Language," *Mižnarodni Zv'azki Ukraïni: Naukovì Pošuki i Znahidki*, no. 27 (September 27, 2018), <https://doi.org/10.15407/mzu2018.27.331>.

information that both the speaker and the receiver can understand, giving English a special status and role, and being accepted by global.<sup>18</sup>

## **B. English Informal Learning**

Any activity allotted by an educator in such a circumstance could be deemed as an informal learning program, even though it is exactly equivalent to other activities that the language learner autonomously wants to engage in. Informal English learning implies processes that don't eventuate as part of a learning segment, regardless of whether during school or as a school assignment. Online informal English learning (OILE) is a multitude of language efforts performed online by non-specialist English language EFL students.<sup>19</sup> OILE is indeed a sort of proficient language learning that occurs outside the school and uses digital or computer media in order to overcome the constraints of classroom instruction.<sup>20</sup> The advancement of digital technology and millennials' acquaintance with technology allow them to practice English without restrictions. With such a modern smartphone, personal computers (PC), and internet connectivity, millennial students have access to a multitude of informal educational aids for English which are generally available for free download through software or process is implemented through reliable websites.

## **C. YouTube as One of Media for Learning English Informally**

Precisely, there are various media for learning English in informal way, but this research only uses YouTube as a platform for learning English informally in accordance with the conditions experienced by a respondent. Dabamona & Yunus explained that allowing users to search, watch, and share videos on the media sharing platform YouTube. It can be a great instructional tool because it lets users access educational videos that have been uploaded by either individuals or media companies. Due to its reputation as a resource of online content that offers a variety of videos in a variety of situations and gives students the opportunity to study outside of the classroom, YouTube can also be utilized to improve students' knowledge of the English

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<sup>18</sup> Mariche Cholakova, "The Influence of the English Language in a Multilingual and a Monolingual Environment – A Comparative Approach," *International Journal of English Language Teaching* 3 (2015).

<sup>19</sup> Denyze Toffoli and Geoff Sockett, "University Teachers' Perceptions of Online Informal Learning of English (OILE)," *Computer Assisted Language Learning* 28, no. 1 (January 2, 2015), <https://doi.org/10.1080/09588221.2013.776970>.

<sup>20</sup> Ju Seong Lee and Mark Dressman, "When IDLE Hands Make an English Workshop: Informal Digital Learning of English and Language Proficiency," *TESOL Quarterly* 52, no. 2 (June 2018), <https://doi.org/10.1002/tesq.422>.

language.<sup>21</sup> Moreover, Temban et.al, expressed that since YouTube was first founded, viewers could only watch, share, and comment on user-uploaded videos.<sup>22</sup> In addition, Dyosi clarified that due to the access to new and innovative prospects it affords for both teaching and learning, YouTube has become one of the most viewed video sharing social media platforms used in educational systems.<sup>23</sup>

#### D. Language Attitudes

Attitude is a person's feeling about a thing. Csizér and Dörnyei consider attitude is the key factor in learning a foreign language.<sup>24</sup> Bhaskar and Soundiraraj it is also pointed out that an attitude is a tendency to treat things, people, institutions or events, whether it is reflected positively or negatively in their daily life.<sup>25</sup> Besides, Montano and Kasprzyk also add that attitude can vary as it is influenced by a person's beliefs about certain things which ultimately also change one's behavior.<sup>26</sup> Amin stated that attitude toward language is a person's psychological attitude or feeling about the place of his own language or the language of others.<sup>27</sup> Eshghinejad attitudes are said to be seen as playing a crucial role in influencing language performance, especially in the learning process, where each learner has own preference or learning style.<sup>28</sup> Gardner clarified there are numerous different terminologies for attitudes, including: Attitudes are capable of reflection and may be accompanied by thoughts and emotions; In contrast to being bipolar, attitudes are multidimensional and fluctuate in degree of approval numbers; While there is a minimal relation between behavior and attitudes, attitudes do influence a person to behave in a

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<sup>21</sup> Miftahulfadlik Dabamona and Andarifa Yunus, "The Use of Youtube for Learning English: Exploring Technology-Based Approach," *Interference: Journal of Language, Literature, and Linguistics* 3, no. 1 (March 19, 2022), <https://doi.org/10.26858/interference.v3i1.31475>.

<sup>22</sup> Magdeline M. Temban, Tan Kim Hua, and Nur Ehsan Mohd Said, "Exploring Informal Learning Opportunities via YouTube Kids among Children During COVID-19," *Academic Journal of Interdisciplinary Studies* 10, no. 3 (May 10, 2021), <https://doi.org/10.36941/ajis-2021-0083>.

<sup>23</sup> Neliswa Florence Dyosi, "Using YouTube as an Informal Learning Tool for Children," 2018.

<sup>24</sup> Kata Csizér and Zoltán Dörnyei, "The Internal Structure of Language Learning Motivation and Its Relationship with Language Choice and Learning Effort," *The Modern Language Journal* 89, no. 1 (2005), <https://doi.org/10.1111/j.0026-7902.2005.00263.x>.

<sup>25</sup> C. Vijaya Bhaskar and S. Soundiraraj, "A Study on Change in the Attitude of Students towards English Language Learning," *English Language Teaching* 6, no. 5 (April 11, 2013), <https://doi.org/10.5539/elt.v6n5p111>.

<sup>26</sup> Daniel Montano et al., "Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavior Model," in *Health Behavior and Health Education: Theory, Research, and Practice* (London, England: Cambridge Scholars Publishing, 2008).

<sup>27</sup> Ahmad Amin, "Attitude Towards Language in Sociolinguistics Settings: A Brief Overview," *REiLA: Journal of Research and Innovation in Language* 2, no. 1 (April 26, 2020), <https://doi.org/10.31849/reila.v2i1.3758>.

<sup>28</sup> Shahrzad Eshghinejad and Kris Gritter, "EFL Students' Attitudes toward Learning English Language: The Case Study of Kashan University Students," *Cogent Education* 3, no. 1 (2016).

specific manner. Attitudes are taught rather than hereditary or genetically programmed; Despite their tendency to endure, attitudes can be modified through experiencing.<sup>29</sup>

## E. Lifespan

Lifespan can range from a year, which is a significant amount of time in childhood, to many decades. Trend studies, which resample a population using a variety of speakers across two or more-time intervals, are also given some consideration since they make it easier to draw conclusions about how changes in longevity relate to larger language change.<sup>30</sup> Münster & Knoeferle stated that assessing how and over the time course of visual contextual information can be utilized across the lifespan (and the biological and empirical state of age-related language and visual systems) is critical for developing more accurate models of situational language processing.<sup>31</sup> Verhaegen older adults have larger vocabularies than younger adults, reflecting vocabulary growth across the lifespan. In other words, a lifespan approach to how visual perception contributes to a language processing in order to develop more accurate models of language comprehension. Divita mentioned that there are two categories related to lifespan such as timescales and life events. Timescales means due to the access to new and innovative prospects it affords for both teaching and learning, YouTube has become one of the most viewed videos sharing social media platforms used in educational systems.<sup>32</sup> Meanwhile, life events refer to events that occur over a person's lifetime can either be time of life and comparatively predictable, like entering school or retiring the workplace, or they might be non-normative and unexpected, like being injured in an accident or moving from one place to another.<sup>33</sup>

## RESEARCH METHODS

The type of the research is qualitative research. According to Creswell stated that qualitative is one type of research method that investigates and grasps individual or groups intentions in social or human problems.<sup>34</sup> This definition gives the view that qualitative research is used to understand and interpret the meaning of the participants. More specifically, qualitative

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<sup>29</sup> R. C. Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation* (London: Edward Arnold, 1985).

<sup>30</sup> Buchstaller I Wagner SE, *Panel Studies of Variation and Change* (New York: Routledge. In press, 2017).

<sup>31</sup> Katja Münster and Pia Knoeferle, "Situating Language Processing Across the Lifespan: A Review," *International Journal of English Linguistics* 7, no. 1 (January 14, 2017), <https://doi.org/10.5539/ijel.v7n1p1>.

<sup>32</sup> David Divita, "Multilingualism from a Lifespan Perspective: Case Studies from a Language Workshop for Spanish Seniors in Saint-Denis, France," *International Journal of Multilingualism* 11, no. 1 (January 2, 2014), <https://doi.org/10.1080/14790718.2013.789030>.

<sup>33</sup> Divita.

<sup>34</sup> J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approached* (Thousand Oaks: SAGE Publications, 2014).

research can be defined as an investigative inquiry process based on distinct methodological traditions of inquiry that explores social or human problems. Qualitative research deals with data collection of phenomena prevailing in the main object of research so that the research is characterized as issue-oriented research. The research also uses a narrative inquiry because it can preserve and retell the situations that have had the biggest impacts upon someone, narrative is well equipped to addressing concerns of complexity, moral relativism, and living beings. Narrative records humanity through the creation and reconfiguration of individual stories.<sup>35</sup>

#### 1. Data Source

This research paper used the data from a participant as a non-native English speaker. This research wants to identify the language attitudes and language changes throughout lifespan during learning English in informal way. The data will be collected by in-depth interviews by asking some questions. Source of data can be the evidences and clues for the writer to solve the research problems. It is also the source where the data was obtained.

#### 2. Participant

This research paper only has one participant as an English informal learner. The participant's age is 22 years old, well-educated participant representing bachelor degree.

#### 3. Data Instrument

In the research, the writer uses two instruments for collecting data:

##### Interviews

Eva Codó in Li and Moyer stated that there are two advantages by using interview techniques in collecting data: First, it is easier to arrange interviews with chosen interviewees than obtain permission to record the conversation naturally. Second, the interview gives a conducive environment for researchers seeking certain forms of language rather than natural social interactions.<sup>36</sup> The important requirement of the interview is that the data that has been obtained from the interviewee must be exactly the same as the conversation that just happened so that it does not appear that the interview has been arranged in such a way. In the interview, it is very important to create a comfortable atmosphere with the interviewees so the interviewees do not feel as if he or she is being interviewed hopefully the interviewees may casually convey information to the interviewer. Similarly, interviews are one of the most important sources of information in qualitative research for gaining deeper insight into how people experience, feel,

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<sup>35</sup> Patricie Mertova and Leonard Webster, *Using Narrative Inquiry as a Research Method: An Introduction to Critical Event Narrative Analysis in Research, Teaching and Professional Practice*, 2nd ed. (London: Routledge, 2019), <https://doi.org/10.4324/9780429424533>.

<sup>36</sup> Eva Codó, "Interviews and Questionnaires," in *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism*, ed. Li Wei and Melissa G. Moyer, 1st ed. (Wiley, 2008), <https://doi.org/10.1002/9781444301120.ch9>.

and interpret the social world.<sup>37</sup> In this research, the writer used semi-structured interviews. Semi-structured interviews are questions that are not only prepared, but that may raise new questions during the Q&A session. Semi-structured interviews aim to obtain a detailed view of the respondent.

### Questionnaire

The interviews and questions are adapted from Noursi and Divita's theories related to language attitudes and lifespan in learning English informally. As a respondent may choose an answer from a possible set of replies and the responses that best expressed his point of view. This also related to the statement from Roopa & Rani who explained that structured questionnaires are those questions in which there are definite, concrete and predetermined questions.<sup>38</sup> All of the questions also use a Likert scale approach. Joshi et al., stated that Likert technique means implemented as either the maximum essential or regularly formed psychometry equipment upon academic and community sciences studies.<sup>39</sup> Primary part of this study uses four aspects Likert technique is used to attain every alternative of the identifications inside the questionnaire, starting through (4) Very Agree, (3) Approve, (2) Disapprove, and (1) Very Disagree. The questions in the questionnaire are just to support the interview sessions. Hence, the questionnaire is just supporting data from the interview session with respondent.

## RESULTS AND DISCUSSION

### Finding

List of Interview Learning English Informally (using YouTube) Through Lifespan

1. When did you learn English?

Answer (Translated): I learned English for the first time when I was in the 3rd grade

2. Did you immediately like English when you first met it? Explain

Answer (Translated): At that time I did not like English because I had quite a hard time understanding English

3. Compared to now, do you like English? Why do you want to learn English?

Answer (Translated): Now I really like English because I can watch movies without using subtitles and I can also understand English songs and it makes it easier for me to apply for a job.

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<sup>37</sup> J. W. Creswell, *Qualitative Inquiry & Research Design: Choosing among Five Approaches*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 2012).

<sup>38</sup> S Roopa and Ms Rani, "Questionnaire Designing for a Survey," ed. Gurkeerat Singh, *The Journal of Indian Orthodontic Society* 46 (October 2012), <https://doi.org/10.5005/jp-journals-10021-1104>.

<sup>39</sup> Ankur Joshi et al., "Likert Scale: Explored and Explained," *British Journal of Applied Science & Technology* 7, no. 4 (January 10, 2015), <https://doi.org/10.9734/BJAST/2015/14975>.

4. I heard you chose YouTube for learning English Informally. Why did you choose Youtube as a platform to learn English?

Answer (Translated): I chose YouTube because I prefer to learn something from videos rather than reading because reading is very boring for me

5. During learning English, did you encounter any problems? Mention and explain how to overcome it?

Answer (Translated): Yes, I experienced difficulties in learning English such as difficulty speaking, for example when I was a teenager, so my way of overcoming these difficulties was by practicing myself in front of the mirror or by repeating examples of conversations that I had watched on YouTube and then I repeated them over and over again while practicing.

6. Please explain in your opinion how your ability to learn English from the first time you know English until now?

Answer (Translated): I feel that my English skills have improved from the first time I got to know English until now, for example, before I was very difficult in terms of speaking, now I feel it is very easy in terms of speaking, I'm not afraid to make mistakes anymore. I also know tenses compared to before.

7. Did you have an unforgettable experience during your study of English? Explain?

Answer (Translated): Unforgettable moments while learning English informally through YouTube, of course there are many, for example, as I know the word "pretty". Previously, I only knew the meaning of "pretty", it was just beautiful, but apparently there were many other meanings, so I can conclude that one word in English has many similarities.

8. How do the people closest to you respond to your English skills?

Answer (Translated): At first the people closest to me doubted my abilities because at first I really didn't like English, but now that I have shown a lot of improvement, they are amazed by the changes I have.

9. When your children had English skills, what kind of skills did you have? Explain

Answer (Translated): The first time I learned English, the ability I had was only a few short vocabulary

10. When you were a teenager, what kind of English skills did you have? Explain

Answer (Translated): When I was a teen, I started to get to know tenses and learn other grammar

11. When you entered adulthood, what kind of English skills did you have? Explain

Answer (Translated): At this time I already know slang language, idioms and many other terms in English

12. When you first learned about English, what did you learn from YouTube to improve your English skills? Explain

Answer (Translated): When I first learned English through YouTube, I focused more on grammar and I used a YouTube channel called English with Lucy

13. When you were a teenager, what did you learn from YouTube to improve your English? Explain

Answer (Translated): When I was a teen, I found a number of YouTube channels that were more interesting, one of which was English with Ronny, on the YouTube channel I got to know grammar such as tenses, idioms, many other terms.

14. What did you learn from YouTube when you entered adulthood to improve your English skills? Explain

Answer (Translated): At this age, I also find other YouTube channels that are just as interesting as Linguamarina to learn about good and correct English conversation, I can also practice pronunciation and I also get to know new vocabulary. Besides Linguamarina, I also found a YouTube channel, namely English class 101, which is useful for practicing my English listening skills. At this age, I also find other YouTube channels that are just as interesting as Linguamarina to learn about good and correct English conversation, I can also practice pronunciation and I also get to know new vocabulary. Besides Linguamarina, I also found a YouTube channel, namely English101.com, which is useful for practicing my English listening skills. So it can be concluded that at this age there are more interesting and educative Youtube channels circulating to teach someone, especially teaching English

15. In your opinion, do you still use YouTube as a platform to continuously practice your English skills or do you want to try another platform? Explain

Answer (Translated): In modern times like today I will try other platforms to practice English skills besides YouTube, such as Duolingo, Grammarly, Rosetta Stone, Netflix, and many others. I'm sure all of these platforms are very interesting and useful not only as entertainment but also as a means of education

No.	Declaration	Very Agree	Approve	Disapprove	Very Disagree
1	Learning English is important	✓			
2	I think the English language is necessary for communicating with other people.		✓		
3	I find learning English interesting	✓			
4	I think I'm a pretty good language		✓		

	learner.				
5	I think I am improving my English knowledge day by day.		✓		
6	I always practice English whenever there is a chance.	✓			
7	Materials and activities that I found from YouTube are appropriate and interesting.		✓		
8	Native English speakers that I learned from YouTube make the best English teachers	✓			
9	I gain more knowledge about English at formal education			✓	

Based on the results of interviews and tables about language attitudes on English informal learner through lifespan, it shows that the respondent has a positive attitude towards English skills which he has obtained from learning informally with only the help of YouTube. It's also assisted by Baker cited in Thuan considering that competent language learners generally acquire favourable attitude toward the chosen language, attitudes towards to the language ought to be part of the conception of attitudes with in language learning context.<sup>40</sup> The English skills he learned during his lifetime are based on a theory from Divita about lifespan which consists of timescales and life events.<sup>41</sup> Based on the results of the interviews which included timescales, when the respondent first got to know English, until now he has shown a lot of improvement in his abilities. Whereas what includes life events is when the respondent first learned English informally with the help of YouTube, he found various YouTube channels that could help him improve his English skills. Additionally Sankoff also defined that understanding the correlation underlying language diversity and evolution has been broadened throughout lifespan analyses.<sup>42</sup>

## CONCLUSION

Basically, the results indicate that now the respondent is indeed very eager to learn English. With something like this, the research problem addressing how learners' attitudes are based on their age is resolved. The study's research indicates that now the responder had a positive mindset reflecting on his lifespan expertise, including timeframes and life events. The author came up with the conclusion that the respondent demonstrates a positive attitude toward

<sup>40</sup> Thuan Pham, "Attitude and Motivation in Language Learning: A Review," *Journal of English Language Teaching and Applied Linguistics* 3, no. 5 (May 29, 2021), <https://doi.org/10.32996/jeltal.2021.3.5.7>.

<sup>41</sup> Divita, "Multilingualism from a Lifespan Perspective."

<sup>42</sup> Sankoff, "Language Change Across the Lifespan."

informally learning English. The respondent is just really thrilled to learn English through YouTube, one of the websites he has been using since he was a young child. This research requires further research on how the respondent's local language skills before knowing English and after knowing English and also what if the respondent prefers to learn English formally rather than informally.

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