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## COMMUNICATIVE VISUAL MEDIA-BASED SPEAKING INSTRUCTIONAL METHODS AT PEACE KAMPUNG INGGRIS PARE

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### ABSTRACT

*Behind the problems faced in the implementation of teaching English in schools, on the contrary, learning activities in Kampung Inggris Pare are reported as having exciting and enjoyable in terms of topics and exercises they do in the classroom. The teaching methods are varied, broad, and challenging. The variation of the topics avoids boredom in the learning. Therefore, this study investigated the teaching methods conducted in this immersive environment. This qualitative study was conducted in Peace, Kampung Inggris Pare, Kediri, East Java, Indonesia. Six participants participated in this study. The data were collected through observations, interviews, documents, and visual photos. The data shows that, in teaching speaking, tutors in English Village Pare utilize a variety of media and integrated language skills, for example, by using visual media in the form of images. Five phases will be trained to achieve communicative goals in language learning, namely: pay attention to the pictures to store the concept in mind, construct the ideas about the photos (perception), regulate the way to express the ideas (mind mapping), speak up (describing the picture or anything to talk), communicative comprehension (speaking and listening session as a speaker or listener), and after review and practice the phases or activities many times, the students finally will reach the speaking fluency (ignoring filler and stuck), respect to the time, and communicative skills. This method can lead students to become successful language learners.*

**Keywords:** *Visual Media; Speaking skills; Teaching Methods; Kampung Inggris Pare, Peace Institution.*

### INTRODUCTION

English is a vital subject to be mastered due to its role as a lingua franca (Crystal, 2006). It facilitates all aspects of human life such as cultures, politics, economies, societies, cultures, etc. By mastering English, all citizens worldwide can share information, work, communicate, and interact, among others.

Day to day, English users are highly improved (Yusni, 2013). Amazingly, (Crystal 1995) reports the second English speakers (L2) are more than those who speak English as the first language (L1). It is about 60-75%: 25-40% compared to the number of L2 users and native English speakers (Yusni, 2013), in which

English is spoken as the L1 by around 375 million people, and it is the official language for 75 countries with more than two billion from the total population. The data clearly showed that the global spread of English today is going too fast.

Seeing this condition, all countries should provide the best phase to take part in global communication and competition, including Indonesia. Otherwise, the nations will be left behind, especially those who do not utter English as their native language.

In Indonesia, English develops as a foreign language (EFL). Of course, the effort to take part in the world's interactions should be more complicated than in L1 and L2 English-speaking countries. Therefore, some countries present English as a compulsory subject at formal schools, in which the curriculum should be taught based on its natural function. The most felt impact of adopting English as a foreign language is the implementation of English language teaching (ELT).

Some problems are reported as challenges at school. Many problems are found even though English has been appointed as a compulsory subject in public schools. One of them is the teaching method. Ekawati (2017) finds some issues in employing the 2013 curriculum. Its primary goals cover four aspects: spiritual, knowledge, attitude, and skills for students' character development. However, many teachers do not prepare lesson plans before teaching. Theoretically, they comprehend the basic principle of the 2013 curriculum concept is associated with the scientific approach, such as discovery learning, problem-based learning, project-based learning, and task-based learning. However, teachers sometimes do not provide teaching media and get challenges in assessing the students' attitudes. As a result, the learning process does not work maximally (Pratiwi, 2021).

In addition, Panggabean (2015) informs since the 1980s, teaching English by applying a grammar-based approach has changed into a functional approach-based curriculum. However, teachers keep their previous practice. Consequently, they fail to design a communicative and comfortable atmosphere when teaching English. In the end, students perceive that English is challenging and burdensome.

The phenomena of teacher-centered learning at school become the problematic style of being changed. In this traditional teaching method, teachers will play a vital role in the teaching and learning process. Teachers share information where the students passively receive the materials. There is no preparation and ice-breaking before starting to teach. The students are welcome to sit and then listen to the materials without more interaction in class. This approach's fundamental characteristics are that teachers usually use particular textbooks for teaching, focus on grammar, and produce students who can practice well on some English tests rather than on communicative goal-oriented. Thus, students lose their chance to complete the tasks communicatively by interacting and collaborating with friends.

In contrast, one English learning center which is not bound by the curriculum and rules of formal education shows a different condition. Sa'adillah, Hizriani, Rahayu (2015) reported some interesting aspects that may differentiate *Kampung Inggris Pare* from Indonesia's formal school: enjoyable

class atmospheres, intensive learning hours, motivating activities, and humanistic interaction. A language learning immersion environment of Kampung English Pare consists of more than 160-course institutions. Students come to this place to learn English for a couple of months. So, they must stay and immerse their selves with native people's daily life.

A language learning immersion environment of Kampung English Pare consists of more than 160-course institutions. Students come to this place to learn English for a couple of months. So, they must stay and immerse their selves with native people's daily life. Of course, this is an excellent opportunity to support implementing the everyday use of English to accelerate the mastery of communication skills.

All course institutions regulate the use of English in students' interactions. At the same time, the native people support the implementation of English area by trying to provide a service for students' needs with English. Each course has the authority to determine its teaching methods and rules. Most of them have sanctions for students who disobey the rules, such as the use of English when communicating. Thus, this immersive environment of the English village provides substantial opportunities for transactional authenticity because after obtaining the knowledge in classes, the students can interact in English outside of the classroom in the broader society

Each of these institutions has its management in planning, implementing, and evaluating their learning programs. They compete and collaborate to provide students with the best teaching method. Students are free to choose programs from across these institutions. Each offers students with typical flexibility in scheduling and choice. This flexibility allows this immersive environment to service the students according to their needs, interests, and goals.

Based on the results of web-based information and reports from students who have studied in Kampung Inggris Pare, one of the institutions with the best teaching method is Pare English Application Center, or commonly known as PEACE. It is familiar with speaking specialist institutions. However, PEACE also provides TOEFL, listening, grammar, pronunciation, vocabulary, etc.

This introduction describes the challenges faced in formal schools as one of the impacts of adopting English as a foreign language and followed by an alternative place to learn English for the communicative goal based on previous information. Therefore, the author conducted a study to describe the learning process and teaching methods implemented at one of the best and well-known institutions in the Kampung Inggris Pare, namely Pare English Application Center.

## **METHODOLOGY**

This study was investigated in descriptive qualitative design through participant observation. Qualitative research is aimed at understanding the nature of phenomena without working with numbers. While, participant observation is one method for collecting the data to understand this natural setting without being manipulated (DeWalt & DeWalt, 2011).

The research site was Kampung Inggris Pare, the English village that was located in Tulungrejo and Pelem. It is Pare sub regency, Kediri regent of East Java, Indonesia. Five students and one teacher of Pare English Application Center (PEACE) participated in this study. The participants were purposive. It should be represented diversity. There were three males and two females, the ages were average 19-22 years old, and they were from different areas: Madura, Semarang, Riau, Jakarta, and Malang. Uniquely, the teacher was as young as the students. He came from Kediri. He graduated from Senior High School, but he has studied English since childhood. Thus, he was selected as a teacher in the PEACE institution.

PEACE is one of the best institutions that focus on speaking programs. It is well known for its most excellent teaching methods. I conducted the study in PEACE to explore how English is taught to reach the communicative goal. Besides, it was preceded by the general description of Pare English Application Center (PEACE) to understand other contributing factors to achieve success in learning English.

The data were collected for two weeks (Friday, May 10th, 2021 – Friday, May 24th, 2021) by conducting direct observation, interviews, visual data/ photographs, and documents. An Observational study is a superior method to explore and survey when data are collected on non-verbal behavior (Cohen, Manion & Marrison, 2007). It is the most suitable fundamental data collection in qualitative to interact and communicate closely with participants. By conducting observation, I found the data by watching the participants' activity to catch the natural environment as lived by participants. I also arranged semi-structured interviews with a teacher about practical teacher methods usually conducted to teach the students who registered in the "moving class" of the PEACE institution.

The interview was also done with participants to follow up on something unclear or unique that needed more attention. I allocated around 30 minutes of interviews for each participant. However, Glesne and Peshkin (1992), as cited in Jafar (2010), state that "convenient for both participants and researcher, the appropriateness which means both researcher and respondents feel like talking, and the availability, which refers to how long the respondents agreed to be interviewed." Thus, the interviews were conducted based on the agreement and condition. The public documents such as flyers, material, website source, etc., were utilized to support the result of observation and interviews. At the same time, visual data or photos were used to record the implementation of teaching methods and the learning process in class. Having the visual data helped me do an in-depth analysis and review participants to connect the themes that arise.

## **FINDING AND DISCUSSION**

The result of the data analysis that were collected through observation, interview, documents, and photos were then transcribed in the following description.

### **a. General Description about Peace**

Pare English Application Center, commonly known as Peace Kampung Inggris, is one of the English language educational institutions in Kampung Inggris. Peace is familiar with speaking specialist institutions. However, there are also TOEFL, grammar, listening, pronunciation, vocabulary, etc. PEACE has many package programs, namely speaking and camp package programs, regular two-week programs, TOEFL programs, and 4-month Basic Training programs. Regular two-month speaking programs are Foundation speaking, creative speaking, bridge speaking, moving speaking, pre-active speaking, and active speaking.

PEACE itself has held education in *Kampung Inggris Pare* since nine years ago, on May 25th, 2010, which of the course has been very experienced and created quality in education guaranteed. As one of the English Language Institutions established to provide a better quality of learning with attractive learning methods, PEACE Kampung Inggris is very concerned about the legality of the institution. PEACE Kampung Inggris has received official permission from Dinas Pendidikan Pemuda Dan Olahraga Kediri as a Course and Training Institute. PEACE is also one of the BAN PNF accredited institutions that has B accreditation in 2017 (Source: document “*Institutional fundamental establishment*” from the head of the curriculum on May 20th, 2019).

Based on participating in the nation’s intellectual education, PEACE provided English materials in an excellent, enjoyable, cheerful, not dull, and quickly understood method. With a short time, and guided by tutors who are very experienced in their fields. PEACE’s vision and mission are to produce students who can use the English they learn in Pare in their daily environment to be productive. It means that even though they learn English with fun, it can still produce maximum results. It is in line with PEACE’s slogan, “Moving to the Bright Future.” (Source: Interview with the teacher on May 10th, 2019).

Peace has five divisions; regular program for two weeks, a four-classes package program for two weeks, Basic Training Program (BTP) for four months, study group (Rombel) class, and division of facilities, infrastructure, and internet packages. The regular speaking program consists of Foundation Speaking, Speaking Practice, Bridge Speaking, Moving Speaking, Pre-Active Speaking, and Active Speaking. In addition to teaching, several tutors at Peace also become a team of managers responsible for managing these divisions. Curriculum and lesson plan development and also evaluation is routinely conducted by internal tutors to improve the quality of their teaching (Source: Document “*flyer*” from the front office on May 13th, 2019).

In 2019, PEACE had 22 tutors. They applied to become tutors at PEACE through recommendations, social media information, and word of mouth. Some of them also obtained from students who have studied in Peace for several months and can teach will then be selected through micro-teaching. After being announced to pass the selection as tutors, they do not immediately teach but attend on-the-job training in class for at least three months so that tutors are more competent and more ready to teach. (Source: Interview with the teacher on May 10th, 2019).

Peace has 3-course locations in Pare, with its central office located on Jalan Brawijaya No. 40-A, Pare. PEACE is an institution that provides a Camp to facilitate students who want to improve their English skills to the maximum and do not want to waste time while studying in Pare. Peace has four camps consisting of one large men camp and three women's camps (Source: Observation May 10th, 2019- May 24th, 2019).

Staying in camp means 24 hours of English because students will be accompanied by competent instructors in English while staying at the camp. Each instructor will punish if the students do not use English as the language of instruction in the English area. Punishment at each camp is different according to the instructor's policy. The punishment given is usually associated with English education, such as memorizing vocabulary, telling stories, entertaining a campmate by singing English (Source: Interview with the teacher on May 10th, 2019).

Camp provides 2x programs/day for 60 minutes, namely morning class at 05.00-06.00 and evening class at 18.30-19.30. The material given in the morning class is vocabulary, and in the evening class, the material provided is speaking (speech, debate, discussion, role play, etc.). Learning activities carried out in the camp program are not always centered in the classroom. Participants just sit monotonously listening to the instructor's explanations from the class starting until the course ends. However, participants will also be invited to walk around the English village area by practicing the English language. The weekly meeting program is held every Friday. So, the Friday morning class program will be replaced as a weekly meeting preparation activity for each camp to prepare for the weekly meeting performance, which all camp participants in PEACE attend. There is speech, role play, entertainment, and other special performance activities at the weekly meeting, which are very interesting to support the students' English. (Source: Observation May 10th, 2019- May 24th, 2019).

#### **b. Communicative Visual Media-based Speaking Instructional Method**

According to T1, in learning English, students could not avoid one of the skills because they were interdependent. Like in *Kampung Inggris Pare*, students who enrolled in speaking classes would also learn to listen, write, and read because the tutor would integrate these skills to encourage students to improve their speaking skills (Interview T1, May 14<sup>th</sup>, 2019). The observations I made strengthened this opinion. Speaking tutors at "Moving class" of PEACE institution taught students by utilizing material sources from reading text, students' writing reports, listening files, and other sources, such as pictures or visual media. All of these materials were used to support the teaching speaking.

Most of the tutors in *Kampung Inggris Pare* were not graduate from English and education majors. Some majored in management, agriculture, mathematics, biology, chemistry, politics, and other concentrations. The others were only high school graduated, such as PEACE's tutor. However, they were very fluent in English. They were also able to teach with excellent classroom management techniques and methods. From interviews and chitchats with people

studying in Pare, students generally appreciated and liked the way tutors taught. P3 said

*“Saya suka cara tutor menjelaskan karena mereka sangat memahami apa yang kami butuhkan. Kami ke Pare karena ingin mencari sesuatu yang beda dan kami menemukannya di sini yang tidak akan kami temukan di tempat lain, baik dari lingkungan yang mendukung kita untuk bisa menguasai Bahasa Inggris dengan cepat, adanya English camp, kursus Bahasa Inggris yang membludak, tinggal kita aja yang memiliki sesuai dengan minat dan kebutuhan. Cara guru mengajar juga keren, mereka punya banyak kreatifitas. Mereka selalu menghidupkan suasana di kelas sehingga kita tidak boring. Mereka juga tidak jaim, sehingga siswa yang tadinya malu-malu menjadi antusias.”*

[“I like the way the tutors explain because they really understand what we need. We went to Pare because we wanted to find something different. We found it here that we will not find anywhere else, both from the environment that supports us to master English quickly, the existence of an English camp, a booming English course, that's all we have to do which has according to your interests and needs. The way the teachers teach is also cool. They have a lot of creativity. They always liven up the classroom so that we are not boring. They are also not good at it, so the shy students have become enthusiastic.”]

*(Interview with P10, May 18<sup>th</sup>, 2019)*

Based on the extract above, one of the uniqueness of *Kampung Inggris Pare* was the tutors' skill in livening up the classroom atmosphere so that learning seemed fun and not dull. It might be due to their ability to create an exciting and communicative classroom learning.

T2 said that teaching speaking, which was integrated with other skills, created various activities in the classroom so that students did not feel sleepy. They enjoyed every stage of the learning given. It was essential to increase student interest, change students 'mindsets, and accelerate students' mastery of English (*Interview with T2, May 22<sup>nd</sup>, 2019*). According to Fahri (2018), the learning activities in *Kampung Inggris Pare* are exciting and enjoyable in terms of topics and exercises they do in the classroom. The issues are varied, broad, and challenging. The variation of the topics avoids boredom in the learning. So, the students may experience different things in each meeting. The comprehensive and complex issues also produce new information and knowledge while students can practice the language skills during the learning process. The new knowledge they get in the class makes the students feel passionate and more enthusiastic about learning.

Because the students choose and register the courses themselves, the contents of materials accommodate their needs and interests. These proper materials undoubtedly help the students in learning English easier. Therefore, the materials in the class are viewed as appropriate and accommodative. Besides, the

tutors in *Kampung Inggris Pare* deliver the material simplify. The tutors do not use the memorization teaching system. However, they make students understand the knowledge with some practical examples and design the space to practice the knowledge. So, although the contents seem complicated, they can be transferred and acceptable well.

The other exciting part of the learning activities is the exercise. The students enjoy the speaking task because they are aware that their English becomes better through the training. By performing the exercise and completing the task, the students through the process of learning strategy development. Because the more they practice, the more they find the difficulties and the more they find some challenges and experience. This context is supported by Prajas (2015), which he delivers the ideas that practice makes perfect.

To better understand how teacher teaching methods affected the formation of the students' learning strategy, I present one speaking instructional method for communicative goal by using visual media in Moving Class of PEACE institution.

As visual media reliably stimulated analytical skills, speaking practice can also be taught using visual media, such as watching videos or viewing pictures. So that many tutors used images for their teaching materials. One of them was a tutor in the moving speaking class, Peace English Center.

At the tenth meeting in the moving speaking class at Peace English Center, the course was divided into three groups, consisting of five students. Each group sits in a circle in every corner of the classroom. This activity is not an activity of competition or debate between groups. However, it built the cooperation between students in the group.

Each group was given 20 types of pictures with varying themes by the tutor. The photos will be described randomly by each student without pausing for 15 minutes. The images to be described were not allowed to be chosen by the speaker but friends in the group. Within 15 minutes, I noticed that many students were able to tell 10 to 15 pictures without pausing. Some were less than ten, but only a few.

The division of tasks into groups was very clear. When one student was talking and describing the pictures, the other student was a timekeeper. Two students helped in choosing random images, and another was in charge of sprinkling powder as a punishment when the speaker paused or inserted Bahasa Indonesia. Each error would be given a sprinkling of powder. Therefore, when students made ten mistakes in 15 minutes, they would be penalized ten times. Even so, students still enjoyed the punishment given because this punishment was unique and not burdensome.





Figure 1. Students' Learning Activities through Visual Media  
(Source: Photo on May 24th 2019)

From this series of activities, I found a flow of Communicative Visual Media-based Speaking instructional methods at Peace Kampung English Pare, which I describe through the diagram below

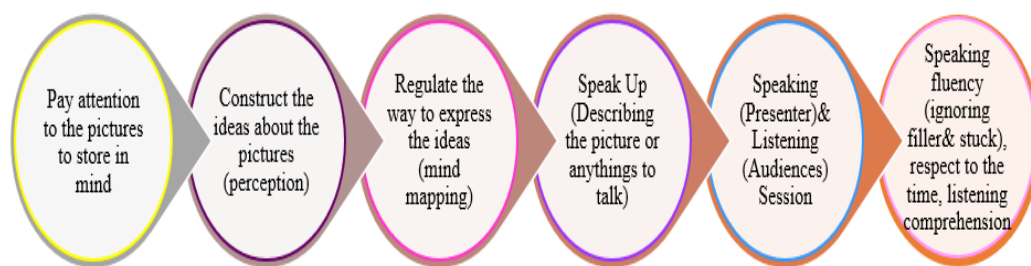


Figure 2. Communicative Visual Media-based Speaking instructional methods flow

Based on the above figure, there are five learning phases created from the Communicative Visual Media-based Speaking instructional methods; pay attention to the pictures to store the concept in mind, construct the ideas about the pictures (perception), regulate the way to express the ideas (mind mapping), speak up (describing the picture or anything to talk), and communicative comprehension (speaking and listening session as a speaker or listener). Finally, after review and practice the phases or activities many times, the students finally will reach the speaking fluency (ignoring filler and stuck), respect to the time, and communicative skills.

## CONCLUSION

Teachers obligate to take responsibility for the various teaching methods and classroom instruction, efficient classroom management strategies, and successful evidence-based teaching and learning pedagogies to promote a positive classroom experience and atmosphere for all. The study shows that the learning

activities in *Kampung Inggris Pare*, especially in *Peace institution*, are exciting and enjoyable in terms of topics and exercises they do in the classroom. The teaching methods are varied, broad, and challenging. The variation of the topics avoids boredom in the learning. So, the students may experience different things in each meeting. Providing communicative visual media-based speaking instructional methods is one that can lead students to become successful language learners.

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