

**ENGLISH SOCIAL CONSTRUCTION IN *KAMPUNG INGGRIS PARE*  
KEDIRI:  
A SOCIAL CONSTRUCTIVIST STUDY**



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## ABSTRACT

**Fikri.** *English Social Construction in Kampung Inggris Pare Kediri: A Social Constructivist Study.* Thesis. Yogyakarta: Graduate School Yogyakarta State University, 2018.

The aims of this research are (1) to reveal what are the initial perceptions of people on English before coming to some courses in *Kampung Inggris*, (2) to explain how the learning process in *Kampung Inggris* construct the language skill, and (3) to understand how the learning process re-construct the learner's perception toward English

This is Qualitative Research. The research used ethnographic and interpretivism or social constructivism as a paradigm. The research site was *Kampung Inggris* Tulung Rejo village, Pare sub-district, Kediri district, East Java. The research participants were the students in the village. The data collection techniques were observation and interview. The observation was conducted in three different courses in the village. The data were analyzed using iterative model from Miles, Huberman and Saldana (2013). In this model, data condensation, data display and conclusion drawing/verification were used after the data were gathered. In the process of data analysis, multiple coding and categorizations were used to figure out patterns, and the research theoretical framework was used to interpret the data. The data were displayed descriptively using diagrams and figures.

This research found out that (1) the students' initial perception on English varied according to their past experiences. Most of the perceptions were negative affected by the students' relationship with their teachers, environments and feedback of their learning. In the students' reality, English was viewed merely on its intrinsic feature. This position of English in their reality was shifted due to their life experience. (2) There were several knowledge constructions in *Kampung Inggris*. They were construction of learning reality, construction of speaking skill, and construction of grammar knowledge. The learning reality was constructed by the location of the village, the limited learning time, other students who had similar motivation and the variation of the programs offered in the village. The speaking skill was constructed by direct speaking practice, indirect speaking practice, and vocabulary and grammar knowledge review. The grammar knowledge was constructed by grammar knowledge review and grammar exercise. The learning process in *Kampung Inggris* followed the learning principle in social constructivism, but there were some activities that still used traditional or transmission of knowledge process. (3) There were two new students' perceptions constructed after learning in *Kampung Inggris*: English became easier to learn and the learning process became joyful for the students. The factors of this construction were the people who communicated with the students, the environment, and the learning process experienced by the students.

Key words: *English social construction, Kampung Inggris, social constructivist.*



## ABSTRAK

**Fikri.** *Konstruksi Sosial Bahasa Inggris di Kampung Inggris Pare Kediri: Sebuah Penelitian Konstruktifis Sosial.* Tesis. Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2018.

Penelitian ini ditujukan untuk (1) mengungkapkan apa persepsi awal orang-orang terhadap Bahasa Inggris sebelum datang ke beberapa kursus di Kampung Inggris, (2) menjelaskan bagaimana proses pembelajaran di Kampung Inggris mengkonstruksi kemampuan berbahasa, dan (3) memahami bagaimana proses pembelajaran tersebut mengkonstruksi ulang persepsi pembelajar terhadap Bahasa Inggris.

Penelitian ini bersifat kualitatif, menggunakan pendekatan etnografik dan interpretivisme/konstruktivisme sosial sebagai paradigma. Tempat penelitian adalah Desa Tulung Rejo, Kecamatan Pare, Kabupaten Kediri, Jawa Timur. Partisipan penelitian ini adalah pembelajar Bahasa Inggris di desa tersebut. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara. Observasi dilaksanakan pada tiga kursus Bahasa Inggris. Data dianalisa menggunakan model *iterative* dari Miles, Huberman dan Saldana (2013). Pada model ini, pemangkasan data, penyajian data dan pengambilan kesimpulan/verifikasi dilakukan setelah data dikumpulkan. Pada proses analisa, beberapa jenis *coding* dan pengkategorisasian dilakukan untuk menemukan pola dan kerangka teori penelitian ini digunakan untuk menginterpretasikan data yang dianalisa. Data disajikan secara deskriptif menggunakan diagram dan gambar.

Riset ini menemukan bahwa (1) persepsi awal pembelajar bahasa Inggris bervariasi tergantung pada pengalaman pribadi. Mayoritas persepsi adalah negatif dipengaruhi oleh hubungan dengan guru mereka, lingkungan dan hasil pembelajaran. Bahasa Inggris hanya dilihat sebatas fitur intrinsiknya. Posisi Bahasa Inggris pada realitas mereka berpindah dipengaruhi oleh pengalaman mereka. (2) Ada beberapa konstruksi pengetahuan, yaitu konstruksi realitas pembelajaran, kemampuan berbicara, dan pengetahuan tata-bahasa. Realitas pembelajaran dikonstruksi oleh lokasi, waktu yang terbatas, pembelajar lain dengan motivasi sama dan variasi dari program yang ditawarkan. Kemampuan berbicara dikonstruksi melalui praktek berbicara langsung, praktek berbicara tidak langsung, dan pembahasan tata-bahasa dan kosa-kata. Pengetahuan tata-bahasa dikonstruksi melalui pembahasan tata-bahasa dan latihan. Proses pembelajar mengikuti prinsip-prinsip konstruktivisme sosial, tetapi ada beberapa aktivitas masih menggunakan proses tradisional atau transmisi pengetahuan. (3) Ada dua persepsi baru yang dikonstruksi setelah belajar di Kampung Inggris: bahasa Inggris menjadi lebih mudah dan proses pembelajaran menjadi menyenangkan. Faktor konstruksi ini adalah orang-orang yang berkomunikasi dengan pembelajar, lingkungan pembelajaran, dan proses pembelajaran yang dialami oleh pembelajar.

Kata Kunci: konstruksi sosial bahasa Inggris, kampung Inggris, konstruktivisme sosial.

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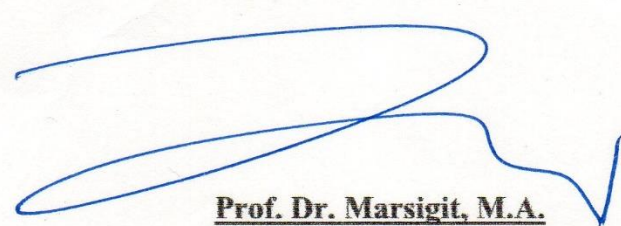
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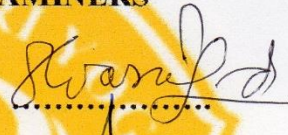
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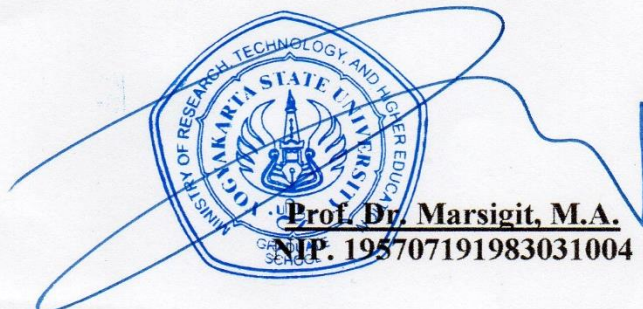
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## CHAPTER I

### INTRODUCTION

This chapter consists of six main topics. All of these topics explains the study basic information. They are background of the study, identification of problems, limitation of the study, formulation of the problems, objective of the study, and significance of the study. All of them are presented in the following points.

#### **A. Background of Study**

English is important and used by most people in the world. According to British Council (2013), there are 1.7 billion people use this language at the time the report is released. Almost in every country, most people use English as their lingua franca. People use English not only in a very simple form of communication such as conversation, but they also use it in a one-way complex communication such as lectures and speeches. There are thousands of topics discussed every day using English. The topic can be a simple one like a breakfast menu, or the important topic like the amount of money corrupted by a prime minister. Therefore, English as a language has a very important role for the world citizens.

English has different positions in people's reality. This position means how they use English in their social lives, and how the language influences their lives. Based on these positions, people can be divided into different groups. The first group is the people who communicate and make living using English. These people need English as basic needs. It means that they cannot live without English. Communication with other people in English is a must

because other people around them only use English. This people also make living using English. It means that the English skills they acquire is their capital in earning money, for i.e. English teacher, English translator, English interpreter, etc. For them, English is important. The second is people who still be able to communicate with other people using other language. In the other occasion, they still need English to communicate using English while they want to talk to other people outside their area, and this two groups of people only have English as a common spoken language. English position in their lives is not as important as the first part of people. The last part of people is the people who do not use English at all in their lives. These people are living in a very remote area. In their whole lives, they never use English either for communication or works. English has no use and importance at all for this part of people.

The idea which tells English is important, is mainly influenced by people's social life. The people who believe that English is important are the people who use English in their daily basis. They use it for communication in their social circle, or for works. Most people, who urge to communicate with people outside the country, say that English is important for them. Because for them, without English, the communication cannot be built. Almost all English education students believe that English is important, not only because they know people might use English for their lives, but also because they will make living using it. In a big city, some parents ask their children to go to English courses, not because they know their kids like to learn English, but because

they know that good English skills is one of the requirements to get a job in the future. On the other side of the world, living on the Afghan Pamir mountain, there are Kyrgyz people. For them who lives in that high altitude, isolated by mountains and frozen rivers, Learning English is not even in the list of their dream. What is important for them is surviving, taking care of their family, preparing for a long journey if they have to go to buy some food they do not produce such as flour. They have no chance to learn English, and for them, English has no use. They can say English is not important. By comparing both situations, therefore, it can be known that the importance of English is because the way people see it in their lives.

The previous paragraphs show how social constructivists see the world. There are no right or wrong, there is only why it can be seen as right thing for people, and why it can be seen as wrong for the other people. Referring to the examples before, the sentence “English is important” can be both wrong and right. The fact is there are a lot of people who use English, but there are some people who do not use it. For those who use English, the sentence is right, but for the ones who do not use it, the sentence is wrong. Social constructivists see the social relation between the people and the language. They see that the knowledge about the importance of the language is constructed based on what people do with the language. The point of view of social constructivist does not only see what happens, but also why it happens. So, they can understand every reasons, factors, and purposes behind what people are doing, saying, and believing in certain thing in their life.

English position in Indonesia, in general, practically is not really important. As a developing country, and a country which has hundreds of local languages, English is not the first language used for social communication. Bahasa Indonesia, as the official language, is not the native language of the majority of people in Indonesia. In fact, some people, in very remote area, even cannot speak Bahasa Indonesia. English in Indonesia is mostly used in education context. Many people in Indonesia have their first encounter with English when they are obligated to learn it in school. The other context such as social communication, business relation, etc. are not really involving English. There is only small number of people who use English to talk to other people. This people usually are people who are well educated, working in a multinational company, living in a big city, or traveling or studying in an English-speaking country. This condition, where the English-using communication is very rare in Indonesia, and also very small number of people who need to use English in daily basis, creates a message to most people that English is not that really important for their lives, or they still can live without English, or even a message that tells there is no use in learning English.

In twenty first century, Indonesia brings its people into more inclusive world. When the world becomes more inclusive with the advancement of technology, Indonesia government need to be able to accommodate its people to be able to compete as the citizen of the world. Following this urgency, regulations are made, multinational communities and organizations are



founded, bi-lateral and multilateral relation are built between Indonesia and other countries. These are many ways that the government does to make Indonesian people be able to compete and struggle in a modern life. The impact of the government's deeds is the increase of the number of multinational companies that build their branches here, more investment in many sectors that needs cooperation with people outside the country, more chance to work overseas, etc. For Indonesia, being actively involved in the modernization means making bridge for its people to be better in the future.

By being inclusive as a country, Indonesia has the condition which force its people to communicate with other countries. One of the consequences of being actively involved as the citizen of world is the obligation of being able to communicate. In this case, language skills mastery is a must. Using the previous statements as reference, which tells there is only a small numbers people in Indonesia who communicate using English in daily basis, the consequence can be meant as an obligation to learn English for people. People, basically, start to understand this idea. Parents start to pay attention to their children English skills. In many villages, some parent starts to invest on their children English education. The investment is in the form of providing English education outside the school for their school. People also start to change their purpose in learning English. In the beginning, they start to learn English in a course in order to have a good grade in school, but now, people start to learn English for a mere communication purpose. The change of the world, and Indonesia brings a change of Indonesian people perspective upon

the use of English. People start to understand, by having a chance to study, work, or cooperate with other people outside Indonesia means that English is important for them.

Learning a new language is always social. Language and its social context cannot be separated. The language needs a social context to make it has a meaning for its speakers. Learning a new language is not only about remembering a correct and appropriate words used, or pattern constructing a sentence. Learning a new language is more about doing life events with a different language instruction. The learning process is not only when the learners learn how to construct sentences, remember new vocabularies, or imitate the sounds of them. But the learning process must be when the learners do their social life using the new language, when the learners experience their lives with the new language. This is supported by a statement arguing that language needs to be learned with its social context. Ortega (2008:218) states that in understanding the new language learning from a complete social point of view, it must be focused on the living experience, logically sensed, deliberated, engaged, and expressed by the learners in their complex contexts such as historical, cultural, social, physical, and interpersonal contexts. Related with Ortega's statement, Clark (2009:19) claims that language itself is a result of or produced by social interaction. These statements argue on what learners should focus on when they learn a new language. Later on, Ortega (2008:218) adds her argument by a simple explanation saying that when there is no social context given, there will be nothing can be known, and no such a

thing can be known out of the social. This additional explanation confirms on how important social life experience is in the learning process.

Schools in Indonesia have been teaching English for years. During this period, since the beginning until the present time, the curriculum has changed for many times. Started by using language forms-based syllabus in the beginning of the independency, and then function based syllabus, until the last curriculum using a scientific approach syllabus. In relation to a social context in language learning, English learning process in Indonesia has adopted many approaches and methods. There are genre-based methods, and contextual approaches with some social and cultural contexts. Even though the curriculum has changed many times, various methods and approaches applied by the teachers, and other efforts done by the government, the language learning process in Indonesia does not show any significant changes. It is proven by the condition that a high score in school or national examination does not guarantee the students to be able to communicate well using English.

Contrasting Ortega's argument on the social dimension in learning a new language, the learning process in Indonesia leaves the social contexts in the tasks and activities written in a material book learned in the class. Once the learning time is finished, the learning process stops and is left in the classroom. The students do not experience the language vividly in their lives. The only chance they can experience it, is in an overpopulated classroom where most teachers are very dominant leaving a small space for them to use English. When they have this small chance, the chance is not well used. The

practice done by the students are not really reflecting their social life. For example, they do role playing about gardening activities, but they live in a city where an open space is hardly found. Paralleling with Ortega's argument, English learning process in Indonesia must not be limited by textbooks or learning hours, it needs to be integrated with social life of the learners.

This condition results on a dissatisfaction of the students. The students and their parents believe that it is not enough by only learning in the school. It is stated by some respondents in the preliminary study conducted before, that the reason they take English course is because the learning process in school does not give them a sufficient English knowledge. Moreover, a respondent from Sulawesi said that she is satisfied with learning process in school except English. This is also self-proven by a short observation on a recent phenomenon in our society where there are a lot of English courses built outnumbering other privately-owned courses. These courses try to supply the demands of the people, a reliable English education, that is unsatisfactorily provided by most schools in Indonesia. A single complicated cause and effect case in Indonesia English education.

In a condition where English private courses built almost everywhere in Indonesia, there is a place where a collective English education institution is established. It is located relatively far from a big city, but it still attracts people around Indonesia to come and study in it. The place is called *Kampung Inggris* (English Village), located in Pare, Kediri, Central Java. A lot of people from almost every province and regency in Indonesia come and learn in it. In the

discussion comparing English education in schools and *Kampung Inggris*. All of the respondents in the preliminary study believe that *Kampung Inggris* is better than schools. They described about certain aspects that they believe are better than schools, such as the learning environments, the learning strategies, the teaching methods, and the intensity of the learning. One of the respondents stated that the activity like having conversation in English every day in the camp, doing the group works, and giving correction for each other are really improving his English significantly, and making him aware to use English all the time to improve his English skill. All of the respondents stated that they are satisfied with the learning process in *Kampung Inggris*. A student from Lampung who learned in Pare for a month in 2015, says that the learning environment was very enjoyable, and she want to learn there again in the future, and A senior high school graduate from Sulawesi, spending four months in *Kampung Inggris* says that she prefers learning in Pare rather than learning in school. she also admits that she is satisfied by almost every subject in school, but for English, she is not satisfied, that is why she went to an English course. Some respondents said that they are not quite satisfied of the time period they spent there, but it still is more satisfying than schools, even if they spend a little time there, and they added more that they want to go to *Kampung Inggris* again in the future.

The details of the answers from the respondents, some people who have learned there, indicate that the learning process in *Kampung Inggris* has a same direction with the L2 learning propose by Ortega. The learners believe

that there is a significant development compared with their English skill development before they go there. They stated that the learning is more enjoyable with a good environment and learning methods. It is contrasting their explanation about the learning process in school, they stated that it is stiff, tense, and with a relatively bad learning environment. Their comparison between schools and *Kampung Inggris* is indicating that there is a gap between the schools with the social dimensions of language learning which is relatively successful to be implemented in *Kampung Inggris*.

Based on a short observation in the preliminary research. *Kampung Inggris* is located in East Java. The nearest city is Kediri. It is about 27 kilometers from Kediri. The name of the village is Tulungrejo. The name of the village is not well known, but this village is widely known by people as *Kampung Inggris*. The name, *Kampung Inggris*, literally translated as English Village.

The result of the observation can tell that the situation of the village is like a common village in Indonesia. There are a lot of houses beside the big street, and more houses are inside small alleys connected the areas in the villages. People are travelling from one point into other points, the streets seem crowded with some cars, but more dominated by bicycles, and people walks over the village. The odd scenery seen in this villages, which is significantly different with other villages, that people who ride the bikes and walk over the village is commonly young people. Most of them seem like university students, or high school students. The other thing which makes a

significant distinction is the existence of English courses along the streets even in the smallest alley in the village. The name of each course is put in the front of institution. These two things make a difference atmosphere in the village. The village feels like a big education institution which is integrated with the social life of the village.

This phenomenon is really interesting to be investigated more on the questions about what happens in *Kampung Inggris*, more specific on the learning process, the social and learning environment and the point of view from the students who learn in *Kampung Inggris* about the learning and teaching activities in *Kampung Inggris*. In addition, it is also important to specify on whether the learning process socially constructs the language knowledge or not, and whether or not this learning process influence people to share a common understanding about *Kampung Inggris*, and more over on what perception constructed by this influence. The investigation needs to cover the whole aspects related with the learning process in *Kampung Inggris*.

The researcher believes that all of them are important and needed. The information investigated is really important to be a parameter for the other private institutions which attempt to have a same success story as *Kampung Inggris* has, and also needed as a learning process of us as English education practitioners to improve our quality of English education in school, as a main and obligatory education institution.

## **B. Identification of the Problems**

Based on the explanation in Introduction of the study, the researcher can identify that there is a problem which shows a poor social dimension in the learning process in the formal education. Resulted by this lacks there is a phenomenon happening in *Kampung Inggris*, a phenomenon showing that people tend to be more satisfied to learn in *Kampung Inggris* rather than in schools. Some statement telling that the learning process in *Kampung Inggris* intends to build an involvement of a language social dimension is needed to be investigated more. Moreover, all of the processes occurring in *Kampung Inggris* is urgently needed to be studied to understand what makes people come to *Kampung Inggris* and why *Kampung Inggris* can satisfy them more than schools do. Revealing all of them comprehensibly is really important as a basic knowledge of society demands and needs, so we as a teacher can provide what they demand and need.

## **C. Limitation of the Study**

The study is limited on the social construction happening in *Kampung Inggris*, Pare, Kediri, East Java.

The researcher investigated the society in *Kampung Inggris*, the investigation was conducted from the very small form of interaction, until the biggest form of it which happen in the society.

## **D. Formulation of the Problems**

Considering the identification and limitation of the problems, the problems are formulated as follows;



1. What are the initial perceptions of learners on English before coming to some courses in *Kampung Inggirs*?
2. How does the learning process in *Kampung Inggris* construct the language skill?
3. How does the learning process re-construct the learner's perception on English?

#### **E. Objectives of the Study**

1. To find out the initial perceptions of learners on English before coming to some courses in *Kampung Inggirs*.
2. To explore how the learning process in *Kampung Inggris* constructs the language skill.
3. To elaborate how the learning process re-constructs the learner's perception on English.

#### **F. Significance of the Study**

1. Theoretical significance

This research findings contribute to enrich the theory of social constructivism in reality. Thus, the finding and discussion can be a theoretical reference for other scholars who want to study about knowledge social construction in an English learning environment.

2. Practical significance

- a. For the teachers, the research findings help to understand how English skills and knowledge can be constructed by social interaction in *Kampung Inggris* and to comprehend the students perception on English.

- b. For the other researchers, this research can contribute to similar research conducted with the same or different area of interest.
- c. This research finding also can be a resource for people who would like to learn and explore more about *Kampung Inggris*, and its learning community.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter covers some relevant theories supporting the topic understudied in this research. It also provides some relevant studies containing some results related with the field of the study. They give some partial depictions of the study conducted. By having both reviews, this chapter gives the researcher's stance on the study with its theoretical basis.

#### **A. Literature Review**

The literature review consists of four parts of reviews of the theories. The first review explores about the philosophical theory about the construction of the reality, the factors involved in the construction and the process of the construction of the reality. The second review is about the implementation of the philosophical theory of the social construction in the education settings. The last review is about the relation between the social dimension in the language learning and the social construction in the students' learning process.

##### **1. Social Constructivism.**

Social constructivism is one way to understand social reality through social relation of the people inside the society. The relation of every part of the society and how the society works on the basis of reality are studied in social constructivism to understand the existence of the world. As what Andrew (2012:27) elaborates, social constructivism is the way people see themselves at the world, through their perspectives on the reality of life.

Therefore, Onuf (2012:3) argues that social constructivism is used to study the social relations, any social relation. It means that social constructivism is a frame to understand the world through the social relations that everybody has as a part of a social community.

This way of world understanding is valid not merely depending on the belief of the experts in the field. Expert in research methodologies apply this frame or paradigm as a part of the methodology that is purposively used to understand the reality, specially what is related to social and cultural structures. LeCompte and Schensul (2010:66-69) and Harrison (2014:229) mention interpretivism as a paradigm or frame used in ethnographic research. Interpretivism are explained by LeCompte, Schensul and Harrison as a point of view used by the ethnographers who believe that reality or what people understand and believe is constructed through interaction. Interpretivist ethnographers thus view truths about the world as a product of social relation. They see cultural and contextual details as integral factors in order to understand those truths since they are products of human subjectivity. It means that truth as people's reality is shaped differently by experiences that each of them has faced.

The description by LeCompte, Schensul and Harrison is linear with what social constructivists, Berger and Luckmann (1991:37) argue. They mentioned the reality that they see in life presents itself as intersubjective world, where they believe that they share the world with others. The intersubjectivity makes everyday life different from realities that they

consciously experience. They, then, claim that the conceptions of everybody in this world is interrelated, and affected each other. This is what the social construction in reality is. When everything people do, every value people believe in, every knowledge people know, are interrelated to each other. This interrelation is the basic of the construction of a new value of knowledge.

Pragmatically speaking, Burr (1998:13) emphasizes one basic principle that should be hold on the social constructivism. She says that in seeing the reality, the focus is not on the objective reality, but upon the different values and meanings where people invest their worlds. This confirms what Kim (2001:56) explains that social constructivism is based on specific believes about reality, knowledge and learning. She continues the explanation with the effect of this basic principle. She says that when people accept this principle, then it will be clear that if we take ourselves as a result of constructions not an objective depiction. Then if we as human who have done the construction, we can re-construct ourselves in any way that is more beneficial for us. Moreover, for Kim, the social constructivism offers this principle into a broad social context. It means that if the reality is named and believed based on the construction of people perception, that might be possible to re-construct some new values or meanings or even knowledge in our reality. When the re-construction is able to be done, the structure of the construction is easily understood. Then the people will be easy to construct the reality, the values and the

knowledge around them. The reality they believe is more appropriate to them, the value that they believe is correct, the knowledge that they believe is important.

Based on the basic elaborations from social constructivists about Social Construction, it can be understood that they put the reality is not based on the objectivity or the “what really are”, but it is more on the subjectivity or the “what people believes are”. The social constructivist believes in the subjectivities of people. These subjectivities are related to each other, and people construct what is called as value or knowledge and meanings through the social relations of these subjectivities from the individuals with other people and their experiences with the world. This statement is also reinforced by Andrews (2012:39). He argues that social constructivist sees a knowledge as not created but constructed. Therefore, understanding people’s perception or knowledge about something in social constructivism is understanding the process of its construction through their experience and social relations with their social groups.

In some literatures, some experts use the term social constructionism and some other use social constructivism. Apparently, these terms are interchangeably used. Gergen and Gergen (2008:816) try to distinguish these terms. They specify social construction by describing it as a product of meaning making in human relationship. It means that the focus of the construction is in the relationship or interaction among human. Slightly different, they describe social constructivism as a meaning making process

that happens in every individual mind. It means that after passing through experiences and interacting with people, a human constructs new knowledge in its mind. These two descriptions from Gergen and Gergen is also stated by Young and Collin (2004:378). They call them as ambiguity, and this ambiguity is believed by them will evolve regarding the relatively early emergence of the two perspectives in social construction. Young and Collin also state that many have used the two terms with shared featured, and others have used both terms interchangeably. The researcher agrees to the descriptions but disagrees if these two processes are taken into different accounts. As it is reviewed by experts, such as Andrew, LeCompte, Schensul, Harrison, Berger, Luckmann, and Onuf, in the beginning of this chapter, knowledge or information about the world is constructed by social interaction among the members of the social groups and by experiences of human with the world. Besides that, those experts, including Kim and Burr too, do not leave the liberty of each individual who can invest the world into themselves and therefore each person has their own version of the world. So, the two different descriptions from Gergen and Gergen does not conflict each other, but more to complete each process. After the knowledge is constructed through social relations and experience, it will be “cooked” by the mind by putting the new information among the knowledge it has acquired before.

This process of mind discretion can be clearly seen by the following deeper explanations about social constructivism or social construction of reality.

a. Reality in Social Construction.

Based on the social constructivism tenets, Searle tried to layer the realities based on how people see their relationship with the world. In the beginning Searle (1995:9 – 10) proposes that the world is divided into two based on how people view its features. These features are named intrinsic features and observer-relative features. Searle identify intrinsic features of the world by its existence that is independent. It means that these features are not affected by how people see it since it is intrinsic to the nature. Observer-relative features are exactly the opposite of intrinsic features. These features are heavily affected by people's position in the world. It is called observer-relative because the world is relatively seen by the observers. It means that different observers may see the world differently. This distinction of features of the world is very important to understand how things are perceived by people. It can be understood that people may see things with same intrinsic features, but different observer-relatives features.

Other than the features, Searle (1995:27 – 28) also mentions about different facts of the world. He said that the world consists of brute facts and institutional facts. These facts are different based on



their dependency with human institution. This institution means that people have consensuses or rules applied in their reality. Different consensus results on different institutional facts. Oppositely, brute facts are free from the human institutions. It remains same even though the consensus is changed. Practically speaking, in language, sounds and symbols are the brute facts that are independent. Then, the language systems that rule the sounds and symbols is institutional facts because the systems are dependent on people consensus. Because these facts, brute and institutional facts, are not dependent on how people see it, they can be categorized as intrinsic features.

Besides the features and the facts, Searle (1995 – 14) explains that human and some other animals impose functions on objects. It means that the world does not only have features but also functions that is differently assigned by people. Searle emphasizes that this assignment is not related to intrinsic features but heavily rely on the observer-relative features. It is because one thing can be assigned different functions by two people based on how these people see the thing. For example, a kid may function a laptop as their gaming station, but the father functions the same laptop as a working media. Therefore, knowing the assigned function is important for us as an educator, because English knowledge may be functioned differently by the students.

Based on the elaboration from Searle about the reality, the researcher makes a diagram of reality layers that can be seen in the figure number 1. below.

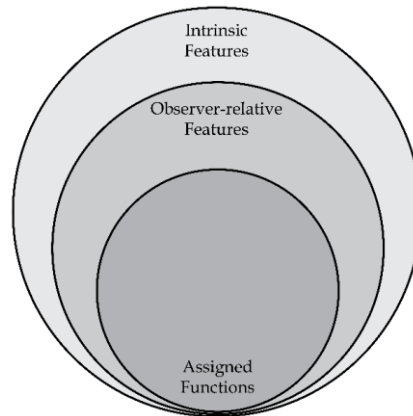


Figure 1. Reality Layers  
Adapted from Searle (1995)

b. Human Agency

In this part, the researcher shall explore the roles of individuals in creating and constructing their own version of the world. If the previous part explores more about the reality of world and its different layers, this part of elaboration is more into the human and its actions toward the world. A social constructivist, Onuf (2012:4), argues that the world is made by the people, they make it from the raw material provided by the nature, and they made the world by doing actions and reactions toward each other and uttering and replying words for each other. From this statement, it can be clearly seen that Onuf believes that the main actor is the human being. The things that people do with

each other or say to each other are the other factor which constructs the world.

The claim made by Onuf is similar with what Searle (1995:14) states. In his words, Searle describes that observer-relative features are relative to the attitude of the observers. It means that the functions of the worlds, since functions are an absolute observer-relative feature, depend on how the humans act upon the world. Many years before, this point about human agency of the world was already argued by a sociologist and philosopher, Max Weber, in Albrow (1990:200). He states that behind the action there stands the human being, and in understanding the motives, we have to take account at least their capacities, power, and believes as properties of a human, then we are able to explain the results of its action. By this definition, human becomes powerful in constructing their own world. In understanding their world, we have to investigate the motives or attitudes of the human. By investigating means understanding their capacities, power and believes as a part of a social group. This argument of understanding the world by seeing the human as a main role is in line with Gergen and Wortham's (2001:118) argument. They argue that if we see a knowledge is in possession of an individual mind, it means that we believe that individuals are the possessors of their own motives. Therefore, seeing the reality using point of view of the individuals is the best to understand the knowledge construction since

the construction process heavily depends on the individuals' attitudes and motives to the world.

The human power in contrasting their world of course is not an absolute power, since one individual lives among social groups or societies. Onuf (2012:4) comments on this power relation by stating that in social constructivism, society is made by people and people is made by society. With this statement, Onuf argues that a person can make their own reality, but it still depends on the knowledge that is constructed through the relation of a person with its social group, and a society's values or communal believes are dependent to the members of the group's values and believes. In other words, Onuf argues that the process of construction happens in two ways, from the society to the people and from the people to the society. It means that when people make the society, the society represents the subjectivity of people on the reality of the world, and when the society makes the people, the people perception is shaped by the values and the knowledge constructed by vast majority in the society. Therefore, the other factors we can see from the construction of reality is the society, the people, and the value or the knowledge held by both of them.

Social constructivist giving their own term for each factor involved in the construction. Based on Onuf's (2014:4) explanation, people involved in the process of construction is called agents. These agents are the participants of the social constructions. The things that

people do and says are called rules. The rules done by the agents construct the value or knowledge in the agents' perception. The agents have choices to make decisions in confronting the rules. Different decision will make different value or knowledge as its consequence. Every process of this choosing rules, and resulting consequences is called pattern, or social constructivist prefer to call it as social agreement.

c. Social Construction Process.

In the social construction process, Kukla (2000:5) gives example about the value of money. He states that money is an example of the result of the social construction, the piece of paper that people call money and it enable us to buy things because all of the people admit that it enables people to buy things. This social agreement if we refer to Onuf's explanation, is the example of how the process of the construction made.

Referring to the term Onuf explained, the agents are the people who use the money. The rules are the constitutions which legally ratify the paper to be valued as the number written on the money. These rules leave the agents with two choices, the first is to follow the rules and then believe on the value, or the other which is to reject the rules and disbelieve the value. It results on two consequences, the first is having a paper as their legal material to be a tool of transaction, and the second is using other model of transaction if they want to have it. That

is how a value of money is constructed. That is the social construction process.

The process above, when the transaction happens, the agents are shared their same version of knowledge about the value of the money as the tool of the transaction. This is an example of the practices of the social construction in the reality based on Burr (1995:3) explanation. She said that anything occurred in the society is the practices where people share and construct their versions of knowledge. Therefore, anything we do as human in relationship of us with our environment is a practice of social construction process and we constantly construct knowledge, information, value and believes along with our interaction with anything surrounding us.

According to the explanation about the reality, the human agency, and the construction process, it is clear that social construction is polarized into two parts of a process. The first part is the part where environment and people in the social group interact with the individual to construct a new understanding or information, and the second part is the part where each individual works with their minds to organize the new information among all information its already acquired initially. Therefore, in social construction, social interaction with people and environment is heavily influential, but the decision about the knowledge is still under the mind's domain.

Understanding individual's knowledge, information or perception about the world, we have to understand the social interactions including its initial knowledge and the motives of the individuals invested by themselves in the world. Using social constructivism as a frame to view a phenomenon means viewing the social relations among individuals and the world in order to understand the results that is visible as knowledge, information, perception, believes and value. Therefore, in this research, social constructivism is used as a frame to view social interactions that happen in *Kampung Inggris*. These interactions result in knowledge about English as a language and perception of the individuals involved to the process that they experience in the village.

Learning in general and language learning in specific are basically social events, requiring social relation through communication among each part of the society. This is explained by some experts like Brooks and Brooks (1999:5) who believe that learning is a construction process of new understanding of relationships and phenomena. Besides that, some experts in language learning such as Clark (2009:19) who argues that language is a product or result of social interaction, and Mitchell and Myles (2004:27 - 28) who mention that more language learning researchers see motivation, learner anxiety, etc., as a product that is constantly reconstructed through never ended second language learning experience and interaction.

The explanation from the experts before means that language as a product of social interaction cannot be separated from the social

constructions. As long as people use any kind of language, the language they used is constructed by social interaction and the experience of using the language. It makes the learning process of a language is basically the process of the construction. It means that learning a language depends on how people construct their knowledge of language as reality. As soon as people believe that learning language means a construction process of the knowledge about the language, people will have a simple mutual agreement that language learners are always in a middle of never ended process, an always constructing process. So, the system of a language learning can be a lot different from the current process.

Based on the whole review of social constructivism, the researcher argue that this point of view should be a perfect frame to view the process of construction that occurs in *Kampung Inggris*. This argument is based on the purpose of the research that focus more on the knowledge construction process and the students' perception. By having this frame, besides the results of the construction, the factors of knowledge and perception construction can be investigated clearly. Since, as what Harrison (2014:229) states, one of the basic tenets of the social constructivism are not putting an absolute Truth (capital T) but understanding truths (small t) based on subjectivity of individuals, the frame in this research is purposively used to investigate the object of the research without judging or evaluate whether it is right or wrong.



## 2. Symbolic Interactionism.

In exploring about social constructivism, the researcher believes that it is better to have additional review about Symbolic Interactionism. According to Jeon (2004) and Burbank and Martins (2009), the fundamental premises of symbolic interaction are introduced by George Herbert Mead, a social psychologist. Mead proposes three principles of symbolic interactionism. These principles, as they are written by Blumer (1969:2), Lichtman (1970:75-76), Burbank and Martins (2009:27), Jeon (2004:251), and Dennis (2011:35), are:

1. Human beings or individuals act toward things or the world on the basis of the meanings that the things have for them.
2. The meaning of such things is derived from, constructed, or arises out of, the social interaction happens among the human beings or individuals.
3. These meanings of the world are handled in and modified through a process of interpretation used by the individual in dealing with the things he or she experiences.

By reviewing these principles, it can be understood that Mead put humans and the social interactions among them are the core factors of the construction of meaning of the world inside the human cognition. This meaning of the world, or it is said as things by Mead, influences every action emerged from each individual. Then, every individual may have different meaning toward the same things due to different social

interactions that each of them has. This meaning toward the world may also be changed or modified through an interpretative process experienced by each individual. In these principles, it can be seen that human beings, objective meanings, and interactions are the main aspects in symbolic interactionist. Therefore, to understand it deeper, the human beings, the meaning and interaction, and the process of meaning making in symbolic interaction are needed to be review in this part.

The first to be discussed in this part is the position of human in symbolic interaction. It can be seen in the three main principles from Mead that human is positioned in the center of the meaning making process. Blumer (1969:5) states that humans as the actors choose, check, suspend, regroup, and change the meaning of an object. It means that, the meaning or the knowledge about things is handled by the humans themselves. This conclusion on the centrality of human in symbolic interactionism is supported by Dennis (2011:351) who writes that in Blumer's symbolic interaction human being is a locus that hosting the whole process and attributions in symbolic interactionism. He also added that the actor interprets the situations and the elements of them, this includes the identities of the other actors. In the other side, the actor's identity is also interpreted by other actors. Therefore, human is not only put as the central of the setting, but also each actor has its own authority over itself. This concept of human centrality, the authority and the relation between them is what is called as human agency in social constructivism.

Besides its centrality, in symbolic interactionism, human has a couple mechanisms in the process of meaning making. The first mechanism is that each actor or individual have a process where he talks or interacts himself. This process is explained by Blumer (1969:5) that the actor makes the indication of the meaning of the world and how to react toward the world through an internal social process. This internal process is called self-lodging by Denzin (1969:923). He also adds that this process also translates the actor's identity to himself and reflecting to other actors. The same internal process explained by Jeon (2004:250-251) who states that self is consists of two different subjects. One subject is called 'I' representing the natural part of the actor, the other subject is 'Me' that represents the reflection of what other actors see on it. Jeon also explained that these two subjects, 'I' and 'Me', constantly communicate with each other through inner conversation, before acting toward the world. This inner conversation from Jeon is same with Blumer's internal social process, and Denzin's self-lodging. Regarding this process, Blumer (1969:80) states that Mead call the process where human being acts toward himself as the central mechanism. This central mechanism is used by the human being to experience and deal with the world. It makes human being aware of himself and the world around him, and this awareness is taken into account for every action initiated by them.

The second mechanism is also related with the view of symbolic interactionism toward human beings. Burbank and Martins (2009:27)

mention that human beings, in symbolic interactionism, are viewed as social beings. It means that both the individuals and the society cannot be separated. They also mentioned that both of them are created through social interaction and understanding of each other. Initially, in the first mechanism, it is mentioned that human's internal process also covers the influence of the reflection of the self into the world. It means that, there is a relation between the process in the inner self and the world as an external environment. Regarding this issue, Burbank and Martins also stated that human beings' behavior or action is not solely determined by the inner process, but also by a reflective and socially derived interpretation of the world experienced by them. This premise is also stated before by Bonner (1994:230) who argues that human beings or individuals act on the basis of interpretations emerged from the social interactions done by one individual with others. Bonner also argued that by having this interpretation, the members of society are able to acquire knowledge of the world or meaning of things as it is stated in Mead's principles.

As it is stated in the principles of symbolic interactionism that human beings act toward things depending on the meaning reflected toward them. It means that the other important thing in symbolic interactionism is meaning of the object or the world. Regarding this issue, Blumer (2004:41) argues that every object has a character or meaning. This meaning, he added, constitutes the nature of the object or the world for human beings. Therefore, having a meaning or character is what makes

one object is different with other objects. The importance of meaning in symbolic interaction also stated by Jeon (2004:250). She states that, for social interactionist, meaning is one of core elements for understanding behavior, interactions and social processes. Since the position of meaning is central in symbolic interaction, to understand how meanings are generated is important to be explored.

In symbolic interactionism, meaning is regarded as social products. This proposition is agreed by Blumer (1969:4-5) who says that meaning as creations formed in and through people's activities as they interact. From Blumer's explanation, it can be understood that most of people's activities are interactions among them. Blumer (2004:17) also states that human society consists of human beings having interactions to each other. He added that all sociologists acknowledge this premise. Therefore, meaning is constantly produced by human societies throughout the time they exist, since they always interact to each other. This conclusion is also believed by Burbank Martins (2009:27), Jeon (2004:250), Dennis (2011:351), and Blumer (1969:4-5). All of these symbolic interactionists argue that meanings are learned, emerged, generated, or developed by human beings in the interactions process among them. Based on this meaning that is derived through the interaction, human beings act or behave. Not only generated or learned, meaning also can be shifted or changed throughout the change in the interactions. Denzin (1969:924) states that the last principle from Mead indicates that meaning shifts during interactions. It is

clearly stated in the principle that meanings are modified through the interactions.

Other than the interaction among individuals in human societies, the role of each individual is also important in generating the meaning. As it is discussed that human being or individual is the center of the symbolic interactionism. It means that even if meanings are the product of social interaction, but the individuals have the authority of the meaning. This proposition is agreed by Blumer (1969:3) who believes that the meanings are central in each individual own right. Other symbolic interactionists, Jeon (2004:250) and Dennis (2011:350), also emphasize that even though meaning is a product of a social interaction, it needs an active interpretation from the actor or human being. It means that, to understand the meaning emerged from the interaction, each individual needs to interpret what he or she has experienced in the interaction process.

Based on the review on the main principles, actors, meaning and interactions in symbolic interactionism, it can be understood that the process of meaning or knowledge constructions continuously occurs in human societies through interactions among human beings. The meaning emerged from the interactions are understood by the individual through an internal process or inner interaction inside the person's cognition. This internal process does the interpretation upon the meaning from the external process that is the interactions. The individual handle the meaning and may change or modify the meaning based on the new interpretation. Then,

the person, he or she acts toward the world based on this modified meaning. This process continuously happens without as long as the interaction occurs in human societies. This process also described by Burbank and Martins (2009:29). They also add that this process is carried on through the medium of symbols, especially words from one person to others. These symbols are socially created and used to represent meanings shared among the societies' members.

### 3. Social Constructivism in Education.

In the previous review about the social construction of reality, it is concluded that knowledge for social constructivist is constructed by the social interaction. This is strongly related with education, where all of the process of education is intended to make the learners getting a knowledge. Getting a knowledge means the learners construct their understanding or their knowledge based on what they experience in the world. This is definition of learning is also stated by Brooks and Brooks (1999: viii) Wells (2002:19) and Amineh & Asl (2015:11). They say that the knowledge of the students is upon the understanding they construct internally about how the worlds they live in is working. The meaning of internal construction is that the knowledge is understood from their views, so the knowledge and the learning every student get will be different depends on the students, their prior knowledge, and backgrounds.

Brooks and Brooks (1999: viii) give some evidences on how bad the school in current condition. They say that there are a lot of evidence

proving a classroom basically designed for students' preparations on facing tests, and it does not make them learn deeply in the application on the new settings outside the classroom. This statement argues on the basis of the purpose of the education. The current education is reviewed as a tests purpose education. The students are prepared to get a test. This is what happens in Indonesia right now, the data given by Brooks and Brooks is currently happening in Indonesia.

Brooks and Brooks (1999: viii), with the evidence they have, argue on how we need to review back the model of pretest-teach-posttest education. They both believe that this model is the trigger where the teacher and the students in a class will focus on how the students get the higher or better score than the score in the pretest as a sign of a successful learning process. Wells (2002:18) argues linearly with Brooks and Brooks. He says that understanding is not a continuous process that can be assessed reliably by a test with questions that is out of context. It means that the current condition of education in Indonesia, which still using pretest-teach-posttest model, need to be reviewed again. The question upon the purpose of the education need to be addressed to the educators. As Brooks and Brooks argue that this model makes the purpose of the education only in the level of preparing the students for the test, not in the deeper level such as application of the knowledge learned.

To conclude on how current education is, Brooks and Brooks (1999: viii) also argue that too students learns nothing from in the class despite



completing their assignments and passing the tests. This condition is described by them 19 years ago, but it is still happening in Indonesia. The model of the learning process is the same as they describe, and the result is also same with their depiction on their argument. This model of education needs to be reviewed, and also the model of social constructivist education needs to be considered.

a. Learning Through Social Construction.

In social constructivism, learning a knowledge is considered as a social activity. This proposition is supported by Kim (2013:57) who says that learning is a social process in the point of view of social constructivists, by Walker and Shore (2015:2) who believe that even though knowledge is constructed personally by each individual, social interactions highly influence the process of construction, and by Wells (2002:5) who suggests that learning process should be viewed as a questions and answers activities co-constructed by the teacher and students dialogically. The process of the knowledge construction is done through the social interaction. Kim's argumentation is confirmed by Vygotsky in Pritchard and Woollard (2010:14). He considers the social interaction as a basic aspect of a successful cognitive and intellectual growing process. These two statements are related in the aspects of the learning of the children or the students. Both of them agree that social interaction as in social construction context is viewed as a core aspect of learning, also is very important aspect for the

cognitive and intellectual growth of children as Vygotsky considers. Pritchard and Woollard (2010:19) then add that the social learning theorists believe that the ways in which social interaction with things around people, no matter how the relationship is, has a deep effect on the learning process. Therefore, understanding the knowledge construction in a learning process should be done by investigating the social interactions done by the students.

In the other side of the learning process, Brooks and Brooks (1999:5) believe that educator must bring the students seeing the richness of the world, experiencing it. They also believe that the educator need to empower the students to ask their own questions and seek their own answers, and then challenge them to have a brief understanding about the worlds complexities. They then argue about the better concept of school as the principle they describe before. Brooks and Brooks (1999:6) state that the better things can be done by schools are reflecting the complexities and the possibilities in the world. These complexities and possibilities can be structured to honor and facilitate the knowledge construction. The teacher also can invite the students to have a search for the understanding, appreciation on uncertainty, and responsible inquiries. This is a model proposed by Brooks and Brooks as a better model of learning in school. This is what a learning process should be, as what the social constructivist believes.

The model proposed by Brooks and Brooks is in a line with Yang and Wilson (2006:365) description of learning in social constructivism. They believe that people cannot learn as individuals, but they learn as a member of the society. The knowledge learned by people depend on where the people are, and when the people learn it. It is like people who learn in the social context. We construct our own understandings of the world in which we live. Because of that, it is really important to let the students construct their own understanding based on their own point of view upon the world they see, not based on the teachers' stiff and rigid explanations.

Conclusion of this theory can be accurately represented by Brooks and Brooks (1999:4) explanation about their theory of constructivist learning, they said that it is a human nature to construct the understanding by the world the human live. This means that to nurture the knowledge is not something bad, but to abolish people's nature on learning something is something should not be done by the educators.

Based on the natural learning process described by the social constructivists, we can design the learning model that can be implemented in the classroom. The model which make the students learn the material naturally, and construct their understanding based on their point of view and their prior knowledge, where the students understanding about the material is not be shaped by the teachers'

point of view or their prior knowledge. The sharing of understanding should happen in the middle of learning process as their knowledge should be constructed by their common understanding. This process is watched by the teachers but cannot be interfered by them. This learning process was already proposed by O’Leary (2014:22) with a diagram of students learning process in school and classroom.

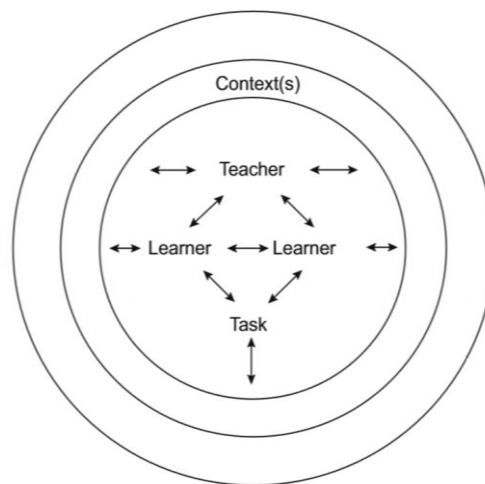


Figure 2. A Social Constructivist Model of the Teaching-Learning Process  
Source : O’Leary in Murray (2014:22)

The figure means that a teaching and learning process should be inter-related between the students, the students and the teacher, the students with the task, and between the teacher, the learner, and the task with the contexts surround them. This model is encouraging the learner to construct their understanding from the world around them, which is the contexts when they do the task, interact with the teacher or other learners. This model let them to learn and construct freely based on their point of view and prior knowledge.

b. A Social Constructivist Classroom.

A classroom where the social constructivist believes as an ideal one is where the teachers apply the concept of an understanding construction process. This process is led by the teachers. The concept of interrelation between students and the teachers, and also the students with the tasks they do and the context of where they live is the most important thing to be the base of the learning process in the classroom. In the more practical explanation, Jones and Araje (2002:4) claim that when the learning process is viewed as an active process, consideration of the student prior knowledge, preconception building, and cognitive conflict development, teachers are able to design a model of learning which is more meaningful and lead the student to have a deeper and understanding that will last longer. The social constructivist classroom needs to put this conception as the basis of the model of learning in the teaching and learning process. Accepting students' prior knowledge, giving a new point of view to build a preconception in the learning process, and having a cognitive conflict are some practical concepts that the teachers need to do in the social constructivist classroom.

In addition of the concept proposed by Jones and Araje, Pritchard and Woollard (2010:31) also has some practical issues that need to be put in the learning process of a social constructivist classroom. He said that intrinsic motivation, self-regulation and well-

being sustained by a positive social context for a learning process should be enhanced and fostered by the teacher through the social structure of the classroom. This practical theory also stresses on the role of the teacher in the classroom to be a leader to make the knowledge is naturally structured by a social context in which the students are related to.

Brooks and Brooks (1999: xi) give more clear overarching principles to be done in the social constructivist classroom.

- 1) Teachers search and appreciate the students' perceptions.

Teacher who always gives a same material to every classes attended is not valuing the point of view of the students. The teachers do not admit the prior knowledge of the students and intend to make the students learning the knowledge repeatedly or give a material which has a really big gap with the students' prior knowledge. In the social constructivist classroom, the teachers need to seek the point of view of the students and make it as cues in conducting the teaching and learning activities.

- 2) Classroom tasks challenge students' presumptions.

All students, regardless the age, enter the class with life experience which lead them to understand and presume on certain truths in the world. The classroom needs to give a meaningful experience for the students. It should support or contravene their

suppositions which will lead them to make a validation on their presumption or transform the suppositions to be truths.

- 3) Teachers propose problems based on the emerging relevance.

Relevance, meaning, and interest cannot be nurtured by the teachers in the learning process. The relevance based on the learners. The social constructivist teachers need to accept the learners' central role. So, the classroom can be structured to give the students experiences that can foster the construction of personal meaning.

- 4) The learning process is built in a big main concept and ideas.

Most curriculums are given in a narrow, unlinked parts, and cannot be seen as one by students. The students do not learn the material, but more memorize it to pass the test. But, after passing the test, the students cannot apply the small parts into the other context or demonstrate how the small parts are connected with to their wholes. Constructivist teachers should offer the students an academic problem which challenge them to struggle first with the big ideas and to observe for themselves the parts that require more investigation. Doing this observation, the students are helped by the teachers by mediation.

- 5) Teachers' assessment of the students learning progress should be in the daily learning context.

The teachers do not view the assessment of the student learning separately, and do not make a distinction between the assessment and the classroom's normal activities. The teachers must integrate the assessment with the recurrent activities in the classroom.

Besides the principles, Brooks and Brooks (1999: 21-22) also propose some characteristics of social constructivist classrooms, which means social constructivist classrooms need to have these characteristics to develop the learning process based on the principle explained before. The characteristics of an active meaning construction learning process are;

- 1) The teachers give freedom for the students from boring fact-driven curriculums and they are allowed to focus more on big ideas.
- 2) The teachers place in students' hands the power to follow their interest, to start connections, to reformulate ideas, and to get unique conclusions.
- 3) The teachers share an important point with students that the world is complex in which there are many multiple perspectives exist and the truth is often based on the interpretation.
- 4) The teacher accepts that learning, and the learning assessment process are difficult to be understood and messily struggled.



Other than Brooks and Brooks, there are some other social constructivists who proposed their principles of constructivism learning. These principles are believed by them as a proper set of principles to be implemented in classrooms. These constructivists are Beck and Kosnik, Brophy, and Wells.

Beck and Kosnik (2006:9-14) propose five principles of constructivist learning. They are:

1) Knowledge is constructed by learners

The learners have to construct the knowledge through a process inside their mind by comparing one new information, to their initial information they have. By this self-construction, the learners understand the knowledge deeper by discussing rather than only a process of telling and being told. The learners process the knowledge into their present reality. Therefore, the knowledge constructed are functional or useful for their lives.

2) Knowledge is experience-based

Knowledge constructed in the mind is abstract. Putting it into experience makes the knowledge concrete and tangible.

3) Learning is social

The learning process is social because it depends on the social community where the process occurred. The dialogue between the member of the community becomes important in the

learning. Thus, a good social community can influence the learning positively or vice versa.

4) All aspects of a person are connected

Knowledge does not depend merely on the social interaction, but also on all other aspects of the person, such as attitudes, emotions, values, and actions. Therefore, the learners can bring any aspects of their lives into the learning process to be used for developing their knowledge.

5) Learning community should be inclusive and equitable

The learning community should respect and acknowledge each individual distinctive skill and needs. Despite the difference, each member of the community should be treated fairly. Each of their learning needs should be fulfilled in order to improve their skills and construct their knowledge.

On the other side, Brophy (2002: xii) proposes his nine fundamental social constructivist principles of learning. They are:

- 1) The main goal is to stimulate the learners' thinking that result in meaningful learning, deep and real word contextual understanding.
- 2) The teacher put knowledge construction through a main social learning process by choosing authentic tasks and stressing ill-defined problems and analytical questions.
- 3) Clear learning aims and rich ways of representing key ideas should be featured in the lessons.

- 4) The learners are pushed to make questions, write hypotheses and examine their validity.
- 5) Challenging learners by ideas and experiences that produce inner cognitive conflict or instability. Mistakes are positively seen as chances to explore conceptual understanding.
- 6) Students have time for engaging in reflection through journal writing, drawing, modeling and discussion in order to facilitate the learning using reflective abstraction.
- 7) The learning environment gives sufficient opportunities for dialogue in a discourse community engaging in activity, reflection and conversation.
- 8) In the learning community, the students must argue their ideas to others, justify them, and defend them.
- 9) Students have big ideas in their work – fundamental organizing principles that have the power to generalize disciplines and learning experiences.

Besides them, Wells (2002:5) proposes his Inquiry Learning based on social constructivism. He proposed some principles that should be used by the teacher in doing teaching and learning process. He argued that the teacher should:

- 1) Create communication that is inclusive, equal, caring beside the intellectual achievement.

- 2) Give more priority to knowledge construction and understanding through questions, without neglecting the routine processes and skills that should be engaged in them.
- 3) Encourage collaboration – between students and teachers, and among students; by valuing and building on every students' contribution to the tasks in progress, therefore the knowledge is co-constructed rather than individually delivered or transferred by the teacher.
- 4) Widen students' interest and recognize and value the contribution from experts outside the classroom; by bringing the classroom community to a two-way connection with other communities outside the classroom (local/worldwide, practical/intellectual) by having a participation in their practices.
- 5) Acknowledge and pay attention on that whatever the activity, the whole person should always be involved (body and mind, feelings, values and rational thinking)
- 6) Provide for each individual growth and self-determination and the classroom community development as whole.

Lastly, Adams (2006:247–253) resumes some principles, from several literature review, as references in building a constructivist learning environment. The principles are:

- 1) Focus on the learning process not the result or the performance.

- 2) Consider learners as active co-constructors of knowledge and meaning.
- 3) Build a student-teacher relationship upon the idea of guidance not instruction
- 4) Engage the learners in tasks that is meaningful and consequently have implicit worth.
- 5) Consider assessment as an active process that uncovers and acknowledges shared understanding among the members.

Reviewing the principles and characteristics from all experts in social constructivism in education, the researcher's stance is not in anyone's side and the researcher finds them intersected to each other. Because of that, the researcher makes several points out of the principles proposed by all the experts and these points are appropriated to the context of this research. They are:

- 1) Students are involved in a learning community

In this learning community, the students heavily rely on their participation on the social relation with other members of the community. By being involved in the learning community, the students construct their knowledge and understanding through the exchange of information in the learning activities, tasks and reflection that facilitate them in having social interactions as a part of the community and the community as whole. This point is from

Brophy (2002), Wells (2002), Adam (2006) and Beck and Kosnik (2006).

2) The learning presents big ideas to the students

The students have to understand big ideas as a main focus of the learning. These ideas must be clearly featured in the learning. The teachers build the tasks and activities in the learning process on these big ideas as its base. Therefore, the learning becomes coherent and linear to the purpose of the learning. This point is adopted from Brooks and Brooks (1999) and Brophy (2002).

3) Students learn through their reality

The learning must bring the real-world context into the learning process. It means that the teachers have to provide a real problems and authentic tasks in order to put the reality in front of the students. By having this, the students can experience the materials they learn in the most real and vivid situation. Therefore, the knowledge become more concrete and tangible for them. This point is taken from Brooks and Brooks (1999), Beck and Kosnik (2006), Adam (2006) and Brophy (2002).

4) Students learn through themselves in a self-discussion

The learning must induce and stimulate the students thinking. By having discussion with the learning community and experiencing the real and authentic world in the learning activities and tasks, the students get rich information to process in their

cognitive minds. In this self-discussion process, the students construct the knowledge from all activities and tasks they have done by comparing them with their initial knowledge from past experiences, because of the polyvocality of humans (Gergen and Wortham: 2001). The teacher may lead and direct them by giving tasks, questions and activities in the learning process but cannot interfere this process. The students are freely and independently construct their knowledge. So, by having this process, the learning is not merely a knowledge transferring from teacher and books to the students. This point is from Brooks and Brooks (1999), Brophy (2002), Adams (2006) and Wells (2002).

By the characteristics and the principles provided by them before, Brooks and Brooks (1999:17) made a distinction between a conservative classroom and a social constructivist classroom. This distinction is delivered in the following table 1.

Table 1 a Look at School Environment

Source: Brooks and Brooks (1999:17)

Traditional Classroom	Constructivist Classroom
<ul style="list-style-type: none"> <li>• Curriculum is given partially, with basic skill as the focus.</li> <li>• Stiff obedience to the curriculum is highly considered.</li> <li>• Teaching and learning activities heavily based on textbooks and workbooks.</li> <li>• Students are depicted as a blank</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is given completely and the big concepts or ideas as the focus.</li> <li>• Searching of student critical thinking is highly respected.</li> <li>• Teaching and learning activity heavily based on main sources of data and materials manipulation.</li> <li>• Students are seen as thinkers with</li> </ul>

<p>canvas which knowledge is drawn by the teacher on it.</p> <ul style="list-style-type: none"> <li>• Teachers act in a didactic manner, transferring information to students.</li> <li>• Teachers see correct answer as validation of student learning.</li> <li>• Student learning assessment is viewed separately from teaching and mostly happens through testing entirely.</li> <li>• Students mostly work by their own.</li> </ul>	<p>their own theories about the world they live in.</p> <ul style="list-style-type: none"> <li>• Teachers act interactively, giving mediation between the environment and the students.</li> <li>• Teachers want to figure out the students' perspective to understand students' present conceptions for use in subsequent learning process.</li> <li>• Student learning assessment is integrated with teaching and happens through observations of students' works and through student performances and papers.</li> <li>• Students mostly have working groups.</li> </ul>
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The table explains on how the social constructivist classroom compared with the conservative classroom. The theory of a social construction affects the way of a learning process in classroom is conducted. These differences are in certain aspect from the curriculums until the assessment of the students learning results. Besides these differences from Brooks and Brooks, Brophy (2002: xii) also give distinction between a learning process from social construction view and from a conservative learning view. These distinctions can be seen in this following table number 2.

Table 2. Teaching and Learning as Transmission of Information Versus as Social Construction of Knowledge

Source: Brophy (1999: xii)

Transmission View	Social Construction View
<ul style="list-style-type: none"> <li>• Knowledge as fixed body of information transmitted from teacher or text to students</li> <li>• Texts, teacher as authoritative</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge as developing interpretations co-constructed through discussion</li> <li>• Authority for constructed</li> </ul>



<p>sources of expert knowledge to which students defer</p> <ul style="list-style-type: none"> <li>• Teacher is responsible for managing students' learning by providing information and leading students through activities and assignments</li> <li>• Teacher explains, checks for understanding, and judges correctness of students' responses</li> <li>• Students memorize or replicate what has been explained or modeled</li> <li>• Discourse emphasizes drill and recitation in response to convergent questions; focus is on eliciting correct answers</li> <li>• Activities emphasize replication of models or applications that require following step-by-step algorithms</li> <li>• Students work mostly alone, practicing what has been transmitted to them in order to prepare themselves to compete for rewards by reproducing it on demand</li> </ul>	<p>knowledge resides in the arguments and evidence cited in its support by students as well as by texts or teacher; everyone has expertise to contribute</p> <ul style="list-style-type: none"> <li>• Teacher and students share responsibility for initiating and guiding learning efforts</li> <li>• Teacher acts as discussion leader who poses questions, seeks clarifications, promotes dialogue, helps group recognize areas of consensus and of continuing disagreement</li> <li>• Students strive to make sense of new input by relating it to their prior knowledge and by collaborating in dialogue with others to co-construct shared understandings</li> <li>• Discourse emphasizes reflective discussion of networks of connected knowledge; questions are more divergent but designed to develop understanding of the powerful ideas that anchor these networks; focus is on eliciting students' thinking</li> <li>• Activities emphasize applications to authentic issues and problems that require higher-order thinking</li> <li>• Students collaborate by acting as a learning community that constructs shared understandings through sustained dialogue</li> </ul>
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These two differentiations from Brooks and Brooks (1999) and Brophy (2002) are not adapted and adopted by the researcher to be several main points, but more to be checklist points. These points are going to be checked if the learning is accurately described as what the experts distinguish in the table 2.1 and 2.2, that specific learning process is categorized as the learning categorizations. Therefore, the

learning can be seen as a learning in traditional or constructivist classroom and the process can be viewed as a transmission or social construction.

#### 4. Social Dimension in Language Learning and Social Construction.

Language for social constructionist is viewed as a result of social construction. Since language itself built and develop because there is a communication and interaction between people in a society, or between different society. This is true according to Clark (2009:19) who claims that language is produced by human interaction. Adding Clark explanation of language position in social construction, Ortega (2008:219) states that language is not only a product, but a process, and the most important symbolic tool is language. The language is not only used to construct people thought but it also changes their thought and make it as the source of understanding. It means that in the social construction language is a product, and also as a tool of the construction. The social construction is always conducted through language. The process of meaning making, and the process of knowledge sharing are always done through the use of a language. This position of language in the social construction as a tool is stated by Cojaccaru, Bragaru, and Ciuchi (2012:32). According to them, in social constructivism, realities are constructed by people using language, each of them are influencing and limiting their responses to each other. Concluding the explanations about the position of language in social

construction, it can be said that language can be seen as a product and also as tools of the process of social construction.

Moreover, Clark (2009:22) views language as a broader communication system that is not only the utterance from the speakers, but also the gestures, stance, facial expressions, affective displays and other factors which help the speakers to transfer the meaning into the person addressed. It means that, when we learn a language, we do not only learn how to utter the words, clauses, phrases, or sentences, but also learn about the value which the language brings. The value such as in the facial expression, the gestures, or even the stress in the intonation. The learner needs to experience it to understand, or to know how these factors are affecting the meaning making process, since it cannot be learned only by textual explanation without practical experience. Seconding this statement, a theory from Chomsky (2006:88) which confirms that mastering a language means that a person is able to understand unlimited number of expressions which is new to the person's experience, and also be able to produce expression alike in a decorous occasion. So, basically learning the language is about experiencing the language itself, whatever the factors involved, or the aspects of language affects the experience.

According to Suchting, and von Glaserfeld in Jones and Araje (2002:2), language users must construct the meaning of the words, phrases, sentences and texts individually. Relating this statement from the theories stated before, we can conclude that, while the language learners

experience a new language, the learners can construct the meaning of the words, phrases, sentences and texts individually. This model of language learning is in the same concept with social constructivist learning, where the learners construct whatever they experience to be a knowledge they assume at first and then conclude as a truth after sharing and negotiating knowledge and information between them as learners or them and the teachers. Thus, the construction process in social constructivism is in same with the process of a language learning.

Talking in the same principle as a social constructivist, Ortega (2008:218) states that in a new language learning, one must focus on the experience which is vivid, logical, negotiable, set and claimed by the learners in their physical, interpersonal, social, cultural and historical context. In more simple explanation, it can be claimed that there is not a thing can be learned if it is not in a given social context, outside the social, nothing can be understood. With the explanation of the language learning, it can be concluded that every language learning process need to be in the social context as the main aspect in constructing the understanding of the language. This social context needs to be vivid, logical, negotiable, set and claimed by the learners based on their point of view or prior knowledge.

In the same practical issues of learning, Ortega (2008:217) is in the same line with the social constructivists. Ortega believes that language learning is not merely shaped by the contexts, but deeper in the context, the learners have a tight relation with the language learned and the context

in which certain language used. With the argument stated, Ortega proposes the social constructivist learning process in the language learning, where the context, and the learning process which involving the learners, the teacher, and the task, is interrelated.

On the same side, Mitchell and Myles (2004:27) state that they saw a dynamic, reflexive and constantly changing relationship between the learners and the social context of the language learning. This point of view strengthens the idea that language learning needs to be in the social context. Relating with the social constructions, this social context is the media of knowledge or understanding construction process done by the learners. This can make the meaningful learning, and the learners can deeply understand the new language learned by them.

Lastly, in social dimension of language learning. Troike (2006:100) has a special term for people who learn a language. He names them a language community. The language community means a group of people sharing knowledge of a common language used to at least some levels. This meaning or description is a short and simple explanation about the language learning process which is parallel with the meaning of the social constructivist learning. So, it can be concluded that the language learning is best naturally conducted in the social construction classroom setting.

## **B. Review of Related Studies**

Supporting the theoretical review before, there are some studies conducted by other researchers. The studies conducted are under the same

topics or the same research subject. Some of them, have conducted research on the study of the effect of the implementation of the social constructivist approach in certain level of education. Some other researches are conducted in *Kampung Inggris*, finding the relation between the society participation and the education in the area, the methods used in the learning process, and also the language acquisition done in *Kampung Inggris*.

The first research is conducted by Nzilano (2015). He studied the influence and the outcomes of the implementation of social constructivist curriculum on tutor's beliefs and practices as a result of their professional learning development experiences in Tanzania's teacher education college. The study results on the indication of an influence on tutor's practices in transferring the knowledge constructed to the job after the social constructivist approach constructed. The tutors apply the social constructivist in teaching by embracing the socio-cultural and economic situations. The research finding also indicated that certain contextual influences like centralized education policies and curricular activities, professional learning development experiences, and contingent teaching challenges have influenced tutor's beliefs in the implementation of social constructivist approach. This result gives an insight to this study. The insight about the factors which can be affecting the implementation of the social constructivist approach in the conservative school model. This research gives a good sign of a better learning process after conducting the social constructivist approach, with the contextual and factual learning, in this study the tutors put a socio-cultural and

economic situation as the context of the learning where the students need to experience in the learning process.

The distinction between this research and the research conducted by Nzilano (2015) is the use of the social constructivism theories. In this research, the researcher does not apply any curriculum, but more to understanding the existed curriculum and learning process used by the courses in *Kampung Inggris* by social constructivism point of view. The researcher may find similar finding about the effect, but before that the researcher should analyze the learning process conducted in order to find out how much social construction is used in it.

The second research is investigating the use of constructivist approach in higher education. The study is conducted by Hussain (2012) aiming the exploration on the significance of constructivist approach at higher education level. The study also examines the effects of the constructivist approach on the social learning of the students. The results of the research are the good effect of the participation of the students in the tasks and activities designed by the researcher using constructivist approach. It is said that the constructivist approach played a significant role in the process of learning to constructing knowledge. The students are keen on constructing knowledge by involving themselves in the activities and showing their readiness to embrace the constructivist approach. Some problems still exist such as cultural problem like working of female students with their counterparts and rural students which feel shy around other students. But the problem does not show the lack

of the approaches used. The approach of social constructivist does improve the participation and the readiness of the students in constructing a new knowledge. This is a good sign of a better model of learning process which is more stressing on the process of constructing the knowledge through the context experience.

Similar with the previous study reviewed, this study is clearly different with the current study that is conducted by the researcher. This study from Hussain (2012) focused only in the effect of the implementation, but not on analyzing the involvement of social constructivism in the learning process. In addition, these studies are different with the researcher's study because they make a specific curriculum that accommodates the social constructivism and find out its effect. More than that, the researcher, in this study using social constructivism point of view, should analyze the effect of the learning and the social factors that makes those effect visible in the end of the process.

The other study is about a basecamp learning method in Kampung Inggris. The topic is studied by Ahsanu, Februansyah, and Handoyo (2014). The objective of the study is to investigate the basecamp method implemented in *Kampung Inggris*, Pare, Kediri. It focuses on the process of basecamp learning, the effectiveness of basecamp method and the obstacle in its implementation. The research finding reveals that there is a significant improvement of the participants' speaking skill after joining the course for a month. The result indicates that basecamp learning method is an effective method and can be used as an alternative method in learning English



particularly speaking. This research is similar with the study that will be conducted. The distinction is in the principle of the learning model and approaches which does acknowledging social constructivist learning. Social constructivist learning will make a significant different of reviewing the learning model in *Kampung Inggris*, Pare, Kediri.

The researcher clearly argues that this research is different than the research conducted Ahsanu, Februansyah, and Handoyo (2014). If they focused only on the English camps and the learning process in it, the research conducts more complete investigation. This study does not only focus on the basecamps but to all parts of the village since the researcher view the learning process dynamically affected by many factors existed around the students. Therefore, the researcher does not limit the research only on the basecamp activities or environment.

The next study is about the language acquisition process in Kampung Inggris. The research is conducted by Nurhayati, Hendrawaty, and Angkarini (2013). They investigate the English community in *Kampung Inggris*, Pare, Kediri. The Investigation is on the process of the community building, and the process of language acquisition in the community. The finding describes that the techniques of the learning are varied in the courses. Some of them are drilling, singing, debating, and playing games. These teaching techniques are reported having an impact in the improvement of the activeness and the creativity of the students. The reason of the building of the English community is a big number of English courses in the village. In the research

report there are more than 100 English courses in the village. This result is also related with the study that will be conducted. This research reveals the phenomenon of the learners' community constructed in the village. Considering the number of the institution, the students present in the village can be counted more than a thousand, and it can be far more than it. This result proves the claim in this research background about the attraction of the institutions to the students all around the country, and outside the country. This result also reveals some methods used in the learning process in *Kampung Inggris*. This learning method will be studied deeper to see the indication of the implementation of social constructivist approach in learning process.

Similar with the previous research conducted in *Kampung Inggris*, the study from Nurhayati, Hendrawaty, and Angkarini (2013) also only focus on specific part of the students' learning process. In their study, the focus is the methods or techniques used in the learning process. The finding may be similar, because one of the factors investigated by the researcher in this current research is the learning process in the class that may use methods and techniques found by Nurhayati, Hendrawaty, and Angkarini in their investigation. In a deeper investigation, this research explores not only the methods and techniques used, but also to the students' perspectives towards them and their reflection of their skills after finishing the learning process using the methods and techniques.

The last research is about the effect social constructivist approach on the problem solving of students, and their metacognitive levels. This study is conducted by Bay, Bagceci, and Cetin (2012). The purpose of the result is to investigate the significant difference in the learners' problem-solving skills and metacognitive levels when the authentic task-based social constructivist approach is applied in the experimental group, and the traditional approach is used in the control group. The findings reveal that the problem-solving skills and metacognitive levels of the students in the experimental groups are higher than the students in the control group. This difference is statistically significant. The result of this result reveals that the learning process using social constructivist approach gives better result in the problem-solving skill and the metacognitive levels. This indicate that the social constructivist approach also gives better result on the language learning process because the language learning process requires good problem-solving skills and metacognitive levels.

This study is clearly different with the current study that the researcher does. Bay, Bagceci, and Cetin (2012) used experimental model in their study. So, their focus is investigating the effectiveness of social constructivism in certain part of the learning, in their case it is the problem-solving skills and metacognitive levels. Their finding may have similarity with the study done by the researcher. However, this study does not investigate the significant difference but more to the factors that makes that difference without the limitation of the curriculum used in a classroom. This is because this study

investigates not only what happens in the class but also what lies beyond the learning process conducted in the English courses.

### **C. Theoretical Framework**

In the previous chapter, it is stated that the research is designed in order to know the students' perception on English before and after coming to *Kampung Inggris*, and to know the social construction of English in the village. In the beginning of this chapter, the researcher reviews the theories related to this study. These theories are the framework to understand the phenomenon understudied. Each theory is used to interpret the data and guide the discussion of the result in order to answer the research questions posited in the previous chapter.

Two theories in this framework are used to understand one question, and the other one is used to understand the whole phenomena. The theory about social construction of reality is used as a main framework since everything happens in the village is considered as social phenomena. Therefore, to understand the whole process, the theory about social construction holds an integral role. In order to understand more specific phenomena, the researcher uses more specific theories too. In understanding the construction process in classrooms and education setting, the theory about social constructivism in education is used. Then, in understanding the language learning process, the researcher uses the theory about social dimension in language learning. The complete theoretical framework in this research is shown in the following figure 3. below.

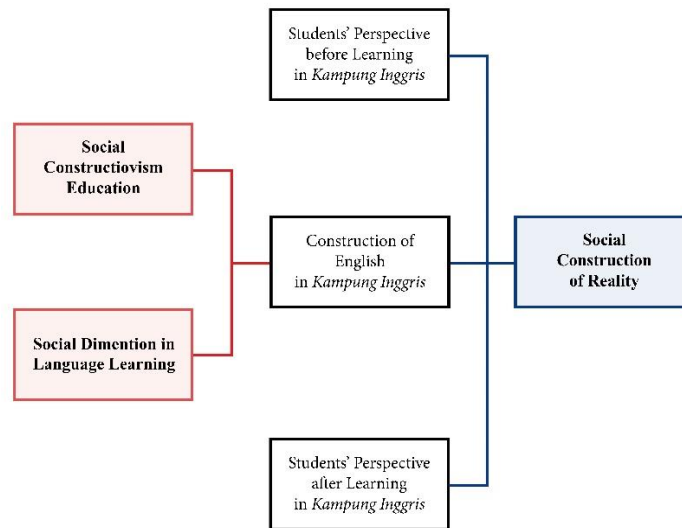


Figure 3. Theoretical Framework

#### D. Research Questions

1. How does the learners' learning experience prior their learning in *Kampung Inggris* shape their perception on English?

In answering this question, the researcher addressed some questions related to the nature of the students and their perception on English. The questions about the students' nature included the students' demographic information, and motivations in learning English. The questions related about their initial perception were about English as a language, the importance of English, and the language learning process experienced by them before coming to *Kampung Inggris*.

2. How do the learning community and the activities in *Kampung Inggris* construct the learners' language skill?

There were some questions used to understand about the construction process in the learning community and the activities in

*Kampung Inggris*. These questions asked about the nature of the village, the nature of the English course in the village, the learning activities and interaction in the class, and the learning activities outside the class. In the questions about the nature of the village, the researcher explored about the general description of the village, and the village demographic information. Regarding the nature of the course, the questions asked by the researcher are about the types of the course, types of programs, and the time and frequency of the program.

3. How does the learning experience in *Kampung Inggris* re-shape the learners' perception on English?

To reveal how the learning experience in the village re-shape the learners' perceptions, the researcher used some questions related to the development of their perception on English. These questions were about the learners' opinion about the learning process in *Kampung Inggris*, and English as a language after they have learned in the village. The questions about the learning experience explored about their learning activities while staying in *Kampung Inggris*, the environment where they lived in the village, and the people they met. The questions about their new perceptions on English asked about the learners' improvements and their new perceptions on English language learning.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used a qualitative research model. The data taken and presented were mostly qualitative data. The data acquired were descriptive, because its purpose was to describe the real condition in the research site. As qualitative research, this study is supposed to have rich description, natural and holistic representation, participants, emic perspectives, and ideological orientation (Mackay and Gass: 2005, Lodico, Spaulding, and Voegti: 2010). Therefore, this research depicted the real situation and condition of the learners and the learning process in *Kampung Inggris*.

The research approach was ethnographic since it was carried in a natural setting, involved close relation with the participants, presented to the reflections of the participants' point of view on the problems, used multiple data source, used cultural concept as a frame to interpret the results. It was purposively held to document a construction process, and to illustrate what happened in the research site (LeCompte and Schensul: 2010, Lodico, Spaulding, and Voegti: 2010, Fetterman: 2008). Besides that, the frame used in this site, social constructivism, is one of the paradigms used in the ethnographic research (LeCompte and Schensul: 2010, Harrison: 2014). By having this frame, the researcher did not only put the emic perspectives on the narrative, but also used its etic perspectives, social constructivism, into the process of analysis and making sense on what happened in the research

(Fetterman: 2008). Upon its social constructivist paradigm, this research (1) explained 'local' as the opposite to 'universal' practices and meaning, (2) focused on the provisional patterns of meaning construction, (3) considered knowledge as a product of social and personal processes in meaning making, (4) It concerned more with the viability of its application rather than its validity per se (Neimeyer and Torres:2015).

## **B. Research Site**

The research was conducted in Desa Tulungrejo, Kecamatan Pare, Kabupaten Kediri, East Java. The research location is widely known as Kampung Inggris. The village is located about 27 km from Kediri. There were three different courses in the village as the research site specifically for classroom learning process observations. These courses were purposively chosen by the size, the age, and the type of the courses. They were chosen to represent all of the courses in the village.

## **C. Research Participants**

The participants of this research were the learners who were studying English in the village. The total number of participants is 18 people. Some of these participants were housemates whom the researcher met in the village while acquiring data from the research site. Some others were the students in the classes where the observations were conducted. The students' origins were spread to the whole country and other countries (see figure 6 in chapter 4). They were asked about their perspectives based on their learning experiences.



The answers from all participants were formulated, analyzed and displayed in order to answer the research questions.

#### **D. Technique of Data Collection**

There were two different techniques of data collection used in this research. Both techniques were specifically used to get different kind of data. Some data acquired by these techniques were combined in the analysis process. They were interview and observation. The full description of the techniques used in this study was separately explained in the following points

##### **1. Interview**

This technique was used to acquire data about the students' perspectives. The type of interview used were informal conversational interview. Some participants were interviewed in casual places like cafés, restaurants, English camps and students' living shelters. Informal conversational and unstructured exploratory interview was used because the researcher needed the participants to open up with their experiences and tell their true perspectives. Some questions used in the interview were spontaneous because the interview is conducted to let them tell about the experiences, therefore the researchers did not always directly ask their perspectives but talk about their lives first (Gall, Borg and Gall: 2003, Schensul and LeCompte: 2013, Fetterman: 2008). Therefore, before the interview, the researcher only prepared some items related with the research questions. The interview stopped after the data saturation was reached.

## 2. Observation

In this study, the researcher used observation to obtain data about learning activities in the village. The learning activities were not limited in the classroom, but also in the public spaces and the students' shelter. The researcher focused on the observable behaviors such as interaction, instruction, activities, and events in the learning process. Since the activities are wide and unpredictable, the researcher used semi-structured observations with specific items as the researcher's focus (Mackey and Gass: 2005, Schensul and LeCompte: 2013).

The researcher did the observation in the three courses for 3 months in different classes of different programs. There were 42 class meetings in the courses observed by the researcher. The researcher did participant observation (Schensul and LeCompte: 2013). In the observation, the researcher joined the learning process as one of the students. In some other classes that was for very basic learners, the researcher only joined the class by sitting with the students while observing the activities. The researcher also observed in the village environment in order to see the students' activities outside the classroom. The places observed by the researcher were cafés, restaurants, shops, and other public spaces in *Kampung Inggris*. Beside those places, the researcher observed in the students' living shelters and English camps too.

## **E. Research Trustworthiness**

There are four criteria to make sure the trustworthiness of the qualitative research. They are the research credibility, transferability, dependability, and confirmability (Shenton: 2004).

### **a. Credibility**

To make sure the congruency of the data to the reality, the researcher ran several internal validity methods. These methods helped the researcher validating the data taken from the research site. The methods are:

#### **1) Triangulation.**

In making sure the result of this research credible, the researcher used triangulation in cross-checking the data acquired (LeCompte and Schensul: 2010, Rothbauer:2008). The triangulation consisted of two different methods (Observation and Interview), the data sources were 42 different class meetings in 3 different English courses and 18 interview participants from many places in Indonesia and outside Indonesia, the observations and interviews were done in 3-month time span. Therefore, the data is triangulated from different sources (observation sites and respondents), and different time of data collection.

#### **2) Random Sampling.**

The interview participants and the classes for observation were chosen without purposive criteria. The researcher chose the interview participants adapting with the condition in the field. Some participants

were students who were already close with the researcher, other participants were asked directly after class observation. The observations were done by the researcher adapting to the schedule of the three English courses. The courses gave their class and program schedule to the researcher, then the researcher observed the class randomly based on the schedule. This method of sampling was purposively used to avoid the researcher's bias in selecting the participants (Shenton:2004).

3) Tactics to ensure honesty in informants.

The researcher used some specific methods of data collection in order to get honest answers from the interview participants and be able to observe a real condition in the research site. These methods were described in the previous part in this chapter. The methods were purposively chosen to make sure the credibility of the data taken in the research site.

4) Thick description of the phenomenon under scrutiny.

In the report of the data findings, the researcher gave thick description of the phenomenon in the village. It is important to deliver the investigation in a thick description to promote credibility in order to depict the real conditions investigated and the contexts of them (Shenton: 2004)

b. Transferability

The thick descriptions of the phenomena in the research findings and full description of the research methods can be used as a comparison for other studies in order to ensure the study transferability or external validity.

c. Dependability

The researcher gave a full description of the research methods in order to help other independent researchers to replicate the research in the same research site. In this chapter, the researcher described the research design and its implementation, and the operational detail of data gathering to ensure the dependability of this study (LeCompte and Schensul: 2013, Shenton:2004). Even if ethnographers cannot repeat the research exactly same because there is no human situations or events that are still same over the time (LeCompte and Schensul: 2013).

d. Confirmability

Regarding the confirmability or the objectivity of this research, the researcher used triangulation, explained in the first point, to reduce the personal bias of the researcher. The social constructivism was merely used by the researcher as a frame to interpret the objective data taken from the research site. Beside triangulation, the full description of research methods was given to ensure the confirmability in order to allow any observer to oversee the process of data display and analysis. To make it easier, the audit trail can be seen in the figure 4. below.

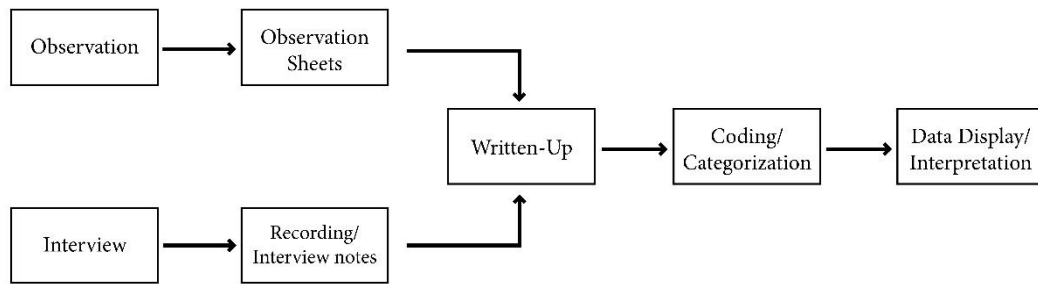


Figure 4. Audit Trail of the Study.

## F. Technique of Data Analysis

The researcher used iterative model (Miles, Huberman and Saldana: 2013). The data were continuously analyzed through three different steps, after gathered from the research sites or the interviewee. The steps are:

### 1. Condensations

The data were reduced by the researcher. This reduction was important because there was many unimportant information in the raw data taken from the observation and the interview. After selecting the data, the raw data was written into more structured field notes and interview transcription. In this step, the researchers made organized data files in a process of writing up. The researcher wrote up the observation field notes, and the interview recordings and notes. The files were grouped based on the places of observations, and the individuals of the interviewee.

### 2. Display

In this step, the organized data were displayed and coded to display the data in general. In displaying the data, the researcher made some first cycle coding (Miles, Huberman and Saldana: 2013, Trents and Cho: 2014) such as descriptive coding, process coding, emotion coding and causation

coding. The descriptive coding was used to generate the description of the environment of the villages and the courses. Process coding was used to label the learning activities in the class, the interactions inside and outside the classroom. Emotion coding is used to group the tones of the comments given by the interviewees. Causation coding is used to get the causative relationship from one to other statement given by the interviewers and data from observations. Then, after data coding, the researcher started the second cycle coding. In this process of pattern codes, the researcher used categories, causes/explanation, relation of the people, and the theoretical constructs. In the end of the process, the researcher already had the “map” of the data collected from the research site. Finishing this step allowed the researcher to proceed into the last step.

### 3. Conclusion Drawing and Verification

In the end of the data collection process, the researcher drew conclusion that was built gradually through the process of the analysis. In conclusion drawing, the researcher used the frame of social constructivism as a frame to interpret the causal relation of the data derived from the interviews and the observations. The patterns found were interpreted, displayed and described using the social construction structure in social constructivism. In the end, the researcher verified the conclusion by looking back to the data collected through the whole process. These steps can be seen in the figure 5 below.

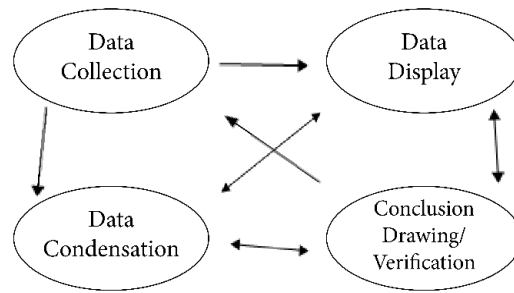


Figure 5. Component of Data Analysis: Iterative Model.

Source: Miles, Huberman and Saldana (2013)

On the figure 5, the iterative process that means cyclical was used in the data analysis by the researcher. Based on the figure, it can be seen that the researcher went back to the data display and data condensation because it was needed to verify and strengthen the conclusion drawn in the last step of analysis.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter is mainly divided into two big parts. The first part is the finding or the result of the data analysis, and the second part is the discussion of the finding. The other part besides those big parts is the limitation of the research. In findings, the researcher describes and narrates the results of the data analysis. This part covers all proven data acquired by the researcher to contribute in answering the problems scientifically. In discussion, the researcher discusses the data described and narrated in the first part and logically explains them using theories from experts and related researches reviewed in Chapter II.

#### **A. Findings**

In this part, the researcher displays all results of analysis from the obtained data related with the problems of this research. There are three group findings elaborated in this part. They are the learners' perceptions on English prior learning in the village, the learning activity in the village, and the learners' perceptions on English post learning in *Kampung Inggris*. Each finding in this part is elaborated descriptively and narratively.

##### **1. The learners Initial Perception on English Prior Learning in *Kampung Inggris* – Pare.**

After the investigation, the researcher found several data in order to understand the student initial perception before coming to *Kampung Inggris*. The findings regarding this question are divided into two different parts. the first part is the nature of the students. In this part, the researcher displays data about the

characteristics of the students who learn in *Kampung Inggris*. The second part is the students' perception on English before they came to *Kampung Inggris*.

a. The Nature of The Students

Each learner in *Kampung Inggris* is different, coming from different places, having different background knowledge and experience, and also aiming different goals. It is important to understand the nature of the students in order to analyze their perception on English and its learning process before and after learning in the village.

1) Demographic Information of Students

Students in *Kampung Inggris* came from different places in the country and outside the country. Some of this research participants came from cities and provinces in Java island. These cities are Jakarta and its satellite cities, cities in Central Java such as Jepara, and Klaten, and of course the cities in East Java such as Gresik, Malang, and Lamongan that is relatively close to the village. A big number of them also came from other big islands in Indonesia, such as Sumatra, Kalimantan, Sulawesi, and Irian. Some of the students came from the furthest province such as Papua and Aceh. A number of the students in *Kampung Inggris* also came from other countries. These countries are in South East Asia area such as Thailand and East Timor. But, there are also some students from Kazakhstan, that is geographically located in Central Asia and East Europe. Therefore, *Kampung Inggris* becomes a place with many students that had different educational and cultural backgrounds. These locations can be seen in the figure 6 below.



- Legends:
- : The students meet and communicate with the researcher, and have a proper interview session with him
  - : The students meet and communicate with the researcher, without having a proper interview session

Figure 6. Maps of Students Origins

The Figure 6 describes the location of the students whom the researcher has met with, talked to and had a proper interview with. The black dots and lines indicate that the researcher has met and conducted a proper interview with at least one student from the place. The red dots and lines indicate that the researcher has met and talked to the students, but not conducted a proper interview with them. From the picture, it can be seen that the coverage area of *Kampung Inggris* students are wide, all over the country until other countries in the area too. Therefore, the data taken from the students must cover information from a wide area too.

The students' age and education were in their peak position. There were 72% of the respondents whose age is between 20 and 25. Then, 17% of them were below 20, and 11% of them were above 25. From the education background, 67% of the respondents had graduated bachelor degree, 22% of them were high school graduate but had not continue their study yet, and 11% of them were university students. All of the respondents have received formal education in all levels. This formal education should be able to guarantee them that they would have good English skills after they have graduated. So, in this point, the students were actually hoped to excel the basic English communication skills for their higher education or works.

Other important information about the student was the time period in Pare. Most of the respondents spent their time three months and more. There are 72% of respondents who spent three months and more in Pare, compared to the students who spent less than three months. According to details in the figure 4.5, 33% of

respondents spent 3 months, and 39% others spent more than 3 months. Then, 22% of the respondents say that they spent two months, and the rest 6% spent only 1 month. This data gives information that most of the respondents in *Kampung Inggris* spent a long-time period to learn English. It also shows how much time they sacrificed to be away from family, and also means that they spent more money to support their study.

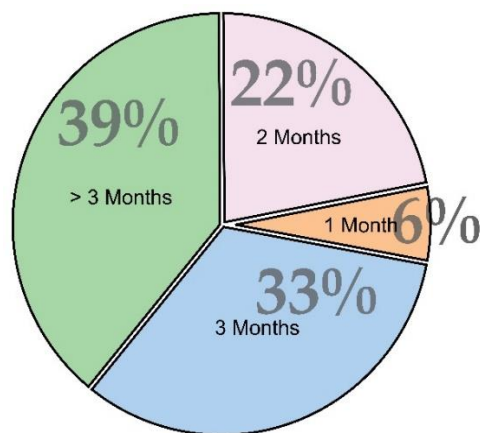


Figure 7. Respondents' time period of study

## 2) Students' Motivation

Students came to *Kampung Inggris* with different purposes. Based on the interview, most of the respondents were the students who want to continue their study. Some of them wanted to continue to master degree after graduating their bachelor degree, and some others continue to bachelor degree after graduating from senior high school. Other students came to *Kampung Inggris* to learn basic English communication in order to be able to apply working positions which require English as one of the skills of the applicants. Then, there was also a small number of students who came to *Kampung Inggris* without any specific purposes, only learning English to fill their spare-time after graduating from university.

They admitted that rather than staying at home without any job, they preferred learning English to improve their knowledge and practice their skills.

Behind the learners' purposes, there are some conditions that the students experienced before they come to *Kampung Inggris*. Based on the information given by the respondents, each of them had different experience with English. There are three general experiences that became the students' motivations. The first was study requirements. In this case, the respondents should face a situation where they have to get a certain score in English proficiency test. This score was important to decide whether they would pass the enrollment administration requirements. For them, learning English became the only way to be able to continue their study. The second reason was failure. Some respondents admitted that they really want to learn English after they have failed in situations that require them to use English. Some of these respondents said that they failed, once or even twice, to enter their favorite university because their English was very poor and the others said that it was really difficult to learn their college course materials in English and thought that they failed to learn them effectively because their English was bad. The last reason was that the respondents wished to have a better job, but they could not get it because better job requires good English communication skills. This reason was similar with the first one, but instead of continuing study, the respondents' problem was getting better working positions.

There are three motivations that can be taken from the students' explanation and their stories about their experiences. The majority of respondents, from a total 18 respondents, 58% of them, were motivated to learn English because of their

plan to continue their study. Learning English was the only way to be able to pass the test from the university or the scholarship committee. Other respondents had similar motivation, but instead of continuing their study, they learn English in order to get a better work. Working in a better place was their motivation to learn English, so they can pass the interview that requires English skills. There were 21% of respondents who admitted better working position as their motivation. The rest of the respondents has a different motivation. There were 21% of them. They mentioned that they did not want to repeat the failure that they have experienced before. Therefore, learning English became their solution to their problem and the failure became their sole motivation. The groups of the students' motivations can be clearer found in the following figure 8.

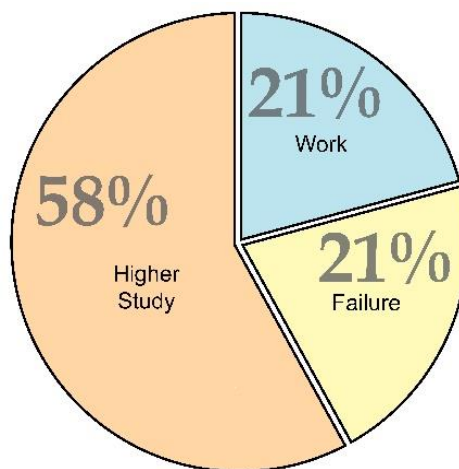


Figure 8. Students' Motivations

### 3) Groups of Students

Students came to *Kampung Inggris* with different motivation and purposes, time budgets, and learning endurance. It means that the students chose the program in *Kampung Inggris* differently based on their purpose, time budgets and learning endurance. The students who had limited time budgets but had a good

learning endurance will choose a short course with more frequent class. The ones who had more time budgets but cannot learn in many classes continuously throughout the day chose a long period of learning with less frequent meeting. Beside both the time budgets and the learning endurance, the most important factor in choosing the programs is the purpose of the students. The students must choose the appropriate programs in order to be able to achieve the goals.

Based on the goals, the students can be divided into three different groups. These three groups attend different classes or programs in order to fulfill their goals. Based on the observation, the students who wished to get a high score in a proficiency test tends to take grammar related classes and programs. Other students whose background was as a worker tend to take the speaking related classes and programs. The students who only wanted to increase their English knowledge and skills took many classes according to their desires. These choices were not a fixed choice by the students. There were also some students who tend to take more grammar classes and also take a small number of speaking classes, or vice versa. Beside those two choices, there were a number of students who chose to learn in conservative courses. In this type of course, the students learn in both grammar and speaking related classes. Another factor of choosing this course is that the students also had longer time budget because the program is three and six-months long.

Based on that information of their course choices, there were four different groups of students. There were students who only attend grammar related classes. Some students attended only speaking related classes and programs. Other



students attended both classes. Besides that, the rest of the students chose to attend conservative courses. The grouping of the students can be seen in the Venn diagram below in figure 9.

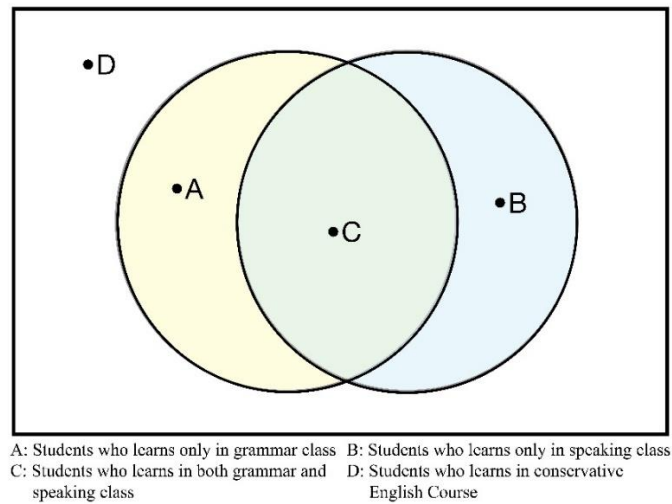


Figure 9. Students Groups

b. Students' Perception on English before Learning in *Kampung Inggris*

In the interview, the students generally gave more negative comments when they are talking about English in the school or before coming to *Kampung Inggris*. There were 66.7% negative comments stated by the participants. Even if the percentage of the negative comments were high, there were still some positive comments from the participants. The participants gave 21.4% positive comments when they were asked about their perception about English and its learning process before they learned in *Kampung Inggris*. There were also 11.9% of the participants' statements in a neutral tone. The total comments from the participants about English before they learn in *Kampung Inggris* is 168 comments. The percentage of the general comments based on the tones can be seen in the figure 10 below.

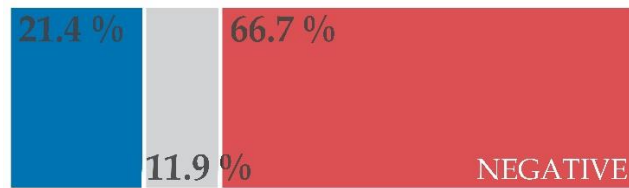


Figure 10. The Participants' Initial Perception

The details of the students' comments on English are divided into three different parts. The first part is the students' comments on English as a language. This part explores how the students saw English as a language in their lives. The second part is about the students' perceptions on the importance of English for them. This part is related to the students' motivations in learning English. The last part is about the students' perceptions on the learning process. It explains how the students felt about the learning process they have experienced before. The details of these parts are displayed in the figure 11 below.

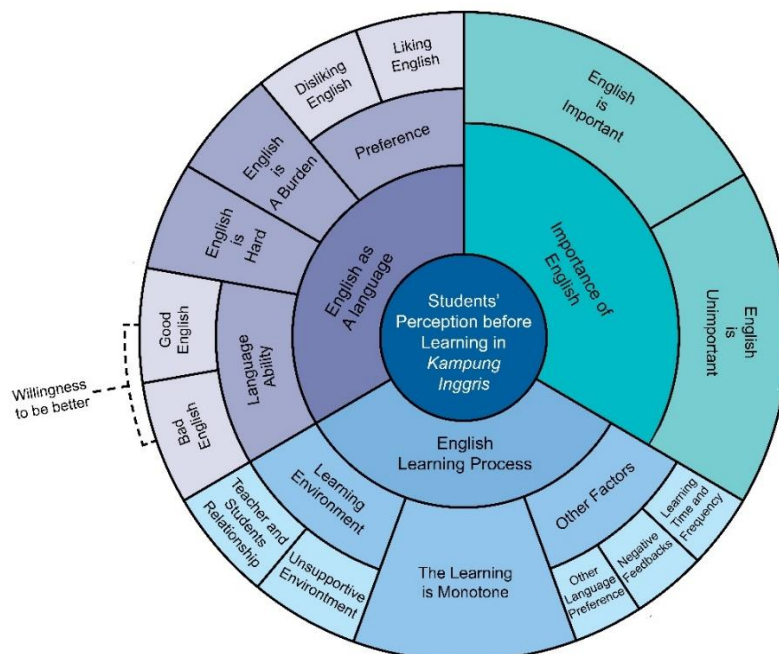


Figure 11. Students' Detail Perceptions before Learning in *Kampung Inggris*.

The details of each part of the students' perceptions are elaborated in the following points of explanations.

1) English as A Language

In the interview, some students stated that English was hard for them. According to the students, the reason was because they thought they had to pass every lesson in the school including English. Some students believed that, in school, they had to be good at every lesson, but they only could focus on one subject. This subject must be related to the major they preferred or favored for their future works. Some others also stated that If English were the only lesson for them to focus on, the subject would be easy to learn. Besides learning subject preference, other students stated that English is hard because they did not really understand the basic since it was not their focus or their favorite subject at the beginning. Therefore, it can be understood that, for these students, English became their burden when they learned it in school and had to pass the subject.

On liking or disliking English as a language and subject, a small number of students openly admitted that in the school they disliked English. They stated that the reason was because the bad impression with the subject, the teacher and the environments. They also said that when the teacher and the environment did not support them, the subject became hard and they tended to dislike it. In the opposite side of these students, there was a small number of students who admitted that they liked English. All of them tell that the reason was because they got good grade at school and believed that their English was good.

Most students, in the interview, admitted that their English was bad, beside their preference on English. Some students admitted that their English skills were really bad. The skill that was mostly talked by the students were speaking and communication skill. They said that they could not use English well for their communication even if they have learned it in the school. In the same topic, other students said that they only had a small number of English practices. This lack of practice became their reason of their lack in English. The last reason was the lack of knowledge. Some students believed that their knowledge of English was very poor. They said that there was still a lot of knowledge should be learnt by them in order to get good grade or score in some English proficiency tests.

The last thing about English as a language is that all students, regardless their skills and preferences, stated that they want to be better. This willingness was seen in their motivation to learn English more after they graduated from their high schools or universities. This was also related to the students' motivation and how they saw the importance of English in their lives. It is elaborated in the following points about the students' perspective on the importance of English according the interview.

## 2) English Importance

In the interview, when the students talked about the importance of English, almost all of the students admitted that they did not consider English as an important thing. Half of them openly admitted that English is not important for them. They said that they considered it unimportant because it never occurred to them before that they had to use English or it was significant for their future. So,

the students never used and learned more about English in their lives. The other half indirectly admitted that English was unimportant thing. They said that they focused more to other subjects that would be used for their future works. Some of them also stated that they did not need English before. Since the need of English in their lives was less, they considered English as less important thing to be learnt. Besides that, there was still a really small number of students who said that they know English is important but they were still bad at it.

Other than the importance of English in their lives, the students also told the moment that makes them realize that English is important for them. Most of them said that English became important for them when they want to continue their study to a higher education. The students experienced a moment that English skill became a main factor for their better education. They realized that learning English became their only way to get in to the higher education. This reason is also stated by some other students, but with a different aim. These students aimed to get a better work. They realized that without good English skills, they could not get a better work. The last thing that made them realize was the failure that they had experienced because they could not use English well. Some students stated that they failed university admission tests because their English was bad and some others also stated that they get troubles when they have to read English materials as references for their study in university. The students realized that English was significant after they experienced those failures.

The experience and the problems of the students became their motivation. The students admitted that after facing those experiences, they started to fix the

problems. Some of them started learning English independently or taking English courses. When they had time, money and power, they go to *Kampung Inggris*. Improving their English skills and knowledge was their sole aim to learn in *Kampung Inggris*. This aim was their only way to solve their problems they have experienced.

### 3) English Learning Process

The students talked about three big parts when they were asked about the experience about the learning process. They are about the learning environment, the learning process and other factors that influence the students' perspective on English learning process.

Based on the figure 11, firstly the students talked about the learning process. The students stated that the learning process in the school was monotonous. There were different tones used by the students while explaining this condition. Some students used a negative tone as it was a bad experience in their school. All of them sounded complaining on the learning process they had in the school. They complained about the routines in the school. They said that what they did were only writing or answering questions for all of the time or listening to the teacher presentations. Differently with the previous statements, some others used neutral tones while explaining the learning process. They explained this condition as it was a usual thing in the school. The students did not complain about it, even if the condition was same with what the other students complained in negative tones. They stated that what the teacher did in the class was what most teachers usually did.

Then, the students talked about the learning environment before they learn in *Kampung Inggris*. The students firstly talked about their relationship with the teachers. The students started by admitting the gap between them and the teachers. They stated that they were not close with their teachers. Other students felt that the teacher did not care about them. They explained that the reason was because they were bad students and the teacher gave more attention to smart and active students. Some students also stated that the teachers did not give a good example for them. The teachers taught English in class but did not use English when explaining the materials or talking to the students in the class. Secondly, the students talked about the learning environment when they learned English in school. Most students complained that they could not practice their English skills well. It was because their friends and other people did not speak or want to speak English with them. Beside the people, some students also complained about the school that did not accommodate them. They stated that the school did not care if the students really understand or practice their speaking. Some students who was from bilingual school also stated that the students only made the rules as a formality. The students only spoke English due to the teachers' presence.

The last part is other factors that are also related with students' perceptions on their English learning process. Some students stated that there were other factors that affected their learning process. First, most of them say that the learning time and intensity in school did not satisfy them. Then, some others from Islamic boarding school stated that they are influenced by other students and teachers who preferred Arabic more than English. It made English less preferable

to be learned and used by them. Lastly, Other students admitted that getting negative feedbacks when they tried to learn English was bad experience for them. These feedbacks were negative results after joining a course or practicing for competitions.

Beside those negative comments on English learning process, there were positive comments given by the students. Some students gave the opposite perceptions compared to other students. They said that the learning environment was supportive. It includes the teachers who supported them and the good feedbacks they got. Some of them said that they like English because their teacher was good and close with them, but they also said that it was only one or two teachers. Some others stated that the school facilitated them to improve their skills. They joined English extracurriculars or spoke English as an obligation from their school.

## **2. The Learning Activities in *Kampung Inggris*.**

In exploring the learning activities, the researcher displays the data collected into three different parts. The first part is about the nature of village. In this part, the data is about the village and its environments. The second part is about the learning activities in the courses. The last part is about the learning activities outside the courses. The data in these three parts is obtained in order to answer the question about the knowledge and skill construction in *Kampung Inggris*.

### **a. The Nature of *Kampung Inggris* – Pare**

The data in this part contains the situation and condition of the village. This report depicts the real condition that the students experience in the village, and on



the way coming to the village. The explanation is divided into two parts. The first one is about the general situation in the village. This part describes the village and what it generally offers to the students who come to learn English there. The second part is about the description of its geographical condition. This part describes about where the village is located, how far it is from the point of view of the students, the transportation modes that can be used, and the last is about the density of the village. These two parts of explanations depict *Kampung Inggris* in the best way in order to understand deeper about the condition of the village that every student experience when learning there.

#### 1) General Description of *Kampung Inggris*

*Kampung Inggris* was similar with other villages in Pare subdistrict. The difference was only on the existence of English courses in this village. The number of the courses was relatively big compared to other places in Indonesia. Even if the village was known as *Kampung Inggris*, the native people rarely spoke English. Some of them spoke English well, but the number was minor. The majority of the native people spoke their native local languages and Bahasa Indonesia. They were also not directly involved with the English course. Beside the courses, the village offered similar business services to people who came there. There were shops, restaurants and cafés for people's daily needs. These businesses were mostly run by the native people of the village. Only a number of these businesses used English in their services, such as cafes or restaurants. Therefore, at the first look, the village seemed indifferent.

The number of the courses and what they offered to people was what made this village prominent compared to the others. The number of the course was massive compared to the area of the village that was relatively small. There were more than a hundred of them there. These courses' main service was English learning programs. Since there were many courses, each of them competed to give the best service for the students. They did not only give the best service, but also made the service as diverse as possible. These varieties were the courses way to fulfill the students' wide demands. The courses fulfilled the demands that were various in term of times, learning frequency and program choices. With these various choices from many English courses, the village offered a big chance to students for learning English that was suitable with their needs and wants. Therefore, in addition to its big number of English courses, the variety of services from the courses was also another offer that made *Kampung Inggris* different.

*Kampung Inggris* also offered other services that was related to English learning, beside the English courses. Since the students came from different places in Indonesia and neighbor countries. The native people provided rented shelters for the students. These shelters were also varied to fulfill the students' needs in order to practice their English. The shelters that provided these services were called English Camps. Each camp was different with their own services. Some of them offered a strict disciplines and rules with additional class meeting. Some others offered looser rules. Thus, the students chose which camps based on their wants. In the opposite side, some students did not want to use this service. They chose other types of rented shelters. These shelters had no rules related with

English. In order to train their English, the students who lived in this kind of shelter made their own rules that accommodate their learning needs. In addition, this village also offered other service for the students. There was a number of cafés in this village. Some of these cafes did not only serve food and beverages but also English clubs. In this clubs the students learned English or practiced answering questions. In other word, these cafés also accommodated the students need to add more portion to their daily dose of English learning. Thus, this village offered a complete set of service to support the students learning process. English courses, living shelters and public places were easy to be found in this village.

## 2) Geographical description of *Kampung Inggris*

*Kampung Inggris* is located in sub district Pare. The original name of the village is Tulungrejo. The village is more popular by the name *Kampung Inggris* that is literally translated as English Village in English. The area is a part of Kediri District directly bordered with Jombang District in the north, Malang District in the east, Kediri City in the south and Nganjuk District in the west. All of these districts are parts of East Java province. Therefore, it can be known that the position of the village is quiet in the middle of East Java province.

The village was full of English courses, rent shelters, small restaurants, and other commercial building to fulfill daily needs. The village was divided into two areas. The first area had more commercial buildings than native people's house, and the second one is the area that has more personally used than commercially used ones. The first area is in the middle of the village and the second one is in the outer one, as it can be seen from the figure 12 below.



Figure 12. *Kampung Inggris* Area Map  
(source: maps.google.com)

It can be seen from the picture that the first area is in red color. In this area, there are three roads in the village that is the densest area of the village. This area was the center of the village, where most of students' daily activities happen. The majority of English Courses were in this area, and most outside-class social interactions among students happen in this area, in small restaurants, minimarkets, Cafés and coffee shops etcetera. In other word, this place was where the students gather to do all kind of interactions, from studying together until fulfilling their personal needs.

The distance between the village with the vital cities is relatively far. Vital means that the cities have a center of mass transportations such as bus and train stations or airports. The cities that have bus terminals with direct route to *Kampung Inggris* are Jombang and Kediri City. The distance between the village and these cities can be reached in 30 minutes until an hour depending on the traffic. In addition to the bus station, Kediri City also has a train station. This train

station is the closest train station to the village. The distance between the train station and the village is relatively same with the bus station, since it is in the same city. Many students who are from other provinces, islands, or countries can find the nearest airport that serves the flight from their hometowns. The nearest cities which have airport are Malang and Surabaya. The students can reach the village from these cities in 2 and a half hours until 3 hours depending on the traffic. From the airports, the students should find other transportation modes to go to *Kampung Inggris*. From Yogyakarta, this village can be reached in about 6 until 7 hours, using all available transportation modes. It means that, the students need to take relatively long time to go to the village.

There were many different transportation modes that can be used to go to *Kampung Inggris*. The students who used private vehicle such as motorcycle or car were rarely found in this village. Most of the students came to the village using mass transportation modes such as train, minibus and bus. There were also a premium travel cars and minibuses that served directly from students' hometowns, and the airports to the village or vice versa. Most of students who came from cities in java used train and/or bus. The ones who used trains would eventually use bus or minibus from Kediri City. The students who came from Sumatra took a flight to Jakarta or directly to Surabaya. In Jakarta, they continued the trip by train and bus, and in Surabaya they took bus or premium travel cars from the airport to the village. Students from east Indonesia and Kalimantan took the shortest flight to Surabaya and continued from the airport to the village. So, to go to *Kampung Inggris*, the students who were not from the neighbor areas must

take two or more transportation modes. A clearer detail about the routes and the transportation modes that can be used to go to the village can be seen in following figure 13.

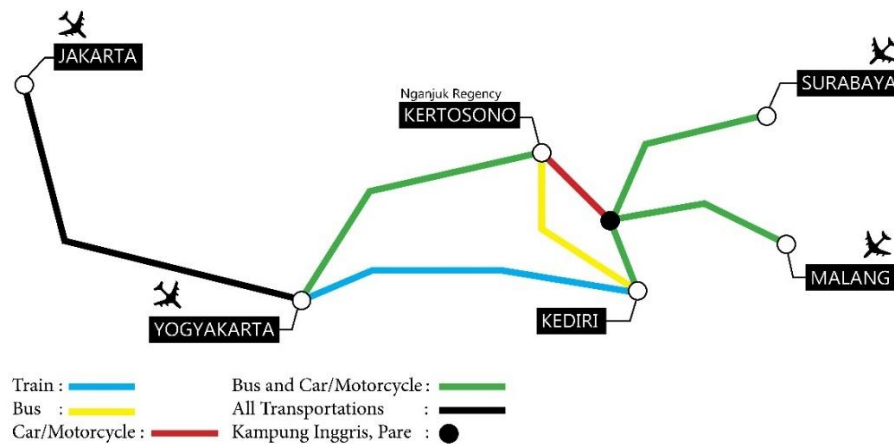


Figure 13. Routes to *Kampung Inggris*

Different transportation modes and routes lead to different experiences for students. Many students spent hours in the trip. If they used premium transportation such as plane, train and travel car, the trip was easier, but higher cost was required for the fine services. If the students chose the transportation such as economy class bus and motorcycle, the experience was not as fancy as the premium one, but the cost was able to be cut as much as possible. After trying all of the transportation modes, from Yogyakarta to *Kampung Inggris*, the researcher concluded that the trip was unpleasant. Even if the cost was expensive, train did not offer a comfortable trip. It offered a simpler and faster trip, but still sitting in a same place for hours was not a fine experience. Bus was not better than the train. Even if the bus had air condition, the students needed to take some transits, in order to come to the village. The transit took until an hour or more to wait for the

next bus. If the students took a night trip, they must wait longer, because after midnight, there was no direct bus to the village, from Kediri City or Jombang District. The earliest bus starts at 3 o'clock in the morning from Kediri City. If not waiting for the bus, there were some *ojek*, a motorcycle taxi, offering direct trip with a relatively high price. The cheapest cost was personal trip using private transportation. Riding motorcycle to the village from Yogyakarta only cost less than a half of what the train or the bus cost. Besides its benefit, the students had to personally handle every problem in a very long trip about 250 km long. Thus, it can be understood that the trip to the village was not a holiday trip that brought happiness in the process of it.

b. The Nature of English Courses in Pare

*Kampung Inggris* had more than a hundred English courses. Each course offered different kind of programs, and packages, including the time and frequency of the learning classes. The nature of the courses, the division of the courses and their programs, or what makes the students choose the courses is really needed to be elaborated in order to understand how does the learning environment in the village. In this elaboration, the courses will be described based on the types of the courses and their characteristics, different types of programs, and the time and frequency of the learning in the course.

1) Types of English Courses

Basically, in *Kampung Inggris*, there was no official division of English course types. Every course created many multiple programs and opens multiple classes based on the demands. The programs such as TOEFL and IELTS,

speaking, or grammar were held by the courses because there were a lot of demands from the students. Many new courses were developed by just starting a program, and then opened other program that was different in the future. One might open a speaking program first, then a grammar program. The other one might start by opening a TOEFL class, and then speaking and grammar programs in the future. Thus, it means that there is no particular classification of the course based on the program.

Even if there was no official division or classification of the course, there was still a division of the courses in the reality. The division was created based on the reputation of the course. The reputation was the information generally known by the students in the village. This information was about the best program in the course or what program that was generally better from the other courses' program. Some big and old courses were known by TOEFL and IELTS class and their basic grammar programs, and some others were known by public speaking class and their basic speaking programs. These courses still opened other programs beside the popular programs, even if the number of the students was significantly smaller. Generally, the courses' fame was divided into two. The first was programs related to grammar, and the second was the ones related to speaking.

This division of English course based on its reputation did influence the students' decision. All students whom the researcher met chose the course based on its reputation and their purposes. Some of them admitted that their decisions were made after their friends, classmates or housemates gave advice about the programs or the courses that was fit with the goals. If the students wanted to



improve their speaking skills, they chose the course with good speaking program reputation. If the students wanted to get a high TOEFL score, they chose the course with good grammar and TOEFL program reputation. If they were already good in English, they chose a course that was reputable with its advanced English learning. So, in *Kampung Inggris*, the students chose what courses that was able to fulfill their need in order to achieve their purposes.

Based on the observation, the types of the courses were divided into two different clusters. The first cluster was the courses which were reputable for speaking skills exercise. The second cluster was the courses which were reputable for grammar learning. The courses with good grammar learning reputation had a lot of students who registered to learn in basic grammar class, writing class, and/or TOEFL class. The courses with good speaking program reputation had a lot of students who registered to exercise their speaking skills from elementary level until advanced level, improve their vocabularies, learn how to face an interview in English, and/or practice public speaking. Besides that, there were courses that were not grouped into those clusters. These courses were conservative courses that provide trimonthly programs, or six-monthly programs. These programs covered both grammar and speaking related classes in different levels. Therefore, in *Kampung Inggris*, these three different types of course accommodate the need of their students.

## 2) Types of Course Programs

The courses in *Kampung Inggris* were indifferent with other courses in general. They also had a various programs and levels. The programs were varied

from basic grammar, or basic speaking, until advanced writing, or public speaking. Some courses also had a focus program such as TOEFL, and IELTS programs. These programs were provided by the courses in different levels. The levels were usually coded by number after the programs' names. These levels were divided into a number of classes from elementary level until advance level class. Therefore, with this various programs and levels the courses gave a lot of choices for the students in order to fulfill their needs and wants.

Even though many courses created different programs with different names, the programs still covered the same aspects in English. Some students told the researcher that they basically learned the same materials in different programs in different courses. The distinctions among these programs in different courses were the number of the levels and the level of difficulties on each level. Some courses divided a program into two levels, some others divided it into five different levels and the rest divided it into more or less level. Some courses started their lowest level already with difficult materials and some others started with a very basic one. It created differentiation between courses. With this differentiation, the students were able to choose the programs or the courses not only by considering its variety of the programs or the reputation of the courses, but also the levels of difficulties in each level of the programs offered to them.

Other than the regular programs, some courses also offered some packages and special programs. The regular programs were provided separately, so the students had to register into multiple programs consecutively. Opposite to the regular program, in a program package, the courses provided different programs

in a single registration. For example, a package had elementary grammar program, intermediate grammar program, and TOEFL program. In this package, the students did not have to register for three different programs, but only one package. This package helped the students who had a goal in an advance level but needed to learn the elementary materials first as the basic knowledge. In the example, the package provided the student who wanted to increase their TOEFL score, but still lacked in grammar. Other than that, some courses also provided special programs. The special programs were different because of its participants or the learning system. School program and private program were the examples of special program. In the school program, the members of the program were school students. These programs were under a cooperation between the school and the English course. The private program used different learning system. In the regular program, all students learned in the class, but in private program, the teacher taught only two or three students outside the classroom.

According to the observation in different courses, the researcher is able to put the programs into two different group. These groups were similar with the clusters of the courses. The different was that these two groups of programs were able to be found in most of the courses regardless the reputation of the course. The groups were the programs related with grammar learning and speaking skill exercise. The groups of the programs were related to some higher-level programs, such as TOEFL and IELTS preparation, advance writing, job interview, academic speaking, etc. The groups of the programs and the advance programs that was related with them can be found in the figure 14 below.

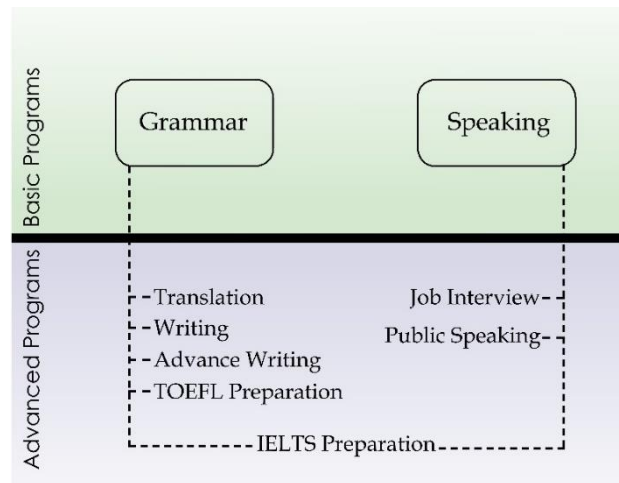


Figure 14. Programs in *Kampung Inggris*

According to the division of the programs in the diagram, it can be seen that the programs were designed for the purpose in the advanced programs. For example, if a student wanted to apply to an international company, attend an interview in English and also work with foreigners, the student with minimum to no experience in English could take programs in speaking group. The student could take the lowest level speaking program and then continued with some higher-level programs and then the interview program in the end.

### 3) Time Period and Frequency of Program

The students came to the village with different time budgets. Some of them came to learn in *Kampung Inggris* in their holiday. Some others came some months before the university admission test. Every student who really wanted to make their English better had to make their time as effective as possible. It means that, there was a demand from the students. The demand was the effective and efficient learning process with limited time that the students have. Therefore, time and frequency of learning was one of the important part of the students' consideration to choose a course.

Following the demands of the students, the courses gave more choices of time period and meeting frequency to fulfill the need of the students. The most common time periods for a program in *Kampung Inggris* were a month and two weeks. Each program was started in the 10<sup>th</sup> or 25<sup>th</sup> day of each month. The active days of the program was 5 days a week, from Monday to Friday. Some programs also had a class in Saturday. So, the total active days of the monthly programs are 20 days, and the bi-weekly programs are 10 days. The frequency of meeting was varied in every course. Most regular programs had twice and three times meeting a day. So, the regular programs provided 60 or 40 meetings in a month, and 20 or 30 meetings in two weeks.

Even if the meeting frequency in a period of time was already intense for learning English, some students who had bigger goals and shorter time period of learning demanded more intense learning than the regular one. Some courses provided additional program, such as camps. In the camp, they had two additional classes every day. It means that, in a month, they attended 100 meetings. Beside the camps provided by the courses, the students were able to choose their additional program independently. Some students chose other courses with less intense program as additional class in order to increase the intensity of their learning in *Kampung Inggris*. Joining different programs in the same or different course in one period of learning was a common choice among the students. The students chose a three-times a day program in a course and chose a once or twice a day program in another course. If the students wished to increase it more, they were able to choose multiple programs, and also join a camp. Thus, for learning

time, and frequency, *Kampung Inggris* gave liberty to the students to adjust their learning intensity with their target and their time period of stay in the village.

#### 4) Conservative Courses

Beside the majority courses explained in the previous points of explanation, there were some courses that kept the old course system for their teaching and learning process. It was the first system used by the oldest courses in the village. These conservative courses did not follow other courses that provided more flexible programs based on the demand of the students. The existence of these conservative courses was as good as the other course types. Even if they used less flexible programs, there were still a lot of students who attend the programs.

The variety of programs in the conservative course was different compared to the other courses. In the conservative course, there were no specific programs such as basic speaking, grammar, or TOEFL class. The program was general English program, so the English learning in the class covered the students need in order to be able to have a good English communication skill. In this class, the students learned speaking, grammar, reading, or other English materials in several meetings a day. The programs were varied only by its level of difficulty, such as basic, intermediate, and the higher program that was special for the students who want to teach English in the course.

The time and the frequency of meeting in the conservative course were different too with the other courses in the village. The time period of a program in the course was three months and six months. This time periods were quiet long compared to the period of time offered by other type of course in *Kampung*

*Inggris*. The frequency of meeting was slightly different too in the conservative course. In this course, the students had four to five meetings a day. There were also additional meetings, such as weekly additional meetings or other events that was not regularly held. This tight daily schedule made the students who learned in this course rarely join multiple courses in one time.

### c. Learning Activities and Interactions in the Class

In the previous points, the classes are grouped into two big groups. They are speaking related class and grammar related class. In this report of learning activities and the interactions in the class, the activities and the interactions are divided into these classes. These activities and interactions in the two classes are different, besides the materials learnt by the students in the class. It means, the separation of the classes is needed to understand deeper the construction of knowledge in each class without jeopardizing the specialty of each class' activities and interactions.

#### 1) Speaking Class

In this class, there were 7 activities based on the researcher's observations. They were ice breaking activities, speaking practice, reading practice, writing practice, listening practice, vocabulary review, and grammar review. Other than these activities, there were also two interactions in the class. These interactions occurred besides the learning activities in the class. The first interaction was the interaction between the students and the teacher and the second one was the interaction among the students.

a) Ice breaking activities

In almost all of the meeting in speaking class, the teachers started with an ice breaking activity. This activity spent around 10 until 30 minutes. The time depended on the activities that were arranged by the teachers. The skill used in these activities was speaking, because the activities were in a speaking class. The complete elaboration can be seen in the figure 15.

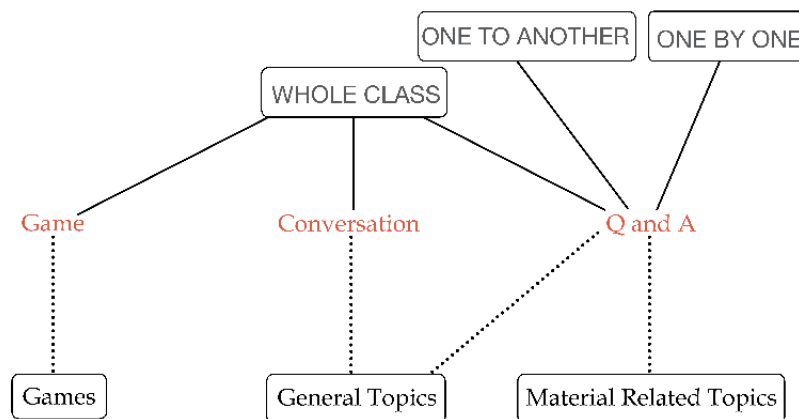


Figure 15. Ice Breaking Activity

Based on the diagram above, there were three activities in Ice Breaking Activities. The first activity was Question and Answer. In this activity, the activity was questioning and answering. This activity was done in three different interaction schemes. The second one was conversation. In this activity the students and the teacher had a light conversation. The last activity was game. Both game and conversation were done only by one interaction scheme.

The ice breaking topics were varied based on the activities. The topics of the Game depended on the game played in the class. The topics for Conversation were general topics. For example, the topics were about the students, the students' activities in the weekend, the condition in the village, or their health condition.



The topics for Question and Answer activity were general topics and material related topics. The general topics were same with the topics in the conversations. The material related topics were related with the material discussed in the main activity of the class.

The interaction scheme in ice breaking activities was divided into three. The first was whole class interaction. This interaction scheme was used in Game, Conversation, and Question and Answer. The second was one to another and one by one interaction. These two interaction schemes were used in the Question and Answer activity. All of the schemes are depicted in the figure 16 until 18 below.

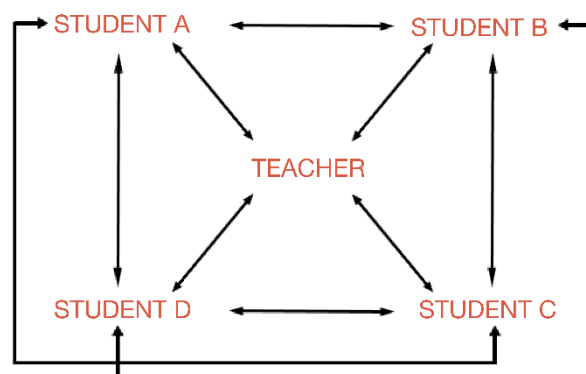


Figure 16. Whole Class Interaction

In the figure 16 about the first scheme, the interaction connected all members of the class. The students and the teacher were connected to each other. The teacher talked to all students in the class and each student also talked to their friends. In this scheme, the class was noisy because almost all members of the class talked in the same times.

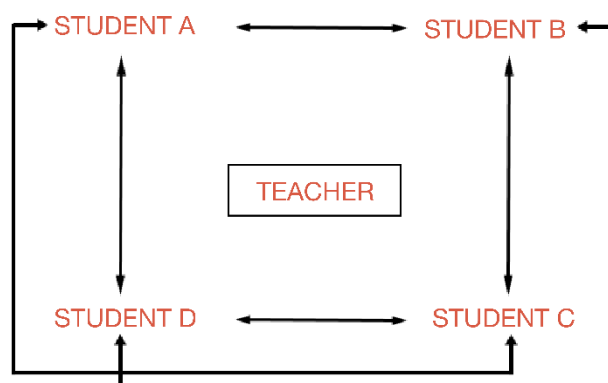


Figure 17. One to Another Interaction

In this second scheme, the interactions mostly happened among the students. the teacher became a moderator or an observer. The teacher gave some instructions in the beginning and then the students did the interactions based on the instructions. The teacher observed the interactions in order to know if the students do the instructions correctly.

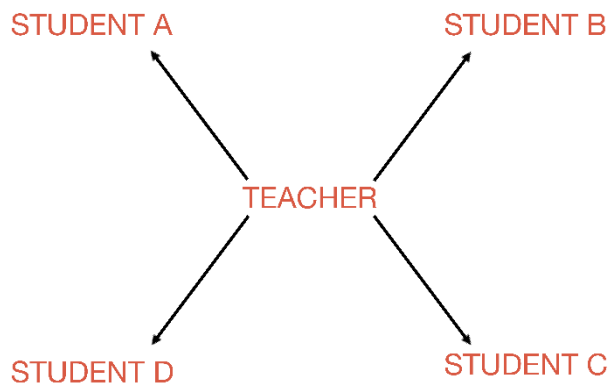


Figure 18. One by One Interaction

Based on the figure, it was a simple interaction scheme. In this scheme, the interactions were initiated by the teacher. The teacher asked to the students and the students responded to the teacher. All students got their turn one by one.

## b) Speaking practice

In the speaking class, there were two speaking practices. The difference of the practices was the practice mechanism. The first practice mechanism was done by the students one by one. In this report this practice was named individual speaking practice. The second mechanism of the practice was done by all of the students in a same time. This mechanism was called classroom speaking practice. The details about both practices are in the figure 19 and 20 below.

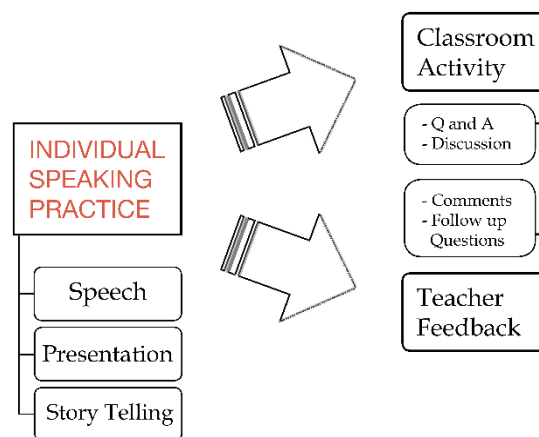


Figure 19. Individual Speaking Practice

The individual speaking practice obliged the students to practice individually, mainly in front of the class and in front of the classmates. The activities in the practice were speech, presentation and storytelling. based on the observation around the village, other place usually used for the practice was also open space in the village, such as on the sideways, a lane between course buildings and in front of the course building. In these places, the practice was not only watched by the classmates, but also everybody who passed by the places. In other chance, there were a group of students from an English course visiting other

class in another course. In this visit, they did individual speaking practice in front of the students in the class visited by them.

Based on the figured 17, it can be seen that the individual speaking practice was followed by two different activities. The first activity was classroom activity. In this activity everyone in the class was involved. They did Questions and Answers and/or discussion session about the materials presented in the practice. The second activity was teacher’s feedback. In this activity, the teacher gave positive feedbacks on the students’ individual performances. The feedbacks were in a form of comments or follow up questions about the topic the student brought in the practice.

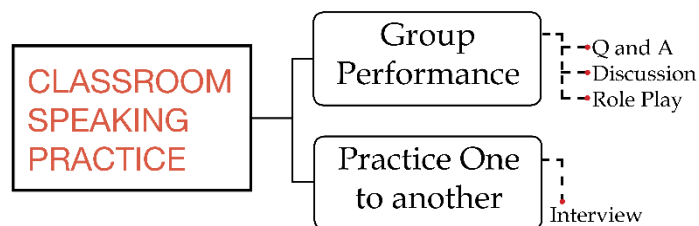


Figure 20. Classroom Speaking Practice

The second mechanism of the speaking practice was classroom speaking practice. In this mechanism, the students practiced their speaking together in a same time. The teacher did not give feedbacks, questions or comments one by one to each student after the practice. He/she just explained the mechanism of the practice at the beginning. While the students practiced their speaking skill, the teacher observed the class to see whether some students had a problem or needed his/her helps. If the students had some problem, the teacher approached the students to see what he/she can do with their problems.

The classroom practice was divided into two different practice. The first was a group performance practice. In this practice, the class was divided into several groups. Each group had to practice their English one by one in front of the class or parallely with other groups in their own seats. The speaking practices were role play, group discussion, or questions and answers. The second practice was all students practice. In this practice, the students practice their speaking skill all together in the same time. The teacher explained the purpose and the mechanism of the practice in the beginning, then the students started walking around the class practicing their speaking skills. The scheme of this practice is same with the whole class interaction scheme in figure 15. explaining about the interaction in the ice breaking activities.

c) Reading practice

There was also a reading practice in this class besides the speaking practice. This practice was less frequent than the speaking practice, but still some speaking classes had this practice for their students. There were two sequential activities in this practice. They were individual reading practice and then reading exercise. The practice mechanism can be seen in the figure 21 below.

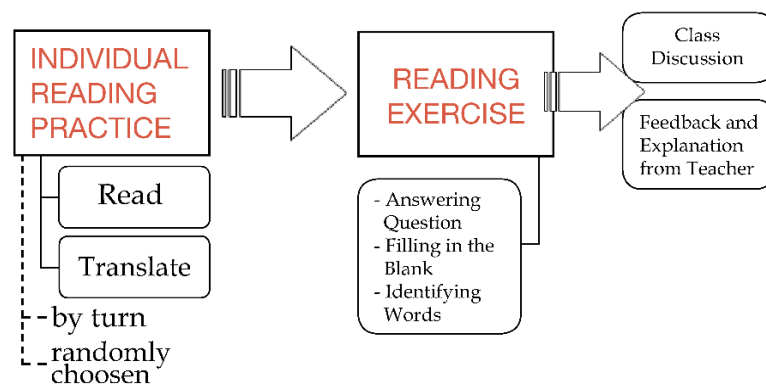


Figure 21. Reading Practice

According to the diagram, the students read and translated a text in the individual reading practice. In this practice, the students read and translated the text by turns or randomly chosen by the teacher. After reading, the students did an exercise. In this exercise, the students did guided tasks such as answering comprehension questions about the text, filling the blank in a paragraph with the appropriate words or identifying the words in the text. This practice was done individually by the student with the teacher guidance.

There were two different activities after the practice and the exercise. The first was class discussion and the second was feedback and explanation from the teacher. In the class discussion, the students and the teacher discussed the answer of the exercise. The teacher asked the students the right answer and their reason. After that, the teacher gave feedbacks and explanation about the exercise.

#### d) Writing practice

In the speaking class, there was also a writing practice for the students. This practice was also less frequent compared to the speaking practice, but most of speaking programs had this practice for their students. In the writing practice, there were three phases of the practice. The figure 22 below explains all three phases of the writing practice.

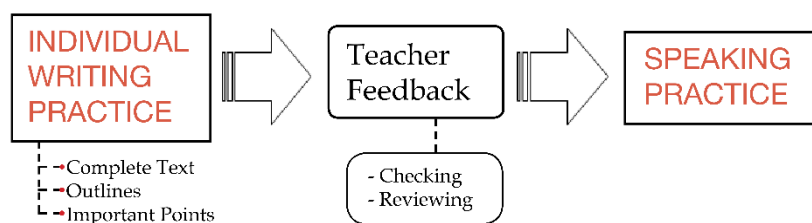


Figure 22. Writing Practice

In the diagram, the first activity was individual writing practice. In this first phase, the students wrote individually about the topic given by the teacher. The students did not always write long and complete texts, sometimes they only wrote the outlines or some important points about the topic they wanted to share with their friends. In this phase, the teacher let the students do the practice independently without any help.

The second phase of the practice was the teacher's feedbacks. In this phase, the students submitted their writings to the teacher. Then, the teacher checked the writings and gave feedbacks for the students. In this phase, the activity was mostly done by the teachers. If the time was not enough, the teacher brought the writings home. In the next meeting, the feedbacks and comments were given by the teacher. After the comments and feedbacks were given, the students made some corrections on their writings.

The last part of the practice was individual speaking practice. Unlike the speaking practice activity, in this phase the students practiced their speaking using the texts, outlines, or points of the topic they had written in the previous phases before. In this phase, the teacher did not give corrections, but still gave comments about the performance. In some occasions, the teacher complimented the students' good performance.

e) Listening practice

The fourth skill practice in the speaking class was listening practice. This practice was observed, but less frequent than other practice. In this practice, there were three phases of activity, like the writing practice. Before starting the class,

the students got the listening files for their practices from the teacher. More details about the practice phases can be found in figure 23.

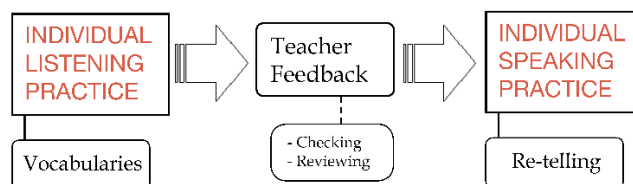


Figure 23. Listening Practice

In the first phase, the students listened to the listening files. The files they listened to were short stories or descriptions. While listening to the story or the description, the students noticed the vocabularies they listen. Then, they wrote the text listened in the beginning. In this phase, the students did the practice independently, therefore it was called individual listening practice.

After writing the text, the students submitted their work to the teacher. In the second phase, the teacher checked and reviewed the work of the students. Then, the teacher gave some signs on the vocabularies that the students did not listened correctly. In the end of the phase, the students re-listened to the files, and revised their work until the story or the description was correctly written and accepted by the teacher.

The last phase of the practice was speaking practice. The practice was similar with the practice in the writing practice. The similarity was that the students practiced their speaking skill using a text. The only different was the text used for their practice. After writing practice, the students spoke using their own text. In the listening practice, the students practiced their speaking using the text that was written from the file provided by the teacher. therefore, in this last phase,



the students practiced re-telling the story or the description listened in the previous phases.

f) Vocabulary review

Beside practicing all English skills, the speaking classes also had a regular meeting for vocabulary enrichment. In each meeting, the students and teacher reviewed a new set of vocabularies. In some programs, the vocabularies in the set were reviewed based on certain topics that was related with the students. Other programs chose the vocabularies in their set randomly but still relatable with the students. In some programs, the vocabularies were grouped based on their types, such as noun, verb, and adjective. Some others, randomly mixed the types of the words in a set of vocabularies. The review mechanism is in the following figure 24.

	DRILL	EXERCISE	PRODUCE
What the teacher does	1. Words in ENGLISH 2. Words in BAHASA then in ENGLISH 3. Words in BAHASA	1. Words in ENGLISH 2. Words in BAHASA	Make sentences in BAHASA
What the students do	1. Words in ENGLISH 2. Words in BAHASA then in ENGLISH 3. Words in ENGLISH	1. Words in BAHASA 2. Words in ENGLISH	Translate the sentences to ENGLISH
	ALL STUDENTS	RANDOMLY CHOSEN STUDENTS	ALL STUDENTS

Figure 24. Vocabulary Review

According to the chart of activities in the figure 24, the first activity in vocabulary review was vocabulary drilling. There were three steps in the drilling. Some teachers, in different programs, wrote the vocabularies on the whiteboard

before started drilling them. Some others used a vocabulary book that was also given to the students. In the first step, the teacher read the words in English. The students repeated what the teacher read, also in English. In the second step, the teacher read the words in Bahasa Indonesia and in English. After that, the students read in a same way. In the last step of the drilling, the teacher read the vocabularies in Bahasa Indonesia, but then the students read the word in English. All of students in the class did these steps together. In several occasions, the teacher extended the drilling by erasing the vocabularies in the whiteboard, and then repeated last part of the drilling process.

The second activity was exercise. After drilling all vocabularies, the teacher started an exercise by choosing the students randomly. The mechanism for choosing the students were different for each teacher. Some teachers randomly chose the students by calling numbers, doing games or asking the students to choose their friends. Some others, directly chose the students without any mechanism. In this exercise, the teacher said the vocabularies in English and then the students said the meaning in Bahasa. In the same exercise, they did the opposite way. The teacher said the words in Bahasa, then the students said them in English.

The last activity of this learning activity was producing. Based on the observation, after the drilling and the exercise, the teacher asked the students to make sentences using the vocabularies reviewed. In producing the sentences, the teacher helped the students by making the sentences in Bahasa Indonesia, then the students translated them to English. This activity was not followed by all students,

the teacher chose some students to write the sentences on the whiteboard to be checked together.

g) Grammar review

The last learning activity in the speaking class was grammar review. This activity was frequently done by the teachers in the class. Unlike the vocabulary review that had a special class meeting for it, the grammar review was integrated with other activities in the class meeting. The review was short and only focused on the use of simple grammar for spoken interaction purposes. Based on the observation, the grammar review did not take big time quota of learning, but still frequently found in speaking class meetings. The review activities can be found in the figure 25.

	PRODUCE	LEARN	PRODUCE
1 <sup>st</sup> learning timeline		<ol style="list-style-type: none"> <li>1. Teacher's Explanation</li> <li>2. Class Discussion</li> </ol>	<ul style="list-style-type: none"> <li>• Making sentences</li> <li>• Using the structure</li> <li>• Translating sentences</li> <li>• Giving examples</li> </ul>
2 <sup>nd</sup> learning timeline	<ul style="list-style-type: none"> <li>• Writing a paragraph</li> <li>• Making sentences</li> <li>• Identifying the right and the wrong</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher's Explanation</li> <li>2. Class Discussion</li> </ol>	
	ALL STUDENTS	<ol style="list-style-type: none"> <li>1. TEACHER</li> <li>2. WHOLE CLASS</li> </ol>	ALL STUDENTS

Figure 25. Grammar Review

It can be seen from the figure 25 that there were two activities in the grammar review and two different activities order. The activities were learning and producing activity. Based on the observation, there were two orders in the grammar review. In the first order, the students did the learning activity first, then the producing activity later. The second order of activities was that the students

produced the language first and after that learned about the grammar. In the learning activity the teacher gave short explanation about the materials. Then, after the explanation, the teacher and the students discussed them. In other activity in the grammar review, producing activity, the students produced a paragraph or a sentence in English.

There was a difference between the producing activities in the two different orders. When the producing activity was in the end of the activity sequence, the students produced some sentences, made examples and translated according to the materials reviewed in the class. In the other side, producing activity had different activity. In the beginning of the class, the teacher asked the students to write a paragraph or some sentences, then they identified the right and the wrong structures in the sentences. After that, the teacher explained the materials based on the students' sentences or paragraph.

#### h) Frequency of Learning Activities

There were 61 activities in all speaking classes observed. Statistically, the average number of activities in each class is 2.65 activities. It means that every class had 2 or 3 activities averagely. Even in the average number is 2 or 3, there were some classes that had more than 3. In the observation, there were some classes that have 4 activities and even 5 activities in one meeting. There were also some other classes that have only one activity in the meeting. More details about the frequency of the activities in each class can be found in the figure 26. In the following figure, not only the frequency of activities, but the order of the activities also can be seen.

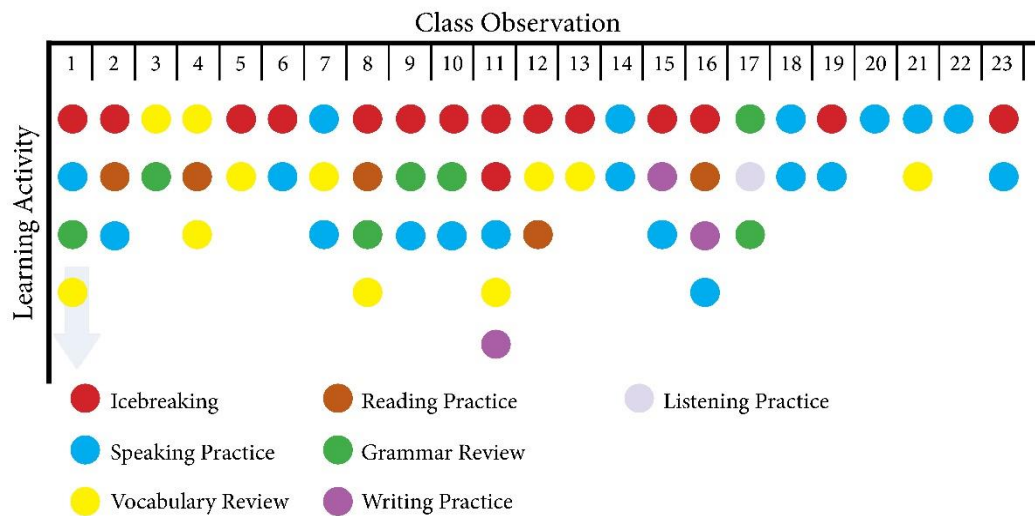


Figure 26. Speaking Class Activities

Based on the figure 26, speaking classes commonly started with an ice breaking activity. Some other classes started directly with a speaking practice. This practice was aimed to continue the previous meeting practice that was not finished yet. Speaking practice also became the most frequent activity that ended the classroom meeting. It happened because speaking practice usually takes a big amount of learning time, since each student should practice or perform in front of the class. Therefore, the time was not enough and the activity should be continued in the next meeting.

It also can be seen in the figure 26 that speaking rehearsal and vocabulary review dominated the activities in the speaking class. The speaking rehearsal means the activities that directly involved the students to be engaged in a speaking activity. They were icebreaking activity and speaking practice. It can be seen that almost all meetings had one of these three activities. If a meeting did not have a speaking practice, it had a vocabulary review or vice versa. Some meetings even had both practices in one meeting. In the following figure 27 and 28, there are

more details about the percentage of the activities, and also how much meetings where each activity is done by the students.

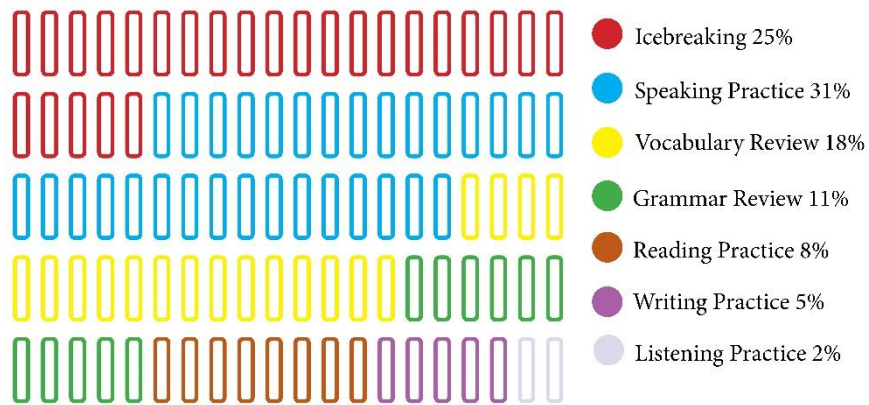


Figure 27. Speaking Class Activities Percentage

According to the figure, the percentage of the icebreaking activity and speaking practice are relatively bigger than other activity. The total of the speaking rehearsal was 56% of all activities observed. Speaking practice was 31% of them, and icebreaking activity was the rest 25%. Other dominating activity such as vocabulary review only had 18% of the activities, and grammar review was 11% of them. Some minor activities got less percentage of all activities. Reading practice is 8%, writing practice is 5%, and the rest 2% of the activities is the listening practice.

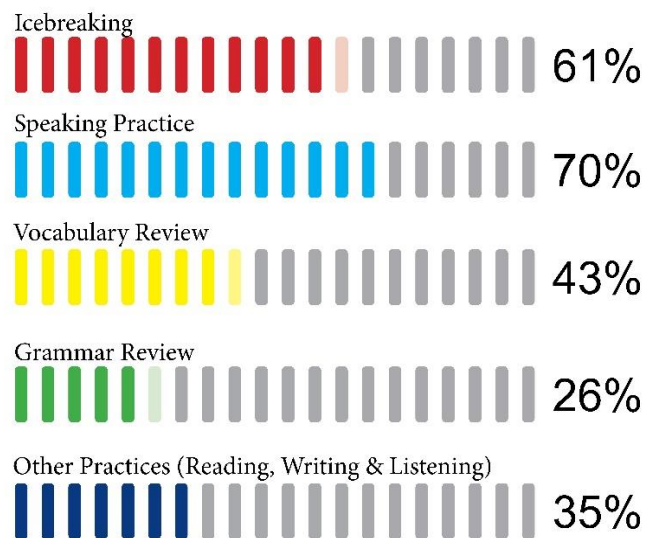


Figure 28. Activities Percentage in Speaking Class Meeting

Consistently with the percentage of the activities, speaking practice also became the most frequent activity observed in speaking class meetings. There were 70% of all meetings that have speaking practice as one of their activities. The second was icebreaking activity with 61% of the meetings. Then, similar with its percentage of all activities, the vocabulary reviews also got the third highest percentage. This activity was observed in 43% of the meetings in speaking class. Other activity, grammar review, was only in 26% of all meetings. Lastly, other practices such as reading, writing and listening practices were in 35% meetings observed in the speaking classes.

i) Interactions in the Classroom

There were other interactions happen in the class, besides the activities and the interactions in the learning activities. These interactions are divided into two. The first is the interactions initiated by the students and the second one is initiated by the teacher. These two interactions were simultaneously done by the teachers

and the students in the same time in the class. They were also indirectly integrated with the learning activities in the class. These interactions are displayed in the following figure 29 and 30.

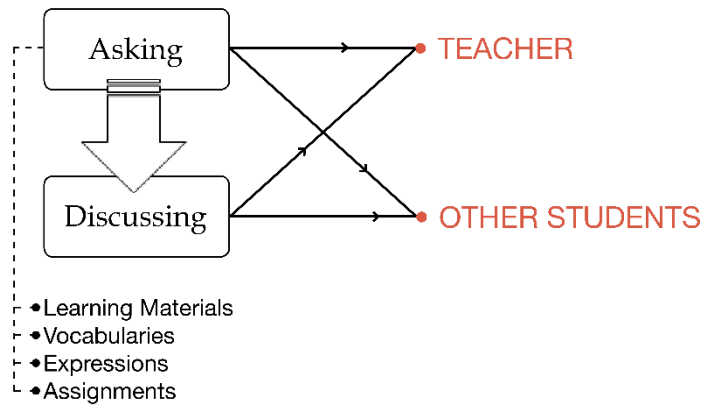


Figure 29. Students Interactions

In the figure 29, there were two different interactions initiated by the students. they asked and then discussed about what was asked before. The topics asked and then discussed were related with the learning materials, new vocabularies and expressions and the class assignments. Both interactions were targeted to both teacher and other students.



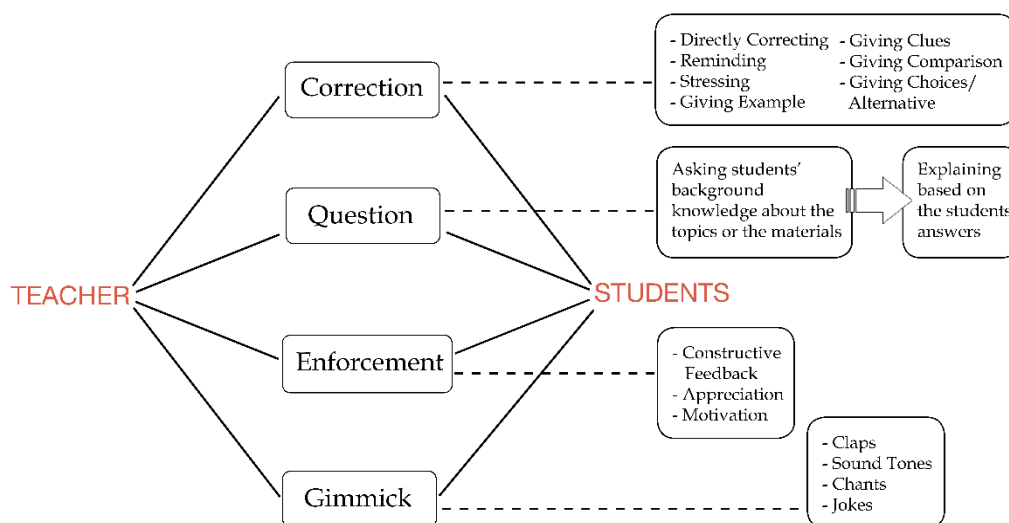


Figure 30. Teachers Interactions

The interactions initiated by the teachers can be seen in the figure 30. There were four different interactions done by the teachers. They were correction, question, enforcement, and gimmick. All of the interactions were not always done by the teacher in every meeting, but they did them most of the times.

The first interaction was correction. In correcting the students' language performance, the teacher had some ways. Based on the observation, in giving correction, the teacher directly corrected the students, reminded them or stressed on where the students usually made mistakes. The teacher also corrected them by giving examples, clues for the words they forgot, comparison between the wrong and right sentence and word choices or alternatives for the students.

The second interaction initiated by the teacher was questioning. This interaction was usually done by the teacher before explaining the materials. The questions from the teacher were related with the materials or the topic of discussion. They were about the understanding of the students, or what the

students had known about the topics or the learning materials. After the students answering the questions, the teacher explained the materials based on the answer. If some of the students had an incorrect information about the materials and they did not understand fully about the materials, the teacher gave correction, and a full explanation to complete their knowledge.

The third interaction was enforcement. This interaction was initiated by the teacher after the students practiced their speaking skills. The teacher gave three different enforcements in this interaction. The first enforcement was constructive feedbacks. The second enforcement was appreciations for the students' performances. The last enforcement was motivation for students. All of these enforcements were directly given by the teacher in front of the students.

The last interaction initiated was making gimmicks. These gimmicks were usually done by the teachers before starting the learning process or in between two different learning activities. In this occasion, the teacher used claps game or chants. All of the students joined the claps game and shout the chants. Other gimmicks initiated were jokes or changing different sound tones while reading or talking to the students. This kind of gimmicks was usually integrated with the learning activities in the class.

## 2) Grammar Class

In grammar class, there were only 3 learning activities, compared to speaking class, and all of them were observed by the researcher. They were Grammar Review, Grammar Exercise, and Previous Lesson Review. There were

also some interactions among the students and the teacher. These interactions were done outside the learning activity.

a) Grammar review

In grammar class, the main activity was grammar review. Grammar review was found in almost every class observed. In this learning activity, the teacher mostly explained the materials. There were two activities in grammar review. The details of the activity can be seen in the figure 31 below.

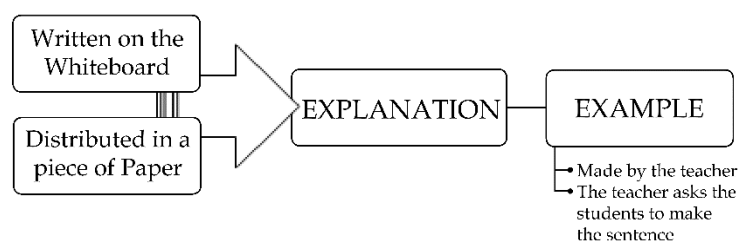


Figure 31. Grammar Review

In the beginning of the meeting, the activity was giving the materials. Some teachers wrote the materials on the whiteboard, then the students wrote them in their notebooks. Other teachers distributed a piece of paper with the materials for the students. After all the students wrote or got the materials, the teacher explained the materials. The explanation was in a form of presentation. The teacher explained every point of the materials given to students. In some occasion, the students asked some questions if the explanation was still unclear for them.

After the explanation, the students and the teacher did the last part of grammar review activity. In this part, the teacher wrote some examples on the whiteboard. After that, the students and the teacher analyzed and discussed the examples based on the materials given to them. In other occasion, the teacher

asked the students to make some examples. It was followed by an analysis and a discussion too.

b) Grammar exercise

There were three different exercises in grammar exercise activity. These exercises were not all together done in a same class. Each exercise was for different levels. They were answering questions, translating and writing exercises. Based on the figure 32 below, after all exercises, the students and the discussed the exercise they have done before.

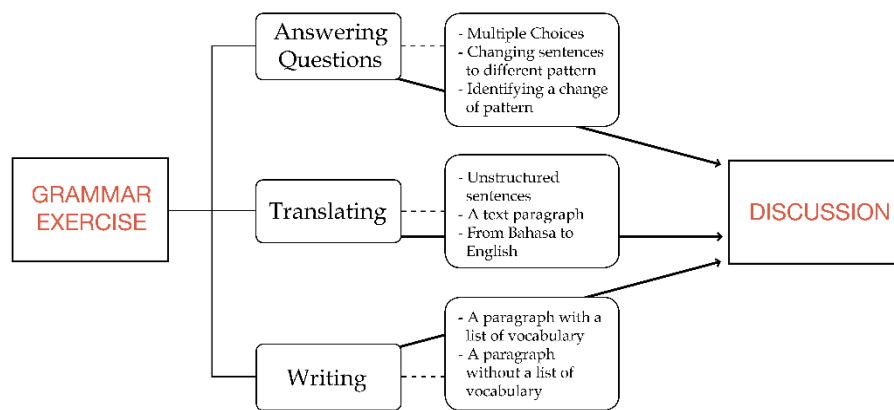


Figure 32. Grammar Exercise

The first exercise was answering questions. This exercise was for elementary level students. In this exercise, the students answered different types of questions. They answered multiple choices questions, changed sentences into different patterns and identified a change of sentences patterns.

The second exercise was translating. This exercise was for intermediate level students. The students translated sentences in Bahasa to English in this exercise. The sentences in Bahasa were not well structured, then they should be

translated to well-structured sentences in English. In some classes, the translation was not only on sentences but also a paragraph of text.

The last exercise was for the advance level students. In this exercise, the students wrote a full paragraph in English. At the beginning, the students got a list of vocabularies that should be used in their paragraph. Then, the teacher omitted the list for another exercise. In this exercise, the students should write the paragraph about the topic freely using their own vocabularies.

c) Previous learning review

The third learning activity in grammar class is the review of previous learning. In this review, the main activity was discussion. There were two main topics in the discussion. The first topic was the students' problem about their learning and the second one was previous assignment done by the students. The detail of the learning activity in previous learning review is in the figure 33.

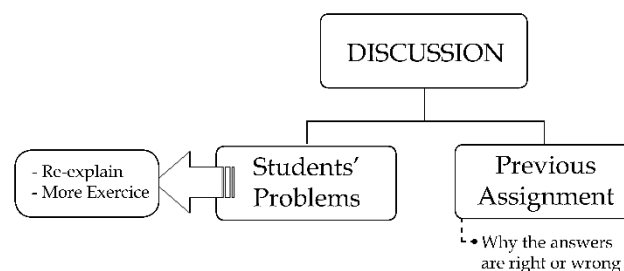


Figure 33. Previous Learning Review

Based on the figure number 33, in reviewing the students' problem, the teacher did two activities. After discussing their problems, the teacher re-explained the materials based on their problems. Then, the teacher gave more exercises for the students. Both activities were usually used by the teacher, but, in

some occasion, the teacher only used one of them to help the students' problems about the materials.

The second topic of the discussion was the assignments. These assignments were done by the students in the previous day meeting. Other than giving the answer key of the assignments, in this activity, the teacher and the students discussed about the answer of the assignment. The teacher asked the students their answers and also the reason for each of them. Then, the teacher gave the right answers of each number. After that, the students and the teacher discussed on why the answers are right or wrong.

d) Frequency of Learning Activities

The total activities in grammar classes is 46 activities. This number is slightly smaller than the activities in the speaking class. The average number of the activity is also smaller. Statistically, each meeting has 2.55 activities. Even if the number is smaller, it still can be concluded that each meeting in the grammar class has 2 or 3 activities. There were some meetings that has 4 activities. More details about this can be found in the following figure 34.

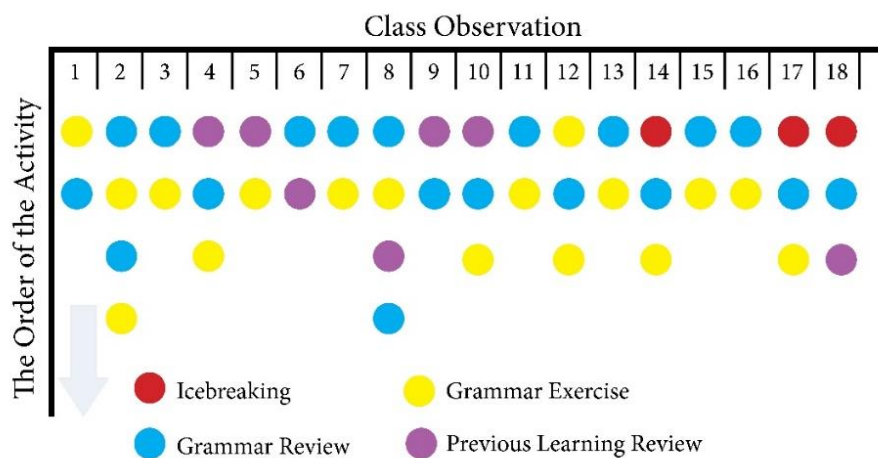


Figure 34. Grammar Class Activities

Unlike the speaking class, the grammar classes were not commonly begun with icebreaking activity. In the figure 34, it can be seen that the teachers in grammar classes commonly started the class by directly doing grammar review activity or reviewing the previous learning. The activity that frequently closed the meeting was the grammar exercise. It was not strange because the grammar exercise was usually done after the grammar review in this class.

In the figure number 34, it also can be seen that grammar review and grammar exercise are dominant in this class. These activities can be found in all meetings. Most of them even had both activities. There was only a small number of meetings that had grammar exercise only or grammar review only. These two activities were inseparable. Beside this two, the previous learning activity was not rarely found in the grammar class meeting. It was unlike the icebreaking activity that was found insignificant in this class. The detail of the frequency of the activities in the meetings can be found in the following figure 35 and 36.

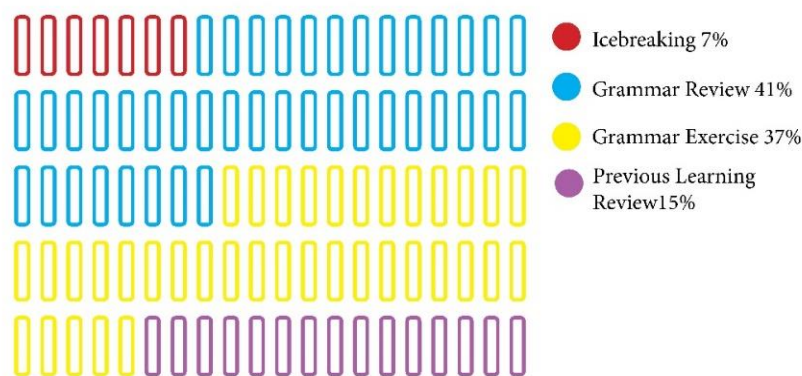


Figure 35. Grammar Class Activities Percentage

According to the figure 35, the percentage of the grammar review and grammar exercise were relatively bigger than other activity. Grammar review was 41% of the total activities in the grammar. Then the grammar exercise was 25% of

them. Less dominating activity such as previous learning review only had 15% of the activities. Lastly, the rest 7% of the activities was the icebreaking activity.



Figure 36. Activities Percentage in Grammar Class Meetings

Consistently with the percentage of the activities, grammar review also became the most frequent activity found in grammar class meetings. There are 94% of all meetings that had grammar review as one of their activities. The second was grammar exercise activity with 83% of the meetings. These two activities had small gap of their percentage because they were the dominant activities and usually done simultaneously in one meeting. Then, similar with its percentage of all activities, the previous learning review also got the third highest percentage. This activity was observed in 39% of the meetings in grammar class. Lastly, the icebreaking activity was found in only 17% of the meetings observed.

#### e) Interactions in The Classroom

In the grammar class, similar with the speaking class, there were some interactions between the teacher and the students. In this description, the interactions are also divided into two. The first one is the interactions initiated by the students. These interactions were done by one student to the classmates and



the teacher. The second interaction was initiated by the teacher. There were some similarities between the interactions in grammar class and speaking class. The details of the interactions are in figure 37 and 38.

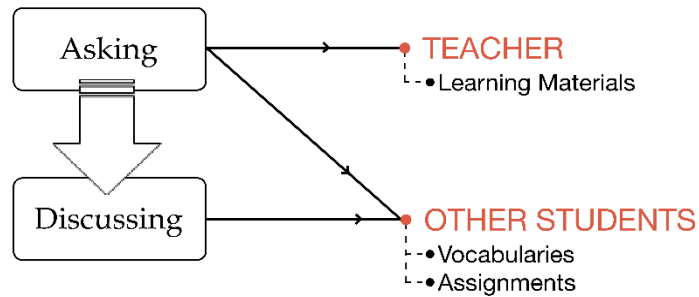


Figure 37. Students Interactions

In figure 37, there were small difference in the interactions initiated by the students in grammar class and compared to the one in the speaking class. In the grammar class, the students asked the teacher, without any further discussion. In the interaction with the classmates, the students asked and discussed with them. The topics asked by the students to the teacher was also limited. They only asked about the materials they learnt in the class. They asked about specific problems or asked the teacher to re-explained the materials. In both interactions among the students, the topics were about the vocabularies and the assignments. The students did these interactions among them when they did the grammar exercise activities in the class.

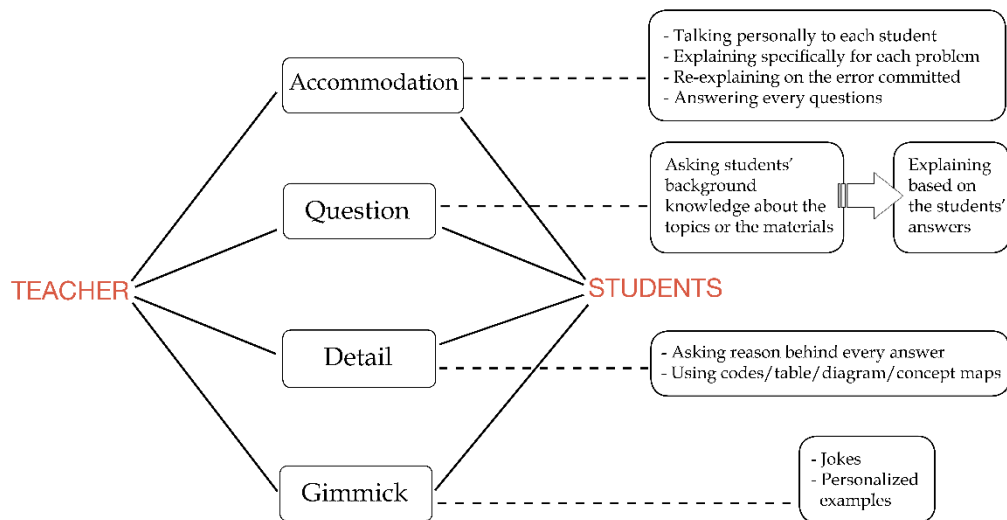


Figure 38. Teachers Interactions

Similar with the speaking class, the interactions initiated by the teachers in grammar class were also divided into four different interactions. Based on the figure 38, it can be seen that there was a small difference of the interactions in the grammar class. In grammar class, the interactions were accommodation, questions, details and gimmick.

The first interaction was giving accommodation for the students. In this interaction, the teacher talked personally to each student about their assignments, mistakes, progress, etc. In these talks, the teacher gave more explanations on the problems faced by the students based on the errors in their assignments. The teacher also answered every question from the students in order to accommodate the students' problems, and their learning curiosity.

The second interaction was questioning the students. Similar with the speaking class, the teacher in grammar class also asked first about the materials or the topics they learned in the class. Then, the teacher elaborated the learning

materials based on the students' answers. If the answers were not complete, the teacher completed them. Then, if the students had an inaccurate information about the topics, the teacher gave a clarification about it.

The third interaction initiated was the details in the learning process. In discussing the examples or the assignment, the teacher always asked about the detail of the reasons on the answers. There was a discussion on why the answers were wrong or right. In the explanations, the teacher used some details too. These details were codes for the patterns or the order of the words in a sentence, and diagram or table to make distinction between one part of the materials, with the other parts. The teacher also used concept maps to explain a complicated relation between some rules of the structure.

The last interaction was making gimmicks. Similar with the gimmicks in the speaking class, the teacher did them during the learning process in the class. The teacher made jokes to crack some laugh from the students. The other gimmick was making a personalized example. The teacher made the examples using the names of the students and the teachers. The information in the examples was also a true story or information that they knew.

#### d. Learning Activities and Interaction outside the Class

In *Kampung Inggris*, the learning activities were not limited in the classrooms. Outside the classroom, the students also learned and practiced their English. These activities were done by the students before or after learning in the English courses. In this report, the activities are divided into three. They are the

learning activities in English Camp, Study Club, and the interaction among the students.

#### 1) Learning Activity in English Camp

English Camp is a type of boarding house for the students in *Kampung Inggris*. In this boarding house, the students had to use English for their daily interactions. There were two different types of English Camp. The first one was the camp owned by individuals. These camps were managed by the owner of the boarding house or a group of students who established an organization. They were also run by the owner or the members of the organizations. The second was English courses' camps. These camps were owned by the English courses in *Kampung Inggris*. The camps were run by the teachers who also work in the courses. Some of these camps were purposively made to support the programs in the course.

The students were not obligated to join the camps. They can choose to stay in English Camps or regular rented rooms. The students who wanted to practice more their English skills can join English camps. In the English camps, the students had to follow certain rules. The general rule was that the students had to use English in the weekdays. When the students broke the rules, there were some punishment for them. These rules were implemented by the coordinator of the camps and should be obeyed by all members of the camps.

Each English camp in *Kampung Inggris* had its own set of rules. Some of them had very tight rules. Some others had looser rules. In the English camps owned by English courses, the rules were set by the course. Other camps owned

privately by individuals or organizations set the rules based on the agreements the camps members. According to the interview, the students mentioned that English camps obliged them to pay 1,000 IDR for each sentence in Bahasa. This money would be collected and used for buying food for them in the weekend or given to people such as pedicab drivers in the village. Other students who lived in looser camps, explained that they did not have such punishment, but was encouraged to use English everyday by the coordinators of their camps.

The students also had class meetings in their camps. They had two class meetings every day. One meeting was in the morning, before learning in English course programs. The other one was in the evening, after finishing the study in English courses. The materials of the class were related with the purpose of the camps. If the camps are for speaking, the materials were about vocabulary, speaking practice or grammar for their speaking. Other camps like TOEFL or IELTS camps had TOEFL or IELTS materials for their class. In the camps owned by English courses, the tutors were the teachers who teach in the course. Oppositely, in English camps owned by individuals or organizations, the tutors were from the members of the camps. All members taught their peers in the camps by turns. The materials were based on the knowledge that they have learned in the course. In this situation, some students who have stayed longer in *Kampung Inggris* taught their friends who have just started learning there.

## 2) Learning Activity in Study Clubs

Study club was a club established by the students. The students made it in groups or in pairs. Mostly, these clubs were held by the students who studies in a

same class and program or lived in a same house. The students were not obligated to study in these clubs. They were able to choose to not join it, if they felt that it is too much for them. The students gathered to learn English in the evening after they finished their classes. This clubs were held in students' rent houses or boarding houses. Some of the clubs were held in other place, such as in cafés or in the course classroom.

In the study clubs, the students studied together about the materials that they had studied before in the class. Other than that, the students discussed about the assignment that they had to finished for the next meeting. The other purpose of these clubs was also for practicing their English. They practiced their speaking skills together or answer TOEFL questions. After that, the students discussed about their performance or the answers of their TOEFL practice. Some students who had stayed longer usually took charge to lead the study and the discussion.

There were also other study clubs held by cafes in *Kampung Inggris*. The cafés provided a good study place for the students. Besides that, they also provided some TOEFL questions for the students for practicing. After answering the questions, the students also discussed the answers in the cafés. Some cafés also provided a discussion with a tutor to explain the answers of the practice. The students and the tutor discussed about it together. These study clubs were free. Some cafes also provided a TOEFL prediction test for the students with a very cheap cost.

### 3) Interaction Among Students

The interactions among students did not only occur in the course and English camps. There were some interactions among students and between students with native people in the village. These interactions were done outside the class, camps and study clubs. Some interactions were done as assignments from the teachers. Some others were done simply with the students' intention. These interactions were done by most of the students and small numbers of native people in the village, such as cashiers in some small restaurants and food and snack sellers.

The interactions were usually in a form of interview, description of things or a mere conversation. Interview and descriptions were usually as assignments from the teacher in the course. In this assignment, the students had to find some people who did not know them. These people were interviewed by the students. The topics of the interview were varied, but simple. The interview was videoed and later viewed in the class. Some students had to ask score and feedbacks for their performance with the interviewees' signs on it. The description assignments were similar with the interview. The students came to a place and start recording themselves describing the place. Then, the students talked to some people in the place to have an interview. Some of them were also asked by their camps' tutors to make conversations with members of other camps. Other than the assignments, the students interacted with their friends to practice their English.

The interactions were not always fully in English. When the interactions were purposely done for class assignments, the students used English all the

time, although with bad grammar or inappropriate use of vocabularies. If they were for general communication, the students mixed English and Bahasa Indonesia in their conversations. Sometimes, when they used English and forgot the words, they asked their friends first, then continued using the words told by their friends. In the interaction with the native people in *Kampung Inggris*, the students replied to the people with the same language that the people used. Some people spoke English well, some of them mixed it with Bahasa Indonesia.

### **3. The learners' Perceptions on English after Learning in *Kampung Inggris* - Pare.**

The students' comments in this part of interview are basically divided into two. These comments are their recent opinions about English after learning in *Kampung Inggris*. They mostly talked about the learning process experienced by them in the village. In this part, they described every single detail about their perceptions on the learning process. In the other part of the interview, the students talked about the change of their point of view about English as a language they learned, and the improvement they experienced after they learned English in some courses there. The importance of English was not discussed here since the change of the perspectives about English importance in the students' lives happened before they learned in *Kampung Inggris*.

#### **a. General Perception on English**

Similar with the perception before coming to the village, the researcher also put the students' comments on three different groups based on the tone of the



comments. The division of the general comments on English after they learn in *Kampung Inggris* can be seen in the figure 39 below.



Figure 39. Students Comments in General

Based on the figure 39, the students' comments about English after learning in *Kampung Inggris* were the opposite of the comments before learning there. In this topic, the respondents gave more positive comments. Based on the figure 39, there were 80.4% positive comments. Beside the high percentage of positive comments, there were still 8.2% of the comments said in negative tone. The neutral comments were 11.4% comments of all respondents' statements on the topic. The total number of the comments was 184. This number was slightly higher than the comments for English before they learn in *Kampung Inggris*.

b. English learning process in *Kampung Inggris*.

The respondents' comments about the learning process in *Kampung Inggris* are grouped into three different parts. The first part is about the learning environment that they feel while learning there. In this part, the students talked about English camps, English courses and the people in the village. The second part is about the course learning process. They told about the materials and the process of the learning in this part. The last part is about other factors that also affect the students' perception about the learning process after they have learned in *Kampung Inggris*. The groups of the comments about the learning process in *Kampung Inggris* can be seen in the following diagram 40.

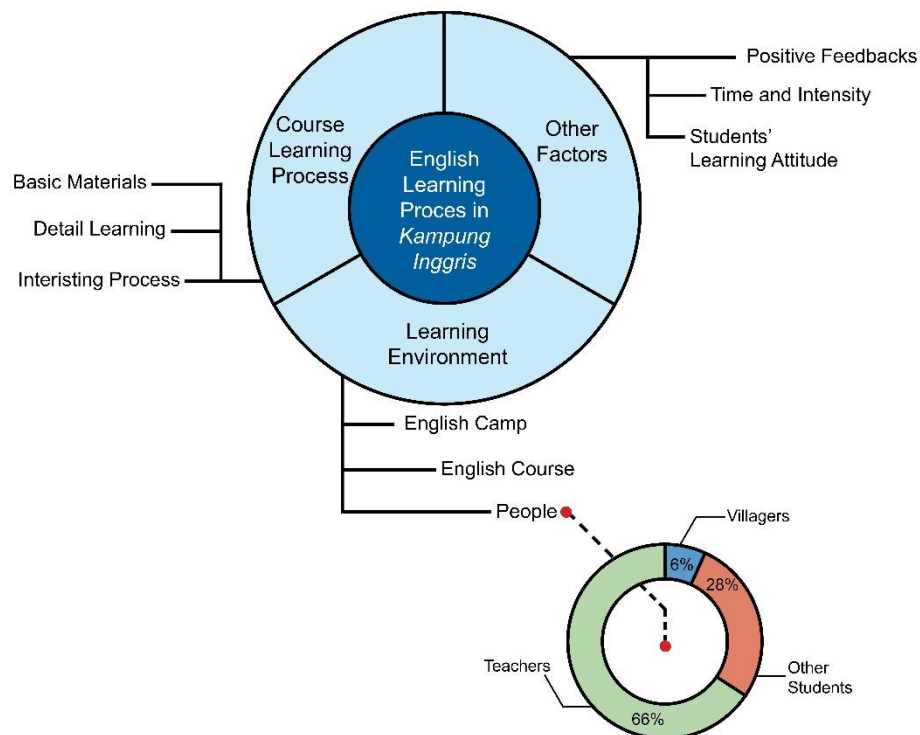


Figure 40. Comments on Learning Process in *Kampung Inggris*

The first part is the students' comments about the learning environment. Firstly, the students said that the English camps environment was very helpful. It helped them to develop their English skills through disciplines and active learning. They said that they had to speak English every day and had two classes too in the camps. The students also mentioned that the camps were very flexible with many choices for them. The students can choose stricter camps or freer ones based on their wants. Then the students stated similar comments about the English course. The students said that they liked to join some courses in *Kampung Inggris* because they can choose the course based on their need. They said that they can choose what they wanted to learn.

In this part, the students mainly gave comments about the people. In the interview, the majority of the students' elaboration was about this when they were

asked about the learning environment in *Kampung Inggris*. These people were the ones who interacted with the students. Based on the figure, 66% comments about the people were talking about the teachers. They mentioned that the teachers respected them. Some of the students emphasized on the teachers' manner that made them felt respected. They said that it felt like they studied with their brothers or sisters. They also mentioned that their teachers were very supportive. The students stated that the teachers always helped them. They gave them advice, encouragement and directed or guided them in order to achieve their goals. Besides that, the teachers also helped them practicing by having English conversation with them inside or outside the class.

The students did not only talk about the teachers, but they also gave comments about other students and the villagers too. In the figure 40, the comments about other students are 28% of all comments about people who influence their perception about the learning process. The students mentioned that other students were very important for them as their practice partners. They can easily find friends to practice their English together. Beside practicing, they also voluntarily made some learning clubs together with other students. Some students admitted that they found other people who felt the same like them. They said that it was enjoyable to learn together with friends who had similar problems and purposes. They stated that they helped and supported each other by learning and practicing together. Then, the students talked about the villagers. There were only 6% comments about it and all of them talking about the experience that the students had with some sellers in the village. They mentioned that they practiced

English with the sellers when they did some transactions in food stalls or small restaurants.

The second part was about the course learning process. In the figure 40 based on the interview, the students mentioned that they liked the basic materials. They said that they enjoyed and liked to learn the basic materials. The students admitted that the materials like vocabularies, expressions and pronunciation are the materials they wanted to learn in the beginning. Then, the students also mentioned that the learning was very detailed. They said that the teachers asked more in order to get detailed answers. Some students also stated that the teachers used special terms and codes in grammar class, so the students can remember the materials easier. The last thing about the course learning process that the students discussed was the interesting process that they experienced in the course. Some of them, stated that the topics discussed in the class were interesting. These topics were variative, broad, and challenging for them. Other than the topics, the students mentioned the practices were their favorite parts of the learning. Most of them said that they liked to practice their speaking. They liked to give speeches, and to have conversations and discussion with their friends. Some others stated that they liked to do grammar and writing exercise.

The last part of the students' comments are other factors that also affect the students' perspectives on the learning process. In this part, the students mentioned about the positive feedbacks, learning time and intensity, and also the students' learning attitude. When talking about the positive feedbacks, the students stated that they were satisfied with the result of the learning. Some of them said that they

want to extend their stay in *Kampung Inggris*. Some others stated that they want to go back again to the village. Related to the positive feedbacks, some students also admitted that they enjoyed the time they practiced their English and it made them happy. Then, the other factor was the time and intensity of the learning. The students admitted that they liked to learn in *Kampung Inggris* because of the learning intensity. They said that they can meet English every day in *Kampung Inggris* and learned it in the class until 4 or 5 times a day with an additional study club. They also mentioned that they can focus on learning English because the intensity of the learning.

The other factor in the last part was the students learning attitude. This attitude was related to the students' motivations before coming to *Kampung Inggris*. Since their motivations were strong, the students had a good learning attitude while learning in *Kampung Inggris*. Some of them mention that they took classes as much as possible. Some others claimed that they took more practices every day. They did practices together with their friends and teachers. They said that they came out of their comfort zones to make new friends and practice their English.

Beside the positive comments given by the students in the figure 40, there were few negative comments that were related to the learning process in *Kampung Inggris*. Even if the students stated that the teachers were really close and supportive, some of them mention that some teachers were not as good as others. In this condition, the students said that they reported this problem to the course management. Then, in the next meeting, the teachers made the learning better or

be substituted by other teachers. Some students exposed the opposite problems. They said that the teachers are good but they hesitated to initiate the interactions between them and the teachers, therefore they rarely talked with their teachers. In the other case, other students stated that there were some students who was not as motivated as them. So, when they asked them to practice or learn together, the students did not cooperate well. Because of that, they felt that the learning is not effective.

c. English as a language

In the interview, the students mentioned three different things when they were asked about their English after the learning. Mostly, the students' comments were about the progress of their learning. They talked about the improvement of their English skills and knowledge. The other thing that the students told to the researcher was how they saw English as an object of learning. They talked about how easy English was for them and how they liked English after learning in *Kampung Inggris*.

Firstly, the students claimed that their English skills and knowledge were improved after learning in *Kampung Inggris*. All the students stated that their English was improved. The improvement of each students was different. Some of them claimed that they got big improvement and some others only claimed small improvement. Some students mentioned that their speaking skill was better. While speaking, they believed that their speech was more organized with better structures and pronunciation. Their speaking became clearer and easier to understand. Some students also stated that they can understand the grammar

including the tenses easily in a short time. In the end, some students who learned in TOEFL preparation program also claimed that they gained significant score improvement in the test.

Secondly, the students stated that they did not feel any hardness in learning English anymore. They claimed that English was easier for them now. Some students thought that these difficulties were in their mindset, and the course can simplify them. After simplifying the learning, the students say that English became easier to be learned.

Lastly, the students admitted that English became more likeable for them. They explained that they liked to use and learn English after they noticed that they can do it. They said that they really enjoyed when they can speak English while practicing in the class. The more they can do it, the more they like the language. Then, some other students mentioned that they wanted to learn English more after joining the course. They extended their stay for some months or until they felt enough and able to communicate well in English. Some students who only stayed for a couple of months thought that the learning was not maximal yet. Therefore, they want to extend the learning. Other students who stayed for a long time said that they were going to learn by themselves after they come back to their hometown.

## **B. Discussion**

In this part, the data found and analyzed by the researcher is discussed. The discussion involves the theories from many experts in social construction in reality, social constructivist learning and social aspects of language learning. This

part also includes the review of the researches that is related with this research. The theories and the related researches are used to logically explain the results in order to answer the research questions.

## **1. Students' Perception on English before Learning in *Kampung Inggris* – Pare**

In this part of discussion, the students' perception and its construction are discussed in 4 different parts. They are English position in students' reality, the reality shifting, the students' perception on the learning process and the different perception on the same object in the learning process. All parts discuss about the reality that the students experience and how it is constructed by the interactions before learning in *Kampung Inggris*.

### a. English Position in the Students' Reality

Only English intrinsic features exist in the students' reality. The students are only aware of the intrinsic features of the language. According to Searle (1995) about these features in reality, the language that the students know is not more than the sounds, the writing symbols, the words, the rules, etc. In their reality, the observer-relative features do not exist. The students are not aware about the use of the language. The students see English without knowing that English is used for most of the interaction in the world. Thus, they do not think that their future (higher education or higher work positions) requires English skills as a main requirement, because they do not understand that in one point of their lives, they have to use English to communicate with other people. Since the students never see the observer-relative features, the functions assigned in the language are not



really recognized by the students. The students do not know how to express their feeling, to give suggestion and advice, to ask and give directions, or to explain procedures in English. Therefore, the student seeing English is like a carpenter seeing a set of surgery knives or a catheter. They know what they see intrinsically, but they do not know the what it is for and what part of it is specifically functioned for.

There are three important findings about this, based on the data displayed before. The first finding is about the learning process experienced by the students. The second is about the revelations from the students about their perceptions on English in their lives. The last finding is about students' explanation about the use of English in their environment. These three findings constitute the discussion on English position in the students' reality.

First, the learning process experienced by the students in the class only construct the knowledge about the intrinsic features and its constitutive rules of the language. The teachers ask them to write, or more precisely to copy what is written in their materials book to their own books. By writing without further activity that involved interaction, the students' knowledge is only constructed by the text. They only know how a word in English is written. What is learnt by the students is the intrinsic features such as symbols and the constitutive rules of the symbols to make them as a word in English. In another chance, the teachers command the students to answer questions in a book full of exercises, or to memorize vocabularies given. In this process, the students only get information for answering the text, without understanding the purpose of knowing the

information. If they learn about invitation, the students only learn the features of the invitation. Without practicing the invitation to their friends, the knowledge is stop in its features or rules in the invitation text. Furthermore, there is a possibility that the students do the exercise by randomly answering or choosing the answer choices. While memorizing the vocabulary, the students only remember the sounds of the words without knowing how to use the sounds in their life. The students know how to pronounce the words, but clueless on how to make the sounds meaningful in order to interact with other people. This problem is what Brooks and Brooks (1999) explain on the situation of the current education. Thus, the students merely get the intrinsic features of English in their learning process.

Second, because the learning is only about the intrinsic features, the knowledge of English observer-relative features explained by Searle (1999) is not constructed in the class. As what Berger and Luckmann (1991) and Burr (1995) (explain is that the people share and construct the version of knowledge in their social practices, it becomes logical that the students' reality only acknowledge the intrinsic features of English if what the students and the teacher do share in the class activities is merely the intrinsic features of English. The students are not aware that English is a language for an interaction with other people, especially who are from other countries and do not speak a same native language. This information about lingua franca as an observer relative features of a language and English as the lingua franca for most people in the world is never be constructed because there is no explanation or even a direct interaction that shows English as a lingua franca. This condition affects the students' point of view in seeing the

language. In the finding, there are two effects of the absence of this construction. The first is believing that English is unimportant, and the second is considering English as a regular subject in school.

The students think English is an unimportant thing because of three reasons. The first reason is the absence of force majeure factor. Before the students aware that English is important, and go to *Kampung Inggris*, there is no circumstance that force them to use English. At that time, the students are able to live their lives perfectly without using English. The second reason is similar to the first one. The reason is because there is no need of English in the daily communication. Even if the students see only intrinsic features of English, they still able to connect with other people around them. Since the people around them communicate with a same language they use, using other language is not a necessary activity for the students. Moreover, using English may be perceived negatively in that situation. Lastly, the third reason is English position in the student's priority scale. In the finding, the students state that they focus more to learn other subjects than to learn English, because other subjects are for their future. This focus on other subjects becomes the reason for students not to learn English well. It means that the students prioritize them more than English. By seeing them drawing the priority scale of the learning, it can be understood that English is less important than other subjects. All of these three reasons and the nonappearance of the teachers' explanation about the importance of English make the students believe that English is unnecessary in their lives.

The students consider English as a regular subject in school because they do not see English as user. In the findings, the students claim that English become a burden for them. This burden is caused by the gigantic number of the subjects in the school. Since, in the previous discussion, the students believe that English is unimportant and not the focus of their study, learning English becomes hard and burdening for them. This condition makes the students neglect the subjects which are not their focus. This negligence happens because the students only see the intrinsic features. They see English as something that they have to learn in the school and pass the examination above the minimum number. If the students see English as a user, they will see English as a language used in other subjects. It means that the students understand that they learn English not as a subject, but a language instruction that is used by many fields of science. This situation is illustrated clearer in the following figure 41. Thus, if the learning still constructs the intrinsic features only, the students will understand English merely as a subject not a language.

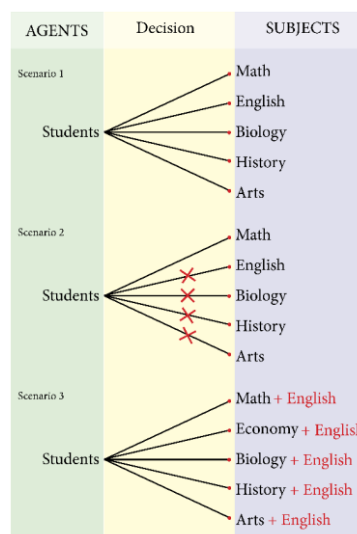


Figure 41. The Students' Perception on English in School

There are three scenarios in the figure 41. These scenarios are about the position of English in the school. The first scenario is about the students' perception on English and other subjects such as math, history, biology etc. In this scenario, the students think that school makes them to learn all of the subjects all together. Therefore, English has same position with other subjects. The second scenario is about what the students do in the school. Since they think that school force them to excel on every subject, the students feel burdened by the huge number of the subjects. In this scenario, the students decide to choose one or some subjects that they are interested in for their future. Based on the diagram, the students in the second scenario decide to focus on math. According to the students' explanation in the interview, they state that they choose to focus on one subject and then neglect other subjects. One of these subjects is English. Therefore, in the second scenario, when the students choose math, they neglect English as one of the other subjects. The third scenario is the ideal scenario if the observer-relative features of English is constructed in the students' reality as experts like Ortega (2008) suggested. In this scenario, the students can choose any subjects without neglecting English. Once the students understand that English is a language instruction that they use regardless the focus of their study, the students will learn English for the sake of their future which they understand that will involve English in many occasions.

Third, there is no functions assigned for English in the students' reality. After the first finding about the learning, and the second one about the importance, the third finding that construct the students' reality is the functions of

the language. Based on the students' statements, the functions of English are never assigned and exposed to the students. The students claim that their teachers never use English when they talk to them. The other students also do the same thing, never use English while talking to them. Other people also never use English when communicating with them. Therefore, the functions of English are never shown in front of them. The knowledge about the functions is never constructed. They do not know how to apologize or to complain correctly in English, because nobody has shown them what expressions, gestures and tones of speaking to do such functions. Basically, it can be deducted with the previous findings that affect the students' perceptions. Since in the previous discussion the students learn only intrinsic features, not the observer-relative features, it can be concluded that the assigned functions would not be constructed. It is because functions of each things are always related to the user intention, not the intrinsic features as Searle (1995) said. Consequently, without putting the students' position as a user, the construction of the assigned function of English is impossible to happen.

The position of students' reality of English in three social reality levels can be seen in the figure 42. below. This figure is drawn as an adaptation from Searle's explanation (1995) about construction of reality. The outer skin of the reality is the intrinsic features, then observer-relative features in the deeper skin, and the deepest one is the assigned functions. To use the assigned functions of English, the students have to know the intrinsic features and the observer-relative

features of English. In this point, the learning process in school put the students' reality on English only in its intrinsic features reality.

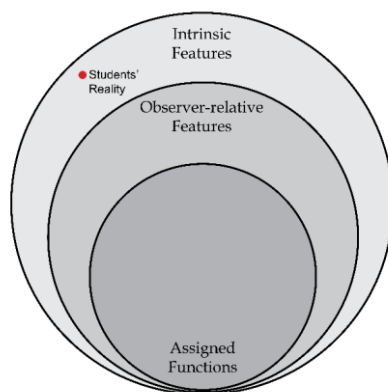


Figure 42. English in Students' Reality

b. Reality Shifting before Learning in *Kampung Inggris*

The students experience a shifting of reality before deciding to go to *Kampung Inggris*. It means that the students experienced somethings that construct a new information for them. This information shifts their reality. In the previous point of discussion, the students' reality only recognizes the intrinsic features of the languages. This shifting makes the students identify more than the intrinsic features. This corresponds Weber in Albrows (1990) and Onuf's (2001) mention on the agency and accountability of human in the process of construction. The students construct the new information that shifts English position into new reality within themselves and the experiences they have. Based on the interview, there are some points where the students realize that they must use English as a language instruction in their lives. These points are the turning points of their reality. Because of them, the students do not only see the intrinsic features of

English, but also the observer-relative features. They do not only see English as a subject, but also as a language to be used for communication.

There are three turning points stated by the students in the interview. Each point display different perspectives of the use of language. Even if they are different, all of these perspectives are influenced by English observer-relatives features. They are different because they are observer relatives. It means that the features are relatively chosen by the users or the observers. The first point is study requirement. The students who experience this point understand that they use English as a language for their education. Thus, the university require it for them. As students, they understand that language is used as the language instruction in their future study. The second point is work requirement. The students who experience this point realize that English is used in the work. Therefore, the management require English skills from the applicants. In this point, the students understand that English is a language for communication, and it is used by many people including the people who is connected to their work. The last point is failure. In this point, the students learn the reality in a difficult way. Since, the students initially do not know that English is important and useful in their reality, the students think they are fine without it. Eventually, at some points, the students have to face a situation that require them to use English. Since their English is bad, they failed in that situation. After this experience, the students understand that English is important for them, because they do not want to repeat the failure. In this point, the students see English as a language to be used to avoid the failure



in the future. The position of the students' reality upon English is depicted by the figure 43.

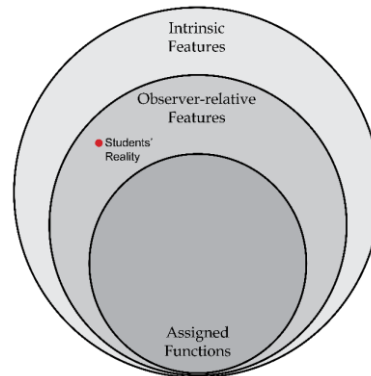


Figure 43. English in Students' Shifted Reality

This shifting clearly proves what Andrew (2012) and Kim (2001) explain on the reality construction. Initially, what the students believe is that English is not important, and they will not use English in their lives. After some experiences involving English, the students start to construct a new knowledge that shape their reality. After that, the students have choices according to Onuf (2014) in order to confront the experience. First, the students can decide to deny the construction that English is important, in this case they find things that are not related with English. Second, they accept the construction in their reality and believe that English is important. Since the students go to *Kampung Inggris*, it means that they choose the last choice and start learning English.

The shifting of reality changes the students' attitude on English. In the finding, before experiencing these turning points, it can be found that the students are not enthusiastic in learning English, do nothing to practice their skills, prioritize other subjects and think that English is unimportant in their lives. After experiencing those points, the students' attitude is changed. It started by looking

for the place for learning English. Then, they expend their money, power and time to go to *Kampung Inggris*. Even if the place is far and the route is not easy for most students. Moreover, students from other island must spare more money to buy flight tickets. Beside the power for learning in the village, they also have to be far away from their family. Some of them have to take a break from their study or their work they do at that time. This sacrifice is done because they want to learn English, since it becomes an important thing for them. Because they sacrifice many things to go to *Kampung Inggris*, the students do not waste their chance. They take classes as much as possible, seriously learn in the class, practice their skills outside the class and get out of their comfort zones to meet new people for practicing their English. Thus, all of this changing is the effect of the reality shifting experienced by the students. All of these changes can be found in the figure 44 below.

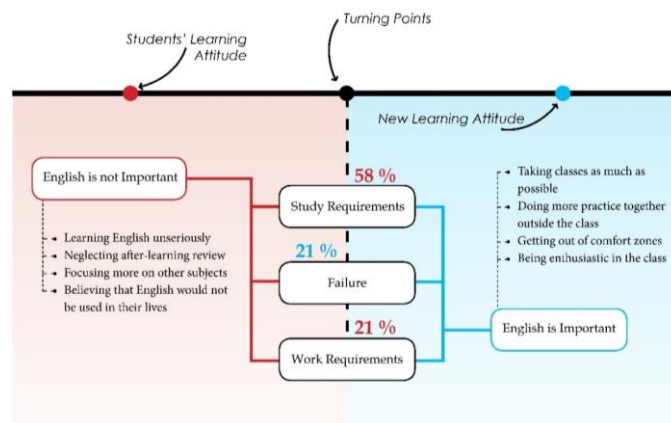


Figure 44. Students' Reality Before and After Turning Points

c. Students' Perceptions on English Learning Process

Basically, in the interview, the students elaborate their perception on the learning process under two different poles. They are negative and positive poles.

These two are clearly stated when they are asked whether they like English or not. In addition, they also put their perception into two opposite ends when talking about the difficulties in the learning process. These perceptions are influenced by three things that are found in the interviews. They are the relationship between the students and the teacher, the support of the environment including extracurriculars, rules and people in the school, and the feedbacks that each student gets after the learning process. Each of them influences the students' perceptions on English learning process experienced before coming to *Kampung Inggris*.

First, relationship between the students and the teachers is a decisive factor for students to like the learning and to think that it is easy. Most students in the interview complain about their relationship with their teachers. They claim that the teachers treat the students differently. Some of them openly complain that their teachers care more to the active and smart students or the students who are good in English. Then, these students feel that the teachers discriminate them. From this elaboration, there are two things that block the interaction and worsen the relationship. The first is the action from the teacher and the second is the reaction of the students. When treating students differently, the teachers not only open the interaction widely to some students, but also block the interaction with other students. These two groups react differently to the teachers' treatment for them. The students, who is treated well, feel that the teachers are good, supportive and close to them. Therefore, the learning becomes joyful for them and because of it, they like it. Moreover, since they are supported and helped by the teachers,

learning English is easy for them. Some others, who are treated oppositely, never feel and think the same way. They feel that the teachers never care about them. In the interview, they even add that they feel the teachers do not care whether they can speak English or not. These students react differently. They become apathetic in the class. Thus, the learning process felt unjoyful and they dislike it. Furthermore, since no support and help from the teacher, also the lack of basic knowledge, the learning becomes difficult for them. This problem is brought through the years they spend in the school.

This relationship clearly influences the students feeling to the learning process. Because the students entered different grades in three levels of school, the students must have more than one teacher. These teachers whom the students met in the schools must give different treatments. Some of them are good to them, some others are the opposite. This situation creates different experiences. That is why some students state that in some points of their learning in school, they think that they like English. Some of them state that they like English when they are in 8<sup>th</sup> or 9<sup>th</sup> grade in junior high school, some others mention that their joyful experience is in 10<sup>th</sup> or 11<sup>th</sup> grade of senior high school. Even if, the same students complain and claim that English is difficult and unpleasing for them in other grade of the school. Therefore, it means that each teacher and their relationship to the students play a significant role to construct the students' feeling and perceptions toward the learning process. The effects of the teachers' treatment to the students on their relationships and the students' reaction on the treatment are depicted in the following figure 45.

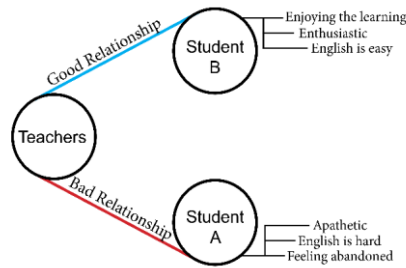


Figure 45. Effects on Students and Teachers Relationship

Second, environment also play an important role in constructing the students' perspective. The environment is the school system including the students and other people who are around the students. In the finding, the students complain about the absence of support from their school. The students believe that the school does not care whether they practice their English or not, because there is no specific rules or programs about English for the students. Still in the interview, the students also complain the absence of practice partners. They state that they cannot practice their English because their friends and other people around them never agree to practice together with them. These two conditions make the students think that to learn English with such environment is hard. In the opposite side, few students think differently. They think that they can practice easily because the school obligate them to speak English. They also state that the teachers sometimes mix English and Bahasa while talking with the students. Extracurricular programs like storytelling and debate are claimed by the students as the school support for them to improve their English. With this supports from their environment, the students can practice easily. Therefore, these students think that English learning process is easy for them. Thus, different support from the

environment can lead to different conclusions and perceptions on the learning process.

Third, learning feedbacks reflect the students' English ability. In the interview, the students admit their English ability. Even if all of them believe that they must learn English more, but only a few numbers of students that claim that their English is good. The rest of the students' state that their English is poor. In saying this confession, the students admit the result of their learning. The students who mention their English is good, all of them, mention the score and the experience when joining some English competition in the high schools. Other students who feels that their English is bad mention their weakness in speaking and reading, their poor knowledge, and their low grade in the school. Some others also think that they are bad in English after getting negative results in English competitions. In these two explanations, it can be understood that the feedbacks earned in the learning process reflects the students' ability. The student who get a good feedback from their learning process reflect it to their ability. They believe that their English is good with the result they get. On the other side, the student who get a bad feedback think that their ability is bad reflecting to the bad feedbacks of the learning process.

Apparently, in the interview, these reflections influence the students' enjoyment of the learning. The students who claim that their English is good, and get a positive feedback also state that they like English. Oppositely Other students who openly state that they dislike English are the same individuals who admit that they get a negative result and confess that their English performance is bad. The

feelings when they know their learning process results do influence the students' perspective towards the learning process. The students are happy when they know that their score is good, and they like it. They like the learning process that makes them getting the good score in the class. The students who admits that their English is bad and also get a bad result after learning are upset with the learning process. It means that the negative feedbacks influence the students' negative perception. Then, with that negative perception, the learning is less likable for these students. Therefore, the feedbacks that the students earned after the learning process are influential toward their perspectives.

The bigger picture of the constructions of the students' perceptions on English learning process before coming to *Kampung Inggris* is depicted in the figure 46 below.

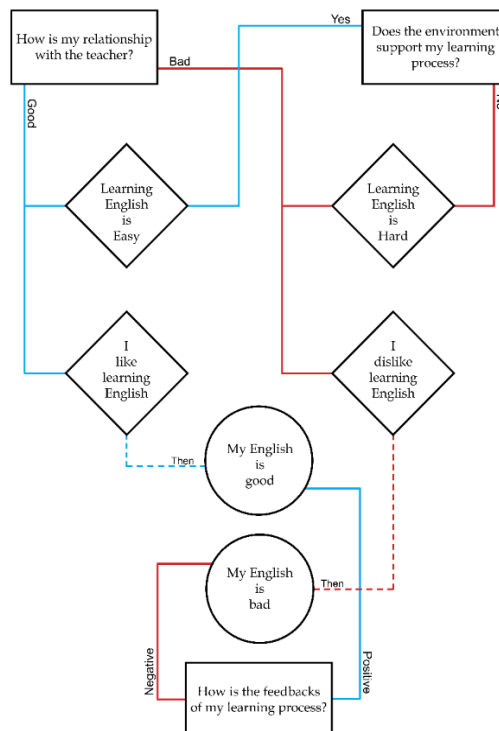


Figure 46. Construction of Perceptions on English Learning Process

The finding in this part of discussion integrally proves the basic tenets of social construction. As what Andrew (2012), Burr in Parker (1998), Burr (1995), and Berger and Luckmann (1991) basically argue that reality is constructed through the social relation of the agents or humans. In the figure 46, it can be seen that the students are related with three things in their learning process. They are the teachers, the environment, and their own consciousness. These three relations make up the students' perception about the learning process. When the relations are good, the students' perception is good too, and vice versa. Therefore, the relation with what exists in the learning process is important in making a good learning process.

#### d. Different Perceptions on a Same Object on the Learning Process

There is a different phenomenon in the findings about the students' perception. If other perceptions are consistently constructed through the process of interaction between the agents, these two perceptions are constructed through the same process, but they are different. In the interview, the students mention the learning activities in the classroom. They mention similar activities such as writing, answering questions and listening to the teachers' explanation. Interestingly, there are some students who tell this experience with negative tones, but some others use neutral tones. The students who tell it negatively complain about it as it is a bad thing that their teachers should not do in the school. On the other side, other students explain it like it is a normal thing that teachers do in school. Thus, there must be another thing that influences these different perceptions from the students.



The different perceptions on the learning activities are affected by the students' similar knowledge and experiences. It is based on Gergen and Wortham's (2001) argumentation that humans enter each relationship as polyvocal that means carrying their past experiences. It means that the students compare other learning activity as a reference to view the learning activities they have in their English class. In social constructivism, it means that one agent relates two similar interactions with other agents. One interaction becomes comparison to the other. In this phenomenon, the students compare the learning activities they have in English class with other subject class, or with other English class with different teachers. From the students' explanation in the interview, the students whose perspective is negative to the learning process compare it to the other English class with other teachers including the learning process in *Kampung Inggris*. It means that the students' perceptions on the learning process are distorted by their experience after or before it. The other students whose perspective is neutral without any complain in the interview compare their learning with their experience in other subject class. They specifically mention that the teacher in English class teaches them like other subject teachers.

In this phenomenon, the construction of the students' perspectives is not from an interaction alone. The students' perspectives can be constructed through more than one interaction. The more interactions the students do, the wider the knowledge constructed. Thus, the students who negatively see the learning process in the school have more knowledge constructed because they experience other English learning process as a comparison. On the opposite side, the

students who see the learning process as normal because it is same with other subject have less information because they do not experience a better English learning process as a reference. In this situation, the students have different reality since they have different experience. In some students' reality, English learning process in school does not have a problem. On the other hand, some others believe that their English learning process in school is problematic.

## **2. Construction of Knowledge in *Kampung Inggris* – Pare**

In this part, the researcher is going to discuss about four things in order to answer the research question number two. The first is the construction of the learning reality in the village. This reality is important because the learning process occurs and is experienced by the students within this reality. The second is the construction of the students speaking skills. The third is the construction of grammar knowledge. The last is the constructivism learning in *Kampung Inggris*.

### **a. Construction of Learning Reality in *Kampung Inggris***

There are some factors that also influence the students learning attitude while studying in *Kampung Inggris*. These factors build the learning reality in the village. The learning reality means the practicality of the learning experienced by the students. The students are not only influenced by their perceptions on English, but there are also some other parts of the reality that influence them in the village. The factors are the location of the village, the time quota that the students have, the friends they meet there, and the choices provided by the village.

First, the location of the village influences the students' seriousness in learning English. In the description of the village, the route to the village is not

easy, because the only direct transportations are only bus and minibus from the nearest city. Most transportation modes to the nearest city are also the economy ones. The most luxurious transportation mode is private transportation and it only serves from or to big cities like Surabaya and Yogyakarta. It means that the students need more effort to go to the village. These efforts such as spending money and power to do the trip. Moreover, many students in this village are from other islands in Indonesia, or even directly from other country. These students need more efforts than the students who comes from java island. Based on the interview, these big efforts that have been done by the students influence their learning in the village. The students mention that they do not want to learn casually, but they want to learn and be focus on improving their English skills. They state that they want to learn English seriously while they are there, because they do not know when they can be back again to the village. It means that, the effort that each student has done is really hard for them and it influence the students' learning seriousness.

Second, the limited time quota makes the students learn as much as possible. Every student is aware that they do not live there forever. Some of them leave after three months or even less than three months. Some others spend more until 6 months or more than that. Based on the observation, usually students have decided when they will go home, even before they arrive in the village. They have decided how many months they can spare their time to learn English there. They want to maximize their learning with the time quota that they have due to its limitation. This situation also triggers them to take as much program as possible in

the last month of their stay. It is clear that time limitation influences their decision on taking many programs because the same students take less program in their first month. Thus, the time limitation is one of the factors that influence the students' decisions for their English learning.

Third, friends in the village also affect the students learning. The students mention two different friends whom they meet in the village. Each of them gives different effect to them. They are friends who have similar problems with them and the others who are better than them. The friends who have similar problem influence the students in the learning process. They state that they are initially unconfident to practice their speaking because they make many mistakes. Then, in the village, after meeting people who have similar problems like them, they are able to practice more freely than before. Some of them say that they are not afraid to be judged because of their mistakes. Since they have same purposes in the village, they practice together to achieve their purposes together too. It is because the practice is in a form of interaction that needs the participation of the students. If one party in the interaction does not participate well in the practice, the other party will not get the benefit too. Therefore, to get the mutual benefit, the students have to work together in practicing their English. This mutual need creates a non-zero-sum game situation among the students. They realize that if both parties of the interaction practice together they can improve their English, but if one or both parties are lazy or refuse to participate in the practice, none of them can improve the skills. More details of students' relation in the practice can be seen in the following figure.

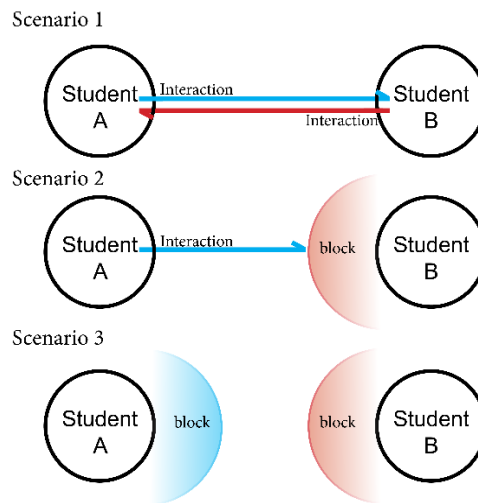


Figure 47. Students' Relation in Learning

Based on the figure number 47, it can be seen that what happens in *Kampung Inggris* is the first scenario. Since both students understand that they have to practice and learn together in order to achieve their goals, they have to make interactions to one another. it creates a good social relationship among the students. The second scenario is what happens with the students who complain that they do not get a good respond from the students who they think is better than them. In this case, the A student initiates the interaction but does not get a feedback because the B student blocks the interaction. The last scenario is the result of the second scenario. According to the findings, the students who do not get good responds stop initiating the interaction and start blocking too. Thus, in the third scenario, both parties of the interaction block each other resulting in the absence of the interaction. Without this interaction, both parties are disadvantaged since the practice does not occurs without the interactions. The second and third scenarios still happen according to the explanation from the students in the interview.

Fourth, the variative offers from the village can be chosen by the students as a reflection of their needs and ability. As it is mentioned in the data findings that *Kampung Inggris* provides various programs in different focuses of learning, also different time period and frequency of learning. The village provides programs, time period and learning frequency as variative as possible because of the massive number of the courses. These courses compete to give the most specific service that is appropriate to the students' needs. Even if some students mistook one or two programs in the beginning, generally the students choose the programs that are suitable with their need and also their wants. Since the students come from different background knowledge, ability, time budget, motivations and aims, these distinctions of the programs offered in the village help them to maximize their learning. In maximizing the learning, the students have to reflect their ability, purpose and background knowledge. It is because the students choose the programs from many courses independently. On the other side, the courses provide different programs in order to help the students reflecting themselves. Therefore, with this way done by the students and the courses, they can improve their English effectively and efficiently.

All of these realities are constructed by the students and within themselves through the interaction between the students with the environments around them. It is similar construction discussed in the previous part about the construction of the students' reality on English and its learning process before coming to *Kampung Inggris*. Andrew (2012), Burr in Parker (1998), Burr (1995), and Berger and Luckmann (1991) explanations about the constructivism basic tenets justify

this phenomenon when the environment, prior experiences, motivations and relation with other people influence the students' reality, in this case their learning reality.

#### b. Construction of Speaking Skills

In this part, the discussion is about how the students' speaking skill is constructed in the village. Based on the finding, there are three different activities constructing the students speaking skills. These activities are also mentioned in the findings of Nurhayati, Hendrawaty, and Angkarini's (2013) research. This construction is not only limited in the classroom, but also outside the classroom such as the English Camp that is explained by Ahsanu, Februansyah, and Handoyo (2014) in their research finding that it gives significant improvement for the participant speaking skills and also in the village environment where the students practice their English with people. These activities are the direct speaking practice, indirect speaking practice, and the students' vocabulary and grammar review. In each explanation, the particular information constructed and its construction are discussed deeper.

##### 1) Direct Speaking Practice

There are three activities considered as direct speaking practice. Direct means that the students practice their speaking flexibly according to the situation. In this practice, the students speak with less or minimum notes that help them in their speaking. The activities are the icebreaking activities, the speaking practice and interactions outside the class. All of these activities are considered as direct speaking practice because in the observation, the students use less or minimum

notes or without note in practicing their speaking. It means that they directly speak without or with less preparation. Thus, the students do function the language as it is in the real situation.

This practice is the main practice that constructs the students speaking skills. It is because the frequency of this practice is very high compared to other activities. Even if the students do not live in English Camp, they still frequently practice their speaking in the class and in the village environment with their friends. This practice also does not rely on the existence of the teachers which means that the students still can practice by themselves. Related to the previous point about the learning reality in the village where the students aware that they have to practice together, this practice between the students become easier to happen since most of the students understand that they must practice together to increase their skills. Thus, besides the practice is statistically more frequent than the others, it is also the easiest practice for the students.

The direct speaking practice construct the students speaking skills through the interactions. This is arguably same with Clark (2009) and Ortega (2008) statement on language as product of a process in human interaction. Based on the observation, the practice consists of the constant interactions between one student to the teacher or the other students. Beside the teacher and other students, this interaction also involves the villagers in *Kampung Inggris*. In this interaction, the students act as agents who interact in order to exchange information. By doing this interaction, the students learn how the information is exchanged in English. This interaction is constantly done by the students in every speaking class meeting



and when they are in the English camps or they practice together in the public space in the village. Because the construction happens each time the students do the interaction in English, it means that, in *Kampung Inggris*, the students construct their knowledge constantly. The construction is clearly depicted in the following figure 48 about the interaction done by the students.

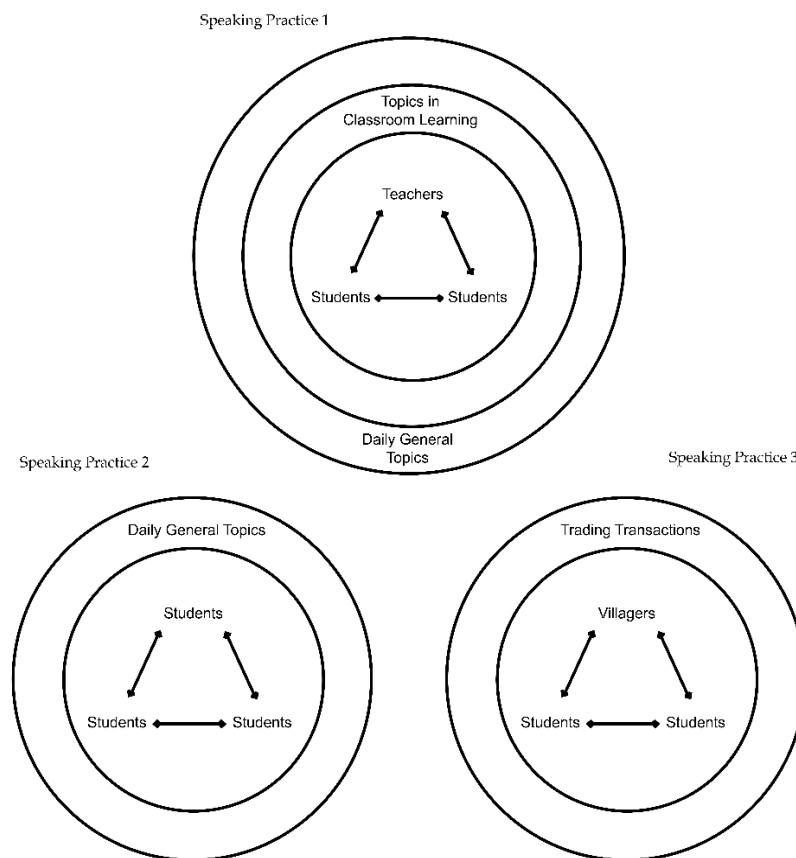


Figure 48. Direct Speaking Practice

In the figure above, there are three different schemes of construction. This scheme is an adaptation from O’Leary’s diagram in Murray (2014). If O’Leary puts the learning process in a classroom setting, then he writes contexts and tasks in his diagram. In these diagrams, the contexts are filled with the topics that is discussed by the students in the speaking practices. The task in this context is the

direct speaking practice. Each scheme of construction is different depending on the agents. In the first scenario, the agents are students and the teacher, the topics discussed in this construction are daily general topics that is commonly discussed and the topics that are specifically discussed in the class. The second scheme only includes the students in the process of construction. The topic in this scheme is only the daily general topics because this scheme usually occurs outside the classroom settings. The students do this scheme of construction in the camps or their living shelters and in the public spaces like cafés. The last scheme includes the villagers. In this scheme, the villagers act as a seller because there is no other profession in the village that use English based on the findings in the field. Therefore, the only topic used in this process is trading transaction. Those schemes confirm that the learning process in *Kampung Inggris* is in line with Chomsky (2006), Suchting and von Glaserfeld in Jones and Araje (2002), Mitchell and Myles (2004) and Ortega's (2008) description of language learning where the learners or students actively vividly physically socially experience the new language in order to understand or construct the words, phrases, sentences, expressions and its social texts in their minds.

The knowledge constructed by the students in this practice is the function of the language. It means that, by doing this practice, the students can understand particular part of the language used for certain situation. The students do not only know future tense, but they also know what kind of information and situation that make them use the future tense. They also learn what expressions used for some situations which they experience in their lives. It means that the more the students

experience different situation, the more they learn about the language. Since this practice is done not only in the class, but also outside the class, what the students learn is not limited by the classroom situation. The students can learn everything they need to communicate in real situations. Therefore, the students can function the language in their reality. In addition, the fact that these students work together in practicing the function of the language with their teachers and some villagers makes them as what Troike (2006) call a language community.

## 2) Indirect Speaking Practice

The speaking practice discussed in this part is indirect practice. Oppositely with the direct practice, this practice is not flexible based on its preparation. In the practice, the students have to do other practices before speaking. These practices are writing and listening practice. By doing the previous practices, the students have layouts or notes for their speaking practice. This practice is not flexible because the students have to follow the texts they have. The practices are speech, retelling story, and the role plays. Based on the statistical calculation, indirect speaking practice is not as frequent as other activities such as direct speaking practice and the vocabulary and grammar review. It means that this is only supplementary practice beside the direct speaking practice.

Indirect speaking practice does not construct the knowledge through the interaction between the agents. This practice constructs the knowledge by the notes used by the students in their speech. Based on the observations, the feedbacks are given in the writing and listening practice before speaking practice. It means that what is more important is the notes used by the students in their

practice. By having the notes, the students understand the structures of the text, the correct use of grammar and the topics they talk in the practice. This practice is rigid, but it constructs the students' awareness on a proper way of communication. Therefore, in indirect speaking practice, there are rarely found a discussion between the students and the teachers since the important part is in the process of making the notes for the speaking practice. The process of construction is depicted in the figure 49 below.

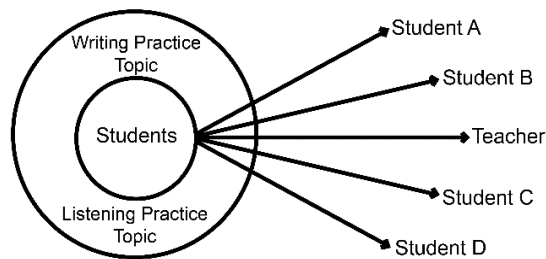


Figure 49. Indirect Speaking Practice

Differently with the direct speaking practice, in this practice the students only construct the knowledge within themselves. Therefore, in the figure 48. above, also adapted from O'Leary's diagram in Murray (2014), the other students are outside the bubble of construction process. The students construct the knowledge within themselves on the topics they have prepared individually. The other students and the teacher only receive the information and observe the speaking practice done by their friends. By this practice, the students construct the knowledge twice, in the process of writing and listening practice, then in the speaking practice. What they construct is not only the information about the topics but also about a well-structured speaking helped by the note made before the practice.

### 3) Constructing Vocabulary and Grammar Knowledge for Speaking

Both Vocabulary and Grammar review use similar process of knowledge construction. The vocabulary review uses drills with two language Bahasa and English in certain variative ways. This method can be seen in the figure 24. Grammar review also uses similar phase, where the students change the sentence from Bahasa to English using the correct structure. This method can be seen in the figure 25. Even if the knowledge is different, the process of the construction is similar. The students are asked to change the vocabularies and sentences from Bahasa to English or vice versa in vocabulary review. Therefore, the elaboration of both knowledge constructions is in a same discussion.

According to the observation, both techniques used in the vocabulary and grammar review is purposively done to make the students aware the difference between their L1 and L2. The main activity that the students do is to change certain vocabularies or rules of sentence structure from a set of agreement to the other set of agreement. Bahasa has a set of vocabularies and rules upon an agreement of its users and English also has a set of its language upon its users' agreement too. What the students do is changing a set of vocabularies and rules from one agreement to the other agreement. For example, the students know that in Bahasa people agree that a tool for writing using ink is called *pulpen*, in the vocabulary review, the students are aware that *pulpen* in English users' agreement is called *pen*. In Bahasa, the students know that the rules make them put adjectives after nouns, therefore they say *baju merah*. In the class, they discuss with their teacher that in English, the rules are different. In using English, people agree that

adjectives come before the nouns in a phrase. So, if they want to say *baju merah* in English, they say *red shirt*. This changing of the agreements is constructed through the vocabulary and grammar review activities. The process of the construction can be seen in the next figure 50 below.

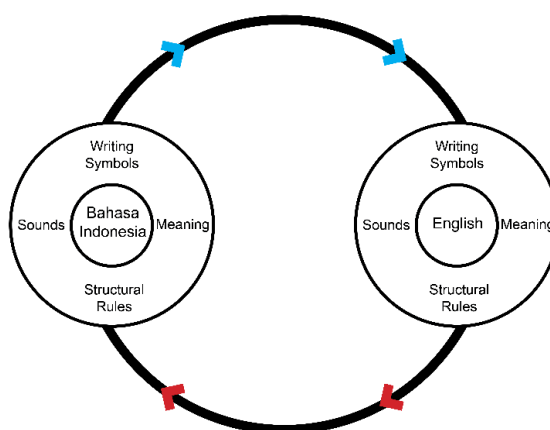


Figure 50. Construction in Vocabulary and Grammar Review

It can be seen that in the figure 50 that what is constructed is the awareness of the change of the intrinsic features from Bahasa to English, and from English to Bahasa. These features are the structural rules, the writing symbols, the sounds and the meaning of each language. Referring to what Searle (1995) explains, the changing process also include the constitutive rules that means by doing the specific rules, the students already use or speak using that specific language. When the teachers ask the students to translate a sentence using specific rules or translate a word from Bahasa to English then read it with its pronunciation rules, the students constitute the language in their reality. Thus, this process constructs English intrinsic features in the students' awareness or reality.

The vocabulary and grammar review activities also make the students use the knowledge constructed after the construction process. In vocabulary review, the students make a sentence using the vocabularies reviewed in the beginning. They make the sentence by translating a sentence in Bahasa to English. It means that the students apply the agreement in English in order to make the sentence in Bahasa can be understood by English users. The same process is done in grammar review. The difference is that the students are focused on the rules of the sentence structures. By doing this exercise the students are able to apply the agreement they have learnt in the review into a functional sentence. Therefore, their communication in English can be more functional with this information constructed through the review and the exercise for both grammar and vocabulary.

#### c. Construction of Grammar Knowledge

This part of discussion covers the construction of knowledge in grammar class. The grammar knowledge construction is discussed deeper in this part. Even if the speaking class has a grammar review activity, the review is only limited on the structures used in the speaking practice. Therefore, the grammar materials learnt in the speaking class is not as much and deep as the ones in the grammar class. Because of that, the construction process in grammar class takes more complicated way than what happens in the speaking class. In this part, the discussion is divided into two parts. The first part is the construction process in the teachers' explanation and the discussion. The discussion here does not only occur in the class but also outside the class, such as study clubs held

independently by the students or by some cafés. The second part is the process of using the knowledge in the exercise done by the students.

#### 1) Construction in the Explanation and Discussion

The first process of knowledge construction is in the explanation from the teachers. This process is similar with the grammar review in the speaking class. The main point of the process is making the students aware certain rules used in English. In this part of the learning, the process seems similar with the school learning process because mostly the teachers write the materials on the whiteboard or give them on some pieces of paper. Unconventionally, the teachers use some codes, diagrams, tables and labels on the materials. Those details in the explanation makes the materials become easier to be understood by the students. They are needed because the grammar materials explained in this class is more complicated. In this explanation the teachers focus on making the students understand the concepts or the rules in the materials. No construction of function of the rules in this part, and what the teachers construct are merely the intrinsic features of the language. The difference is that the teachers makes the materials easier for students to understand. The following figure 51 depicts the use of the details in the explanation from the teachers in the grammar class.

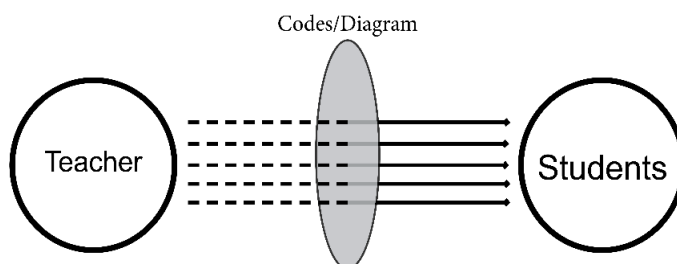


Figure 51. Function of Details in Grammar Review



The function of the details used by the teacher can be seen clearly in the figure 51 before. In the figure, the materials before using the codes are depicted as dashed lines but then after using the codes or diagrams, the lines become connected. Since the materials are full of terms and rules that most students are unfamiliar with, the information is hardly understood by the students. By making the details mapped in some codes or diagrams, the students can understand the materials easier. This finding is not only found in the observation, but also in the statement from some students in grammar programs who mention that the learning is simpler because of the special terms or codes used by the teachers. So, it is not only felt by the researcher but also realistically felt by the students in the learning process.

Based on the data found in the observation, every materials explanation is always followed by a discussion. This discussion is started by some questions as example from the teachers. Then, the teachers and the students answer the questions together through a discussion. In this discussion, the students try to use their knowledge to answer the questions. The students compare their understanding with what the teachers explained before. They discussed which concepts are accepted to be used in answering the questions. In this process, the students start constructing their knowledge not only from what they understand in the explanation, but also from the interactions with their friends in the discussion. Therefore, the knowledge is constructed and completed with two different ways of construction.

## 2) Functioning the Knowledge in The Exercise

The other process of construction is the exercise in grammar class. Based on the data found in the observation, the exercises can be divided into two different construction. The first is the exercise in the low and medium level exercise. The students in this exercise are asked to apply the knowledge in the exercise. In the lowest level, the exercise is changing one rule in English to other rules. For example, the students are asked to change active sentence in simple present tense to passive sentence in past tense. In a higher level, the students are asked to change a sentence in Bahasa with a random sentence structure to a sentence in English with a proper sentence structure. These exercises are done without any context of communication. The students are merely asked to adapt the rules they have learnt before in solving the questions given by the teachers. Thus, the low and medium levels only emphasize on the construction of the rules to the students' reality in order to make the students understand how to structure the sentence properly.

A different construction occurs in the high-level exercise. This exercise is found in advance level programs. In this exercise the students are asked to functions the rules they learnt into a context of communication. The students are asked to write one or more paragraphs using the set of rules they have discussed in the class. The students have to use the rules to make their writing as functionable as possible in its structures. Then, after doing this exercise, the teachers and the students discuss about their writings. This part is similar with the discussion they have after the teachers explaining the materials. Thus, in this

exercise, the students do not only construct the function of the rules through the exercise, but also can compare their initial knowledge with other students' understanding on the same information discussed in the class. Similar with the exercise in the low and medium level exercise, in this exercise, the teachers do not put their focus on the word choices but more on the rules the students apply in their writing.

#### d. Constructivism Learning in *Kampung Inggris*

In this part, the researcher discusses about the learning process in the village that is appropriate with the principles of Constructivism Learning. The learning process is not limited with what is done in the classroom, but also what the students do outside the courses. There are four main principles of constructivism learning that are found in the learning process in *Kampung Inggris*.

##### 1) Students are involved in a learning community

Since the learning is social as Beck and Kosnik (2006) argue, the students are dependent on the involvement of a social community. In the finding, the students are highly dependent on the existence of friends who are motivated as highly as them to make an interaction for practicing their English skills and constructing the knowledge. They also rely on their relationship with the teachers to improve their language skills. Even if villagers do not play an integral part in the community, they are still influential to make the students practice their skills in a vivid reality. By doing that activities, the students do as what Brophy (2002) state about what the learners do in the community of learners and this community engage the students by providing the activity, reflection and conversation inside

itself. Therefore, the students can co-construct the knowledge and improve themselves as individuals and develop the community as well. It is similar on what Wells (2002) suggest in his principles of teaching.

## 2) The learning presents big ideas to the students

Based on the finding, what the students learn are big ideas of English as language. When the students practice their speaking in the class and outside the class for communications, they learn a big concept or idea of language functions. They do not learn it as separated and unconnected materials in different classes and try to connect them to be applied in their reality. Oppositely, they learn the big concepts of English as a language for communication first, then they filled them out with the specific information they get from the learning process. This is what Brooks and Brooks (1999) and Brophy (2002) suggest as principles for constructivist classrooms that the students should work on big ideas and focus on them, therefore the learning process can be built on those main concepts and ideas.

## 3) Students learn through their reality

As what Ortega (2008) and Chomsky (2006) suggest that the language learning have to be placed in the students' experience, it means that the students do practice their language skill through their vivid reality and construct the knowledge from this real process in their lives. It is exactly what the students do in *Kampung Inggris*. Based on the findings, the students put their learning process not in a rigid environment that limits the learning, but in a broader circumstance where the students can really use the language as what it is meant to be. This is

what Brophy (2002), Beck and Kosnik (2006) require in the constructivist learning that the learning is encouraged through real live problems and authentic tasks or experiences in order to make the knowledge more concrete and tangible for the students. One of the ways that the teachers do is to propose the learning based on the problems emerged that is relevant to the students' lives as what Brooks and Brooks (1999) suggest in their characteristics of active meaning construction learning process.

#### 4) Students learn through themselves in a self-discussion

Since the students learn in a community where discussion and practice in reality are commonly done, then the students are expected to learn and process those experiences inside themselves by having self-discussion that is suggested by Beck and Kosnik (2006) as a construction of knowledge by the learners. When the students process the experience, the students try to compare with their initial knowledge that they had before. It is called polyvocality by Gergen (2001). The students are engaged by this process by posing inquiries in the discussion or they develop it by themselves in their daily activities and practices with their friends. It is same what Wells (2002) mention as the key components of the constructivism learning. This process also fills what Brooks and Brooks (1999) requires from constructivist classroom that the teachers must search and appreciate the students' initial knowledge. Then, as what Brophy (2002) suggest, the learners are challenged by new ideas and experiences in order to make them processing the knowledge through cognitive conflicts in their mind. Doing this, the students use all aspects of themselves such as emotions, values and actions as what Beck and

Kosnik (2006) suggest and the teachers let the students to follow their interest and to start connections in order to get unique conclusions and reformulate ideas in their reality as what Brooks and Brooks (1999) suggest.

Besides the principles, in this part of discussion, the researcher reviews the learning process with the learning environments and processes viewed by Brooks and Brooks (1999) and Brophy (2002). Based on the findings, it can be inferred that some parts of the learning process in *Kampung Inggris* are still categorized as traditional learning environment and still use transmission of knowledge process. Oppositely, some others are already able to be categorized as constructivist learning environment and already use construction learning process. To discuss this, the researcher elaborates the finding in some points of the learning process that is also mentioned by Brooks and Brooks (1999) and Brophy (2002) in table 1. and 2.

There are three points proving that some parts of the learning are traditionally held and use transmission of knowledge process. The points are:

- 1) Teachers transfer knowledge as fixed body of information from themselves or texts to students.
- 2) Teachers check students' understanding and judge correctness of students' responses and see the correct answers as validation of the students learning
- 3) Students' learning is assessed separately from the learning process in a testing phase.

On the other side, there are eight points proving that some other parts of the learning are already constructivism learning and use construction process. The points are:

- 1) Knowledge is interpretations developed through discussion. Discussions are imposed to relate the knowledge with the problems or ideas in order to make the students think or process the knowledge.
- 2) Teacher mediates the students in learning. In the discussion, questions are posed, clarifications are sought, dialogue is promoted by the teachers. The teachers also help the students recognizing the areas of consensus to end continuous debate among them.
- 3) Teacher and students share accountability to initiate and guide the learning efforts
- 4) Students process the new information they learnt by relating it to their initial knowledge and by making a discussion with other students.
- 5) Activities are imposed to apply the knowledge into authentic issues and problems in the students' reality.
- 6) Students learn together as a community constructing shared understanding in a discussion, thus they have a working/learning group.
- 7) The learning is focused on big concepts or ideas in achieving the big goals.
- 8) Teachers ask the students in order to figure out the students' initial knowledge to be used in the learning process.

### **3. Students' Perception on English after Learning in *Kampung Inggris* – Pare**

This part of discussion is divided into two parts. The first part is about the students' new perception on English, and the second part is about the factors that reconstruct the students' new perceptions. These two parts are linked because the result of the construction is explained in the beginning, and the process of the construction is discussed deeper in the second part.

#### **a. Students' New Perception on English.**

After learning in *Kampung Inggris* for some durations of times, there are some changes on the students' perception about English. These changes are on how they see their English ability and the learning process. Their perception about English as a language in their reality is not going to be discussed because this perception is already changed before they come to the village. Therefore, the discussion in this part is limited on the perceptions that is changed due to the learning in *Kampung Inggris*.

The first change of perception is the changes on how the students consider their English Skills. After learning at least one month, the students admit that their English is better. Even if the betterment ranges without measurement, all of the students claim that their English becomes better after learning in *Kampung Inggris*. The measurement of the changes is not discussed because the focus is on the construction of the perception, therefore the discussion is about factors and interactions that influence this perspective. From the students' statements, the



improvement of the students' English skills is known from their speaking practice, grammar understanding, and TEOFL score.

The second change is on the learning process that the students experienced. The students admit that the learning becomes easier and more likeable when they learn English in the village. Both perceptions about the learning process is heavily influenced by some factors. The easy learning process is related with the materials that they learn in the course, the way that the teachers conduct the discussion in the class and the learning environment where the students live. Other than that, the learning process is liked by the students also because of the environment, especially the people, and the learning activities that they do daily in the village.

There are three big influential factors on the change of the perceptions, based on the previous explanation. The first factor is the learning environment. This factor is more about the places offered in the village. These places are the camps and the courses where the students learn and practice their English. The second factor is the people. They are the people whom the students have their interactions with. They are the teachers, the students and the native villagers of *Kampung Inggris*. The last factor is the course learning process. According to the students' statement, the materials, the details of the discussion and the learning activities in the course learning process influence their perceptions. All of these factors, their influence and how they influence the students' perspectives are elaborated in the following part of discussion.

b. Factors of Perception Reconstruction in *Kampung Inggris*

Based on the learners' statements given in the interview, there are three factors that reconstruct their perception. The factors of the reconstruction are the learning environment, the people and the course learning process as it is initially mentioned in the previous part of discussion. All of these factors explain the process of reconstruction that results in a new perception on English. Therefore, *Kampung Inggris* as the village that has all of these factors can reconstruct the students' perspectives.

1) Learning Environment

In the interview, the students mention that the learning environment is helpful and flexible. Helpful means supporting their learning process, and flexible means accommodating the students' needs and wants. They also specified that the environment which is supportive is the English camps. Besides being supportive, the camps are also accommodative for their learning. Other part of the environment that is considered as accommodative is the courses. They said that English courses in Kampung English accommodate their learning needs and wants. These two particular places are the part of the environment stated by the students in their interview that is construct their perception about the learning process in *Kampung Inggris*.

English camp is considered as a helpful and flexible by the students because of two things. They are the disciplines and the variative choices of the camps. The disciplines of the camps help the students to practice and learn English. Since they are the members of the camps, the students have to obey all rules imposed by the

camps. One of the rules related with English learning is the obligation to speak English in the weekdays. The students believe that these rules help them practicing their English. They are forced to use English if they want to communicate with their friends. By obeying the rules, the students always practice their speaking skills during their stay in the camps. Therefore, the discipline in the camps helps the students improving their English. Besides that, English camp is also considered flexible. It is because there are many variative options. The students can choose different camps based on the strictness of the discipline and the types of the camp. These options accommodate the students' needs and comforts. Some of them who want to increase their speaking skills can join speaking camps and the others who want to learn TOEFL or IELTS more intensely can choose that specific camp. Some might be comfortable with strict rules and some others with the looser ones. Every student has a liberty to choose any camp that is personally suitable with them. These offers from the village make the students believe that English camp in *Kampung Inggris* is not only supportive but also accommodative.

Other part of the environment that is also accommodative is the English courses in the village. Even if English courses are considered accommodative like English camp, but the accommodation offered by the courses is different. The form of accommodation is similar, because the students are able to choose the courses that is suitable for them. These options are not only related with their wants, but also needs based on their prior English knowledge and skills. Since the courses provide more specific programs, the students can choose the programs

that can solve their specific problems. Some students who lack in grammar can register in grammar programs, therefore they can focus on this specific area. Beside the specific programs, the courses also provide different levels of difficulties. This levels options offer the students freedom to choose the difficulty that is appropriate with their knowledge and skills. So, they can learn in the class with materials and activities that they can enjoy. By doing this, the students can improve their English easier, because the courses accommodate their specific needs and level of English with their specific programs and the difficulty levels.

## 2) People in The Village

The people in the village is supportive according to the students' point of view. It means that the students feel supported by the existence of this people around them. This support is felt by the students in the process of learning by having interactions with them. Based on the findings from the students' interview, this people are divided into three groups. The most mentioned group is the teachers. The second is the other students or their friends who learn English together with them in the village. The last group is the native villagers who interact with the students. The number of the mentions imply the size of influence that the students get from their interactions. Therefore, the teachers and the students themselves are the factors that construct the perceptions about the people in the learning process.

Teachers become the most influential agents in the students' perspectives reconstruction. It can be seen from the statistical number of the positive mentions from the students in the interview. The teachers are mentioned significantly more

than other people in village. These mentions are from the majority of the students. The students give comments for the teachers both negatively and positively. It means that the students mostly notice their teacher and really considering them a vital part of their learning process. Therefore, each comment for the teachers reflects how influential the teachers to the students' perspectives on English.

The students who gives comments positively claim that the teachers are close with them. Some of them even feel like learning with their brothers or sisters. According to the students' explanation, they feel close with the teachers because they respect the students. So, the relationship between the students and the teachers is well established since both of the agents in the relationship respect each other. It means that the interaction of both agents can be easily developed. By having a good interaction, the students can easily construct the knowledge through the interactions. Therefore, the learning process becomes easier for them when the teachers respect the students.

Other positive comments on the teachers are about the support given to the students. These supports are in a form of helps. Based on the students' statements, the teachers help the students by giving them advice and encouragements and directing or guiding the students in order to achieve their goals. This supports from the teachers are realistically felt by the students and makes the learning easier. It is easier because the students do not feel that they learn alone, but with the teachers. Other form of support from the teachers is the assistance in the practice. Besides giving model and example of the practice, the teachers also become the practice partners for the students. It means that, the students will not

feel any difficulty in finding partners because they can speak with the teachers, outside and inside the class. Thus, both forms of supports from the teachers make the students believe that their teachers in the village are supportive.

In the negative comments, the students mention that the teachers are not as good as the other. These comments imply that the quality of the teachers is not equal in their point of view. Some of them say that one teacher is better than the other, even a couple of students complain it directly to the owner of the course. This precedence supports the premise that argue on the influence of the teachers. Regardless the place of the learning, the teachers' attitude to the students vitally influence the students' perceptions on the learning process. If the teachers' attitude is good, then they maintain their relationship with students and support them in their learning process, the students feel the learning process is easier. These situations about the influence of the teacher are depicted in the following figure 52.

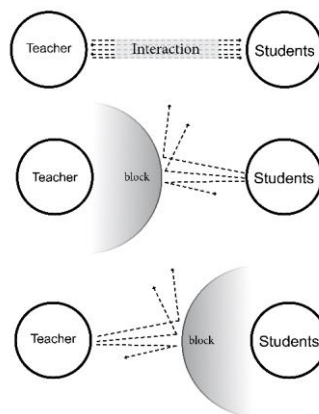


Figure 52. Teacher and Students Relation

It can be seen in the figure 52 that the interaction can only exist if the teacher and the students agree to initiate it. If one of them start blocking the

interaction, the interaction initiated cannot happen. It means that, the teacher openness and attitude to the students described in the finding clear this blockage between them. Even if most of the students mention this clear interaction between them, some others complain that some teachers still block the interaction and some others admit that they hesitate to interact with their teachers. It means that the block is from the students. These two negative precedencies are what most students state about their language learning before coming to *Kampung Inggris*. Thus, it can be inferred that the problem still occurs in the village, but the number is smaller.

The second group of people who influence the students' perceptions on the learning process is the students. It means that the students influence their own perceptions. Each of them is as important as the others in constructing the perceptions about the learning process in *Kampung Inggris*. In the other word, one agent needs other agents in this circumstance to construct the information. Since English is a tool for communication between two agents, it means that in order to function English as a language, a person need another person to initiate the communication. This is why the existence of other students in the village is important. Besides that, the students also mention that by having friends who have same problems, purpose and motivation they can support each other. This support is felt by the students when they say that it is easy to learn and practice together because they need it. It is also felt when they make mistakes, other students correct them without any humiliation. Therefore, friends in the village not only become the practice partners but also support them in the learning process.

On the opposite side, some students tell that there are some friends who is not as motivated as them. With these friends, it is hard to learn and practice together, because they do not cooperate well. So, the learning and practice become ineffective. These two different situations depict the influence of other students in the learning process, and it affects their perceptions toward it. For students who study together with well-motivated friends, English learning becomes easier and more enjoyable since both of them cooperate to make a fun and supportive relationship between the students. Oppositely, when they cooperate with friends who is less motivated, the students feel that their relationship in the learning does not maximize the chance for them in practicing their English. This relationship between the students is related with their learning reality constructed by friends in previous part of discussion and it can be seen in the figure 47.

Other group of people mentioned by the students in the interview is the native villagers in *Kampung Inggris*. They mention that they practice their English while doing transaction with the native villagers. The existence of the villagers who speak English with the students helps them practicing their skills, but the number of the villagers doing this is not as significant as the other groups in this discussion. According to the interview and the observation, the number of business places who serve the consumer using English is still very limited, and not all students ever go to those places. Therefore, this issue is not mentioned by a large number of students. The use of English in the business places is helpful for the students, but since the number is limited, this is not fully felt by the students. It means that, if the number is still insignificant, the villagers still cannot be



counted as an integral factor in the students' perspective construction on English learning process.

### 3) Course Learning Process

There are three things in the course learning process that influence the students' perception on the learning process. The students mention them when they are asked about the perception on the learning process in the course. Generally, they state that the learning process is fun and easier for them, compared to what they have experienced before. These things are the materials, the details in the learning and the last is the learning activities. All of them are experienced by the students and they affect the students' perceptions on the learning process.

The first influence is from the materials in the class. According to the students, the materials that they learn are started from the basic materials. Then, they mention that those materials are what they need and want to learn. It means that, the course provides the materials that is appropriate with their ability and it also accommodates their needs. This materials appropriateness and accommodation are helping the students in learning English easier. This condition is related with the options in many courses offered by the village. Since the students can choose the levels and the programs, the materials that they learn in the class accommodate their needs in order to achieve their purposes and the difficulty of the materials are appropriate with their level of English ability. Therefore, the materials in the class are viewed by the students as appropriate and accommodative, and with those materials, the learning process is easier for the

students. The depiction of the easiness for the students from the materials can be seen in the figure 53 below.

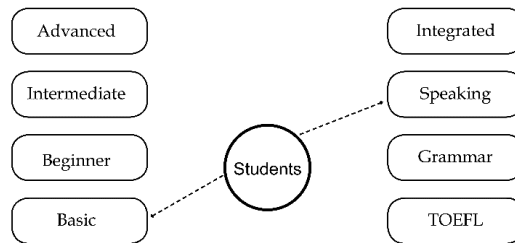


Figure 53. Learning Choices in *Kampung Inggris*

The figure number 53 above depicts the choices for the students. The students can choose specific things based on their lacks. If the students are lack in grammar, they can choose specific grammar program to solve their problems. They can focus in fixing this lack in order to improve their skills. In addition, some students who want to focus in increasing their TOEFL score, they also can choose special TEOFL programs. If the students want to learn different skills or materials, they can choose multiple programs or conservative courses that serve integrated programs. For the level, the students can make an appropriation of the level with their initial skills. If the students feel that their English is still in the lowest level, they can choose the basic level, then continue to a higher level. Oppositely, if they feel their English is good, they can choose a higher level directly without joining the basic class first.

This two different choices, programs and levels, are very different with the learning process they had before. As it is seen in the following figure 54 below, the students have to learn the integrated materials neglecting their lacks on specific part of the language. The students also have to start from the basic grade

and continue to a higher grade regardless their language skills. In this condition, when the students do not understand the materials in the basic grade but they have to learn the materials in higher grade, they feel it is really difficult as some students state in the interview. Thus, the students who do not have a basic knowledge but are in a high grade face some difficulties when they have to learn the materials in their grade. Oppositely, the students who have good English skills cannot learn higher, wider and deeper materials because they are still in a low grade.

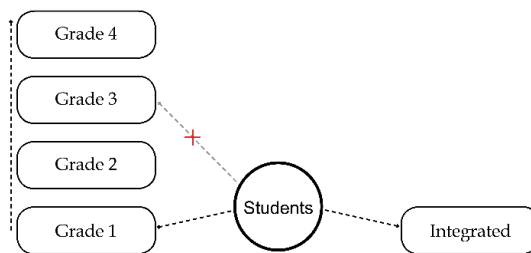


Figure 54. Learning Choices in School

The second is the details of the learning process. Based on the students' statement, the details of the learning help them understand the materials deeper and easier. Since English is a new language for the students, they have to understand its intrinsic feature well before they can use it. Not only based on the students' statements, but also the observation, the teachers ask the students details of their answers in speaking or grammar class. These details are asked to make sure the students answer the questions based on their knowledge, not only guessing the answers. Other details are in a form of codes, diagram, or terms. Those codes are used to simplify the concept of the language in order to help the students to remember the materials. Some students mention that this

simplification makes the learning easier and they think that these details can only be found in *Kampung Inggris*. Therefore, by having these details in the learning process, the students learn English easier than before.

The third part of the learning process is the learning activities. The students state that the learning activities in the class is interesting for them. Also, in their statements, what make them interesting are the topics and the exercises they do in the activities. The students mention that the topics are variative, broad and challenging. The variation of the topics avoids the boredom in the learning because the students talk about different things in each meeting. The broad and challenging topics make the students learns new things beside practicing the language skills in the learning process. This new knowledge they get in the class makes the students passionate to learn. The other interesting part of the learning activities is the exercise. The students mention that they like the exercise in the class. The exercises are having speech, conversation and discussion in the speaking class, and doing writing and grammar exercise in the grammar class. The students also mention that they love it because they can know that their English becomes better through the exercise. The more they can do it, the more they like the learning process. By having these practices, the students like the learning process more than before. Therefore, the learning activities, the topics and the exercises, construct the students' perceptions on the learning process.

The learning exercise does not only make the students like the learning process, but also aware about their language improvement. As it is discussed before, when the students do the exercise, they aware that they can use the

language. It means that the exercise does not only construct the function and the knowledge, but also the students' awareness of their ability. Since their ability is improved and they know it through the feedback in the exercises, it can be concluded that the exercises do not only make the students like the learning process, but also reflect the students' ability improvement. Then, because they believe that they make improvement, the students are satisfied with the learning process in the course. These satisfactions make them extending their stay in the village. Even, some of the students who learn in a long period of time say that they can learn by themselves. It means that they think their English ability is already enough for their purposes.

Based on the discussion of the factors that influence the students' perceptions, there are three major information reconstructed by the existence of these factors. The first is the students' awareness or reflection of their own ability. The second is an easier learning process. The last is a more joyful learning process. The process of the reconstruction is depicted in the following figure 55.

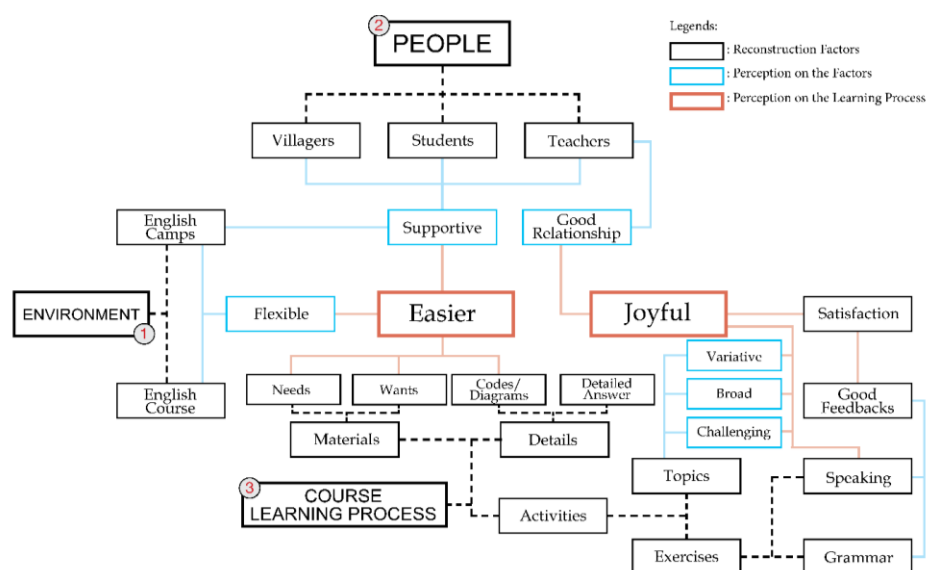


Figure 55. Reconstruction of The Students' Perception.

In the figure above, there are three factors of re-construction. The people, the environment and the course learning process. The people are divided into three. They are villagers, students and teachers. the villagers, the students and the teachers are seen as a supportive people for the students learning process. Specially for the teachers, the students perceive that they have a good relationship with them. The supportive people, construct the students' perception on the language learning. They feel the learning is easier than before because the people are supportive. The good relationship with the teachers also re-construct the students' perception. They feel that English learning process becomes enjoyable when they are close with the teachers.

The second factor is the learning environment in *Kampung Inggris*. The environment consists of the English camps and the English course. The students see both places are flexible because they can choose both places based on the students' wants and needs. The English camps are seen as a supportive place for the students because they can practice their English in the camps since the rules obligate them to speak English every day. This support and flexibility from the environment change the students' perception on the language learning. With both support and flexibility of the environment, the students feel that learning English is easier.

The last factor is the course learning process. In the learning process, the students notice three things that influence their perception. They are the materials, the details and the activities. Based on the students' statements, the materials in the course are appropriate with what they need and wants. With this, they can

learn English materials that are appropriate with their level and achieve their purpose after learning there. The details are noticed by the students because of the codes, diagrams or special terms used by the teachers. These details make the students understand the learning materials easier. The appropriate materials and the details in the learning are seen by the students as factors that makes English easier for them to be learnt. Beside the materials and the details, the activities also influence the students' perspective on the language learning. What the students mention about the activities are the topics and the exercises they have in the class. The topics are described as variative, broad and challenging by the students. It can be inferred that, for them, the topics are interesting and it makes the students enjoy the learning activities. The students also admit that they enjoy doing the exercise, in both speaking and grammar programs. Besides that, they reflect their skill improvement through this exercise. This improvement satisfies the students with the learning process they experienced in the village. Thus, the language learning becomes joyful for them.

Similar with the construction of students' initial perception of learning process, this construction also proves the basic tenets of social construction argued by Andrew (2012), Burr in Parker (1998), Burr (1995), and Berger and Luckmann (1991). But, it does not only prove that a construction is heavily dependent on the relations with things around the students, but also proves that when the things are changed, the results of the construction, in this case is the students' perception, are changed too. In *Kampung Inggris*, the students' environment, activities, attitudes/motives, consciousness of their skills and people

who interact with them are the opposite of what they have before coming to the village. These changes establish different reality and therefore construct different perceptions.

### **C. Limitation of Research**

This study was conducted according to the objectives of the research, but there were a number of limitations that could not be avoided by the researcher. The first limitation was the fact that social settings may change continuously from time to time. The researcher cannot guarantee the exact same result will be obtained in the future. There probably will be some other model of interaction and construction applied in the field. The second limitation lies on the paradigm of the research method used in this study. Since the research focused on the perception and the practice done and believed by the participants in the research site, the result cannot be taken into some external standards for evaluation or measurement. The last limitation is the perceptions of the interview participants are limited regarding the time they are constructed. The participants experienced English education in school some years before the interview. At the time this research is reported, the learning process in their schools may have changed.



## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

#### A. Conclusion

This research was aimed to explore about *Kampung Inggris* and the learners' perceptions on English prior and post learning in the village. Exploring about the perceptions prior and post learning is purposively done to learn about the change or reconstruction of the learners' perception. According to the research results and discussion, there are three conclusions drawn for this research.

1. The learners' initial perception on English are varied based on their personal experiences. (1) The students initially viewed English only as a subject because they think that they will not use English in their future. (2) This perception was eventually shifted after they experienced some turning points that later became their motivations in learning English. After experiencing the turning points, English became more important for the learners, because they realize that English is very useful for their lives. (3) Their perception on the learning process was constructed or shaped by their relationship with their teachers, the learning environments, and the learning feedbacks. The perception would be good, if these factors are good, and vice versa.
2. There are three different constructions in the learning process in *Kampung Inggris*. (1) The students learning reality is reconstructed by some factors. They are the location of the village, the time quota, the other learners who

have similar motivation, and the variative offers from the courses. (2) There are three core activities constructing the learners' speaking skill. They are direct speaking practice, indirect speaking practice, and grammar knowledge construction. (3) The grammar knowledge is constructed by two main activities. They are the grammar knowledge construction by review and discussion, and grammar exercise activity functioning the knowledge learnt by the learners.

3. There was a development of the learners' perceptions on the learning process after they joined English courses. (1) The learners, who initially think that English is hard and unpleasant, enjoyed the learning process, and said that the language became easier for them. (2) For the language ability, the learners admitted that their English became better than before after learning in *Kampung Inggris*. (3) The learning environment, the people in the village, and the course learning process were the factors of the learners' new perceptions reconstruction.

## **B. Implication**

This study investigation reveals that *Kampung Inggris* successfully reconstruct the students' English skill, knowledge and perception toward English learning process through interactions with one another meaningfully. It means that a meaningful learning process that involves the students as a member of learning community is needed to help the students construct good English skills, knowledge and perceptions toward the language. It also reveals that prior the turning points, English is considered as an unimportant thing by the

students. Through their experience, this perception is developed that English became more important for them, and it pushed them to learn English again. It means that how important it is for teachers to meaningfully construct the importance of English in the learners' reality.

### **C. Suggestion**

According to the conclusions and the implication initially elaborated, some suggestions and recommendations to the stake holders of English education may be submitted. They are:

1. For teachers, they are hoped to establish a good and communicative relationship with all of their students regardless the ability of the students because, in the research finding, many students hardly learn English due to the lack of good relationship with the teachers. Teachers could be more open to the students in order to narrow the gap between them and the students, as what teachers in *Kampung Inggris* do to their students. Besides that, the learning process in *Kampung Inggris*, in this research finding, can be imitated in order to make the learning more constructive through experience. Awareness about English as lingua franca for majority people in the world is also important for teachers to construct in the learning process, because most students, in the interview, admit that they were not aware about this before. By having a good relationship, constructive activities and seeing English as a language, the learning is hoped to be more effective in improving the students' English skills.

2. For schools, a contribution through programs that facilitate the students to develop their language skills is very needed if the schools have a good political will in English educations. Those programs can be in a form of rules, extracurricular programs, specific places where students can practice their English like cafeteria, canteens and shops and language centers. Those programs can facilitate the students in practicing their English in a real activity. The language center can help the students to learn English outside the curriculum and more based on their needs. The schools have to facilitate the students who already have good skills to develop despite their grade, and the students who is left behind to learn back from the basic even if they are in a higher grade.
3. For other researchers, they can recreate this research in same place or similar places that implement similar systems. They can conduct a different research using the finding data to replicate the learning process in *Kampung Inggris* and see the significant difference between the conventional learning and the construction learning in the village. By having this kind of study, English education researchers pay more attention to social factors in English learning process in order to understand specific problems in it since learning is a social process in a social setting.

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## **APPENDICES**

**APPENDIX 1**  
**RAW DATA**

Observation Sheets

Observation Notes

Language: Two languages  
most? ?

Greeting: by English (dutch)

Prayer: by English

Start with questions

on the go

pronunciation/spelling

Where did you go yesterday?

telling (present)

individuals

One by one →

(direct correction)

- have notes
- choices
- students
- questions
- Reals
- sources (real book)
- choose between two answer
- pronunciation
- skills style
- wiken
- vocabulary
- pronun
- eye-speller

to people

Presentations

- text: Procedure
  - ↳ high frequency words
  - ↳ written in the cupboard
  - ↳ explain the words use explanation with QA
- Realia (student's presentation)
  - ↳ papercraft CCTV
- Drawing pictures on blackboard
  - ↳ fermented cassava (tape)
  - ↳ between children → QA (vocab)
  - ↳ sek pohon / gambar / gambar
- Model
  - ↳ phone → champagne 3G → 3G

Questions

How to take notes

How to write and read poetry

fixing by example

(not using pronoun in procedure)

↳ additional explanation

↳ directly to examples

low/high frequency words

Vocabulary - review → written

questions?

Questions?

↳ personal → limited

Questioning

activity to do Questioning

↳ translation → led → Eng

↳ fixing → giving example

↳ exercise

structure

discussion

- culture → crossculture understanding

↳ explanation

Realia → translation

↳ Question around

DATE: [ ] of [ ] 20[ ]

NOTES

students: already and  
(-Intermediate)

→ pronunciation  
↳ tell the right & the wrong

→ answering questions  
↳ asking where they get the answer.

examples  
↳ differentiation  
↳ the use.

o explanation  
↳  
- task → presentation (without book)

DATE: [ ] of [ ] 20[ ]

NOTES

3rd day

- Vocab  
↳ pronunciation = meaning.  
(English)  
↳ mengucapkan bahasa Inggris  
(Pron)  
- mengucapkan dia Inggris → kelan  
(English)  
- mengucapkan Indonesia

Drill (Repetition)  
- Repetitive (Indonesia → English)  
- Random

- Readingness → Erase 1 letter  
↳ Erase all letters

Punishment = Dibatalkan

exercise → Identifying verb - noun  
↳ checking understanding

DATE: [ ] of [ ] 20[ ]

NOTES

students: already and  
(-Intermediate)

→ pronunciation  
↳ tell the right & the wrong

→ answering questions  
↳ asking where they get the answer.

examples  
↳ differentiation  
↳ the use.

o explanation  
↳  
- task → presentation (without book)

DATE: [ ] of [ ] 20[ ]

NOTES

Drills vocabulary  
↳ example of pronunciation

Reading conversation text  
- and translation  
- corrects the conversation

Number  
- Cardinal number  
1-10  
belasan - puluhan

↓  
How to  
kehidupan → Lingering on numbers.  
↳ kelipatan 2, 3

provides the understanding  
↳ repeating → rehearsal with different questions



book → Oxford

19.00

**English**

- Start by question and answer
- always talk using Eng.
- ↳ in English too!

- no much ~~of~~ correction

↳ purpose of communication

brain storm → What is your special date?

days - months - years

Questioning name of days.

Writing on white board → phonetic symbol

Worms

nyari sandiri  
↓  
write on white board

Everybody silent!

silat up!

670-0130

10.30 - 11.30 0500-06.00

180-1700 Bar 14.00

1700 2000

Drilling pronunciation

↳ dipotong

Manan → [pls Indon to English]

Question and answer

Questions

correcting the letters  
(pronun)  
(grammatical mistakes)

- Challenge

- speaking for 5 minutes

- without any notes

- choosing one of the decisions from assignment

Speech?

Direct? always?

↳ correction → **vocabulary**

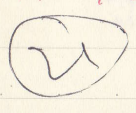
↳ structure

in in

example

and explanation

constr. advice? motivation → betterment



- am going to } there's a difference  
- will

**Labeling**

textual

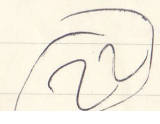
Writing questions in ~~the~~ band

Students re-writes in a piece of paper

↳ asking friends

Questioning → have atau has?

- ditanyakan utk mendeskripsikan orang





Kaniis / 30-10-2017  
 Questioning  
 Giving choices. Past Experience (Present Text)  
 Giving example → adv. time  
 Readings tests (the teacher) → reviewing → translating  
 words - expression → understanding the text  
 Review → translation  
 ↓  
 Skill in the blank  
 - Present Tense  
 - Adv of Frequency  
 - Days  
 - Time  
 - Opening & Closing  
 } writing (time table)  
 Spelling  
 Correction  
 - asking and answering about the lesson/assignment  
 Review words → drilling → making sentence  
 ↓  
 translate from documents

- Brainstorms PLAN (2030)  
 Questions and answer 5/4/2017  
 = observing student's plan in the future  
 (after class or after finishing the program)  
 - explanation  
 ↳ comparison, will, shall, and be going to.  
 ↳ examples of word / expression usage  
 - different kind of sentences.  
translate my sentence into English!  
 all write the student's plans. (circle) writing  
 Questions and answers between student.  
 answer → more and long direct understand  
 ↳ to the teacher too  
 ↳ teacher go to the student's one by one.  
 Speech in front of the class  
 ↳ followed by questions from teacher  
 ↳ responses from other student.

8/9/2017  
 Latihan, word order translation → ND → ENG  
 ↳ an intermediate level of English sentences  
 Students discuss → open dictionary  
 translation of information Question answer  
 Direct application → word orders  
quite strict can find different answers phrases & word orders  
 ↳ there is a room to find different answers with different words and different wording  
 - teacher approach each student  
 Reinforcement explanation by examples done by the translation.  
 - Structure discussion.

10.00  
 09/09/2017  
 Parallel Sentence  
 Explanation about parallel sentence ~~is written~~  
 is written by the teacher.  
 Condition, no same word, (both)  
 remains S+V(O) and S+V(O)  
 sentence sentence  
not only V+O but also S+V(O)  
 sentence sentence  
 Inversion  
 Students write the explanation on the white board.  
 Verbal explanation (limit materi → diperikankan siswa)  
 ↳ cara inversi (perubahan pada) ↳ penjelasan tentang penggunaan conjunction memberikan contoh juga. variasi conjunction dgn fungsi yg sama.  
 Latihan Mengapostrofe ke english  
 daya menggunakan pola yg sudah dipeleka  
 ↳ siswa diskusi



Negative augmentation  
 dan poin tidak tercapai, nor...  
 neither, nor.

↳ penjelasan dihilangkan di papan  
 papan tulis  
 ↳ dan syarat penggunaan pl.

Contoh Latihan → menggunakan 2 ke-china

- correction → setelah mengerjakan tugas

↳ - emerged problems/error

- penggunaan kata (good → little)

- variasi jawaban / tidak pasti jumlah yg benar

- Latihan bahasa Indonesia yg baik, struktur

↳ tidak boleh <sup>terlalu</sup> ~~menyebut~~ bahasa Indonesia

↳ Mengerjakan semuanya benar, dan berbagai variasi jawaban.

05/09/17

Alternatif

the teacher always write the explanation / requirements  
 in the white board, also examples.

↳ giving the explanation after writing  
 ↳ pilihan variasi jawaban

**with  
 Labelling**

- Questions and answer (conceal problem)

Contrast

perbedaan penggunaan & struktur yg berbeda.  
 yet & but, strong contrast (level materi)

↳ same process in the first part of discussion

teacher explain by examples

Cause and effect

- correction → bahasa jenis kata, success - success  
 ↳ explained and written

- example with bahasa Indonesia yg tek serpi

↳ harus ada aturan b. lms x b. hd.

↳ telomaha conjunction - written on white board

Latihan speaking

↳ menggunakan penjelasan bagaimana melakukan test.

- correction → penggunaan

Correlative

- Indonesia

- both ... and
- not only ... but also ...
- Neither ... nor ...
- Either ... or ...

→ give the example  
 like this

↳ the teacher writes  
 examples like before  
 on the white board.

penjelasan  
 ↳ lebih banyak dan  
 panjang (clearer / more  
 structure)

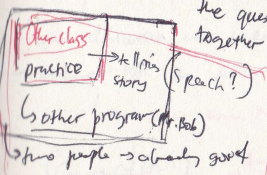
- teacher uses computer  
 in ~~text~~ explaining the parallel  
 structure

- penjelasan pasangan  
 konjungsi

• Questioning untuk menjawab  
 penjelasan

• student answer  
 the questions / exercise  
 together

↳ penjelasan  
 lebih  
 simpel (yg  
 diartikan)



discuss → banyak nasehi toppl.

↳ longer discuss  
 ↳ longer discuss  
 ↳ longer discuss  
 ↳ longer discuss

Struktur dan fungsi (Review)

↳ discussion (teacher explains) → question  
 (using example) ↳ answer  
 (informative) from the  
 teacher.

menguliskan berbagai penggunaan  
 penggunaan / penggunaan penggunaan

model yg sama sesuai dgn konteks → penggunaan  
 ↳ menggunakan diagram perbedaan  
 vertikal.

Question and answer by student and teacher

Review Tugast → menilai

test → checking the right modal in a sentence  
 according to its meaning

- Review jumlah kenapa jumlahnya benar

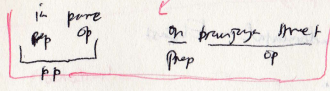
↳ hal-hal makna dan struktur kalimat (modal)  
 ↳ memberikan pilihan penggunaan modal yg bisa digunakan

↳ ketika menjawab pertanyaan (kata distisi)  
 siswa harus tau kenapa jawabannya seperti itu.  
 (Reason of answer)

- Review tugast → diskusi problem dalam  
 wawancara scale



Proposition  
Object of Proposition  
↳ perulangan penulisan kea utk mngenal CP



Program prep out, carin → perulangan

o limited material → basic  
minimum exercise. (multiple choice)  
↳ choosing two words as the best answer. (on white board)  
↳ dibantu teacher sesumpeh mungkin (ditanyain balik) explanation.

Exercises

Review → Kerja kelompok  
↳ dibayar yg salah → ev-erget problem error

always Questions..

↳ tanya  
↳ why question (student give the right answer) (dikaluar ke kelompok yg jawabnya benar) (teacher gives more bit explanation)

Try Out

regular verb → mengubah kata V<sub>1</sub>-V<sub>2</sub>-V<sub>3</sub> - means

↳ high frequency word

menyebut jenis kalimat (+-), active passive, (tenses)

- small discussion among students  
- student ask the teacher  
↳ teacher main IN, aman / tidak

(Correction)

↳ checking answer → use of verb 1, 2, 3 → spelling  
↳ banyak pertanyaan

only 4 students.

Popie

explain → opening by talking about song.  
↳ talking about best friend

Meaning and reports

cp layout of interview guidelines. → explain for the use of different

communicate.

Practice

- Name
- Address
- Education
- Family
- Hobby
- Goal/dream
- Like and dislike
- Life and success

Share information

Tenses

Fundamental (tenses) detail

Teacher write the introduction materials

Strukturanya dulu → singkat nyambung nanti

↳ explains after writing the structure.

(Berkeseluruhan for grammar struktur kalimat berdasarkan tenses)

past + perfect + continuous  
V<sub>1</sub> + have + been + V-ing  
have been V-ing

↳ happens to all forms of explanation.  
↳ contoh perubahan struktur kalimat berdasarkan tenses yg digunakan

Questioning → penambahan -es/s

Menurut contoh perubahan struktur dan contoh perubahan yg lain

Question → may/were for what? caused problems.

discussion between students

using table for different use

making sentence (translate) to self and list them. questions (urutan)



- talking about family  
 - directly talking → teacher like chat  
 - talking about politics.  
 discussion opinion.  
 - preparation interview the day before.  
 - share personal experience.  
 - teacher read on white board  
 about the kind preparation.  
 layout → text structure (account)  
 how to tell an experience.  
 - orientation → megikuti I, go to airport for work.  
 - late to the airport  
 the flight was cancelled (postponed)  
 - short of money by taxi  
 arrive exactly the way we talked

English (grammar)  
 - Review pelajaran sebelumnya  
 Drilling  
 Review verbs sebelumnya → correction (pronunciation)  
 least frequency  
 verb  
 yg sehari-hari  
 dgn amaranah  
 Read the verb list  
 Some of the student didn't look at  
 the list, actually memorize the verb.  
 with some tones → like singing  
 Verb - body language.  
 Drilling  
 need English → pronunciation  
 Read done twice → correct pronunciation  
 Questions → kata yg mudah sampai susah  
 (juga muncul di awal)  
 spelling  
 mengorganisir (dibagikan)  
 fun for the teacher → long time  
 Days → Minggu  
 - make conditional, normal -  
 teacher say the word in English, student repeat  
 teacher say in Indonesian, student says in English  
 teacher ask what does it say in English  
 dibuat kalimat "very good!"

Multiplicative number  
 disebut bahasa Indonesia → corrective (love)  
 siswa menyebut bahasa Inggris  
 bikin kalimat (kapan) → dibantu  
 tanya jawab antara siswa  
 pelajaran, decision!  
 disebut English, → Ngikotin  
 disebut Indonesia, → diajak English  
 with dibimbing  
 Latihan, number  
 writing (mengisi titik)  
 teacher mandatori satu  
 siswa  
 partan, yg punya partan  
 tanya jawab antar siswa  
 Maja dua-dua  
 ditanyai - dan periksa pemahaman nya.

Claps  
 - Claps? weekend → Indonesia.  
 Claps, yes, no, three.  
 Review kelas  
 satu per satu  
 menyebutkan kata kata di belakang / dalam → moral yg  
 - Menyoal ingatan  
 dibagi group → group, harus kompak  
 (A-E)  
 hukuman → berdiri  
 new words  
 membaca lay, slide  
 (asrama room)  
 group → 5  
 special divider with number orang yg bergabung.  
 group of 3 → question  
 dice, → ~~question~~  
 (Kelas, Jam)  
 spelling  
 Positive Function  
 group  
 nyanyi  
 English song  
 Review → time → there is a problem  
 when asked about time  
 - interview about time - two people  
 table  
 6 minutes







Penjelasan (baku)

↳ topiknya - topik yg kecil tp penting → structure

↳ untuk penterjemah

↳ contoh - text.

Questioning

↳ artinya apa

↳ how not only that

↳ lebih ke brain storming

↳ memahami text dgn kontekstual / discourse yg tepat

↳ Peluang, canned food etc.

↳ Grammar

↳ menguji sial dr identifikasi peluang

↳ nampak identifikasi menguji kejurusan sial.

↳ (chi) chat between students (what is the artist?)

Character of verbs

Review → menanya → tentamng pelajaran yg telah lbh

↳ mules, kopi

Penjelasan ditulis di papan tulis

↳ dituliskan pelanya

↳ diberikan contoh soal kalimat

↳ contoh kalimat dibedakan berdasarkan pola

Let me go  
Vr O CO

She calls me a killer  
S Vr O CO

You make me happy  
S Vr O adv

Questions from the students

↳ other example of verb (emerged verb)

↳ questioning what the students know → masih lanjut?

↳ dijelaskan lagi: ditanyakan frasa penjelaraang. (sialnya menjajah)

↳ (Media) Questions (short) → karena contoh umum minimal

↳ diberikan lagi bahan via kedengar.

↳ hein (plural) → penyisiran dgn menggunakan kish untuk (gerund) (jank) → mengisir No

↳ diberikan penjelasan tambahan bagaimana atak mufakat salah

↳ Gerund, to Infinitive Participle

↳ Contoh (dibedakan)

↳ Participle, V → Gerund to Infinitive Participle

↳ asahirin by asking to the students.

Pertanyan dan (heins) (jumlah) (taman-taman) (almick)

↳ menelaah King

↳ ing in some

↳ withdraw officer to be noun (noun) (plural → noun/verb)

↳ mengikat jamakan sial dr hein (not only gerund tp ada jg in noun art.)

↳ Development

↳ references

↳ - book (grammar)

↳ - dictionary

↳ - novel.

Question

↳ dijelaskan dibedakan dikawal (contoh) (alternatif) (panduan) (sial).

↳ Referencer (Oxford dictionary)

↳ mengikat jamakan sial dr hein (not only gerund tp ada jg in noun art.)

↳ closing ceremony

↳ Questions from students

↳ Penjelasan tentang gerund, (s) present / part participle) yg dipaparkan adjective.

↳ diberikan dua buah soal (kalimat dan pilihan verb)

↳ melihat yg mana yg bisa di jamakan (living expenses & spenders vs parent)

↳ diberikan contoh dgn bentuk yg lain (verb) (r + prop)

↳ penjelasan banyak dr pertanyan yg timbul (emerged problem) "Dutch"

↳ Questioning

↳ Penjelasan sial

↳ Jawaban sial

↳ Questioning sial

↳ di jawab dr sial (contoh) (sama-sama)

↳ Andai kau tahu with you know (best of)

↳ penjelasan sial

↳ jawaban sial

↳ penjelasan sial

↳ jawaban sial

English Indonesia

Malaysia EDUCATION

title about education

↳ about curriculum (introduction)

↳ ask the students to draw a picture.

↳ goes around to check

↳ askin what do they draw

↳ have some jokes

↳ write 20 vocab about vocab and meaning

↳ goes around checking

↳ checkin vocab, spelling

↳ checkin what the student mean with the vocab.

↳ write description about education

↳ General view different between in general, Big City, Village, and the (for) (Kerboadangan)

↳ Conclusion - copy paperfull writing

↳ Checking for the writing from the student.

↳ the teacher collect the writing

↳ ask the students one by one about their writing

↳ to check the understanding (practise for speaking)

↳ askin for name procedure in doing the assignment

↳ the asking to friends. (asking for ideas, response)

↳ some of possible student with the meaning by their own language.

↳ selama kelain (Larika) all along the class.

↳ Menentukan Pengajaran dan dlm. Kelain.



- Simulasi kelas kembali.  
 ↳ tempat duduk diubah. → Refresh  
 - Simulasi santai. Flexible  
 - lebih banyak siswa  
 ↳ some students laugh  
 - Invitation.  
 - Questioning - Brainstorming → In English and Indonesian  
 - undangan yg pernah diterima  
 - Reading a transcription → penjelasan dibantu → via questioning  
 - Expression  
 ↳ dibaca teacher kemudian dibantu. → correction on pronunciation.  
 - Making group of four.  
 ↳ praktik tulis undangan.  
 ↳ dikontrol satu-satu.  
 - distribusi acuan. (berbentuk apa)  
 - dibikin conversasi.  
 - Diskusi lg. (kelompok)  
 ↳ correction (penulisan, penyusunan kata)  
 ↳ cek lg. (quantity)  
 (dipraktikkan - perprin)

- Introductory (Negotiation Contact Bel-pir.)  
 - File rekaman (MP3)  
 ↳ file dibagi di hari pertama.  
 ↳ talking about (elementary) daily problem  
 Tujuan Therapy!  
 ↳ Sentence building  
 - Daily Listening  
 - the teacher write  
 - common mistakes of Indonesian students while speaking  
 ↳ some of them are afraid to be corrected  
 ↳ the teacher ask the student to choose which one he like  
 ↳ Abadikan kesalahan yg dia struktur → ditambah penjelasan  
 (Sementara di paragraf siswa sama)  
 - Diskusi per 1, karena ketidaktahuannya / ketidaktahuannya  
 - berdiskusi (emerged problem) (respect student development)  
 - penekanan tujuan, dan manfaat sentence building  
 - latihan menuliskan → receptive skill  
 ↳ (Latihan) mencoba menuliskan apa  
 ↳ di dengar  
 ↳ bisa pakai kamus.  
 ↳ Menuliskan yg di dengarkan  
 ↳ ditulis dgn yg di dengarkan  
 - Diskusi teacher satu persatu. (Boris)  
 (not)  
 ↳ penulisan dgn bantuan bahasa → penyusunan to be (grammar)

- dikasih contoh  
 ↳ di bedakan yg ada aktivitas dan tak ada aktivitas  
 ↳ jika menunjukkan nama (signature) tp blh ke penyusunan struktur.  
 - perbedaan → depreceptive speaking  
 - contoh latihan →  
 ↳ latihan penyusunan pola kalimat.  
 - latihan hafalan → di dengarkan  
 - dialog. - conversation.  
 - voice note  
 ↳ ketell a story → dengerin file yg diberikan

- if students talk about sex ed } speech.  
 ↳ pros, cons. }  
 ↳ Quantifier and answer about the topic explained (discussion)  
 - Advice and Warnings  
 ↳ speech again  
 five hypothesis about advice and warning in 10 live in village  
 @ live in pure (kampung liris)  
 tips: mator s. com  
 1) Do it in order.  
 2) make sure you have the right ~~stuff~~ over wear (boots, paddle)  
 3) Grabs the paddle.  
 4) always wear a life jacket  
 5) stay in the boat







- semua penjelasan diawali dgn pertanyaan.  
 - perubahan kata ganti  
 - contoh dibantu teacher  
 - dgn perbedaan  
 - serasi dgn penjelasannya

diambil dari pertanyaan  
 ke siswa  
 dgn bantuan ke siswa  
 dgn yg sudah adalah siswa dgn kelas  
 atau teacher

Indirect

Interrogative (If/whether)  
 Statement (that)  
 Imperative (to)

example → dr siswa (direct sentence)  
 siswa lain jawab (indirect sentence)

di jawab → kemudian ditanyakan kembali  
 aturan apa yg dipakai

perubahan time sprial  
 ditanyakan perubahan waktu  
 disebut time sprial → siswa jawab  
 Question  
 negative kelum (bilin kalimat negative)

membuat indirect sentence dr Question (interrogative)  
 di jelaskan caranya → ditanyakan  
 aturan → dijelaskan by cara merubahnya  
 contoh → di jawab (dibedakan) → dgn cara yg sama dgn sebelumnya

latihan → ditany. (dibantu merubah) → checking  
 teacher → teacher diganti kalimat langsung  
 → student jawab.  
 penjelasan kembali (ditanya) - kemudian ditany. dgn benar

penjelasan pengubahan kalimat direct → indirect  
 → merubah kalimat Q jd statement  
 contoh → dibedakan - sambil ditanyaka  
 → di jawab sama-sama

(08:30 - 09:30) (grammar)  
 ganti teacher  
 melanjutkan penjelasannya  
 Questions from students -  
 (error)  
 teacher menulis (ditabel ada cara merubah interrogative  
 pengalasan dr direct → indirect)  
 contoh ditulis di papan tulis } teacher checks (check) one by one.  
 → dikerjakan oleh siswa.

penjelasan → ditany → menanyaka background knowledge.  
 Questioning  
 → dikerjakan time sama (ditabel - dibedakan)  
 exercise more (example) to be answered by students together.

latihan - exercise (laporan konsep)  
 → perubahan tense pada clause di sub-clause.  
 kalimat - di jawab dibedakan

- coding tense  
 → membantu perubahan tense yg ditanyakan.

latihan - exercise (laporan konsep)  
 → perubahan tense pada clause di sub-clause.  
 kalimat - di jawab dibedakan

- coding tense  
 → membantu perubahan tense yg ditanyakan.

10:30 - 11:30  
 speaking (speech)  
 story of student tell his story (Pamethen) (Pura in boarding school)  
 → dia nanyai kawannya (English)  
 those students discuss using english. (handa in english)  
 Questions about the story (It's hard to understand - the friends heard teacher)  
 many questions (really participative)  
 teacher correct some words used in the more appropriate  
 → tense yg digunakan



They call it "new concept"  
 to begin & know

to begin hapal di awal main hap-li berdiri

Student memorize one paragraph a story

Each of them memorize (come forward) tell the story to the teacher on Monday & Thursday morning (classroom) Impression

Teacher re-explain the rules

diikuti kuis menggunakan hari Senin.

hari sebelumnya (juga kuis) teacher membuat kuis (program) Senin (kuis) menggunakan hari Senin.

ini adalah kuis yang akan digunakan di hari Senin.

ini adalah kuis yang akan digunakan di hari Senin.

ini adalah kuis yang akan digunakan di hari Senin.

Kalimat → GR (Rehearsal) → Preparation. (English)

written (Friday)

the teacher ask problems (checking the preparation) (like mageran)

focus on Language skills → opening

the play

the Quran and translate → Dance

Latihan

Melisa suggested us "practice what becomes your version"

Nano told Anka "you are my love here"

Finni asks affandi "where was my book?"

Your nephew reminded us "don't be stress in there"

She asks me "who is beautiful?"

Direct - indirect

How to change Question to the clause

clause

What + A/N/A → tetap

What + S → QW + to be

What + V → tetap

What + S + V → QW + S + aux + S

diikuti kuis menggunakan hari Senin.

ini adalah kuis yang akan digunakan di hari Senin.

ini adalah kuis yang akan digunakan di hari Senin.

ini adalah kuis yang akan digunakan di hari Senin.

do practice like the day before

continue the turn

to tell story about what last rehearsal.

berkelompok

How to get Foreigner → expression

diikuti kuis menggunakan hari Senin.

ini adalah kuis yang akan digunakan di hari Senin.

ini adalah kuis yang akan digunakan di hari Senin.

ini adalah kuis yang akan digunakan di hari Senin.



speech → berbicara; talk (speech - question)  
 explain

↳ uris penera  
 ↳ explaining about things → preparation for presentation (kegiatan bale)

↓  
 questions after

Other students comments are in English.  
 - Emosi → keranda (kata in English)

↳ menarik the class her last session  
 - fokus around.  
 - kurang (teaser) ke kelas

Correlation  
 ↳ penggunaan text → CHART  
 ↳ what happens an the class  
 ↳ beginning appreciation:  
 • Motivation

work in the class (while studying)  
 (English) → Anggar dari hari sebelumnya.

checking examples (one by one)  
 ↳ contribution - correction (penjelasan tambahan) taking card

menyampaikan → mengajukan ke kelas sudah, all  
 ↳ correction → dibahas bersama  
 ↳ mengajukan tugas.

→ clauses ← MC (with with) / SC (at the end)

Pikin kalimat Grammar  
 ↳ kemudian dijawab di papan tulis

- dibedakan (main clause & subcluse)
- dikoreksi jawaban yg diabaikan
- pilih jawaban yg bisa digunakan.

↳ in the beginning, ~~menjawab~~ clauses in English → bottom and main after

• mengajukan tugas yg dikoreksi karena - dijawab - dibahas  
 (2 soal) diabaikan dan dibedakan by

• suasana membaik karena teacher menanyakan jawaban dan dari mana jawaban itu dijawab dijawab (karena alasan)

• proble? → penggunaan who, when, which, where → di jelaskan

① Membar soal dan berikan kelompok  
 ↳ dijawab dan dibahas oleh siswa lain.

② guru juga diambil oleh siswa lain.  
 ↳ dijawab dan dibahas oleh siswa lain.

• emerged part → question  
 • penerjemah pada soal / fungsi

Penggunaan nama di kelas pada revisi revisi (Gun?)

↳ ditulis alasan dan hasil nya.  
 soal, siswa bertanya jawab soal (cari fungsi?)

linked with conversion  
 ↳ terlalu lama menjawab di kelas.

(last) day (most of the class already in English)

(in circle) → class positif

activities (game)  
 ↳ give 3 clues.  
 ↳ question what door is it?

↳ ad men di jawab siswa → class positif.

↳ deskripsi  
 ↳ Kontribusi di kelas dan terang.

↳ yg salah dapat terkoreksi.

↳ tidak menjawab, yg tidak jawab dan tidak menjawab.

↳ one by one.



Interview Notes

①

Rencana 3 bulan - dapat kesiswa utk dipaparkan  
 3 bulan, pra belajar & tutorial di camp

di Aceh → Breacu

Makassar → Sumatra → ke Banda → 4000 } Bus.  
 Medan → 3500 }

berunding (Cortu) → 1 bulan

Kuliah keluar (Ape' Hani) → materi  
 - Penting  
 - Bisa bahan belajar  
 - Kuliah di depan  
 di papa

Umpad (Karya) → Wawancara

to didak > seloran' sekolah

SMP → gak pernah nonton  
 main-main

gurunya ngajar → tidak pernah peduli (anak bandel)

gurunya anak di domper aja → tidak diinteru.

tdk lahir di mana-mana (Cedapre Kuliah)

belajar dibantu → kuliah bape

pas → belajar di Al-darun' (Cedapre Banda)

keluar b. belajar

lari ke Inggris di breacu

lebih enak → mengambatkan potensi  
 ↳ 50:50 sudah lumayan  
 ↳ tutor → mengambatkan  
 fokus mudi.

ngajarnya yg bisa membuat kita penastiran  
 yg menarik

Gak suka jika belok ke hal-hal yg  
 ga penting.

Kosa kata  
 - koser → pengumuman

ketika dapat p-bun, masih tanya: kenapa jd jwabannya  
 seperti itu.

- sumpah purnenk → gimana sih buaginya

bisa bikin semangat yg blygri-maja sdh bagus dan  
 com ngajar yg bagus. meski ngajar hal-hal basi.

membandingkan Mr. dan Mr. yg ngajar yg kharis  
 dan kharis mau (ketika diajari hal-hal yg simple)

! mungkin udah terbiasa belajar b. Inggris yg enak  
 seperti apa.

harus keluar dr zona nyaman (memaksimalin kemampuan belajar)  
 lahir terima org baru  
 ngobrol sama org baru kenal.

tdk takut buat ceki, tp malah bikin salah di mana.

Mr. yg di camp mudi blygri purnenk (dan keadaban)

caok dgn tutor yg awal, nyaman, dst  
 ↳ munter → kuy abang - sum adok

Suka b. Inggris (kurus bira)  
 agak pernah ngajar b. Inggris  
 (gak suka)

Egois → gak mau Kuliah dr org lain

tutor → manner  
 ↳ melihat perkembangan

alisan mahal → harus diomongin  
 ↳ grammar → cara-cara menyangkut tensor  
 dan pembahasan lbh dalam

Spektrin  
 - diajari dr hal-hal dalam (awal)

cara mengajar → tdk mendidik → tidak menginspirasi  
 By times (experience)

ada perubahan tipe bli kekinian → mesik bisa lbh.  
 (mesik 2 minggu)

di sekolah ga ada prestasi

Cara ngajar (manner) → cara menjelaskan

Kehadiran di luar kursus

Camp. & lis kanya

Mr. Ari → menghafal video speaking  
 Mr. Lura → hal-hal baru (spektrin)

(1 minggu kearah dan ketika blygri mendidangkan)

monstrum, nyaris, an energi - target dari mudi-bany  
 (ke belakang  
 Mr. mudi  
 jatarat.)

lalu waktu papari, menyijikan hal-hal baru

②

Kurang suka dengan bahasa Inggris

Gurunya bukan guru bahasa Inggris  
 ↳ promoesionnya hancur

alumni pesantren (CAMP)

belajar Writing → blog (work)  
 ↳ jurusan Teknik Migas (D3)

Rencananya 3 bulan (mesep lebaran)

kerja blogging - tulis artikel b. Inggris lbh mahal.  
 ↳ Lamar kerja ke luar negeri  
 200% → 1000%

terasa kuy dipondok → Camp. Costuma

Monoton (pesantren) → ada tricknya dalam menghafal (Camp)

pengaruh lingkungan → banyak yg bahasa arab. - lost english

murah di camp. → awal-awal ada prestasi  
 ↳ pertemuan (1 kata bhs bahasa = 1 job)

blygri-maja  
 menginspirasi

Cara ngajar (manner)  
 - Keli dipan di luar kursus  
 Camp & lis kanya

belajar blygri-maja jd lbh mudi.

spektrin pembiasaan lbh luas  
 - menajki mudi  
 seperti abang dan adok

guru  
 - dulu jony ada yg ngajek  
 mudi.  
 - yg bandel tdk dipertahka

mili bahasa (1000 kata)  
 mudi.  
 mesik ada perhatian dr  
 tutor.  
 (dari ml.)



→ 3 months.

From Thailand → the first time (can't speak b. Indo)

she has free time before to university → in Thailand, speak less than now

her mother suggests her, want to pure with her mother.

like English → can't speak English well

in Thailand, she didn't find people talk English

Learn English. Since child → 2 years

English is important → every country speak English

teaching → presentation

some teacher teach English but didn't speak English

she is taking a lot of speaking class.

people are not shy here, in Thailand people are shy

teacher ask her to speak (liking)

she thinks that her English better

many Thailand. hard to go from home (family)

pelajaran & kelas

akhir 1 bulan, sdh jalan & mau nambah.

kerja. blh bntuk utk kerja.

Praktek → dgn dr teman

belajar dr sd, SMP kelas 3, ler → UN.

blm datang ke pure sudah suka sama b. Inggris.

Setelung kurung suka. by 3 SMA → karena nilai bagus. ada hasil memuaskan.

kurang ada yg support. ga ada yg mau support. mlah ngomong tp jgn ada kebutuhan.

teori, tanpa anda praktek b diberi tahu aja. tanpa ada praktek.

awal-awal merasa susah.

Omongan berantakan. mata omongan. b sekarang sdh bisa nala omongan.

dipelajarin lgsg bisa dipraktikkan.

paling suka main futsal → try to speak English.

tampil depan (speech).

ngeluarin waja apa yg di kepala. ga ngapalin, intinya diinget. ga tau vocab tanya.

Merasa bisa → diambil suka.

semakin bisa → semakin suka.

di camp → praktek yg banyak.

Start SMP → GO (Gobek)

sukses & penerapan private

Biaya swasta → bahasa Inggris ter gampang.

Biaya, tdk terlalu penting utk hesteman bergaul.

terlalu banyak pelajaran yg dipelajari dan bahasa Inggris bukan pelajaran yg diprioritaskan.

guru dia udh ngasih tahu, yaudah dia tdk mau tau selanjutnya. yg jadi masalah utk sampel.

Membandingkan dgn bilingual boarding school (selama paksaan (maksudnya))

Pilihannya menjelaskan aja. tdk kurang peduli dgn murid.

waktu SMP → dekat dgn guru. Inggris. b di kelas Inggris.

Sudah 1 bulan, mau pulang, diuruh orang tua, jgn pulang sampai bisa.

3 tahun pak sdh bisa apa.

Eks pression → lulu belajar itu.

Camp → paling aktif → 5 hari.

kecuat ada datang teman (teman) atau nelpn orang tua.

belajar pertama sd.

pondok → kab. Kuningan

modern (bilingual)

Paket bahasa formalisasi

kurang dipaku

kurangnya ngajar anak sd

blh santai

revisi tapi

Camp → sama kayak pondok

Orang tua blh di bantu

gampang ngapal vocab dll, sdh bisa ngapal Quran



Camp, Jam. - 6-6  
 - Ada kelas - pagi dan malam.  
 - Pensiun diminggu → • Level 2  
 (problem) • telah selesai  
 Lepar ← ada tekanan → keban  
 ke kantor ↳ sekita → lbh berkaitan vocal, dan  
 sum dipanggil pronunciation.  
 Boleh pindah  
 - Skrg ngomong lbh teratur.  
 ↳ sebelum nya tekat ngomong salah  
 ↳ Skrg masa bodoh.

2. kulama  
 - start SD  
 - Suka  
 - bisa aja  
 ↳ deklarin  
 (suka buku ngabul)  
 kencing → detematis  
 kepunhan aja  
 - vocabuleng banyak  
 deklarin  
 - improve english.  
 ↳ kuliah  
 lg.  
 - ada impement  
 tapi beda ke  
 orang.  
 - kulan paham  
 mengomongkan  
 tp kulan ga  
 paham aja  
 ngomong  
 - jarang ada ngomong  
 bilangin diri  
 lbh enak  
 di sini  
 ↳ jukansi for  
 lbh banyak.  
 (5x sehari)  
 - start SD  
 - sistem  
 - bisa bisa  
 - masih pergilan  
 - menghir dari  
 kemampuan hidup  
 (ada yg lama  
 m. srtis: kulan)  
 - ke mana orang-orang  
 - itu pinter lbh  
 gini & sini  
 - gurunya ga enak  
 - kulan ngomong  
 #ke, kulan  
 lg srtis ngomong  
 ↳ pusing  
 - ada coba speaking  
 bahasa Inggris  
 tutor kurang dapat dan  
 neraka.  
 (Korban)  
 - yg kurang seharusnya  
 di pertanika (diketertin)  
 tp sama gua ini enak.  
 cuma yg dapat sum  
 gurunya.  
 - start SD  
 - Peminis  
 tapi gak bisa.  
 - masih ngomong  
 - Mengisi waktu  
 bingung habis  
 kuliah  
 - exercise  
 - gurunya gak enak  
 - SD enak, SMA  
 milih  
 - lupa dan  
 kemangan  
 di SMA  
 korean  
 ga enak  
 (Koran)  
 - kelas yg  
 terimasi, pake  
 kagra (pikir,  
 kora, hasil)  
 (Korban)

- ga semangat  
 karena takut  
 mangang salah  
 - Merasa gak bisa  
 kener & ke puse  
 - Merasa masih  
 banyak yg perlu  
 dipelajari  
 - alama restu kerti  
 dan masih di sini  
 salah, lbh ibare  
 dan lbh marah  
 & banding kan dia  
 kulan aksept  
 sga pakuin  
 ketika digabung 1 kelompok  
 dengan orang-orang model  
 bisa.  
 - CBST  
 ↳ Catat  
 Buku  
 Sampai  
 Habis  
 - ga disaji suranya  
 bang  
 oferingin rita  
 (mau batin/mnggil)  
 - cialna

start SD  
 ↳ inggris talk  
 ya fokus  
 simp-simp → peminis  
 ↳ yg ditunjukkan B. Arab  
 dan pelajaran agama.  
 Nidling school  
 ↳ B. Arab lbh banyak  
 - lbh Inggris dan  
 ngomong lulu kuliah  
 kuliah (Korban)  
 ↳ B. Inggris  
 Formal → kelas  
 Non formal → pagi = vocal  
 (Arabic lesson malam = pidato)  
 Banyak pelajaran, dan  
 humor fokus.  
 ↳ fokusnya ke MIPA  
 informal → Arab lbh fokus  
 Inggris dasarnya aja sbatal  
 - lbh kuliah, jk hilang  
 dikuliah → kulan  
 surat lular → TOEFL  
 - alama ke puse  
 - kerabunan pola  
 hidup  
 ↳ partikel peribany  
 ↳ orang  
 - start SD  
 - Ulim.  
 - simp kulan, simp sama  
 dan fasil  
 - lbh bahasa  
 ↳ Arab Inggris  
 (Campur)  
 - lingkungan aja  
 yg lbh mendidik  
 ↳ Ors jualan bilangin  
 - pertemuan 1x seminggu  
 ↳ kurang rutin (presentasi)  
 sama  
 - tolak ada problem dan diskusi  
 tp dgn gurunya  
 di puse ↳ pribadi  
 ngomong terlalu kerti  
 tp serius  
 - lbh lbh terkoordinasi  
 fokus ke Inggris, jd enak  
 belajarnya, dan rutin 5x/hari  
 (study club dgn teman)  
 ↳ spy efektif bikin sendiri  
 tak dikur  
 - tolak jg jg (tidak praktik)  
 - Camu pelajaran dan guru  
 yg ngobrol  
 di luar kelas  
 cuma dgn  
 teman-teman.  
 - lbh lbh terkoordinasi  
 pribadi mesin &  
 dan memandangi kerti-orang.  
 - sga ya kulan bilangin



blu tertanam, kalau bl'inggris itu menentukan nanti  
 blur kuliah hrs cka toefl, di  
 omeangap remah.

Rogin SS hurns Toefl (test)

- salah satu langkah utk menabur dosa  
 ↳ kata-rata di sini org yg menyapa tdk belajar  
 per selep-sesa
- Disiplin lingkungan → penyarah  
 ↳ teman utk tolak ngomong keblm wajib  
 ↳ kalau ada ustadz dian
- demni fokus → cuma belajar 1  
 ↳ terpencil / sistematis apa yg dimau
- peraturan - umum, keblm man khunt bagi yg man man ajar
- Ustadz 2 fajih dgn speaking dan vocab  
 ↳ not grammatically correct
- blu suka ustadz → ada keblm gelai  
 ↳ 3/4 tahun - 6 tahun
- Mu Kitka → enak → pelajar komuni → BPJ  
 ↳ atau kesokan
- ↳ terpantulas intony  
 ↳ prilaku muting

→ ELTS

Mulai SP keblm 9  
SP kosakata - kosakata, ngomong  
 sup stap → dear 2, man lema,  
 ↳ cuma jelasin aja, diskusi

↳ ambil les  
 ↳ gpp imix bisa, tp kalau 7 thn, idnya hilang

(English) ↳ daun gelatin di tbl tbl  
 ↳ tp gramm kurang  
 ↳ spek keblm bisa, tp gramm kurang  
 ↳ man man ajar

↳ keblm keblm  
 ↳ 2 tahun yg blu adli perah ke peru → 1 bulan  
 ↳ ent in gramm kurang matang  
 ↳ program - bagus, tp masih kurang puas  
 ↳ 75% kipusan

• sekarang fokus ke gramm aja  
 ↳ blu minim kat drpd program  
sebelumnya

- di program sebelumnya  
speaking, pronun, matemat  
 id blu berkembang  
 tp gramm ada kurang

• peru → murah, di shy mahal (ELTS)

blu enak belajar sebelumnya

- di sekolah itu kita ketemu bl'inggris per di sekolah aja

- suka peru, keblm setiap hari kesemu bl'inggris

adinsal di camp → Assoreni or silawasi student  
 ↳ wajib bl'inggris

- sebelumnya  
 bl' longgar

- ada katkaman (1rb / 1rb)
- ketat (gatal all, jn malam)
- ↳ jadi terasa gn man malasan
- kelas malam pagi (class on weekend)
- ↳ malam pagi
- di camp, ngajar gajian (peer teaching)  
 ↳ vacab santri

• rekomendasi (camp)  
 - ELTS → GE, TEST  
 - Grammar → ELFAST (toefl)  
 - GE dan ELFAST (Grammar)  
 ↳ sama istinya

• dafe man terasa ingin bisa  
 ↳ di sekolah enak → gurunya setangis  
 ↳ ada ya enak → awalnya → tp harus maneri bl' gurunya  
 ↳ bar cek dimarahin

- enak belajar bl'inggris  
 ↳ ikut rum delate, bl'jt lebih dgn teman di sekolah  
 ↳ di umunya dr komparasi

• kalau cuma keblm di test booknya  
 ↳ suka, dgn keblm per → dipikir belajar (bl' uku)  
 ↳ di man, belajar harus (kurang ada)

• sudah keblm, bl'inggris semana  
 ↳ sekolah di sekolah sdh maneri bisa  
 ↳ kurang maneri  
 ↳ butuh

• optimis utk terlupa tanahnya

• maneri grammarnya ngus - ingat lagi  
 ↳ keblm fokus → main / belajar (bel kuril)

• lanjut ke luar negari (keblm)  
 ↳ ngomong to get master degree







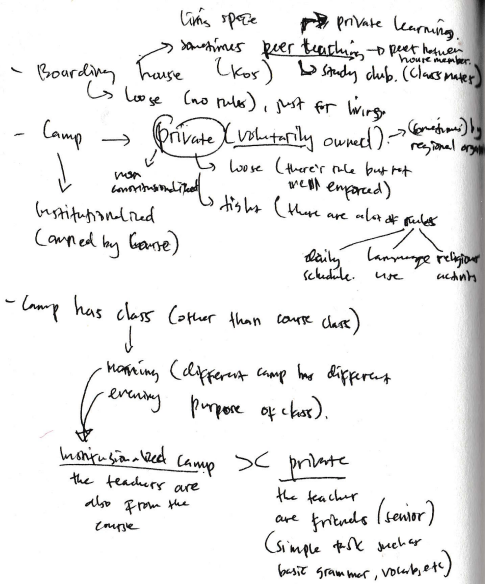








Outside Classroom Observation Sheets



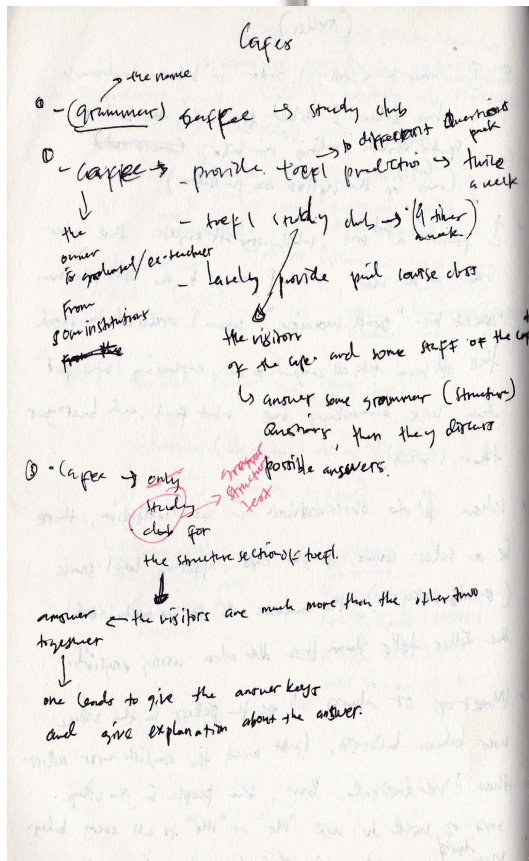
(seller)

I come to a stall, I order in bahasa Indonesia but when I asked for bills, the cashier speaks English, selling me bills. (what? (was of the visitors are the sellers).

I found a food stall, which was all English. The owner was an old man, when I came to the stall, the man greet me "good morning", when I ordered the food the old man talk all English to me, explaining what food they serve, and asking me what food and beverages that I want.

When I do observation in an institution, there is a seller comes to the door, offering local snack (a with sticky rice). the students ask for how much, and the seller tells them that they also using English.

Most of or almost all of the sellers in the village was bahasa Indonesia, just meet the English was seller that I've described. But, the people in the village sort of used to use "Mr" or "Ms" to call every body. Yet, every school does this to the students there.



**APPENDIX 2**  
**WRITE-UP AND DATA CONDENSATION PROCESS**

Date :  
Monday  
March 13<sup>th</sup> 2017

Observation  
Number:  
1

Class:  
Speaking

Time:  
08:30 - 10:00

### Classroom Activity

The teacher comes to the class, and directly talk to the students, and asks about their activities in the weekend. Each Student is asked one by one. It takes more than 30 minutes because each student should tell their weekend activities. (it is in a form of question and answer conversation)

During the conversation, the teacher asks how do they ask people about their recent activities. The answers from students are written by the teacher on the white board. Other than that, the teacher enforce the students to use past tense since they tell about past activities. The teacher asks the students what is the V2 of each verb when they use V1. It is always repeated during this activity.

Speaking Practice. Each student stands up in front of the class. One by one, they give presentation about how to make things (procedure text). After the presentation, there is a question and answer session (this is including the teacher).

Right after the first presentation, the teacher gives some high frequency words to be used in the procedure text. The teacher expects the student to use the vocabularies while they give the presentation. The teacher writes the words on the white board and asks the studnets if they know the meaning of the words.

During the presentation, there is one student who directly explain the steps whithout opening the presentation. The teacher asks the student to open the speech first, but it seems that the student does not understand it. The teacher asks the other students to give example of the opening and the closing of a speech. Some students give the examples, and the student who is in front of the class following what his friends tell him to do.

### Teacher's Interaction

The teacher almost always gives correction in all classroom activities (the conversation or the presentation).

Pronuntiation: asking directly what is the right pronunciation to the student or the other students

Pronuns: asking what is the right pronun, and explaining and giving example how to use the pronun in the procedure text (can be without pronun). The teacher doesn't give long explanation, and directly give the example.

Vocabularies: asking the students to look up in the dictionary and to choose between two word choices, also providing the students with more choices to be used,

### Student's Interaction

the students have some discussions among them. The discussion is about;

1. Translation of an English word.
2. The English word of Indonesian word they want to use.
3. The material each of them whould like to present in front of the class

Date :  
Monday  
March 13<sup>th</sup> 2017

Observation  
Number:  
2

Class:  
Speaking

Time:  
10:00 - 11:30

### Classroom Activity

The teacher comes to the class and asks the new students to introduce themselves (including the researcher). The teacher asks the new students several questions, and also asks each student to ask the other students. The questions are about personal information.

After introduction, the teacher gives two pages of material to the students. There is a text and some exercises in the paper that the students get.

The teacher starts the discussion by asking each student to read the text one by one, two sentences for each turn. After reading, the students are asked directly to translate the meaning of the sentence. The meaning is not word by word meaning. If the student in turn doesn't understand the meaning, the teacher asks other students to help, and also when there is a difficult word, the teacher will ask the students if they know the meaning of it.

After understanding the text, the students are asked to do exercises;

1. Answering some questions about the text. The student is not only answering the question with an answer but also give reason why the answer is true (pointing out what sentence in the passage that confirm the answer).
2. Identifying different use of gerund and to infinitive with the modal verb that can be used with them. The students are asked to put the gerund or to infinitive they get from the passage to the column according to the modal verbs used before the gerund/to infinitive in the passage. The students must complete to identify all gerund and to infinitive given in the exercise
3. The students are asked to make a presentation about Indonesian Culture, while presenting (in the following day) they are not allowed to use notes.

### Teacher's Interaction

The teacher gives some correction in some errors done by the students

1. Question Structure: the teacher gives correction using some examples of the right question structure following by a short explanation.
2. Ask the students to translate from Bahasa Indonesia to English with a right question structure.
3. Pronunciation: the teacher correct the students pronunciation by giving the right and wrong pronunciation, and then she asked the students to notice the difference.

### Student's Interaction

During the exercise, there is no interaction in the class.

During the Introduction, when the teacher leave the class for a while, the students keep doing question and answer conversation in order to get to know their classmates (including the researcher). This conversation is done in English.

Date :  
Tuesday  
March 14<sup>th</sup> 2017

Observation  
Number:  
3

Class:  
Speaking

Time:  
14:30 - 16:00

### Classroom Activity

When starting the class, the teacher directly start the vocabulary drilling for the students. In the drilling process, the teacher does;

1. Write 15 new vocabularies on the white board
2. Drill by saying the English word first, the students repeat, then English words and also Indonesian word, the students repeat, and then only Indonesian word, the students say the English word. (this three steps are done for each word)
3. After finish drilling all the words, the teacher repeat in order (from the first word) but only saying the indonesian word, the students say the English word. After that, the teacher randomly say the Indonesian word and the students says the English words, sometimes the teacher change it by saying the English word, the students says the Indonesia word.
4. The teacher erase two first letters of the english words, and then start saying the Indonesian words, the students say the english words. After that, the teacher erases all of the words from the whiteboard, and start drilling again.
5. The teacher start randomly choose the students. The teacher says the Indonesia words, the choosen student must be able to say the english words. If they fail to answer, they will be punished (powder).

The teacher then explains about Nominal and Verbal Sentence. The teacher starts the explanation by asking the students what they know about it. Some students answer the question, and based on this answers the teacher explains the material. The expects the student be able to differ Nominal and Verbal sentence.

The teacher asks the students some examples in Indonesia about some Nominal and Verbal sentence, and ask them to make the sentence in English. Then, the students are asked to compare them.

The teacher also asks the student to give examples in different kind of sentence (not only positive, but also negative and interrogative)

### Teacher's Interaction

Each time before the teacher explains, she always asks what the students know about the material. The explanation is also always be followed by examples.

The teacher stresses to the students that they use different rule while speaking English. The teacher also always reffering the sentences in English to what they are in Bahasa Indonesia. (Tidak = tobe+not in nominal, do/does+not in verbal)

The teacher asks the students what kind of sentence their students make in Indonesia, and then asks them to make the sentence in English.

### Student's Interaction

The Students have little interaction, because the interaction in the class is driven by the teacher all the time.

The students do;

1. follow the drill
2. give examples
3. ask questions if they do not understand.



Date :  
Sunday  
March, 20<sup>th</sup> 2017

Observation  
Number:  
4

Class:  
Speaking

Time:  
14:30 - 16:00

### Classroom Activity

Teacher comes to the class and do the drill with a new set of vocabularies. The teacher does:

1. Drill by saying the English word first, the students repeat, then English words and also Indonesian word, the students repeat, and then only Indonesian word, the students say the English word. (this three steps are done for each word)
2. After finish drilling all the words, the teacher repeat in order (from the first word) but only saying the indonesian word, the students say the English word. After that, the teacher randomly say the Indonesian word and the students says the English words, sometimes the teacher change it by saying the English word, the students says the Indonesia word.

The teacher asks the students to read a conversation. The teacher chooses the students randomly. After reading a line of conversation, the students are asked to translate the sentence. The first coversation is about time (date, day, month and year). The second conversation is about number.

The teacher asks the students to open the page with number as the material. Then, the teacher explains about the different kinds of number.

The teacher asks the students to count. Start from normal counting, into multiplication (2, 3, 4 and 5).

The teacher write number, from hundreds, thousands, until billion. The number is random (such as 12.435.983, or 999.999.999). Then, the teacher chooses some students to say the number in English. After writing the number, and before choosing the students, the teacher explains (writes the example) how to use "and" when they say the number in English.

The teacher asks the students to count again, and the students must remember their own number. The teacher will ask about English vocabularies (teacher says them in Indonesia), and the students must answer it correctly. If wrong, the student gets punishment (powder). The students questioned should mention thier friend's number. The student whose number mentioned will be asked by the teacher.

### Teacher's Interaction

The teacher corrects students' pronunciation while reading the conversation. (Direct correction)

When the students forget to use "and" while saying the number written on the white board, the teacher reminds them how to use it (point at the writing on the whiteboard).

### Student's Interaction

When one of the students is confused with the math (multiplication), the other students help by saying it Indonesia, or giving some clues.

Date :  
Sunday  
March, 20<sup>th</sup> 2017

Observation  
Number:  
5

Class:  
Speaking

Time:  
19:00 - 20:00  
(18:45 - 19:45)

### Classroom Activity

**(in this class, the researcher is a little bit late to come, because a time referral issue, but when the researcher comes, the teacher is already in the class but the material session hasn't been started)**

The teacher starts the lesson by doing some light conversation with the students in English. The students also asks some questions to the teachers using English. When I come in to the class, one of the students asks me (in English) to introduce ourselves.

The teacher starts the lesson by asking the students about their special date. Each student must answer and explain why it is special for them.

The teacher asks the students about the names of days and months.

The teacher write the name of the days and months on the white board. The teacher leave some blank spaces after the names in a bracket ( ).

The teacher asks the students to look up their dictionaries (oxford dictionary) to find the phonetic symbols of each name. Then, the teacher asks the students who has found the phonetic symbols to write it on the blank spaces. The students write them one by one, until all blank spaces are completed.

The teacher does the pronunciation drill. The teacher says the pronunciation, and then the students follows him. The teacher cuts the pronounciaton (sun - day/ ju - ly) as a variation of drilling. Then, the teacher say the names of the days and months in Bahasa Indonesia, the students says them in English. The teacher continue by randomly saying the names of the days and the months.

The teacher opens answer and question session for the students who still confuse with the materials.

### Teacher's Interaction

The teacher gives only a little correction, and not strictly correcting every error done by the students.

The teacher gives correction when a student writes the phonetic symbol not quiet right with the symbols in the dictionaries.

### Student's Interaction

Some students like to talk to other students, but almost every chats in the class is in English.

When one of their friends doesn't speak in English, some students warn him/her to speak English. They say "in English bro!"

Date :  
Tuesday  
March 21<sup>st</sup> 2017

Observation  
Number:  
6

Class:  
Speaking

Time:  
08:30 - 10:00

### Classroom Activity

The teacher opens the class by having a light conversation with the students. She asks some questions to the students, asking about their assignment, other students who do not come to the class, etc.

After the conversation, the teacher gives the students their last assignment (the students writes their future plans after finishing the program in the class the day before). In their papers, the teacher gives some corrections, such as the use of pronoun and grammar mistakes.

Then, the teacher chooses one student to do a speech in an open space (not in a class). The student is asked to face a mirror, and do the speech facing the mirror. The teacher sits behind the students to assess and give correction. (in this occasion, some students or guests might walk through the path and see/watch the students giving a speech.)

After finish, the students must choose his friends by saying the number in the present list. All students, get their turns one by one. each turn spends about 5 minutes.

### Teacher's Interaction

During the speech, when the students do some errors in their speech, the teacher directly give corrections. The correction is giving the right example of what the students say followed by a little explanation about it. Most of the time is about the vocabularies they used.

The teacher push and force the students to do the speech in 5 minutes, without any toleration.

The teacher gives some compliments, construction feedbacks and motivation for the students' speaking skill.

### Student's Interaction

During the speech. the researcher does not observe the class situation.

Before the speech, when the teacher gives some time for preparation, some students asks to other students about some vocabularies that they did not know/find out in the dictionary.



Date :  
Wednesday  
March 22<sup>nd</sup> 2017

Observation  
Number:  
7

Class:  
Speaking

Time:  
08:30 - 10:00

### Classroom Activity

The teacher opens the class late. She opens the class and directly explain what the students are going to do that day (doing interview).

The teacher writes some questions on the white board, and asks the students to write them on a piece of paper.

The questions are in form “have you ever ....?” asking if the students have done something. The students who say yes , their names will be written beside the question.

After finish writing the question and explaining the rules, the teacher leaves the class and let the students wonder around asking their their friends about the question.

The teacher lets the students do the activities for almost the whole class time.

When the teacher comes back to the class, the teacher asks if they have finished asking their friends, and asks the students to show their list of names.

The teacher explains about adjectives, such as colour, height, shape, etc.

The teacher gives assignment for the students to describe one of their friends, without revealing their names and the rest of the students guess who is described. The teachers randomly gives the name of the students by making some small pieces of paper with the students' name, theses pieces of paper are randomly given to the students. (the activities is continued in the next class)

### Teacher's Interaction

Other than the class activities, the teacher does not give personal comment about the students activity (interview)

In this class, the teacher likes to make some jokes with the students. Some students are called by names (celebrity names) by the teacher to make the class laugh. Then, when the students are called or do something, the class call him/her by the celebrity name. (e.g a student is called Lee Min Ho)

### Student's Interaction

Students has only a little interaction, because they are busy with activity.

Some of them only asks to their friends about the questions they did not understand, or some vocabularies.

Date :  
Thursday  
March 30<sup>th</sup> 2017

Observation  
Number:  
8

Class:  
Speaking

Time:  
08:30 - 10:00

### Classroom Activity

The teacher starts the class by having a light conversation about what the students' do the day before, because she is a substitute teacher.

The teacher explains what will be learned that day (past experience/recount text).

The teacher asks about the students' experience, and also explain to them about the use of adverb of time when telling their experience. This activity is for general class, not specifically asked to each students.

The teacher reads a text (a recount text). Then, she reviews the text, asks the students to translate one by one, each student gets one sentence. The students are expect to understand the text. The teachers reviews some difficult words, and some expressions in the class.

**in the middle of the class, another teacher comes and substitute the substitute teacher.**

the other teacher continues the lesson, and now she is talking about daily activity,

the teacher asks the students to read a text, but there are some blank spaces in the text. the students are asked to read one by one, and fill the blank with the right words. after reading, each students must translate the text.

the teacher asks the students to make a timetable of their daily activity. this timetable is used for their speech later the day after. the teacher gives some guidance for the speech, what should be in the speech (Present tense, adv of frequency, conjunction, time, opening and closing)

The teacher reviews a new set of vocabularies. even if the time is almost finished, the teacher do a quick drilling (just mention the english and indonesia, the students follow, and then say the indonesian, the student says the english words). this is because the program is almost ended, and they will have vocabulary exam in the following week. After drilling, the teacher asks the students to make sentence by translating the sentence from bahasa Indonesia.

### Teacher's Interaction

The first teacher gives correction when the student's uses wrong words. She gives the student two choices, and the students must be able to differ which one is right and which one is wrong.

The second teacher gives correction when the students make the time table. She expects the students only write the activity (e.g take a bath - 04:00), but the students write a sentence (e.g I take a bath - 04:00). The teacher gives examples by writing the time table on the white board. She gives example on how the students write the time table.

### Student's Interaction

The students ask about how they write the assignment (timetable) when they do not understand it.

The students ask their friends about some activities they do not know in English.

Date :  
Monday  
April 3<sup>rd</sup> 2017

Observation  
Number:  
9

Class:  
Speaking

Time:  
08:30 - 10:00

### Classroom Activity

The teacher starts the class with a brainstorming. The teacher asks the students one by one what is their plan in the future, after the class or after finishing the program. The conversation goes on with questions and answers. The students also ask about their teacher plan.

The teacher explains about the comparison of “will”, “shall”, and “be going to”. The teacher gives examples of when the words or expression is used in different sentence. Then, the teacher asks the students to translate her sentence to English using the right words or expression.

The teacher asks the students to write their plan in the future. While the students writing their plans, the teacher approaches the students one by one to check whether they encounter some difficulties or they have something to ask.

After finish writing the plan. The teacher chooses one student to tell his plan in front of the class. After the student explain his plan, the teacher asks some questions about the plan, other students also give some responses about the plans he made. After that, the student who told his plan, choose one of his friend to take turn telling his own plans. The activity is same until all the students have told their plans.

### Teacher's Interaction

The teacher gives direct correction when she approach the students who are making their plans. The correction is minimum when the student gives speech.

### Student's Interaction

The students ask their teacher when they did not understand about the assignment, and also some vocabularies in English. when the teacher approaches them one by one.

They do not only ask their teacher, but also other classmates too.

Date :  
Monday  
April 3<sup>rd</sup> 2017

Observation  
Number:  
10

Class:  
Grammar

Time:  
14:30 - 16:00

### Classroom Activity

The teacher comes to the class and then directly writes 4 sentences in front of the class. The sentences are in Bahasa Indonesia, with a non-formal (non-standard) structure.

The teacher asks the students to translate the sentences into English.

At the beginning the researcher does not understand the topic, but then the researcher realizes the students are practicing “word order”.

The teacher approaches the students, one by one, to see if they have difficulties while translating.

After translating, the teacher collects students answer and give correction.

After giving the correction results, the teacher open discussion in the class. The class discuss about the translation.

The teachers gives the right translation (word order) and then asks the students if they have questions about that. While giving the right translation, the teacher gives some alternative words and structure. (different word orders and wording)

The teacher adds some other examples for the students, to make the explanation clearer.

While explaining, the teacher put some labels (codes) for the words.

The language mostly used is Bahasa Indonesia.

### Teacher's Interaction

When giving correction, the teacher gives a specific explanation for some students who has different problems. The teacher directly talks to the students directly when the students approach the teacher to take their paper.

The teacher opens questions and answers session after explaining the answer, the reason and the alternatives.

### Student's Interaction

The students do some discussion while translating, and also open dictionary. They discuss about the right word orders for the assignment.

Some students who thinks their answers are right ask the teacher if it their answer is can be the alternative answer too, which means that it is true.

Date :  
Tuesday  
April 4<sup>th</sup> 2017

Observation  
Number:  
11

Class:  
Grammar

Time:  
10:00 - 11:30

### Classroom Activity

The teacher opens the class by directly writing the material on the white board. All the explanation is written in detail. Including some patterns, codes and signs for the materials, (the material is parallel structure).

The students directly writes what the teacher writes on the white board.

After finish writing the materials, the teacher asks the students to stop writing. Then, she gives verbal explanation on what is written on the white board (mostly in Bahasa Indonesia). The explanation given is including some examples and how to do inversion (as what is explained in parallel structure material)

The teacher gives an assignment for the students. The students must translate some sentences from Bahasa Indonesia to English using the patterns explained in the materials. The sentence in Bahasa Indonesia is not well structured sentence.

While the students do the assignment, the teacher writes other materials on the white board. (negative augmentation). Like the first material, this material is written in detail, until some requirements to be met if the students use certain pattern. After finish writing the materials, the teachers start to explain again.

Before the assignment, the teacher gives some examples. They (the students and the teacher) together do the negative augmentation, they make 2 different sentences into 1. They work on it together.

After the explanation, she gives the students the second assignment about this material. The sentence written is in Bahasa Indonesia (not-well structured), and the students must translate them.

After the students finished doing both assignments, the teacher asks them to collect the papers, and gives some corrections.

### Teacher's Interaction

Other than giving correction on the student's paper, for some cases the teacher re-explains the material according to the error committed by the students while doing the assignment.

The teacher also gives answer variation while explains the reason. (e.g using other pattern, or other word choices)

The teacher reminds the students (while doing the assignment, and after) that the students' should not follow Bahasa Indonesia structures, and enforce that the structure used should English Structure.

### Student's Interaction

Students have a small discussion between 2 or 3 people while doing the assignment, they asked about which pattern to be used, or the vocabularies on the assignment that did not know.



Date :  
Wednesday  
April 5<sup>th</sup> 2017

Observation  
Number:  
12

Class:  
Grammar

Time:  
10:00 - 11:30

### Classroom Activity

The teachers opens the class by directly writes the explanation on the white board. In detail (such as requirments, signs, patterns, etc). The explanation is including examples (the topic is alternation).

While the students write the explanation, the teacher explains what is written on the white board. Then, they do work on the examples. The students and the teacher answer the question examples together. While answering the teacher asks the students what is the answer. Then, the teacher write the right answers on the white board, also with some alternative answers.

After answering the question examples, the teacher opens discussion for the students who still did not understand. The teacher re-explains the materials according to the students' questions.

After the discussion, the teacher opens other topic (contrast). Same with the topic before, the teacher writes the materials on the white board, then gives examples. The same process is undergone like the first topic.

The same process also happens for the third topic. (Cause and Effect)

After the third topic the teacher gives an assignment (questions). The teachers dictates some sentences in Bahasa Indonesia (not well-structured), and the students should translate to English according to the material given.

then, the class discuss the answers.

### Teacher's Interaction

The teachers give some direct correction in the paper, but for some important errors, the teacher explains them to the class. (e.g different kind of words; success - sucessful)

Teacher also adds more explanation about different kind of conjunction, this is because a student asks about this (comjuction "for")

### Student's Interaction

The students only do little interaction, only when doing the assignment to ask some vocabularies they did not know.

Date :  
Thursday  
April 6<sup>th</sup> 2017

Observation  
Number:  
13

Class:  
Grammar

Time:  
08:30 - 10:00

### Classroom Activity

The teacher opens the class asking yesterday lesson.

The teacher writes new materials on the white board (conjunction - correlation), then explain it. During the explanation, the teacher gives examples for all pattern. After giving the examples, he writes it down on the white board. Then, the teacher and the students discuss the examples. The teacher asks the students what is the answer why the answer is right.

Explanation from the teacher are clear and long, but more simple (only on what's necessary).

The teacher moves to the next topic (preposition). The teacher writes down what kind of words that can be Object of Preposition, and how to put them with the right preposition. The teacher uses coding to put under the words (OP for Object of Preposition, and Prop for Propostion). Then, the teacher explains what is the different between the three preposition (at, in, on)

In the end, the teacher writes some questions about the materials today, in a form of multiple choices. The student is asked to answer the questions, and to give explanation why the answer is true. Then, the teacher explains why the answer is right.

The materials for this class is very basic, and relatively easier than other grammar class.

### Teacher's Interaction

The teacher, before explaining something, always asks the students. Based on the answer the teacher gives clear explanation even if the answer is true or wrong.

The teacher compares two pattern of correlations to make the students understand the different between them, and how to use them.

### Student's Interaction

The teacher doesn't answer the exercise alone, they answer it together.

Date :  
Thursday  
April 6<sup>th</sup> 2017

Observation  
Number:  
14

Class:  
Grammar

Time:  
10:00 - 11:30

### Classroom Activity

The teacher starts the class by reviewing the assignment worked by the students in group the day before.

The review is a discussion about the question where each group fail to answer correctly. The answer doesn't come from the teacher, but the teacher asks other group whose answer is correct to give explanation why it is the right answer. Then, the teacher adds little explanation.

The teacher gives two papers, for the try out (in friday they will have final exam).

In the papers, one of them is table filled with irregular verbs (high frequency), in form of V1, V2, V3 and Meaning. The students are asked to change from one form to the others. The second paper is about tense and kind of sentence. The students are asked to change sentences into other tense or kind of sentences (e.g Mother came from work = 1. Future Tense and Interogative 2. Perfect tense Negative)

In the end of the class, the teacher asks the students to answer together, and correct their papers by themselves. After finish correcting, the teachers asks how much the students get their answer right. She enforce that the students get the wrong answer at least 3 if they want to pass the exam.

### Teacher's Interaction

While doing review, the teacher always asks to the students the answer, and why the answer is true. The answer doesn't come from the teacher herself, only a little addition explanation.

The teacher explains to the students that they only learn the forms or patterns in this program, when it comes to the meaning, he suggests the students to take a higher program (Basic Program 1).

### Student's Interaction

There is small discussion among students, asking about vocabularies, but not all of them, just small number of students, because they are doing a test simulation (try out).

The students who finish earlier come to the front of the class, and asks the teacher to correct his/her answer and if they are safe or not.



Date :  
Friday  
April 7<sup>th</sup> 2017

Observation  
Number:  
15

Class:  
Grammar

Time:  
14:30 - 16:00

### Classroom Activity

The teacher starts the class by writing the material on the white board (similar modal function). The teacher conducts a discussion, after the teacher explains the materials and gives examples, she lets the students to asks questions they do not understand from the topic, then the the teacher answers the question accordingly.

The teacher explains a lot of possibilities that a modal can means differently according to the context. The teacher uses diargram/trees/concept map, and then they together discuss the example using the diagram. After this session, the teacher opens a question and answer session if there are something the students did not understand.

The teacher reviews back the result of the tryout before, to prepare the student for final exam.

The teacher reviews the answer and why the answer is right. The teachers and the students discuss the meaning and the structure of the sentence to understand which modal is appropriate for them. (multiple choice). The teacher also gives other modal that is still appropriate as an alternative answer.

While answering the question (in the review), the students answer the questions, and then the teacher asks about the reason why they choose it as their answer.

In the end of the class, the teacher opens a class discussion once again to discuss what problems they encountered when answering tryout questions.

### Teacher's Interaction

The teacher always open discussion all the time for the students, because it is the last day of their program. The teachers answer every questions in that day.

The teachers also reminds the student about the types of test they will face in the they after, and what kind of questions in the second test if they fail the first one.

### Student's Interaction

The students are lightly joking around, among them, or with the teacher.

Most of the students ask the teacher some questions related to the material they learned and TOEFL questions.

Date :

Tuesday  
April 11<sup>th</sup> 2017

Observation  
Number:

16

Class:

Speaking

Time:

16:00 - 17:30

### Classroom Activity

The teacher opens the class by having a light conversation with the students about random things such as song and bestfriend.

The teacher explains what the students (and the reasearcher) are going to that day. (Interview and reports)

The teacher writes some kind of layout for the interview (interview guidelines), it is about what information should the student asks to the person they interview. (name, address, education, family, hobby, goals, hobby, like and dislike, life and success)

Then the teacher asks the students if they know how to ask. Then, the teacher asks about Question Words that the students know, and also asks the students to make an example of question from the Question Words. Each student is asked to do so.

The teacher chooses who will be asked by who.

Then, the teacher lets the students to make circle, and start asking their friends. The students ask and answer one by one, so if a student talks, the others listen to him carefully.

The teacher sometimes is involved in the discussion (asking and answer).

### Teacher's Interaction

The teacher always asks the students, always want the students to interact.

He has a gimmick (something that is done by MC in a stage or event) at the beginning and the and of the lesson.

### Student's Interaction

Students do the interaction mosly derived by the teacher. So, all the time, all the teraction is in English, since the students have the interaction that the teacher asks them to do.

Date :  
Wednesday  
April 12<sup>th</sup> 2017

Observation  
Number:  
17

Class:  
Grammar

Time:  
14:30 - 16:00

### Classroom Activity

The teacher opens the class by directly writes the introduction materials (new class) on the white board. The materials are about tenses, and how to combine more than one tense. It is in a form of table with some functional signs/code for tenses, and a practical diagram/concept if they want to combine two or three tenses.

The teacher explains after finish writing the materials, also explains how to combine.

The explanation is not much, but more to the practice how to use the tenses and combine them.

After explaining every form of combination, the teachers give examples to the students. The examples are using the practical concept that she wrote on the white board.

The teacher asks the students to translate some sentences from Bahasa Indonesia to English. The students and the teacher translate the sentences together, while translating the teacher re-explain the material through questions.

The teacher gives exercise to the students. In the exercise the students are asked to make 16 sentences with 16 different tenses from 1 sentence in Bahasa Indonesia.

### Teacher's Interaction

The teacher stresses the student that they should remember the structure first, then in the second part of the program they will learn the meaning/function (the soul - the teacher said)

### Student's Interaction

The students frequently ask the teacher when they do not understand, then the teacher explains on that specific questions. (e.g the use of were/was, the time of using s/es)

While doing the exercise, many students discuss with their friends. It mostly is about the structure of the tenses that they write.

Date :

Wednesday  
April 12<sup>th</sup> 2017

Observation  
Number:

18

Class:

Speaking

Time:

16:00 - 17:30

### Classroom Activity

The teacher opens the class by a light discussion about family, and the future. The students are asked about how big a family that they want in the future.

Then, the teacher digs into a deeper discussion. The teacher opens by explaining about the condition (over population and family planning program), then the teacher asks the students' opinion on the problem, whether they agree or not with the program, and why they can agree or disagree with it.

After the discussion, the teacher asks each student to stand up in front of the class and report the result of the interview the day before.

After all students (and the researcher) finish reporting the result of the interview, the teacher start asking the students to share their personal experience. There is a conversation among the students and the teachers. While the students tell their experience, other students and the teacher may ask for more clearer or detail information.

Then, the teacher writes on the white board, many kinds of experience (happy, sad, scary, and etc).

Beside the kinds of experience, the teacher writes the layout (text structure) of recount text. He explains to the students that the layout is the structure used for telling an experience.

The students write their own experience for the rest of the time of the class.

### Teacher's Interaction

The teacher give a little correction for the students when they have a discussion, and when the students report the result of the interview.

He has a gimmick (something that is done by MC in a stage or event) at the beginning and the and of the lesson.

### Student's Interaction

While making a recount text, the students asks to their friends about vocabularies that they do not know.

Date :  
Thursday  
April 13<sup>th</sup> 2017

Observation  
Number:  
19

Class:  
Speaking

Time:  
14:30 - 16:00

### Classroom Activity

The teacher starts the class by reviewing the last materials the students learn with other teacher. The teacher asks what did they learn in the morning. The students mention the topic and what they do with the teacher.

The teacher reviews the last vocabularies they have learned. The teacher do the drill. The teacher say in Bahasa Indonesia, then the students say them in English. The teacher asks the students to read the vocabulary list. Some students do not look at the vocabulary list at all, because they have remembered the vocabularies.

The teacher does the drill for a new vocabulary set. The teachers says the vocabularies in english and then the students repeat what the teacher said. The teacher asks the students to spell the words, and they spell it together.

The teacher moves the topic into vocabularies for days and months, and numbers. The teacher says the words in english, then the students repeat them. Then, the teacher says the word in Bahasa Indonesia, the students says the words in English. The last step, the teacher asks “what does “the words” says in English?”.

For Ordinal and Nominal number, the steps are same, but with additional step which is the students gives example of how to put the number in a sentence. Then, the teacher asks them to translate together a sentence in Bahasa Indonesia to English. (Multiplicative number; teacher say bahasa Indonesia and then the students say in English then making sentences together, Fraction number; teacher say in English, the students follow, teacher says in Bahasa, the students say in English, without making sentences)

The teacher aks the students to do exercise in a book (filling the blanks with numbers), then the teachers asks the students who finish filling the blank to come to the teacher, and then the teacher asks them about the information they put in the exercise.

### Teacher's Interaction

The teacher uses a variation of claps in the beginning to make the students focus

The teacher always directly gives correction to the students for pronunciation (giving the right example)

When spelling together with the students, the teacher uses sort of tone to make it funny (the students laugh). It also happens when the teacher drill the vocabularies.

More enforcement by the teacher after the students correctly follow the drill.

While saying some difficult numbers (fraction/multiplicative), the teacher gives more correction and help to say it with the right pronunciation.

### Student's Interaction

The students are very active, but most of the interaction between students are in Bahasa Indonesia.

There are some answer and questions among the students when they make the sentences together (translate for Bahasa to English)

There are also some interaction (discussion) while the students do the exercise.



Date :  
Monday  
April 17<sup>th</sup> 2017

Observation  
Number:  
20

Class:  
Speaking

Time:  
14:30 - 16:00

### Classroom Activity

The teacher comes to the class, and start the lesson by asking about the studets activities in the weekend. After talking about the activites, the teacher starts to review the vocabularies.

The teacher asks one of the students to stand in front of the class. The student is asked to say words in English/Bahasa Indonesia, then the rest of the students answer it. (e.g she says “sakit”, other students say sick, she says beautiful, other students say “cantik”)

The teacher devide the students into groups, each group consists of 4/5 students. Each group should mention the words the teacher asks them. If they do not answer it correctly or answer it together, they are not allowed to sit down.

Then, the teacher drills a new set of vocabularies. (he reads the vocabularies followed by the students)

The teacher plays a game, he gives a marker to the students, the students give it to his/her friend next to him/her. While doing it, the teacher and the students sing “Alphabet Song”. The students who hold the marker when the song is finished should answer one question. (the teacher asks them to describe a thing)

After the game, the teacher devides the students into groups, each group consist of 3 students. All of them are asked to stand in front of the class. The teacher asks each group 5 questions (spelling, time (hours and days), position, function). The group that is able to answer all of them correctly, can sit on their chairs. Last group that still can answer all questions correctly is asked to sing an English song.

The teacher review about time (because in the previous activity, most students seem have problems with time.

The teacher asks the students to interview two of his/her friend about the time they do their daily activity (concept in the book). After finish asking, they report to the teacher, and they can go home.

### Teacher’s Interaction

The teacher uses a variation of claps in the beginning to make the students focus

The teacher always directly give correction to the students for pronunciation (giving the right example)

The teacher helps the students when they are asked by giving clues.

### Student’s Interaction

The students are very active, verbally and physically.

The class situation makes the students are easily to joke arround.

Some students doesn’t like to be in a group with different gender (mostly girls)

A student approach the researcher and asks some question (interview). The student practices her speaking with the researcher.

Date :  
Monday  
April 17<sup>th</sup> 2017

Observation  
Number:  
21

Class:  
Speaking

Time:  
16:00 - 17:30

### Classroom Activity

The class is started by one of the students giving a speech of a certain topic. (previous assignment)

After he gives the speech, the rest of the students and the teacher (including the researcher) are able to ask some questions. (discussion session).

The teacher continue the activity by explaining that they will have a debate today.

The class is divided into two sides, affirmative and negative. (topic : single sex school)

The teacher gives time for the students to compose their arguments and speech. (about 30 minutes)

then, each student has 7 minutes to give a speech. In the speech, they explain their arguments why they agree or oppose the topic.

after speech session, the two sides are give 15 minutes for giving question/rebuttal and also giving clarification.

the last session is one minute speech for each side to give the conclusion.

### Teacher's Interaction

He has a gimmick (something that is done by MC in a stage or event) at the beginning and the and of the lesson.

The teacher gives some corrections for the students pronunciation.

### Student's Interaction

When they compose their speech, they ask some questions to their friends (and the researcher) about some difficult words.

Date :  
Wednesday  
April 19<sup>th</sup> 2017

Observation  
Number:  
22

Class:  
Grammar

Time:  
14:30 - 16:00

### Classroom Activity

The teacher opens the lesson by writing the materials on the white board (topic conjunction “if/unless”). The students write down what the teacher writes on the white board. The materials are written in details using table for different uses of the conjunction. After writing the materials, the teacher asks the students to stop writing first, then starts explaining the materials to them. The teacher explains the use of “if” according to the situation.

The teacher gives an example, and discuss it with the students. The teacher asks the students to put label on the words in the sentences (phrases, clause, subclause, etc). The teacher asks the students which kind of condition which is appropriate with the sentence, and then what pattern should be used in the sentence.

The teacher gives some sentences in Bahasa Indonesia, then the students translate them together into English with the correct functional structure. Some sentences are not in a good Bahasa Indonesia structure.

After that, the teacher reviews the homework from the previous day. The assignment is a multiple choice questions. The teacher and the students discuss the answer together. They discuss why an answer is true, and the other is wrong.

The teacher starts with a new topic (direct and indirect speech). Same like the previous topic, the teacher writes all materials on the white board, in detail, then explain it after finish writing the materials.

Because the time is up, the teacher doesn't give examples/exercies.

### Teacher's Interaction

The teacher always starts the explanation by questions. After the students answer, the teacher explains by using the answer from the students.

The teacher limits the lesson. When the students asks the teacher about function of tenses, the teacher explain that it will be learnt later in the third week, not in the beginning. She explains the purpose of the learning that day, and asks the students to learn step by step.

### Student's Interaction

The students ask the teacher when they did understand (e.g the different between will and would)

While answering the exercise, or discussing the materials, some students ask their friends if they think it is unclear.



Date :  
Friday  
April 21<sup>st</sup> 2017

Observation  
Number:  
23

Class:  
Writing

Time:  
14:30 - 16:00

### Classroom Activity

The class is started by writing session (1 hour). The students take a piece of paper and a text in Bahasa Indonesia from the teacher. They have one hour to write the Bahasa Indonesia text in English. After one hour, all students must collect their writings.

The last 30 minutes is used for discussion. The teacher discusses the possibility of wording that can be used, and also the structure used for the text.

Before discussion, the teacher gives the students a paper with materials in it (derivative and how to use a special dictionary).

In the paper, the teacher uses a figure/diagram to explain the derivation of a word (noun - adjective = same meaning and noun - adjective = different meaning). The teacher puts a copy of a page in the special dictionary to tell the students how to find the sign of derivation.

The teacher explains the materials, and gives some examples with the words that have derivation (same or different meaning)

### Teacher's Interaction

The teacher's interaction is as much as he gives the explanation of the materials given.

The teacher slips some jokes when explaining the materials

### Student's Interaction

Students do some discussion, talking about the vocabularies and the structure when they exercise their writing skill.

They also open dictionaries, book/application.

The students ask the teacher some questions about the use of different words which have derivation.

Date :  
Friday  
April 21<sup>st</sup> 2017

Observation  
Number:  
24

Class:  
Grammar

Time:  
16:00 - 17:30

### Classroom Activity

The teacher asks the students to check the previous assignment, he gives the answer key and asks the students to check whether their friends' answers are true or wrong.

The teacher opens the lesson by explaining directly the materials (reducing). The teacher says that it is an important structure for translation.

After explaining, the teacher gives some examples in a text. The teacher asks the students the meaning of the reduced words. The teacher does brainstorming to make the students understand the text with the correct context.

The teacher gives an exercise. He gives a text in English, there are 14 reduced words in the text. The students are asked to identify the reduced words, and then make it back to the pattern when they are not reduced.

### Teacher's Interaction

The teacher's interaction is as much as he gives the explanation of the materials given.

The teacher slips some jokes when explaining the materials.

### Student's Interaction

While doing the assignment, the students do some discussion talking about the answers or the assignment.

Date :  
Monday  
April 24<sup>th</sup> 2017

Observation  
Number:  
25

Class:  
Writing

Time:  
18:30 - 20:00

### Classroom Activity

The teacher (later after the class, the researcher knows that it is a substitute teacher) opens the class by asking the previous materials (character of verbs). The teachers asks the students about what do they know about the materials. From the answers, the teacher gives more explanation. The explanation is written on the whiteboard. The pattern is written, then he gives the examples, each example is discussed (putting the right labels to the correct words according the explanation). The class do it together.

Then, the teacher opens a class discussion. He asks the students to give questions (because he is a substitute class, the class becomes a consultation calss. The teacher opens a questions session where the students can ask anything about the material they did not understand)

The questions are about (other example of verb, gerund “being”, what if in verbal sentence, V-ing, other examples such as closing in closing ceremony) gerund/to invitve, and also V-3 and V-ing in Present/past participle (adjective).

The steps of the explanation is same, the teacher asks first what the students know about it, from the students' answer, the teacher explains about the topic, then he gives an examples, each example is answered and discussed together by the teacher and the students. If some students still confused, the teacher gives a different examples, and they will discuss about it again.

The teacher gives two different examples, and asks the students which “to be” is match with the examples, then they discuss why it is correct.

The teacher writes two sentences on the white board (apparently a song lyric), he asks the students to translate the sentence into an appropriate English sentence.

After some trials, the teacher and the students discuss to give the appropriate translation.

### Teacher's Interaction

The teacher always answer the questions, by asking the students first what do they know about the topic asked. after they answer with their background knowledge, the teacher gives additional explanation or correction towards the answers.

The teacher always use some references (book, website, dictionary, novel) or story (when he find the same problems) to answer the questions. This references are also used to correct some unclear explanation among students.

The teacher uses some jokes, gimmick, and call the students (teman-teman sekalian)

### Student's Interaction

The students use the chance as good as possible by giving any question related to their problem as much as possible.

Sometimes, the answer of a question can lead to some other questions by other students.

Some students are called “teachers” by the teacher in the class which means that the class is for some “senior” students who teach in smaller courses.

Date :  
Tuesday  
April 25<sup>th</sup> 2017

Observation  
Number:  
26

Class:  
Speaking

Time:  
08:30 - 10:00

### Classroom Activity

The teacher opens the class by having some inquiries about education, including school and curriculum. Then, the teacher asks each students to draw a picture (about education).

after drawing, the teacher asks the students to write vocabs related to education and its meaning.

and the last, the students are asked to do a paperful writing about education, the writing must contain; education in general, education in big city and village (the difference), and then a conclusion.

in the end of the learning, the teacher asks the students to collect the paper, and the teacher asks the students about what they have written in their papers.

### Teacher's Interaction

In each activity, the teacher walks around the students to check how the students do the tasks. (what the students draw, what vocabularies they write, the meaning and the spelling, and how the students write their paper)

the teacher has some jokes with the students while checking their tasks.

the teacher gives some correction, mostly about the use of some words in a sentence.

### Student's Interaction

the students ask for more explanation of the procedure in doing the tasks.

the students talk to their friends, asking about vocabulary or expressions that they did not know or forget.

some foreign students (Kazakhstan), write the vocabularies in their own language.

Date :  
Tuesday  
April 25<sup>th</sup> 2017

Observation  
Number:  
27

Class:  
Speaking

Time:  
14:30 - 16:00

### Classroom Activity

The teacher starts the class by asking the students to do tongue twister together (pronunciation) after tongue twister game, the students are asked by the teacher with some questions. The teacher does a brainstorming by asking them about invitation, or any invitation they have received.

Then, the students read two conversations (about invitation) together, and then the teacher asks the students about the meaning or what the students understand from the conversation.

The students and the teacher have a discussion about the conversation.

The teacher reads some expressions in the book, and the students repeat after them. (pronunciation)

Then, the class is divided into groups. Each group consists of four students. Each group should write an invitation. Then, they should make a conversation based on the invitation.

The teacher asks the students to prepare for performing their conversation next meeting.

### Teacher's Interaction

The teacher changes the condition of the class by moving some chairs with different directions (non-conventional class structure).

The teacher uses some tone while pronouncing the expression. It makes the students laugh.

While doing the assignment (writing invitation and conversation), the teacher does not sit still. He walks around the students to control their works.

While checking, the teacher gives some correction on spelling and the use of certain words. The teacher doesn't directly correct the mistakes, but asks them first about it.

### Student's Interaction

The students ask their teacher and friends about some words they did not know.



Date :  
Wednesday  
April 26<sup>th</sup> 2017

Observation  
Number:  
28

Class:  
Speaking

Time:  
14:00 - 15:30

### Classroom Activity

The teacher opens the class by explaining about the class (because it is the first meeting).

There will be “buku harian” (checked everyday), voice note (retelling story at night - online), and memorizing (conversations). There are no book, the teacher gives load of listening files for their materials. Then, the teacher explain about the purpose of the program (sentence building in speaking).

The teacher writes some sentences on the writeboard, then she asks the students to identify which sentences are right or wrong.

Then, they discuss why those sentences written by the teacher are wrong. The teacher asks the student what do they think about what the right sentence suppose to be and why it should be like that. By the answers from the students, the teachers gives additional explanation.

The teacher check the students’ understanding one by one.

Then, the teacher asks the students to listen to a listening file given before. The students are asked to write down all the sentence they heard in the recording file. The student may open dictionary to look for the rifht spelling of the words they hear.

After finish writing all sentences, the students should check them to the teacher. The teacher check them one by one, and give them to revise their writing.

Based on the students writing, the teacher writes down the sentences, and asks them if there is something wrong, and discuss them what words or structure that is true, and why it can be like that.

The teacher gives additional explanation (difference between grammar of english and bahasa indonesia) and also the use of “to be”, diberikan contoh perbedaannya, dan dibedang dalam perspektif speaking.

### Teacher’s Interaction

The teacher always asks questions first to the students, asking about what they have known, or what do they think about the right answer.

While checking the answers, the teacher gives explanation why the answer is wrong and the students should revise them.

The teacher, for a couple of times, explains the purpose of the program clearly. She tell the students that the goal of the program is to make the students are able to build a simple sentence in speaking.

### Student’s Interaction

The students work on their assignment together, so they have some interaction related to the answers/ vocabularies that they listen from the file.

Date :

Wednesday  
April 26<sup>th</sup> 2017

Observation  
Number:

29

Class:

Speaking

Time:

16:00 - 17:30

### Classroom Activity

The class is started by a student gives speech in front of the class (topic: sex ed, procedure and its policy).

After the speech, other students, the teacher and the researcher are asked to give some questions about the topic. The class has a small discussion, the answer is not only from the speaker but also come from other members of the discussion.

After the discussion, there are other speeches, about advice and warning. Each student give speech about some advices and warning while living in their villages and pare (comparison too).

After each speech, the teacher gives some comments about the advice and warning.

The last activity, the students are asked to search about advice and warning while doing sports (rafting, mount biking, ice skiing). Because the time is up, the students should explain the advice and warning the next day.

### Teacher's Interaction

He has a gimmick (something that is done by MC in a stage or event) at the beginning and the end of the lesson.

The teacher gives some corrections for the students pronunciation.

### Student's Interaction

The students' interaction is mostly built up in the classroom activity.

Date :  
Wednesday  
April 26<sup>th</sup> 2017

Observation  
Number:  
30

Class:  
Speaking

Time:  
19:00 - 20:00

### Classroom Activity

the class is opened by a simple conversation among students and the teacher.

after that, the students take turn to do a presentation.

each students do: (1) Show a video taken before in a specific place (restaurants, etc). (2) in the video the students talk to other visitor. (3) the students explains about the place (the location, the owner, and the menu served there.

After doing the presentation, other students may ask some questions about the place/the video.

After the question and answer session, one of the students is asked to retell the video with its details. When the student give wrong details, the teacher give punishment (powder).

There are three students who do the same presentation.

### Teacher's Interaction

The teacher correction and explanation on some errors made by the students (I want to - I am going to, if you were there - if you there, have (singular form), drinks - beverages, and how to ask properly), and also on the words used (proper words)

The teacher do some jokes with the students.

### Student's Interaction

The students do some interaction (asking and answering questions, joking around, discussing, etc) in english. Almost all interactions are done in English.

The students always open the presentation using speech opening

The students play some music (not loud) in the class (while the students do not give presentation)



Date :  
Friday  
April 28<sup>th</sup> 2017

Observation  
Number:  
31

Class:  
Writing

Time:  
14:30 - 16:00

### Classroom Activity

The class is started by the students taking a piece of paper with a list of vocabularies.

All students are given 1 hour times to write 1 paragraph of 111 words.

The rest 30 minutes, the teachers explains specific materials. The materials are printed in papers and distributed to the students.

The teacher explains about different use of vocabulary related to the traditional meaning in Indonesia, and combination of two words and its different meaning (collocation, words alteration). The teacher explains the combination of two words in BBI dictionary.

The teacher explains the material verbally, and then write some examples on the whiteboard. (Mencuri = steal, Mencuri perhatian = Attract)

The teacher gives more examples on a set of story (melakukan kejahatan = commit crime, not do crime)

The teacher gives homework for students to write a paragraph without list of vocabularies, but the students should write it with propotional meaning.

While the teacher explains the material, the teacher assistant give correction to the paragraph the students wrote before.

### Teacher's Interaction

The teacher always give many examples on every single materials.

The teacher uses special dictionary (BBI dictionary) as a reference.

The teacher gives unliteral examples. The teacher asks the students first to translate sentences (examples) in Bahasa Indonesia

### Student's Interaction

While writing, the students opens dictionary, asks their friends (discussion) about vocabularies, kind of words (linguistics referennces).

While listening to the explanations, the students actively answer the questions from the teacher (the teacher asks them to translate the vocabularies from Bahasa Indonesia to English.

Date :  
Friday  
April 28<sup>th</sup> 2017

Observation  
Number:  
32

Class:  
Writing

Time:  
18:30 - 20:00

### Classroom Activity

The teacher starts the class by writing the explanation about the materials (gradual comparison) on the whiteboard. Then, the teacher writes some examples on the whiteboard. After writing, the teacher asks the students to answer the examples, then, the teacher and the students discuss the examples based on the explanation on the whiteboard. The teacher gives additional explanation (while and after discussion) about the materials, and also more examples.

The next material (parallel comparison and intensifier comparison (name from the tutor)) is explained by the same steps.

The answer of the example is not only one, there is other possibility.

The students do an exercise:

1. the teacher write some sentences in Bahasa Indonesia, with a bad structure.
2. the students must write the sentences with a good English structure.

in the end of the class, the teacher collects the students exercise.

### Teacher's Interaction

The teachers' explanation is mostly built up on the explanation

The teacher always answer every questions from the students.

### Student's Interaction

The students always asks after the explanation with other sentences that they confuseda about.

The students actively answer the teacher question while discussing the examples written.

Date :  
Tuesday  
May 2<sup>nd</sup> 2017

Observation  
Number:  
33

Class:  
Grammar

Time:  
07:00 - 08:30

### Classroom Activity

The teacher opens the class by asking students condition through presence list.

Before explains the material (direct and indirect speech), the teacher asks what the students know about it.

To explain the material, how to change from direct to indirect in any kinds of sentence. The teachers write the materials on whiteboard, on a mindmap form.

Then, the teacher start explaining by asking the students what they know, or asking them to make the indirect sentence on specific kind of sentence (statement, questions, and imperative).

While most of the students cannot answer/change the sentence, the teacher asks them to look back on the materials book. It is easier, because the explanation in the book is in Bahasa Indonesia.

After reading, the teacher re-explains the materials and asks the students if they have understand them.

The teacher gives a direct sentence, then asked the students to change it to indirect sentence. The students and the teacher discuss the answer, but the teacher just asks the students referring to the mindmap written by the teacher before.

The teacher asks the students to make a direct sentence, then asked other students to make the sentence into indirect sentence.

For question sentence (interrogative or QW) the teacher uses the same steps as before.

The teacher gives some practice, by asking the students randomly to change direct sentence into indirect sentence (any kinds of senceten). If the student fail to answer, the teacher help (by referring to the mindmap.

### Teacher's Interaction

The teacher always asks the students what do they know, or think before explaining.

The teacher always asks first before they giving correction to the students' answer.

The teacher uses mindmap, and some kind of code and table for changing the tenses.

### Student's Interaction

The students almost always uses English while having discussion or conversation between, and while asking to their teacher.

Date :  
Tuesday  
May 2<sup>nd</sup> 2017

Observation  
Number:  
34

Class:  
Grammar

Time:  
08:30 - 09:30

### Classroom Activity

The teacher just continues the lesson in before.

The teacher explains the direct and indirect sentence for imperative sentence.

The teacher writes tables of rules in changing direct to indirect for imperative sentence.

The teacher writes some sentences to be changed to indirect sentence for practice.

The teacher gives practices changing the sentence (writes on the white board).

The practice is discussed by the teacher and the students, the students' answers are discussed, if it is wrong, why it is wrong, if it is right, why it is right.

The teacher gives more exercise, and the answer in the exercise are also being discussed.

The teacher gives more difficult exercise, because there is a change of tense in the subclause.

The teacher and the students answer the exercise together using the code of the tense.

### Teacher's Interaction

The teacher always asks the students before explaining the materials.

The answer is not corrected alone by the teacher, but the teacher asks the students to understand why the answer is wrong and right.

### Student's Interaction

The students almost always use English while having discussion or conversation between, and while asking to their teacher.

Some students ask their teacher while doing the exercise.

Date :  
Wednesday  
May 3<sup>rd</sup> 2017

Observation  
Number:  
35

Class:  
Speaking

Time:  
10:00 - 11:00

### Classroom Activity

The class is started by the teacher call the turn of the students.

Eeach student have to tell a their story about last year ramadhan (recount text)

After each of them told their own stories, other students may asks the story teller.

### Teacher's Interaction

The teacher gives some correctio on the words used while telling story, the tenses.

while telling the words, the teacher doesn't directly give the words, but he gives the clue of the words.

### Student's Interaction

While one student tells a story, some other students discuss (joking) but in English.

Some others, give comments (in english) directly while their friend telling the story.

In the Q&A session, there are a lot of questions from the students, and in this session, the class is like a conversation class, where the students have a very fluid conversation.

Date :  
Thursday  
May 4<sup>th</sup> 2017

Observation  
Number:  
36

Class:  
Memorizing

Time:  
07:00 - 08:30

### Classroom Activity

This class is only held on Monday and Thursday morning.

In this class, the students memorize a paragraph long story (provided in their book). The students come to the tutor and memorize the story, then they have to tell what do they thing about the story (the impression), or the conclusion of the story.

The students who can't memorize while coming to the teacher, shoul stand up in front of the class memorizing the story, and should memorize it the next class (monday/thurday)

The teacher and the students discuss the next story for the next class (Monday for thursday, thursday for monday)

The teacher reads story, the students repeat her. Then, they discuss about its conclusion or impression.

After that, the teacher asks the students to translate the story sentence by sentece.

Then, the teacher put the students in pairs, each students have to make 5 questions for his/her pair. The students answer the question without reading the story anymore.

### Teacher's Interaction

The teacher asks the students while having discussion, about their opinion about the story or what they conclude from the story.

### Student's Interaction

While waiting for their turn, some students help their friends with the story.

after translating, the students write down the meaning of the vocabularies they didn't know.

One of the students find the audio version of the story in the internet, it helps him memorizing the story.



Date :  
Thursday  
May 4<sup>th</sup> 2017

Observation  
Number:  
37

Class:  
Grammar

Time:  
08:30 - 09:30

### Classroom Activity

The teacher starts the explanation by writing the changing of a sentence pattern (nominal/verbal) (direct to indirect).

The teacher gives examples for each sentence, and explains how to change the pattern.

The teacher gives an exercise, the students are asked to change from indirect to direct.

The teacher and the students answer the questions together and then they discuss the answer (why it can be wrong and right).

The teacher gives more exercise, same kind of exercise, but this time the students work on their own.

The students have a chance to write their answer on the whiteboard one by one. Then, they discuss the answer, if the answer is wrong, they correct it, and the discuss why it can be wrong.

### Teacher's Interaction

The teacher asks the students if there is vocabulary they haven't get yet or difficult for them.

While discussing, the teacher stress the focus of the pattern that should be remembered by the students when they want to change the pattern.

The teacher uses a simple change scheme

### Student's Interaction

The students almost always uses English while having discussion or conversation between, and while asking to their teacher.

Date :  
Thursday  
May 4<sup>th</sup> 2017

Observation  
Number:  
38

Class:  
Speaking

Time:  
10:00 - 11:00

### Classroom Activity

The beginning of the class, the students continue the previous exercise (re-telling their experience last ramadhan)

After all of the students finish, the teacher gives some preparation for their examination (borobudur temple)

The examination is talking to some foreigners in Borobudur Temple.

The teacher writes some expression (greeting, asking for time, introducing, asking some question (dos and don'ts), and closing) can be used while talking to the foreigners.

The teacher explains the expressions and then the attitude while talking to the foreigners.

The teacher gives some tips and tricks to have a good conversation with foreigners.

The teacher explains some details in practical preparation for their examination.

### Teacher's Interaction

Almost all of the explanation from the teacher is in English.

### Student's Interaction

The students almost always uses English while having discussion or conversation between, and while asking to their teacher.



Date :  
Tuesday  
May 9<sup>th</sup> 2017

Observation  
Number:  
39

Class:  
Speaking

Time:  
10:30 - 11:30

### Classroom Activity

The class is started by forming the class seats into circle.

Each student, one by one, stands and gives some explanation of the pictures (the pictures are about Indonesian and Other countries traditions and tourist destination).

After giving the explanation, other students have some chances to ask some questions about the tradition and the tourist destination.

This is the students exercise for their final examination in Borobudur Temple (talking to foreigners)

### Teacher's Interaction

The teacher gives some correction of the way the students explaining the tradition and the tourism places (tenses used, etc).

The teacher always gives appreciation and motivation for each students who have explained. The motivation for the students to do that in front of the foreigners.

When the students are joking, the teacher joins them joking.

### Student's Interaction

While one student explaining his/her materials, the other students give comments in English.

Some students are joking during the class, in English.

Date :  
Tuesday  
May 9<sup>th</sup> 2017

Observation  
Number:  
40

Class:  
Grammar

Time:  
16:00 - 17:00

### Classroom Activity

The students give information to the researcher that this class is more like study club session.

The teacher comes to the class and open the class by a light conversation.

Then, the teacher asks the students to come forward so he can checked the exercise (from the previous day) the students did.

While checking the answers, the teacher gives some consultation (correction and additional explanation)

Then, the teacher asks the students if they have other homeworks, and if they have done the homeworks yet.

The teacher and the students do the homeworks together, they discuss if there are some problem while doing the homework..

The teacher re-explain the material about their homework.

The students make some sentence with main clause and sub clause. The students and the teacher discuss about the sentence they wrote on the whiteboard, and corrects them if there are wrong sentences.

### Teacher's Interaction

Almost all of teacher's interactions are included in the classroom activity.

Almost all of the explanation from the teacher is in English.

The teacher doesn't give limitation for the answers.

### Student's Interaction

The students actively consult to the teachers.

The students almost always uses English while having discussion or conversation between, and while asking to their teacher.

Date :  
Wednesday  
May 10<sup>th</sup> 2017

Observation  
Number:  
41

Class:  
Grammar

Time:  
16:00 - 17:00

### Classroom Activity

The students give information to the researcher that this class is more like study club session.

The teacher comes to the class and open the class by a light conversation.

The teacher and the students continue to discuss the previous day exercise (2 questions).

They make the sentences, and then discuss whether the sentence is true or not, and why.

After finish discussing the answers, the teacher asks the students if they have any problems.

The students tells the teacher that the problem is the use of pronoun (who, whom, which, whose)

The teacher explains the use by making some diagram or table for the pronoun.

The teacher asks the student to make sentences in Bahasa Indonesia, other students try to translate them using the pronoun explained. The teacher asks why the students choose to use the pronoun for their sentences.

Then, the teacher makes some sentences, and the students have to answer by putting the right pronoun while making the English sentence.

Other problem emerged is the use of these pronouns for plural and singular.

### Teacher's Interaction

Almost all of the explanation from the teacher is in English.

The teacher using students and teachers names while making questions for their students.

The teacher using some table/diagram while explaining the materials.

### Student's Interaction

The students almost always uses English while having discussion or conversation between, and while asking to their teacher.

The students are very competitive since they have to struggle to answer the question as soon as possible (raising their hand as soon as possible).

Date :  
Tuesday  
May 16<sup>th</sup> 2017

Observation  
Number:  
42

Class:  
Speaking

Time:  
10:30 - 11:30

### Classroom Activity

The teacher started the class by having conversation with the students (they talk a lot of topics).

The students make their seat a circle.

The teacher and the students (and the researcher) play a game;

1. Each student picks a name, noun, place, etc. (the answer is written in a piece of paper)
2. Then one by one, they give 3 clues (description)
3. Other students have a chance to guess the name
4. If the student can guess correctly, the one who picks the name will be punished. If not, the one who guess will be punished. (powder over the face)

### Teacher's Interaction

The teacher is being the moderator of the class

### Student's Interaction

The students almost always uses English while talking to their teacher and friends.

The students are very competitive, they try to answer as soon as possible, and the teacher must pick the fastest to guess the name.

Some students are joking during the game, in English.

Interviewee's  
Initial: **1**  
AR

Origin:  
Bireuen - Aceh

Study Duration:  
> 3 Months

Meeting  
Frequency:  
<5

Meeting Place:  
Class

### Pre-Study

- Start learning from junior high school
- never be serious in learning English (*main-main*)
- while the teacher teaches, can't be less enthusiastic (a bad student)
- While the teaching, it is easy to be listened to, but I never repeat the lesson afterwards
- I fail to pass the admission test in any university, and be able to pass after being "helped" by relatives. ("afternoon" class)
- because the class is in the afternoon, I can study more in the morning, later I study English independently
- I really want to study English, until I enter one class in a campus (not his campus) because the lecturer was a foreigner in order to learn English.
- I have joined an english course, but it doesn't work, and the tuition was expensive
- There is no pressure in school for English.
- I decided to learn in Pare after 1 month discussion with parents, with some options (working in batam, taking graduate program in UnPad, being entrepreneur, and study abroad with learning English in Pare for 1 year)
- I choose learning in Pare, if I can't study abroad, still can speak english well
- I basically like three subjects, english, accountancy, and computer. So, I never really feel really hard to learn english or not liking it.
- I don't really like if the teacher is not focus on the learning, and talking about unimportant things.

### Post-Study

- The learning in Pare is more enjoyable
- Here, The place can develop student's potention. It can be 50:50, the students themselves, and the environment, including the tutors who can develop the students' potention.
- The teachers' manner while teaching makes the learning enjoyable.
- The teachers do respect the students. They did not demean/patronize the students.
- The teachers teach from basic things in speaking, and we want it (learning the basic things)
- there are some change in my english skill, but it is not maximal yet. I think I can learn/do/be more.
- The teacher can make us curious about what we will learn, and it is for me very interesting.
- When we answer the teacher still asks why.
- I like the activity like when learning phonetic symbols, I know how does the symbol sounds.
- I think my english is already good, but I am excited to learn the basic things.
- I go outside my confort zone to maximize my learning. I must meet new people, talking with them.
- I shouldn't be afraid to make mistakes, but I must seek where I make mistake sp I can learn.
- The Mister ( teacher/caretaker in camp) is really undersanding our condition.
- I feel fit learning with the teacher, enjoyable because their manner. I feel that I learn with my brother. We are like brothers.

Both AR and RL are in the same class. Both of them get substitute teachers for Mr. A and Mr. I. Both of them agree that the substitutes were not as good as both of them, but they still think that they got a good manner too. They are not really satisfied by the substitute teachers, because their previous teachers are very good.

They start to compare between the two previous teachers and the substitute teachers.



Interviewee's  
Initial:  
RL

2

Origin:  
Bireuen - Aceh

Study Duration:  
3 Months

Meeting  
Frequency:  
< 5

Meeting Place:  
Class

### Pre-Study

- I did not like English
- My teacher when in school was not a english teacher (other subject teacher which is ordered to teach english). The pronunciation was terrible.
- The teacher doesn't talk using english to students, even rarely talk using Bahasa Indonesia to the students.
- I was also a bad student, and the teacher doesn't really care about the bad students.
- I decide to be in pare for 3 months.
- The purpose of learning in Pare is to be able to create english content in my blog, so I can get higher view share (unti 10 times more).
- Graduated from Oil and Gas Engineering, but now working as blog writer.
- I was graduated from a Islamic boarding school.
- The learning in the boarding school is monotone.
- students and teachers in the Islamic boarding school prefer uses arabic language than english.

### Post-Study

- The teacher's manner while explaining or teaching is enjoyable.
- Mr. A teaches Vocabulary (memorizing) and speaking. He was very motivating, loud and energetic.
- Mr. I teaches Speaking about any topics. He gives new things for us, and funny.
- English becomes easies.
- Spectrum of the conversation (speaking) is very broad (learning new things).
- I feel like they were my brother.
- I and AR live in a camp.
- we have to speak english in the camp. In the beginning, there are some pressure. we make an aggrement that if we speak Bahasa Indonesia 1 word, we pay 1000 rupiah.
- I think my english gets better, but the target is like the mister (teachers).
- The living outside class, such as camp the environment are very supportive.

Both AR and RL are in the same class. Both of them get substitute teachers for Mr. A and Mr. I. Both of them agree that the substitutes were not as good as both of them, but they still think that they got a good manner too. They are not really satisfied by the substitute teachers, because their previous teachers are very good.

They start to compare between the two previous teachers and the substitute teachers.

Interviewee's

Initial:  
FS

3

Origin:

Yalla - Thailand

Study Duration:

2 months

Meeting

Frequency:

5 to 10

Meeting Place:

Class

### Pre-Study

- I start learning english from when I was child. Second years. It was a subject in school.
- I go to pare because I have freetime before enrolling in Univ in Thailand. I choose English Education. I want to be English teacher.
- My brother (in Jakarta) suggest me to go to Pare. I go here with my mother, but I stay here alone. This is my first time go outside Thailand, and in Indonesia.
- I like English. But, I can't speak well. In Thailand, I speak less than I do here. I come to Pare because I want to train my speaking skill.
- In thailand, people don't speak English, outside and inside the class.
- Teacher just do presentation (explanation), no other activity.
- some teacher teach english, but do not speak english. They speak thailand in class.
- I think english is important because every country speak english.
- In thailand people are shy to speak english.

### Post-Study

- I am taking a lot of speaking class here.
- Last month, I took 8 bi-week programs for speaking and vocabulary.
- This month, I take this speaking 1 program (1 month) and some bi-week programs for speaking and vocabulary
- I think my english is better now.
- People are not shy here, I can speak english with them.
- After class, I come back and train myself, alone and with my friends in boarding house,
- There are many thailand people here, I met them here.

Interviewee's  
Initial:  
SQ

4

Origin:  
JakTim - DKI

Study Duration:  
2 Months

Meeting  
Frequency:  
< 5

Meeting Place:  
Class

### Pre-Study

- I start learning english from elementary school, and taking course in junior high school before national examination
- I like english since I was in my last year of senior high school, because I get a good grade, I think I get the result from my study, and it is really satisfying.
- before that, I am not really liking english, because there no enough support from people (teacher, friends) around me, and my self.
- There are no friends who support (having english conversation etc)
- The teacher gives support by very little
- I am very shy (hesitate) to talk, and there is no need of learning english at the time.
- In school, the tacher just explains without practice. It is just theory.
- In the beginning I feel very difficult to learn english.
- My speech was terrible
- I go to pare to learn english for my job (as shipping crew), I hear from my friend that here in Pare I can practice more my english.

### Post-Study

- I was intended to be here only one month, but then I think I will add one more month.
- I feel my english become better
- now, I am able to make my speech more orginazed, when I speak, I am able to think what should I say in english, and structures that I should use.
- Here, What I've learned can be directly practiced with teachers and friends
- I live in a camp (camp from the intitution), there are some teachers in the camp too, when we play futsal, I also try to speak english with them.
- I like doing speech in front of the class. I can say what is inside my head, withour memorizing it first.
- The most important thing while having speech is remembering what I want to say, if I don't know the vocabularies, I will ask my friends.
- When I feel I can do it, I can speak english well, I think like it more. The more I can do it, the more I like it.
- I like to live in th camp, because I can do more practice every day with the teachers and the other students.



Interviewee's

Initial:  
NL

5

Origin:

Tangerang -  
Banten

Study Duration:

1 month

Meeting

Frequency:

5 to 10

Meeting Place:

Class

### Pre-Study

- I fail to enroll in university last year. Then, I work in a factory in Tangerang. This year, I want to try to enter a university again.
- I learn here before the test, when the enrollment test. I prepare my english here.
- I start learning english in elementary school.
- I spent my high schools in a bilingual islamic boarding school.
- We have to use both arabic and english in our boarding school, but we use it only for a formality.
- The teachers teach well in my school there are no weakness.
- I think it is me that is bad, because I don't learn english very well.
- I think in school we have to learn every things and be able to excel in all subjects.
- It becomes a burden for us. Also, I study in islamic boarding school where there are a lot of rules I have to obey.

### Post-Study

- What I like in here is that the learning is easier, because here there are no much rule compared to the boarding school.
- we learn here seriously, but we also learn with ease.
- I choose to live in a boarding house not a camp because I think camp is more like boarding school with all of its rules.
- I enjoy learning here, because all teachers and friends are helping me. It is easy because they help.
- When I have to memorize vocabularies, etc. it is easy for me because I used to memorize Qur'an in my highschool.

Interviewee's  
Initial:  
FL

6

Origin:  
Medan - SuMut

Study Duration:  
> 3 months

Meeting  
Frequency:  
5 to 10

Meeting Place:  
Class and Camp

### Pre-Study

- I start learning since I was in junior high school.
- I took some private courses and also program course.
- I think it is hard for me, but it is actually not really hard.
- It is easy if there are no other subjects (biology, math, etc)
- There are too much subjects that I should learn in school, and the school doesn't really make english as an important subject (I think why school doesn't make "english day" program)
- I think they (the school teachers) didn't english was not important because they just teach it, not really care if the students really understand or practice their english.
- The important thing is that there is the lesson/subject. They didn't stress the importance of the subject.
- when they explained, that's it. They didn't really care what's next after that. It becomes the student's problems
- So, the teacher just explains the lessons, not really care about students' learning problem.
- When I was in senior high school, I was personally close to the english teacher. In the class, I speak english with him, but outside the class such as playing futsal/hanging out, we use Bahasa Indonesia.
- I think if I believe that I can speak english well if I go to bilingual school, because there is pressure, we have to speak english there, if we don't, we will be punished.
- I think english is not really important for me having interaction with my friends.
- The purpose of going to pare is to be able to use english for working

### Post-Study

- When I have been here for one month, I want to go back to medan, but my parents tell me not to go home. I should stay here, until I am really able to use english well.
- I can understand all tenses in 2 weeks, but I can do nothing while I learn 3 years in high school.
- I like to learn english expressions here.
- I live in camp, and my camp was one of the most active camp.
- There are some rules that oblige us to speak english all days (except to guests/on phone), 5 days a week. If we speak other language than english more than 10 times a day, we must pay 5.000 IDR/one portion of food. In the weekend, all of the money will be used to buy food and distributed among the workers (pedicap driver, etc) in the village.
- There some other rules before, when it is not effectively ruling the member of the camp. The member will change it.
- There are two classes in the camp, in the morning and in the evening. Each class is in an hour. The class is similar with the class in the course, because the teacher was also the teacher in the course.
- I have reported one of the teacher to the office, because in the class the teacher being too serious and it becomes sort of burden or stress on me and my classmate. The teacher was called to the office, and after that the class becomes a slight better,
- I think after one month, it is enough, but after that I decide to learn more here, because it is not enough for me.
- Now, I can speak more organizedly. Before, when I talk I really afraid to make mistakes. Now, I don't really care if I make mistakes when I want to speak english.

Interviewee's

Initial:

LH

7

Origin:

Klaten - JaTeng

Study Duration:

3 Months

Meeting

Frequency:

5 to 10

Meeting Place:

Outside Class

### Pre-Study

- I start learning in elementary school
- I like english
- The teacher teaches like other teachers do. It is just explaining, and the students are not allowed to be noisy, talk to each other, etc.
- every day in school we should learn vocabulary every day
- I like learning english, it depends on the teacher.
- I want to go here to improve my english, because I want to go to continue my study
- I feel that I am bad at english that's way I go to Pare
- I feel that there are still a lot of things that I should learn
- It is also my reason to resign from my job.

### Post-Study

- I feel some improvement, but I think the size of improvement for everybody is different
- If I can understand while learning here it will be very enjoyable, and if I don't, I become sleepy.
- I rarely talk to the teachers here.
- It is easier to learn english here.
- It is more intense here, we can learn 5 times a day.
- The reason to choose Pare, not english courses in my hometown, is because here the course gives more classes, and programs. The tuition is cheaper too here. Also, here we can learn english intensely.

Interviewee's

Initial:  
FY

8

Origin:

Banda Aceh -  
Aceh

Study Duration:

2 Months

Meeting

Frequency:  
5 to 10

Meeting Place:

Outside Class

### Pre-Study

- I start learning english in elementary school.
- I like english, but I think I am not good at it. (I think english is like a person that I have a crush on, I love him but I never get him)
- The teacher just explains the material in the class.
- The teacher uses CBSH (*Catat Buku Sampai Habis*), Writing the book till the end.
- The teacher's way of teaching is not enjoyable.
- The teacher should have care more the students who is bad in english. The teacher only care with the students who is close with the teacher.
- I was the bad students, who is bad in english and not close with the teacher.
- I go to pare because I have free time after graduating from undergraduate programs, and I want to avoid my life (someone asks me to marry me, and I refuse)

### Post-Study

- I think my english was better, and my javanese too. I meet with some crazy friends who teaches me javanese.
- Last time I learn in a course, only for structure. I got more right answers than before. I think the course is good.
- When I study, if I can understand it well it is okay, if I did't really understand, I will be confused.
- I try to use my english, speaks to some people, but I rarely talk to the teacher, because I wasn't really close with the teacher.
- I like here because it is more intense here. We can learn english more times than in school.
- If I get permission from my teacher I would go back here sometimes.

Interviewee's

Initial:

ZA

9

Origin:

JakTim - DKI

Study Duration:

2 Months

Meeting

Frequency:

5 to 10

Meeting Place:

Outside Class

### Pre-Study

- I start my english since elementary school.
- It is important but I think I am bad at this.
- The teacher in school, just explaining while teaching in the class.
- In elementary school the teacher was good, but in high school, the teacher is bad. I think I forgot how the learning in my high school because the teacher was bad at that time, and there is nothing to remembered.
- The class is divided into sort of classes. The smart, average, and bad students. I was between average and bad students.
- The teacher only care with the smart ones. The one like me, was never really cared by the students.

### Post-Study

- I like it here, because the exercise.
- we do a lot of exercise here, like every meetings, and we have more meetings.
- It is also more intense, the frequency of meeting of the program is much.
- When I am in a same group with the people who is already good in english, I am not enthusiastic, because I am really afraid if I speak incorrectly.
- I go here because I have free time after I graduated from undergraduated program.
- If I get permission from my teacher I would go back here sometimes.



Interviewee's

Initial:  
FL

10

Origin:

Makassar -  
SulSel

Study Duration:

> 3 Months

Meeting

Frequency:

5 to 10

Meeting Place:

Class

### Pre-Study

- I started learning english in elementary school
- English was never be my focus on school
- in high school the teacher only do presentations (explanation) in the class.
- Because I study in islamic boarding school, Arabic language and religious study were stressed more to be learned.
- In school, there are formal (inside class) learning, and informal (outside class) learning.
- For formal learning, there are a lot of study that should be the focus, such as biology, physics, math, etc.
- For informal, there are such as speech exercise, new vocabulary. In this informal learning, the arabic language is more favorable than english.
- The teacher in the bording school are good in speaking and vocabularies but their sentences are grammatically incorrect.
- I learn basic english in the school, but after I went to university for 4 years, I lost what I've learned. In the university, I learn english only for one semester.
- I go to Pare, because I need to pass the toefl score standard in my campus.
- There is one language center in my campus, but the environment in the campus was not supportive.
- I acknowledge that I underestimated english before. I didn't really understand that english skill was this definitive, such as toefl passing grade before graduating, works, etc.
- To go to Pare is one of my way to pay what's I've done in school. Most of the students here are the people who regret that they didn't really study english well in high schools.

### Post-Study

- I feel good here, because the cycles here. The schedule is very intense, and also after leraning I directly have some practices. It makes me pushed to do more every day.
- Here, we really focus on english, we only learn one sbject. The learning is detailed and systematically structured.
- We are able to choose what we want to learn.
- I like more my ustadz in boarding school, because I am not really close with the teacher. I was with my ustadz way more longer than I study with the teacher here.
- I like one of the teacher here, her name is Ms. RA. Her teaching was enjoyable, because what we've learned the day before are being tested again in the day.
- I think the enjoyable class is based on the teacher who teaches in the class. And the preference on the teacher is different for each students.

Interviewee's

Initial:  
RQ

11

Origin:

Makassar -  
SulSel

Study Duration:

> 3 Months

Meeting

Frequency:  
5 to 10

Meeting Place:

Class

### Pre-Study

- I also went to islamic boarding school for my high school. In my boarding school, there was two languages, arabic and english.
- In school, there are formal (inside class) learning, and informal (outside class) learning.
- For formal learning, there are a lot of study that should be the focus, such as biology, physics, math, etc.
- For informal, there are such as speech exercise, new vocabulary. In this informal learning, the arabic language is more favorable than english.
- The teacher in the bording school are good in speaking and vocabularies but their sentences are grammatically incorrect.
- Actually, there are no problem with the subject (english), but with the teacher personally. Because the teacher was enforcing the rules too tight.
- The learning in school was only explanation.
- There is no practice, then it makes me forget about the learning. (I can keep what I've learned)
- The teacher was living outside the boarding school, so I didn't really talk much with the teachers.
- The one who can be conversation partner were only friends.
- the environment discipline was not really good, because I was influenced by my friends not to talk using arabic or even english. If the teacher comes, the students will be silent.
- I learned here because I want to continue my study, and I have to learn TOEFL to get my scholarship.
- In the school we are not really focus on english, there are only certain students who really learn it because they want it.
- I think it is depends on the person on how important english is, for me before, I dont really think english was important.

### Post-Study

- The environment was very supportive, even the seller here speak english.
- Here, the learning was not contaminated (disturbed) by other subjects in school.
- I can be more focus on english and I get more intense learning here, 5 times a day.
- We got 4 times a day for the class in the course, and have a study club which is done volutarily by the classmates.
- We do this, because we think it is effective for our learning.
- I like more my ustadz in boarding school, because I am not really close with the teacher here. I was with my ustadz way more longer than I study with the teacher here.
- I like one of the teacher here, her name is Ms. RA. Her teaching was good, because what we've learned the day before are being tested again in the day.

Interviewee's  
Initial:  
KA

12

Origin:  
Lamongan -  
JaTim

Study Duration:  
> 3 Months (2<sup>nd</sup>  
Times)

Meeting  
Frequency:  
< 5

Meeting Place:  
Class

### Pre-Study

- I start learning english since 4th year elementary school. In elementary school I learn many vocabularies, translating them.
- In high school, I learn basic english such as tenses. The teacher just explains, and then we have some discussions.
- I join story telling and debate team in high school.
- I also took same english course program.
- I think I am good at english when I was in high school. I like it, and for me it is not something difficult.
- but, after 7 years of college years, I think I lost my english.
- I meet english only on written text, textbooks, presentation slides. But, the lecturer still explains in Bahasa Indonesia.
- When I was in college I think I lost my english ability, even if I think in school I was good in it.
- I think I lost my english, because I don't really think that I need english.
- There are many new vocabularies I got, but no grammar learning.
- I think I can speak english, but with not a good grammar.
- I go to pare to prepare for IELTS, to apply for scholarship.
- In school we meet english only in the school (not every time/day).
- Before, I really want to be able to use english.
- I learn english in school very easy and joyful, because the teacher was my neighbor.
- There's something bad, because the teacher was too emotional, but I can solve it because I personally approach the teacher, so she will like me, and will not mad at me.
- It was really joyful to learn english, because I join some courses too, and join my school debate team. I can learn many thing from friends in the team and from competitions.

### Post-Study

- I have gone here, two years ago, for one month. At, that time, the grammar wasn't enough.
- The program was good, but still not fully satisfied. It is about 75%.
- Now, I focus on the grammar and, I think I am better on grammar than before.
- In the last program I joined, I got improvement on speaking, pronunciation, general knowledge, but in grammar, I think it is not enough.
- Choosing pare, because in surabaya, IELTS learning program was really expensive.
- In pare is a lot easier and enjoyabke, because I can meet with english every day.
- Here, I live in a "non-institutionalized" camp (Association of Sulawesi Students).
- In the camp, It is obligated to speak english, There's a punishment (1k/words)
- It's very tight (the schedule, night hour limit, etc)
- There was two classes, in the evening (skills), and in the morning (vocabularies). In the weekend, there was an examination.
- The class, in the camp, the teaching was peer teaching.
- I choose this camp because of the discipline, I think I don't want to be lazy in learning english, because the last time I went here, I choose a more loose camp.
- I got recomendation for grammar, and also ielts for general. So, I took grammar and ielts class in different institution.
- I have preference in different teacher here, I like more the teacher who force me to learn, like Ms. RA. Because after learning, we must do the exercise, and it forces me to learn.
- I am optimistic that I can reach my target.
- Now, I think I can remember the grammar knowledge that I've learned before in school.
- I think the success of learning here is depends on the person, if they are focus learning they will be better
- It is my one way to get master degree oversea.



Interviewee's  
Initial:  
WY

13

Origin:  
Lombok - NTB

Study Duration:  
> 3 Months

Meeting  
Frequency:  
> 10

Meeting Place:  
Class and Camp

### Pre-Study

- I start learning english since I was in junior high school
- the teacher teach like usual, just giving explanation and we answer some exercise
- My senior high school was an islamic boarding school.
- The school was a bilingual school, arabic and english.
- I used to speak in arabic and english, because we have to use them in all day.
- In the boarding school, my friends and teacher, and I tends to use arabic more than english. Most of the time, arabic is used more than english.
- The teachers were teaching enjoyably, they always asked us to use arabic and english.
- But, because most of them use more arabic, so we also use more arabic than english.
- I can speak english at that time, I learned the basic, but I think it is not enough.

### Post-Study

- I enjoy learning here.
- The teachers were close with us. They often do some conversation with us inside and outside the class like this (the researcher and the interviewee have an unscheduled conversation when we wait for next class begin.
- We are always forced to use english every day, especially in the class and in camp. We speak with my friends or the teachers who stay in the camp. Because, it is the last month, there are no more exception to use Bahasa Indonesia.
- I like the learning, when I have to come infront of the class, and have a speech.
- I think I get better here, usually I speak not really clear, but now it is clearer.
- In the past time, when I speak english I don't know if I make mistakes, now I know when I make mistakes.
- I can understand where is my mistakes, and sometimes I can correct my self and my friends too.

Interviewee's  
Initial:  
AG

14

Origin:  
Jepara - JaTeng

Study Duration:  
3 Months

Meeting  
Frequency:  
> 10

Meeting Place:  
Class and Camp

### Pre-Study

- I started learning English since in the elementary school
- I am really bad, my grade was bad.
- I think English is really hard.
- I like English, like I like other subjects
- The way of the teacher teaching was same like the other. We do some exercise (answering questions).
- The teacher explains, then gives questions to be answered. It is just the regular chores in school.
- Once in a while the teacher mixes English with Bahasa Indonesia, I can understand what he says, but I can't give responses.
- When in school, I think I can't focus on 1 subject. There are a lot of subjects that should be learned, and to be focused on.
- I was not really focus on English. I usually forgot what I've learned. In the class, maybe I can understand, but the next day I will forget.
- In school I just learn English twice a week, and the period was cut by the time we move to other class (moving class school)
- I really want to be good in English, but it is really hard.
- I join some competitions, I made some mistakes there, but I still my English wasn't really good.
- I was close with my teachers.

### Post-Study

- I go to here because I want to be able to speak English. It is for working and also for my study if I want to continue my study (he was directly working after graduated from high school)
- I think my English was a little bit better, now.
- It is really enjoyable when I think I can speak English, or I do practice using English.
- The more I can practice my English, or I can speak English, the more I like it.
- In the camp we do speak English too, but it was not really effective. The good maybe just 50%.
- It is based on the rules. For now, there is no rule.
- There is study club in the camp, but it was not really effective too. I think it is because each student doesn't have a same objective.
- Activity that I really like is speaking. Coming to the front, having a speech in English.
- If it was too much materials (theory/explanation), I am easy to get bored, or tired. The class will be uninteresting, and I will be lazy when I got bored.
- I prefer speaking, but sometimes in a conversation, I understand what people say, I am still taking some times to respond.
- My grammar (structure) was not really organized, not enough vocabulary. That's why I still take more times to think for the response.
- The test (exam) here were verbal and written test. In the verbal test, we are given some questions, and then we directly speak/talk about it.
- Here, we are being directed (encouraged) to be used to speak English by the teachers. They also said not to be afraid to use it.
- Before learning here, I think my ability was really small (bad), but now I think I was not bad.
- In tahlilan, all of the students (from all programs) here are gathered together. After the religious agenda, there are 4 people should make a speech, and others who are asked to make the conclusion of it. All of them are impromptu.

Interviewee's  
Initial:  
AI

15

Origin:  
Malang Regency  
- JaTim

Study Duration:  
> 3 months

Meeting  
Frequency:  
> 10

Meeting Place:  
Class and Camp

### Pre-Study

- I started learning english in elementary school
- I just like it, not really love it.
- I like it because I want to get the highest scores. I want to get high exam scores. So, I learn all of the subjects for the exam.
- I haven't know yet the purpose of learning english, or what I do learn english for.
- Because I don't know what for I learn english for, I learn it just until I can get high scores or pass the exam.
- The teaching was average, The teacher just explains material, when the materials are explained, we have to answer some questions, and finished.
- The way of the teacher teaching was same like the other. We do some exercise (answering questions).
- The teacher explains, then gives questions to be answered. It is just the regular chores in school.
- That's why I think it is not really interisting to me.
- The frequency was not so intense. We've just learn twice a week. I learn it today, toorow I will forget about it.
- I learn here in pare, because I want to continue my study, and hopefully oversea
- Learning english was easy, but the learning time was not really efective if we want to do many activities (speaking a b c, or structures, etc.)
- It is enjoyable too, but most of activies I've done is was writing.

### Post-Study

- In Pare, we learn english here with many help. The teachers always help, help again and help again.
- Learning in pare was easy and very enjoyable too, and the exercise here mostly are speaking.
- When we've done some practice, it turns out that english was easy, and I can speak english.
- It is really enjoyable when I think I can speak english, or I do practice using english.
- the more I can practice my english, or I can speak english, the more I like it.
- In the camp, I speak english with my friends.
- There are no exact rules in the camp, but I make a personal agreement with my roommate to speak english.
- Speaking was my main target. Now, I really start from the beginning, from the pronunciation, etc.
- So, when I speak english, I am not afraid to make mistakes.
- When I speak I will remember when I made mistakes, and I remember to correct them. I can make self-correction.
- The test (exam) here were verbal and written test. In the verbal test, we are given some questions, and then we directly speak/talk about it.
- We are here being directed/guided to be used to use english every day.
- at least, now I can correct my self.
- Now, when I have to do a conversation in english, I can give responses.
- In tahlilan, all of the students (from all programs) here are gathered together. After the religious agenda, there are 4 people should make a speech, and others who are asked to make the conclusion of it. All of them are impromptu.



Interviewee's  
Initial:  
TY

16

Origin:  
Bengkulu

Study Duration:  
3 Months

Meeting  
Frequency:  
> 10

Meeting Place:  
Dorm House

### Pre-Study

- I start learning english in elementary school
- I learn to pare because I fail to pass enrollment test in graduate program. I want to try for the second time, before that I need to learn english. Also, I want to be able to speak english.
- The learning in the school is just like the usual. Like the teacher explains the materials.
- There are no support from the teachers. My teacher never uses english when talking to us.
- I am not close with my teacher.
- Because there are no support from the environment, my teachers and friends, I was lazy learning english.
- I also don't take it serious, since I don't know what it is for at that time. Then, in the universtity I was accapted to math major, I think I wouldn't use english anymore.
- I think that I am really bad in english, my little brother are better than me, I don't know where he learned it from.
- In school, I only focus on certain subjects, I was good at math and natural science. So, I focus my self learning about them.

### Post-Study

- I learn here to prepare for my second enrollment test. In the beginning I try to take speaking program. Then, I fail the second test, and then I took toefl class for my third enrollment test.
- I enjoy learning here because I can be with friends who feels the same with me.
- We feel that we regret on not being good at english. we feel that we are bad at english, so we dicide to change by learning together. We exercise our speaking together, we correct our english each other.
- It is different when I talk to the one who are better than me, or more capable. It seems that there was no response from them.
- The tutor was good, they help/guide each one of us. But, not all tutor do that.
- The learning was very joyful depends on the tutor. Most of the tutor was really fun to learn with.
- The environment here was really good. Because all of us feel that we cannot speak english well, so we can learn together. When, we don't learn together, the loss was on us too.
- In regular day we also learn from the one who already good, with you (reffereng to the researcher) too.
- The course choices was vary too. We can choose which program, or when we are not fit with the tutor we can ask to change.
- The learning time was also vary and we can choose on what time we want to learn. We can make our learning as intense as possible.

Interviewee's  
Initial: TQ

17

Origin:  
Bengkulu

Study Duration:  
3 Months

Meeting  
Frequency:  
> 10

Meeting Place:  
Dorm House

### Pre-Study

- I start learning english when I was in elementary school. In elementary school and junior high school, the teachers just explain the vocabularoes and the meaning, without asking me to be active.
- The first impression with english was not really pleasing (good), so it is hard. I didn't really accept it.
- The teacher was really subjective. He/she was only care with the one which is active and smart. The teacher didn't involve all students in the class.
- I want to be cared by the teacher, but I don't get the teacher attention, then I make things (jokes, etc) in the class. I am not focus on the materials.
- In the senior high school, the class activities make us active as students. We had to do story telling, etc.
- This activities became very hard for me because I don't really have good basic english.
- Then, because the first impression with english was not really good, I didn't learn it, when the class activities was good, but my basic was bad, and I am not pleased with it, english became very hard for me.
- When I started learning in university, because I enter management major, I don't really think english is really important for me. I think I will not use it.
- Because I don't really use it in campus, and in my life for general, I am not really into learning english.
- In my 4th semester, I started using some english books for learning references. At that time, it is really hard for me to learn. At that time I decide that after graduating, I need to learn english.
- Until I graduated, I think that my english was really bad (I can't use english). When I try to communicate with friends, read reference books, and when I try to apply for works.
- I look for some information to learn english, because I am aware that I have a problem in english. I ask my friends, my friends tell me about Kampung Inggris. I search in internet, etc.

### Post-Study

- The main purpose is to learn toefl for applying master degree.
- Learning here is enjoyable. In the beginning, I was scared (inconfident). Because it is a new environment. I come there with many problems in my english with burden to be good at english in short time, my capablity is weak. It becomes burden for me, when the first time I come there.
- Then, as time goes by, meeting with friends who have similar problems, I think I was not wrong to go here, I start enjoying learning here.
- The environment was really supportive too, iit is different from the previous environment (school, home).
- It is more relaxed, because in Kampung Inggris, in every corner people have same purpose, when we make mistakes such as mispronounce, or misunderstand the meaning, it is normal, nobody will judge.
- They will give advice, help to solve the problems. very supportive, and enjoyable. It is enjoyable because it was not rigid.
- The teachers' age was not really far from me, they respect me, when they explain the materials, when we didn't understand yet, they will explain as detailed as possible. They give advices, about goals depend on our time, etc. After I do the advice, there is some effects on me.
- After learning here, I think the difficulty comes from our mindset, we just need to change our mindset, and eager to do the process, we will get what we want.
- English was not as bad as we imagined. I think it was really hard with some formulas like math or physics. When I learn here, they can simplify the diffiulties.
- It is enjoyable, because all of us are involved.
- I do like speaking, in group (discussion), dialogue, speech, etc. In grammar, I like the detail, we learn it more focus, because there are many choice.
- after learning I became more motivated. regardless the age.

Interviewee's

Initial:  
ZL

18

Origin:

Manado - SuUt

Study Duration:

> 3 months

Meeting

Frequency:  
< 5

Meeting Place:

Class

### Pre-Study

- I come to here because I want to get scholarship overseas, I want to get 6 or 6.5 for my IELTS score.
- I took a course in my hometown before, but I think I will not count it in. The learning was very boring there.
- I start learning English since elementary school.
- The learning was that the teacher writes the words on the whiteboard, and we all say them together.
- I don't really like English. Because I haven't understand yet what English is for.
- I was focus more on other subject such as math, physics, biology, etc. So, I am not really into English.
- English was a tool to get scholarship. Before, English was not really needed by me for verbal communication.
- Before, there are no understanding about what for learning English is.
- The teacher didn't teach/explains why we should learn English. Out of blue, we come in to the class, learn about English without understanding what it is for.
- The teacher or the lecturer teaching well, but I don't really understand why I learn English. I study geography, I don't understand why I need to learn English in geography.
- Before I came here, I don't find English was important.
- I think for people to like English, they need a trigger. Furthermore, we are as a high school students didn't only face English.

- In my program, there are sub class (definition), main class (theory), and study-club (practice).
- There used to be other study club (volunteer), we can do sharing, answering questions together, and we can ask to other people, students, or teachers.
- We can know our mistakes. There are people who check and supervise.
- I think it is enough, and after finish I won't go back here. I learn independently in my home.

### Post-Study

- I think this place is not only English course, but become a lab for structure (grammar).
- There are some terms for grammar that each course have for themselves, compared to what we got from outside (book, internet, etc)
- The question was not on become easier/simpler or not. But it on the need, our need.
- The need such as for working or continuing the study. People will learn TOEFL and IELTS.
- It is needed to make a formulation, so people can be satisfied in the short time period of learning.
- They found new formulations in fulfilling this expectation. (in a 3 months period to learn TOEFL), especially in grammar.
- Finally, they make some definitions that will be found only in Kampung Inggris. This definition was made to fulfill the expectation.
- There are some special terms that we don't find them outside the course, and there are some terms outside the course that is not explained.
- It makes the learning easier.
- I think it is hard to learn English because the cultural differences. such as we don't learn since we are child.
- The first time I come here, I think I started from zero, very bad. my score was 380. Now, I get 520.
- Now, I can read an English article/newspaper/news, and speak English slowly.
- I learn English gradually, start from words, sentence, paragraph, and so on.
- What takes time here was about thinking the right course and the right program to take. Because I have friends who are already here for a long time, I was told to take according to my goals.
- Here, There are a lot of program that we can choose based on our goals, and our wants. (recommended program etc)
- I think not all tutor can explain/teach well, they are smart but hard to transfer their knowledge
- The most effective exercise was writing exercise.



Observation Agenda:

Observation on the public area around Kampung Inggris.

Observation Place:

Food Stall, Snack Seller and Cafes

1

- I came to a stall. I orderde in Bahasa Indonesia, the waitress talked to me using Bahasa Indonesia too. But, I was surprised when I asked for the bill in the cashier. I asked in Bahasa Indonesia, the cashier mention the number of the payment in Bahasa Indonesia. It might be simple, but it is the first experience I have where I was that surprised and frozen for a couple second and didn't know how to respond.
- I went to a food stall near an institution where I observed in that morning. It was a relatively small stall. I was surprised because the old man who serves greeted "good morning" at the time I park my motorcycle. After that I ordered the food. While I took the food, I try to talk in english with him, asking about the food I took, and the price. The old man talk to me in a good and fluent english. I ordered the drink with english too. When I ate my breakfast, the old man greeted "good morning" every body who passed the stall. I finished my breakfast, pay for the food and drink, also in english.
- When I did an observation in a class, out of nowhere, a snack seller comes to the class. He offered the snacks to all of the member of the class, including the teacher. All of them have an interchange interaction. The students ask about about the snack (milked sticky rice), and the price. The seller explained the snack and the price. Some of the students bought the snack. The seller thanked the students and the teacher for the time. I faced this situtation twice in the same institution.
- Three months in Kampung Inggris, I was visiting numerous food stalls, and meeting sellers. Most of the sellers/food stalls speak Bahasa Indonesia. The sellers who uses english are only who I've described on the previous points. But, the people in the village (and ofcourse the sellers) used to use "Mr." or "Ms." to call us (the one who were coming there for studying english).
- There are some cafes that does not only serves foods and beverages in their places. There are two cafe that was famous (among the students in Kampung Inggris) on the subject of learning english.
- The first cafe is a cafe who provides toefl prediction test, and also a study club. The toefl prediction test was held twice a week, and the study club was held in four nights every week.
- The study club was free, the toefl prediction test was only for 5000 IDR. The test chairman in the test said that they have 10 sets of toefl questions for the prediction. Most of the chairmen have learned in some courses in Pare, and the owner used to be a teacher in a course, teaching toefl test.
- In the study club night, the visitors of the cafe will be given a set of part 2 (structure) questions. The visitors is given some times to answer the questions. After finishing the questions, all visitors and the chairman (and sometimes the owner) will gather and discuss about the most possible answer for the questions. They will dicuss what is the answer and why the answer are true.
- Lately, the first cafe provides a class for toefl test too.
- The second cafe provides only the study club or a session for part 2 test (structure). The test was free.
- In the study club night, the visitors will be given a set of part 2 questions. Then, they answer the questions with the time given. After the time is finish, then there are a tutor who will gives the answer keys. While giving the answer keys, the tutor also were explaining the reason why the answer is true.
- The number of the visitors in the second cafes are slightly larger.
- The location of the first cafe is not really near the courses. The second cafe is located right before one of the biggest course in Pare, and also one of the course that focus their program on TOEFL.

Observation Agenda:

Observation on the public area around Kampung Inggris.

Observation Place:

Shelter (outside the class activity)

2

- There are 2 different types of shelter in Kampung Inggris, Pare. The first is dormitory house, and the second is camp house.
- The dormitory house is similar to the dormitory house in other place. Practically, the place for staying or as a shelter only. So, the rules on the dorm were about the living rules not learning rules. Some dorms have the rules about the use of language, but is not mandatory, more personal agreement between the member of the dorm.
- There are several learning activity in the dormitory house. The first is Private Learning, the second is Peer Teaching, and the third is Study Club.
- The private learning is the learning when the students invite the teacher to have a class in their dormitory house. Usually, this class is conducted when the students choose not to attend class with many people.
- The peer learning happens a lot in dormitory house. In the dormitory house where the researcher stayed, the peer learning happens almost every night. Each student spends their day hours in the course, then in the night they will spend their time to do some homeworks or assignments, or to prepare for toefl class or prediction test in the upcoming day. For this purposes, the members of the dorm will learn together or learn alone in their rooms. In this hours, the students will ask to their friends who is in the same program, or who is already learned the materials.
- The study club is often held voluntarily by the classmates. It can be held in any place including cafes, but the easiest place and the cheapest is dormitory house. So, many class members held their study club in the dormitory house where one of the class members live. In the study club, the students discuss the materials that is thought in the class that day, or doing their assignment that will be collected in the next day,
- The camp house basically is divided into two different types. The first is institutionalized camp, the camp which is found and managed by an institution (english course). The second is non-institutionalized camp, the camp which is found and managed by regional organizations (thailand students, sulawesi students, etc), or by organizations which don't provide english programs.
- Because the institutionalized camps are being organized by the english course, the keepers in the camps are from the english course too. In the day hours, they spend their time teaching in the course, the rest is spent in the camps. The rules of the camps are from the course, so this camps are really dependent to the course.
- The camps has two classes, in the morning and the evening class. The member of the camp learn in the class with the keepers which is actually the teachers too. The materials of the class is based on the type of the camps. If the camps are speaking or general camp, then the material will be vocabularies, grammar, etc. If the camps are toefl camp, the material will be about toefl.
- The non-institutionalized camps are camps that voluntarily organized or owned by some organizations who doesn't have any english course (regional or any other organizations). The rules are based on the initiative of the owner or the organizations. In the other case, the rules can be from the consensus of the members of the camps. So, this type of camps can be very loose or tight on the rules.
- The camps also has two classes in the morning and the evening. The materials usually are general speaking materials. The distinction is that the classes are not held by a teacher, but it is held voluntarily. The teachers are the member of the camps (also seniors, the members who already spent long time there). They take turns to teach in camps. The materials such as new vocabulary or basic grammar can be easily found in internet or book as their refereces.



Observation Agenda:

Observation on the public area around Kampung Inggris.

Observation Place:

Impromptu Learning Activity

3

- There are several learning activities that is met by the researcher. These activities are not conducted in a non-regular way, or a non-regular place for learning.
- The first is that an impromptu interview. The researcher was standing in front of ATM waiting for his housemate withdrawing money. Then, some students approached the researcher. They asked the researcher to have an interview. They bring a piece of paper, with some columns in it. The researcher and they have an interview, talking about some topic. After the interview, they asked the researcher to write the name, institutions where I learn in Kampung Inggris, the signature, and the assessment on the speaking skills of the interviewers. The interviewers were not only asking the questions so articulately, but they also gave their opinion on the topic talked too. Their english skill was not bad, but still need some improvement. Whole interview process is recorded in a form of video.
- The researcher met the interview twice. It happens to be “sort of” the students’ favorite assignment. This assignment becomes an assignemnt that always be assigned to the students. One of the students (the researcher’s housemate) explains that, the students like the assignment because it became an opportunity for them to know new people from other course, to exercise their speaking skills and to talk to other people (preferrably the opposite gender).
- This interview will be explained later in the class (the researcher described it in a class observation, where the students went to a dining place, interviewing the visitors there).
- The second is an impromptu performance from other program, from other institution. When the researcher conduct an observations in a class, out of sudden, a pack of students with their teacher came to class. They ask for some time to perform a speech in front of the class. Three of the students then perform a speech. The speeches were really good with fluent english. After finishing the speclh, the teacher thanks to the class, then they proceed to other class.

**APPENDIX 3**  
**CODING AND CATEGORIZATION PROCESS**

**SPEAKING CLASS CLASSROOM ACTIVITY IN *KAMPUNG INGGRIS***

<b>Class (23, 54.8 %) 61</b>	<b>Icebreaking Conversation (15, 68.1%) 24.6%</b>	<b>Speaking Practice (19, 86.4%) 31.1%</b>	<b>Reading Practice (5, 22.7%) 8.2%</b>	<b>Writing Practice (3, 13.6%) 4.9%</b>	<b>Listening Practice (1, 4.5%) 1.6%</b>	<b>Vocabulary Review (11, 50%) 18%</b>	<b>Grammar Review (7, 31.8%) 11.5%</b>
1 (4)	Talking/Asking/ Conversation	Doing presentation/ Question and answer				Explaining/ Writing/Expect/ Ask	Enforce/Ask/Use
	Each student/One by one	Each student/Teacher				Teacher/All students/Some students	Teacher/Each student
	Activities in the weekend/Recent Activities	Procedure text/ How to make things				High frequency words/Opening and Closing Expression	Past tense/Verb2 and Verb1
2 (3)	Asking/Introduce/Q uestion/Answer	Do presentation	Asking/Readi ng/ Translate/ Answer Question /Give reason/ Identify				
	Each Student/One to another	All students	Teacher/Who le class/Each student/One by one				

<b>Class (23, 54.8 %) 61</b>	<b>Icebreaking Conversation (15, 68.1%) 24.6%</b>	<b>Speaking Practice (19, 86.4%) 31.1%</b>	<b>Reading Practice (5, 22.7%) 8.2%</b>	<b>Writing Practice (3, 13.6%) 4.9%</b>	<b>Listening Practice (1, 4.5%) 1.6%</b>	<b>Vocabulary Review (11, 50%) 18%</b>	<b>Grammar Review (7, 31.8%) 11.5%</b>
	Introduction/ Personal Information	Indonesian Culture	Cross culture text/Meaning/ Difficult words/Questi ons/Gerund & to infinitive/Mo dal				
3 (2)						Write/Drill/Repeat /Repeat in order/Randonly repeat/Erase/ Randonly choose	Explain/Asking/ Answer/Differ/A sk/Make/Give
						Teacher/All students/Chosen students	Teacher/All students/Whole class
						New vocabularies/ words/ Indonesia and English	Nominal Verbal/ Background Knowledge/ Examples/ Sentence in Indonesia and

<b>Class</b> <b>(23,</b> <b>54.8</b> <b>%)</b> <b>61</b>	<b>Icebreaking</b> <b>Conversation</b> <b>(15, 68.1%)</b> <b>24.6%</b>	<b>Speaking</b> <b>Practice</b> <b>(19, 86.4%)</b> <b>31.1%</b>	<b>Reading</b> <b>Practice</b> <b>(5, 22.7%)</b> <b>8.2%</b>	<b>Writing</b> <b>Practice</b> <b>(3,</b> <b>13.6%)</b> <b>4.9%</b>	<b>Listening</b> <b>Practice</b> <b>(1, 4.5%)</b> <b>1.6%</b>	<b>Vocabulary</b> <b>Review</b> <b>(11, 50%)</b> <b>18%</b>	<b>Grammar</b> <b>Review</b> <b>(7, 31.8%)</b> <b>11.5%</b>
							English/Positive negative and interrogative
4 (3)			Ask/Read/ Choose randomly/ Translate/ Explains			<sup>1</sup> Write/Drill/ Repeat /Repeat in order/Randomly repeat/Erase/ Randomly choose <sup>2</sup> Ask/Count/Write/ Choose/Explain/ Review/Answer	
			Chosen Students/ teacher			Teacher/All students/Chosen students	
			Conversation/ A line of sentence/ Time (date, day, month)/Numb ers/Kinds of numbers			<sup>1</sup> New vocabularies /words/ Indonesia and English <sup>2</sup> Normal counting/ Multiplication/ Hundreds thousands billions/ Random number/	

<b>Class</b> <b>(23,</b> <b>54.8</b> <b>%)</b> <b>61</b>	<b>Icebreaking</b> <b>Conversation</b> <b>(15, 68.1%)</b> <b>24.6%</b>	<b>Speaking</b> <b>Practice</b> <b>(19, 86.4%)</b> <b>31.1%</b>	<b>Reading</b> <b>Practice</b> <b>(5, 22.7%)</b> <b>8.2%</b>	<b>Writing</b> <b>Practice</b> <b>(3,</b> <b>13.6%)</b> <b>4.9%</b>	<b>Listening</b> <b>Practice</b> <b>(1, 4.5%)</b> <b>1.6%</b>	<b>Vocabulary</b> <b>Review</b> <b>(11, 50%)</b> <b>18%</b>	<b>Grammar</b> <b>Review</b> <b>(7, 31.8%)</b> <b>11.5%</b>
						Vocabulary/ Punishment	
5 (2)	Light Conversation/ Asking/Question					Ask/Write/Leave/ Look up/Finds/ Write/Drill/Cut/ Randomly repeat	
	Whole class/Teacher/ Each student					Teacher/All students/One by one	
	General topic/Special date					Days months/ Phonetic symbols/ Blank spaces/ Pronunciation/ Indonesia and English	
6 (2)	Light Conversation/ Question	Choose/Do a speech					
	Whole Class	All students/One by one					
	General topic/Assignment/	Future plans/ in Open space/ in					

<b>Class (23, 54.8 %) 61</b>	<b>Icebreaking Conversation (15, 68.1%) 24.6%</b>	<b>Speaking Practice (19, 86.4%) 31.1%</b>	<b>Reading Practice (5, 22.7%) 8.2%</b>	<b>Writing Practice (3, 13.6%) 4.9%</b>	<b>Listening Practice (1, 4.5%) 1.6%</b>	<b>Vocabulary Review (11, 50%) 18%</b>	<b>Grammar Review (7, 31.8%) 11.5%</b>
	Absence of Students	front of a mirror/ 5 min					
7 (3)		<sup>1</sup> Write/Wander around/Ask/ <sup>2</sup> Describe/ Randomly give/ Not revealing				Explain	
		Teacher/All students/To each other				Teacher	
		<sup>1</sup> Interview Questions/Have you ever ...? / <sup>2</sup> Their friends/ Names of the students				Adjectives/Color height shape etc.	
8 (4)	Light Conversation/ Asking		Read/Review/ Ask/Translate / Fill the blank			Review/Quick drill /Mention/Follow/ Ask/Make/ Translate/	Ask/Make/Explain

<b>Class (23, 54.8 %) 61</b>	<b>Icebreaking Conversation (15, 68.1%) 24.6%</b>	<b>Speaking Practice (19, 86.4%) 31.1%</b>	<b>Reading Practice (5, 22.7%) 8.2%</b>	<b>Writing Practice (3, 13.6%) 4.9%</b>	<b>Listening Practice (1, 4.5%) 1.6%</b>	<b>Vocabulary Review (11, 50%) 18%</b>	<b>Grammar Review (7, 31.8%) 11.5%</b>
	Whole class		Teacher/Each students/One by one			Teacher/All students	Teacher/All students
	Yesterday's class activities/ Experience		Recount text/ Daily activity/ One sentence/ Blank space			Words expression/ new vocabularies/ Sentence/Indonesia n and English	Time table/Daily Activity/Speech structure
9 (3)	Asking/Question/A nswer	Ask/Write/ Choose/Tell/ Explain/ Respond					Explain/Give/As k/ Translate/Use
	One by one/ Teacher	Teacher/Whole class					Teacher/All students
	Future Plan	Future Plan					Will shall be going to/Examples/ Sentences/ Indonesian to English
16 (3)	Light Conversation	Make/Ask/ Answer/Talk/					Write/Ask/Make



<b>Class</b> <b>(23,</b> <b>54.8</b> <b>%)</b> <b>61</b>	<b>Icebreaking</b> <b>Conversation</b> <b>(15, 68.1%)</b> <b>24.6%</b>	<b>Speaking</b> <b>Practice</b> <b>(19, 86.4%)</b> <b>31.1%</b>	<b>Reading</b> <b>Practice</b> <b>(5, 22.7%)</b> <b>8.2%</b>	<b>Writing</b> <b>Practice</b> <b>(3,</b> <b>13.6%)</b> <b>4.9%</b>	<b>Listening</b> <b>Practice</b> <b>(1, 4.5%)</b> <b>1.6%</b>	<b>Vocabulary</b> <b>Review</b> <b>(11, 50%)</b> <b>18%</b>	<b>Grammar</b> <b>Review</b> <b>(7, 31.8%)</b> <b>11.5%</b>
		Listen/Involve/ Give					
	Whole class	All students/To each other/ Teacher/Whole class					Teacher/Each students
	Songs/Best friends/General topics	Topics in guideline/ Discussion/ Comments					Interview guideline/Exampl e/Question/ Question words
18 (5)	<sup>1</sup> Conversation/ Discussion/ Explain/Ask/ Answer/Speak <sup>2</sup> Conversation//Ask	Report		Write		Write/Explain	
	All students/One by one/Whole class	All students/One by one		All students		Teacher	
	<sup>1</sup> Big or small family/ Overpopulation/ Family program	Interview result the day before		Students' experien ce/ Preparati on for		Kinds of Experience/ Layout of recount text	

<b>Class</b> <b>(23,</b> <b>54.8</b> <b>%)</b> <b>61</b>	<b>Icebreaking</b> <b>Conversation</b> <b>(15, 68.1%)</b> <b>24.6%</b>	<b>Speaking</b> <b>Practice</b> <b>(19, 86.4%)</b> <b>31.1%</b>	<b>Reading</b> <b>Practice</b> <b>(5, 22.7%)</b> <b>8.2%</b>	<b>Writing</b> <b>Practice</b> <b>(3,</b> <b>13.6%)</b> <b>4.9%</b>	<b>Listening</b> <b>Practice</b> <b>(1, 4.5%)</b> <b>1.6%</b>	<b>Vocabulary</b> <b>Review</b> <b>(11, 50%)</b> <b>18%</b>	<b>Grammar</b> <b>Review</b> <b>(7, 31.8%)</b> <b>11.5%</b>
	<sup>2</sup> Personal Experience			telling experience in the day after			
19 (3)	Reviewing/ Asking/Mention		Do/Fill the blank/Ask			Review/Say/Ask/ Read/Drill/Repeat/ Spell/Give/ Translate/Make	
	Whole class		All students/ Teacher			Whole class	
	What is learned in the morning class		Exercise/ Numbers/ Information (students' answer)			Learned Vocabularies/New Vocabularies/ Words/Time (days months year)/ Numbers/English and Indonesian/ Indonesian to English/Sentence	
20 (2)	Asking/Talking					Ask/Say/Answer/ Divide/Mention/ Drill/Read/Follow/	

<b>Class</b> <b>(23,</b> <b>54.8</b> <b>%)</b> <b>61</b>	<b>Icebreaking</b> <b>Conversation</b> <b>(15, 68.1%)</b> <b>24.6%</b>	<b>Speaking</b> <b>Practice</b> <b>(19, 86.4%)</b> <b>31.1%</b>	<b>Reading</b> <b>Practice</b> <b>(5, 22.7%)</b> <b>8.2%</b>	<b>Writing</b> <b>Practice</b> <b>(3,</b> <b>13.6%)</b> <b>4.9%</b>	<b>Listening</b> <b>Practice</b> <b>(1, 4.5%)</b> <b>1.6%</b>	<b>Vocabulary</b> <b>Review</b> <b>(11, 50%)</b> <b>18%</b>	<b>Grammar</b> <b>Review</b> <b>(7, 31.8%)</b> <b>11.5%</b>
						Play/Give/Sing/ Review/Interview/ Report	
	Whole class					Teacher/All students/One by one/To each other	
	Weekend activities					Learned vocabularies/New vocabularies/Time/ Daily activity	
21 (2)		<sup>1</sup> Give speech/Discuss/ <sup>2</sup> Explain/Divide/C ompose/ Question/Rebut/Cl arify/Conclude					
		<sup>1</sup> One of the students/ <sup>2</sup> Teacher/Whole Class/To each other					
		<sup>1</sup> _					

<b>Class (23, 54.8%) 61</b>	<b>Icebreaking Conversation (15, 68.1%) 24.6%</b>	<b>Speaking Practice (19, 86.4%) 31.1%</b>	<b>Reading Practice (5, 22.7%) 8.2%</b>	<b>Writing Practice (3, 13.6%) 4.9%</b>	<b>Listening Practice (1, 4.5%) 1.6%</b>	<b>Vocabulary Review (11, 50%) 18%</b>	<b>Grammar Review (7, 31.8%) 11.5%</b>
		<sup>2</sup> Single sex education					
26 (3)	Inquiries/Asking	Collect/Ask		Ask/Draw/Write			
	Whole class	Teacher/Each students/One by one		Teacher/All students			
	Education/ School/ Curriculum	The essay		Picture/Essay/ Education in general/ Comparison on big city and village			
27 (4)	Asking/Game/ Question	Perform	Read/Discuss / Repeat/Ask	Divide/ Write			
	Whole class	Each group	Teacher/All students/Whole class	Teacher/ Each group			

<b>Class</b> <b>(23,</b> <b>54.8</b> <b>%)</b> <b>61</b>	<b>Icebreaking</b> <b>Conversation</b> <b>(15, 68.1%)</b> <b>24.6%</b>	<b>Speaking</b> <b>Practice</b> <b>(19, 86.4%)</b> <b>31.1%</b>	<b>Reading</b> <b>Practice</b> <b>(5, 22.7%)</b> <b>8.2%</b>	<b>Writing</b> <b>Practice</b> <b>(3,</b> <b>13.6%)</b> <b>4.9%</b>	<b>Listening</b> <b>Practice</b> <b>(1, 4.5%)</b> <b>1.6%</b>	<b>Vocabulary</b> <b>Review</b> <b>(11, 50%)</b> <b>18%</b>	<b>Grammar</b> <b>Review</b> <b>(7, 31.8%)</b> <b>11.5%</b>
	Tongue twister/ Invitation	Conversation	Conversation/ Invitation/ Meaning/ Expression	Invitation/ Conversation			
28 (3)					Listen/Ask/ Write/ Open/Check/ Revise		Write/Ask/ Identify/Discuss/ Answer/Give
					All students/ One by one/Teacher		Teacher/All students/Whole class
					Description (Story)/All sentences/ Dictionary/ Spelling		Sentences/ <sup>1</sup> Right and wrong/ Understanding/ Reason/Additional Explanation/ <sup>2</sup> Different structure in Indonesian and

<b>Class</b> <b>(23,</b> <b>54.8</b> <b>%)</b> <b>61</b>	<b>Icebreaking</b> <b>Conversation</b> <b>(15, 68.1%)</b> <b>24.6%</b>	<b>Speaking</b> <b>Practice</b> <b>(19, 86.4%)</b> <b>31.1%</b>	<b>Reading</b> <b>Practice</b> <b>(5, 22.7%)</b> <b>8.2%</b>	<b>Writing</b> <b>Practice</b> <b>(3,</b> <b>13.6%)</b> <b>4.9%</b>	<b>Listening</b> <b>Practice</b> <b>(1, 4.5%)</b> <b>1.6%</b>	<b>Vocabulary</b> <b>Review</b> <b>(11, 50%)</b> <b>18%</b>	<b>Grammar</b> <b>Review</b> <b>(7, 31.8%)</b> <b>11.5%</b>
							English/To be/ Example
29 (2)		Give Speech/ <sup>1</sup> Question/ Discussion/ <sup>2</sup> Ask/Search/Com ment					
		<sup>1</sup> One student/Whole class/ <sup>2</sup> Each student/One by one/Teacher					
		<sup>1</sup> Sex Education/ <sup>2</sup> Advice and Warning/ Living the student's village and Pare/Sports (rafting, mount biking, ice skiing)					

<b>Class (23, 54.8 %) 61</b>	<b>Icebreaking Conversation (15, 68.1%) 24.6%</b>	<b>Speaking Practice (19, 86.4%) 31.1%</b>	<b>Reading Practice (5, 22.7%) 8.2%</b>	<b>Writing Practice (3, 13.6%) 4.9%</b>	<b>Listening Practice (1, 4.5%) 1.6%</b>	<b>Vocabulary Review (11, 50%) 18%</b>	<b>Grammar Review (7, 31.8%) 11.5%</b>
30 (2)	Simple Conversation	Show/Talk/ Explain/ Question/ Answer/Ask/ Re-tell					
	Students/Teacher	Each student/ One by one/ Whole class/ Teacher					
	General topics	Video/A place (resto, owner, etc.)/Punishment					
35 (1)		Re-tell/Question/ Answer					
		Each student/ One by one/ Whole class					
		Last year Ramadhan/ Recount text					
38 (2)		Re-tell/Question/ Answer				Write/Explain	

<b>Class (23, 54.8 %) 61</b>	<b>Icebreaking Conversation (15, 68.1%) 24.6%</b>	<b>Speaking Practice (19, 86.4%) 31.1%</b>	<b>Reading Practice (5, 22.7%) 8.2%</b>	<b>Writing Practice (3, 13.6%) 4.9%</b>	<b>Listening Practice (1, 4.5%) 1.6%</b>	<b>Vocabulary Review (11, 50%) 18%</b>	<b>Grammar Review (7, 31.8%) 11.5%</b>
		Each student/ One by one/ Whole class				Teacher	
		Last year Ramadhan/ Recount text				Talking to foreigner/ Expressions/ Attitude/Tips and Tricks	
39 (1)		Stand/Explain/ Question/ Answer					
		Each student/One by one/ Whole class					
		Pictures/ Indonesia and other countries' traditions and tourist destination					
42 (2)	Conversation/ Talking	Play/Describe/ Guess					



<b>Class</b> <b>(23,</b> <b>54.8</b> <b>%)</b> <b>61</b>	<b>Icebreaking</b> <b>Conversation</b> <b>(15, 68.1%)</b> <b>24.6%</b>	<b>Speaking</b> <b>Practice</b> <b>(19, 86.4%)</b> <b>31.1%</b>	<b>Reading</b> <b>Practice</b> <b>(5, 22.7%)</b> <b>8.2%</b>	<b>Writing</b> <b>Practice</b> <b>(3,</b> <b>13.6%)</b> <b>4.9%</b>	<b>Listening</b> <b>Practice</b> <b>(1, 4.5%)</b> <b>1.6%</b>	<b>Vocabulary</b> <b>Review</b> <b>(11, 50%)</b> <b>18%</b>	<b>Grammar</b> <b>Review</b> <b>(7, 31.8%)</b> <b>11.5%</b>
	Students/Teacher	Each student/ One by one/ Whole class					
	General topics	Game/Name (person, thing, place)/Clues/ Punishment					

## SPEAKING CLASS CLASSROOM ACTIVITY CATEGORIZATION

### Ice Breaking Conversation

Talking/Asking/ Conversation	Each student/One by one	Activities in the weekend/Recent Activities
Light Conversation/ Asking/Question	Whole class/Teacher/ Each student	General topic/Special date
Light Conversation/ Asking	Whole class	Yesterday's class activities/ Experience
Light Conversation	Whole class	Songs/Best friends/General topics
Asking/Talking	Whole class	Weekend activities
Asking/Game/ Question	Whole class	Tongue twister/ Invitation
Conversation/ Talking	Students/Teacher	General topics
Asking/Introduce/Question/Answer	Each Student/One to another	Introduction/ Personal Information
Light Conversation/ Question	Whole Class	General topic/ Assignment/Absence
Asking/Question/Answer	One by one/ Teacher	Future Plan
Reviewing/ Asking/Mention	Whole class	What is learned in the morning class
Inquiries/Asking	Whole class	Education/ School/ Curriculum
Simple Conversation	Students/Teacher	General topics
<sup>1</sup> Conversation/ Discussion/ Explain/Ask/ Answer/Speak	All students/One by one/Whole class	<sup>1</sup> Big or small family/ Overpopulation/ Family program
<sup>2</sup> Conversation//Ask	All students/One by one/Whole class	<sup>2</sup> Personal Experience

### Speaking Practice

Doing presentation/ Question and answer	Each student/Teacher	Procedure text/ How to make things
Do presentation	All students	Indonesian Culture
Choose/Do a speech	All students/One by one	Future plans/ in Open space/ in front of a mirror/ 5 min
<sup>1</sup> Write/Wander around/Ask/	Teacher/All students/To each other	<sup>1</sup> Interview Questions/Have you ever ...? /
<sup>2</sup> Describe/ Randomly give/ Not revealing	Teacher/All students/To each other	<sup>2</sup> Their friends/ Names of the students
Ask/Write/ Choose/Tell/ Explain/ Respond	Teacher/Whole class	Future Plan
Make/Ask/ Answer/Talk/ Listen/Involve/ Give	All students/To each other/ Teacher/Whole class	Topics in guideline/ Discussion/ Comments
<sup>1</sup> Give speech/Discuss/	<sup>1</sup> One of the students/ Whole Class	<sup>1</sup> -
<sup>2</sup> Explain/Divide/Compose/ Question/Rebut/ Clarify/Conclude	<sup>2</sup> Teacher/Whole Class/To each other	<sup>2</sup> Single sex education
Collect/Ask	Teacher/Each students/One by one	The essay
Perform	Each group	Conversation
Give Speech/ <sup>1</sup> Question/ Discussion/	<sup>1</sup> One student/Whole class	<sup>1</sup> Sex Education
<sup>2</sup> Ask/Search/Comment	<sup>2</sup> Each student/One by one/Teacher	<sup>2</sup> Advice and Warning/ Living the student's village and Pare/Sports (rafting, mount biking, ice skiing)
Show/Talk/ Explain/ Question/ Answer/Ask/ Re-tell	Each student/ One by one/ Whole class/ Teacher	Video/A place (resto, owner, etc.)/Punishment
Re-tell/Question/ Answer	Each student/ One by one/ Whole class	Last year Ramadhan/ Recount text

Re-tell/Question/ Answer	Each student/ One by one/ Whole class	Last year Ramadhan/ Recount text
Stand/Explain/ Question/ Answer	Each student/One by one/ Whole class	Pictures/ Indonesia and other countries' traditions and tourist destination
Play/Describe/ Guess	Each student/ One by one/ Whole class	Game/Name (person, thing, place)/Clues/ Punishment
Report	All students/One by one	Interview result the day before

### Reading Practice

Asking/Reading/ Translate/ Answer Question /Give reason/ Identify	Teacher/Whole class/Each student/One by one	Cross culture text/Meaning/ Difficult words/Questions/Gerund & to infinitive/Modal
Ask/Read/ Choose randomly/ Translate/ Explains	Chosen Students/ teacher	Conversation/A line of sentence/ Time (date, day, month)/Numbers/ Kinds of numbers
Read/Review/ Ask/Translate/ Fill the blank	Teacher/Each students/One by one	Recount text/ Daily activity/ One sentence/ Blank space
Do/Fill the blank/Ask	All students/ Teacher	Exercise/ Numbers/ Information (students' answer)
Read/Discuss/ Repeat/Ask	Teacher/All students/Whole class	Conversation/ Invitation/ Meaning/ Expression

### Writing Practice

Ask/Draw/Write	Teacher/All students	Picture/Essay/ Education in general/ Comparison on big city and village
Divide/Write	Teacher/Each group	Invitation/ Conversation

Write	All students	Students' experience/ Preparation for telling experience in the day after
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### Listening Practice

Listen/Ask/Write/ Open/Check/ Revise	All students/One by one/Teacher	Description (Story)/All sentences/ Dictionary/ Spelling
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### Vocabulary Review

Explaining/ Writing/Expect/ Ask	Teacher/All students/Some students	High frequency words/Opening and Closing Expression
Write/Drill/Repeat /Repeat in order/Randomly repeat/Erase/ Randomly choose	Teacher/All students/Chosen students	New vocabularies/ words/ Indonesia and English
<sup>1</sup> Write/Drill/ Repeat /Repeat in order/Randomly repeat/Erase/ Randomly choose	Teacher/All students/Chosen students	<sup>1</sup> New vocabularies /words/ Indonesia and English
<sup>2</sup> Ask/Count/Write/ Choose/Explain/ Review/Answer	Teacher/All students/Chosen students	<sup>2</sup> Normal counting/ Multiplication/ Hundreds thousands billions/ Random number/ Vocabulary/ Punishment
Ask/Write/Leave/ Look up/Finds/ Write/Drill/Cut/ Randomly repeat	Teacher/All students/One by one	Days months/ Phonetic symbols/ Blank spaces/ Pronunciation/ Indonesia and English
Explain	Teacher	Adjectives/Color height shape etc.
Review/Quick drill /Mention/Follow/ Ask/Make/ Translate/	Teacher/All students	Words expression/ new vocabularies/ Sentence/Indonesian and English

Review/Say/Ask/ Read/Drill/Repeat/Spell/Give/ Translate/Make	Whole class	Learned Vocabularies/New Vocabularies/ Words/Time (days months year)/ Numbers/English and Indonesian/ Indonesian to English/Sentence
Ask/Say/Answer/ Divide/Mention/ Drill/Read/Follow/Play/Give/Sing/ Review/Interview/ Report	Teacher/All students/One by one/To each other	Learned vocabularies/New vocabularies/Time/Daily activity
Write/Explain	Teacher	Talking to foreigner/ Expressions/ Attitude/Tips and Tricks
Write/Explain	Teacher	Kinds of Experience/ Layout of recount text

### Grammar Review

Enforce/Ask/Use	Teacher/Each student	Past tense/Verb2 and Verb1
Explain/Asking/ Answer/Differ/Ask/Make/Give	Teacher/All students/Whole class	Nominal Verbal/ Background Knowledge/ Examples/ Sentence in Indonesia and English/Positive negative and interrogative
Ask/Make/Explain	Teacher/All students	Time table/Daily Activity/Speech structure
Explain/Give/Ask/ Translate/Use	Teacher/All students	Will shall be going to/Examples/ Sentences/ Indonesian to English
Write/Ask/Make	Teacher/Each students	Interview guideline/Example/Question/ Question words

Write/Ask/ Identify/Discuss/ Answer/Give	Teacher/All students/Whole class	Sentences/ <sup>1</sup> Right and wrong/ Understanding/ Reason/Additional Explanation
Write/Ask/Discuss/ Give	Teacher/All students	<sup>2</sup> Different structure in Indonesian and English/To be/ Example /Sentences

**GRAMMAR CLASS ACTIVITY IN KAMPUNG INGGRIS PARE**

<b>Class (18, 42.8 %) (45)</b>	<b>Icebreaki ng Conversat ion (3, 16.7%) 6.7%</b>	<b>Grammar Review (17, 94.4%) 40%</b>	<b>Grammar Exercise (3, 16.7%) 6.7%</b>	<b>Writing Exercise (13, 72.2%) 28.9%</b>	<b>Previous Lesson Review (7, 38.9%) 15.6%</b>
10 (2)		Give/Explain/Put		Write/Ask/Translate / Collects/Give/Discu ss	
		Teacher		Teacher/All students/ Whole class	
		Example/Alternative Answers/Words and Structures/Labels (code)		4 sentences/Non- formal structure/Indonesian to English/Answer	
11 (3)		Write/Explain/ <sup>2</sup> Make		Give/Translate	
		Teacher/All students		Teacher/All students	
		Example/Pattern/Codes/ Signs/ <sup>1</sup> Parallel structure/ Inversion/ <sup>2</sup> Negative Augmentation/2 sentences into 1		Sentences/Indonesia n to English/Not- well- structured/Correctio n	



<b>Class (18, 42.8 %) (45)</b>	<b>Icebreaki ng Conversat ion (3, 16.7%) 6.7%</b>	<b>Grammar Review (17, 94.4%) 40%</b>	<b>Grammar Exercise (3, 16.7%) 6.7%</b>	<b>Writing Exercise (13, 72.2%) 28.9%</b>	<b>Previous Lesson Review (7, 38.9%) 15.6%</b>
12 (2)		Write/Explain/Answer/ Discuss/Re-explain/		Dictates/Translate/D iscuss	
		Teacher/All students/ Whole class		Teacher/All students/Whole class	
		Requirements/Signs/ Patterns/Alternation/ Contrast/Cause and Effect/ Examples		Some sentences/ Indonesian to English/Not well structured	
13 (3)		Write/Explain/Give/ Discuss/Ask	Write/Answer/Exp lain		Ask
		Teacher/Whole class	Teacher/All students		Teacher
		Conjunction/Correlation/ Preposition/Codes/ Examples	Questions/Multipl e choices/Why the answer is true		Yesterday lesson
14 (2)			Fill/Change/Corre ct/Ask		Discuss/Ask/Explain /Add
			All students/Teacher		Whole class/Teacher

<b>Class (18, 42.8 %) (45)</b>	<b>Icebreaki ng Conversat ion (3, 16.7%) 6.7%</b>	<b>Grammar Review (17, 94.4%) 40%</b>	<b>Grammar Exercise (3, 16.7%) 6.7%</b>	<b>Writing Exercise (13, 72.2%) 28.9%</b>	<b>Previous Lesson Review (7, 38.9%) 15.6%</b>
			Table of Irregular Verbs/ Sentences in different tenses and kind of sentence/Right answer		Group works/Answer/Explanation
15 (2)		Write/Discuss/Explain/ Give/Ask/Answer/Use/ Open			Review/Discuss/Give/Ask/ Discuss
		Teacher/Whole class			Teacher/Whole class
		Similar modal function/Examples/ Questions/Answer/ Diagram (concept map)			Result of tryout/The meaning and the structure of a sentence/Modal/Alternative answer/Reason on choosing answer/Students' problem
17 (2)		Write/Explain/Practice/ Give/		Ask/Translate/Re-explain/ Make	
		Teacher		Teacher/All students	

<b>Class (18, 42.8 %) (45)</b>	<b>Icebreaki ng Conversat ion (3, 16.7%) 6.7%</b>	<b>Grammar Review (17, 94.4%) 40%</b>	<b>Grammar Exercise (3, 16.7%) 6.7%</b>	<b>Writing Exercise (13, 72.2%) 28.9%</b>	<b>Previous Lesson Review (7, 38.9%) 15.6%</b>
		Tenses/How to combine tenses/Table/Signs/Code/ Diagram (concept map)/ Examples/		Indonesian to English/Not-well-structured/16 sentences with 16 tenses from 1 sentence in Bahasa	
22 (4)		Write/Explain/Give/ Discuss/Ask/Put/		Give/Translate	Review/Discuss
		Teacher/Whole class		Teacher/All students	Teacher/Whole class
		Conjunction if and unless/ Table of different uses of conjunction/Label for words/Condition/Pattern <sup>2</sup> Direct indirect speech		Sentences/Indonesia n to English/Not-well-structured	Multiple choices/The answer/ Why the answer is true
23 (2)		Gives/Explain		Take/Write	
		Teacher		All students	
		Derivation/Diagram/ Examples		Text from Indonesia to English	
24 (3)		Explain/Give/Ask	Give/Identify/Mak e		Ask/Check/Give
		Students/Whole class	Teacher/All students		Teacher/All students

<b>Class (18, 42.8 %) (45)</b>	<b>Icebreaki ng Conversat ion (3, 16.7%) 6.7%</b>	<b>Grammar Review (17, 94.4%) 40%</b>	<b>Grammar Exercise (3, 16.7%) 6.7%</b>	<b>Writing Exercise (13, 72.2%) 28.9%</b>	<b>Previous Lesson Review (7, 38.9%) 15.6%</b>
		Reducing/The meaning of reduced words/ Brainstorming/Context in a text	Text/14 reduced words/ Back to the pattern when the words are not reduced		Previous assignment/Answer key/Students' answer
25 (2)		Ask/Explain/Write/Discuss/Answer/Question/Consult		Write/Ask/Translate / Discuss	
		Teacher/Whole class		Teacher/Whole class	
		Character of Verb/V-ing/ Adjective/Examples		Song lyrics in Bahasa to English	
31 (3)		Explain/Write/Give		Take/Write	
		Teacher		All students	
		Different use of vocabulary related to the traditional meaning in Bahasa/collocation/word alteration/Examples/ Example in a story		List of Vocabularies/1 paragraph consist of 111 words. <sup>2</sup> without the list vocabularies/proportional meaning	
32 (2)		Write/Ask/Answer/Discuss/Give/		Write/Translate/Coll ect	

<b>Class (18, 42.8 %) (45)</b>	<b>Icebreaki ng Conversat ion (3, 16.7%) 6.7%</b>	<b>Grammar Review (17, 94.4%) 40%</b>	<b>Grammar Exercise (3, 16.7%) 6.7%</b>	<b>Writing Exercise (13, 72.2%) 28.9%</b>	<b>Previous Lesson Review (7, 38.9%) 15.6%</b>
		Teacher/Some students/ Whole class		All students	
		Gradual Comparison/ Examples/Additional explanation/ <sup>2</sup> Paralel comparison/intensifier comparison		Sentences/Indonesia n to English/Not well-structured	
33 (3)	Ask	Ask/Write/Explain/Make/ Read/Re- Explain		Give/Change/Discus s/ Refer/Make	
	Teacher/A ll students	Teacher/Whole class		Teacher/All students/ Whole class	
	Students' condition	Direct indirect speech/ What the students know/ Concept map/Diagram/ Text book		Direct to indirect speech/ Sentences/Statement questions	
34 (2)		Continue/Explain		Write/Answer/Discu ss/ Give	
		Teacher		Teacher/Whole class	
		Direct indirect speech/ tables of rules in imperative sentences		Sentences for practice/Why the answer is right or	

<b>Class (18, 42.8 %) (45)</b>	<b>Icebreaki ng Conversat ion (3, 16.7%) 6.7%</b>	<b>Grammar Review (17, 94.4%) 40%</b>	<b>Grammar Exercise (3, 16.7%) 6.7%</b>	<b>Writing Exercise (13, 72.2%) 28.9%</b>	<b>Previous Lesson Review (7, 38.9%) 15.6%</b>
				wrong/Different tenses/Tenses codes	
37 (2)		Write/Give/Explain		Ask/Change/Answer/ Discuss/Write	
		Teacher		Whole class/All students	
		Changing the pattern/ Nominal verbal/direct indirect/how to change		Changing the pattern/ Nominal verbal/direct indirect/how to change	
40 (3)	Light Conversati on	Make/Discuss/Write			Ask/Come forward/Check/ Consult/Re- explain/Discuss
	Whole class	Whole class			Teacher/All students/One by one/Whole class
	General topic	Main clause sub-clause/ the sentence (answer) written by the students			Homework/Correctio n/ Additional explanation/ Problems

<b>Class (18, 42.8 %) (45)</b>	<b>Icebreaki ng Conversat ion (3, 16.7%) 6.7%</b>	<b>Grammar Review (17, 94.4%) 40%</b>	<b>Grammar Exercise (3, 16.7%) 6.7%</b>	<b>Writing Exercise (13, 72.2%) 28.9%</b>	<b>Previous Lesson Review (7, 38.9%) 15.6%</b>
41 (3)	Light Conversati on	Make/Discuss/Write			Ask/Make/Translate/ Put
	Whole class	Whole class			Teacher/Whole class
	General topic	Main clause sub-clause/ the sentence (answer) written by the students			Students' problem/Pronoun/Di agram table/The right pronoun

## GRAMMAR CLASS ACTIVITY IN CATEGORIZATION

### Ice Breaking Conversation

Ask	Teacher/All students	Students' condition
Light Conversation	Whole class	General topic
Light Conversation	Whole class	General topic

### Grammar Exercise

Write/Answer/Explain	Teacher/All students	Questions/Multiple choices/Why the answer is true
Fill/Change/Correct/Ask	All students/Teacher	Table of Irregular Verbs/ Sentences in different tenses and kind of sentence/Right answer
Give/Identify/Make	Teacher/All students	Text/14 reduced words/ Back to the pattern when the words are not reduced

### Previous Lesson Review

Ask	Teacher	Yesterday lesson
Discuss/Ask/Explain/Add	Whole class/Teacher	Group works/Answer/Explanation
Review/Discuss/Give/Ask/ Discuss	Teacher/Whole class	Result of tryout/The meaning and the structure of a sentence/Modal/Alternative



		answer/Reason on choosing answer/Students' problem
Review/Discuss	Teacher/Whole class	Multiple choices/The answer/ Why the answer is true
Ask/Check/Give	Teacher/All students	Previous assignment/Answer key/Students' answer
Ask/Come forward/Check/ Consult/Re-explain/Discuss	Teacher/All students/One by one/Whole class	Homework/Correction/ Additional explanation/ Problems
Ask/Make/Translate/Put	Teacher/Whole class	Students' problem/Pronoun/Diagram table/The right pronoun

#### Grammar Review

Give/Explain/Put	Teacher	Example/Alternative Answers/Words and Structures/Labels (code)
Write/Explain/	Teacher/All students	Example/Pattern/Codes/ Signs/ <sup>1</sup> Parallel structure/ Inversion/
Write/Explain/ <sup>2</sup> Make	Teacher/All students	<sup>2</sup> Negative Augmentation/2 sentences into 1
Write/Explain/Answer/ Discuss/Re-explain	Teacher/All students/ Whole class	Requirements/Signs/ Patterns/Alternation/ Contrast/Cause and Effect/ Examples
Write/Explain/Give/ Discuss/Ask	Teacher/Whole class	Conjunction/Correlation/ Preposition/Codes/ Examples
Write/Discuss/Explain/ Give/Ask/Answer/Use/ Open	Teacher/Whole class	Similar modal function/Examples/ Questions/Answer/ Diagram (concept map)

Write/Explain/Practice/ Give/	Teacher	Tenses/How to combine tenses/Table/Signs/Code/ Diagram (concept map)/ Examples/
Write/Explain/Give/ Discuss/Ask/Put/	Teacher/Whole class	Conjunction if and unless/ Table of different uses of conjunction/Label for words/Condition/Pattern
Write/Explain/Give/ Discuss/Ask/Put/	Teacher/Whole class	<sup>2</sup> Direct indirect speech
Gives/Explain	Teacher	Derivation/Diagram/ Examples
Explain/Give/Ask	Students/Whole class	Reducing/The meaning of reduced words/ Brainstorming/Context in a text
Ask/Explain/Write/Discuss/Answer/Question/Consult	Teacher/Whole class	Character of Verb/V-ing/ Adjective/Examples
Explain/Write/Give	Teacher	Different use of vocabulary related to the traditional meaning in Bahasa/collocation/word alteration/Examples/ Example in a story
Write/Ask/Answer/Discuss/Give/	Teacher/Some students/ Whole class	Gradual Comparison/ Examples/Additional explanation/ <sup>2</sup> Paralel comparison/intensifier comparison
Ask/Write/Explain/Make/ Read/Re-Explain	Teacher/Whole class	Direct indirect speech/ What the students know/ Concept map/Diagram/ Text book
Continue/Explain	Teacher	Direct indirect speech/ tables of rules in imperative sentences
Write/Give/Explain	Teacher	Changing the pattern/ Nominal verbal/direct indirect/how to change

Make/Discuss/Write	Whole class	Main clause sub-clause/ the sentence (answer) written by the students
Make/Discuss/Write	Whole class	Main clause sub-clause/ the sentence (answer) written by the students

Writing Exercise

Write/Ask/Translate/ Collects/Give/Discuss	Teacher/All students/ Whole class	4 sentences/Non-formal structure/Indonesian to English/Answer
Give/Translate	Teacher/All students	Sentences/Indonesian to English/Not-well-structured/Correction
Dictates/Translate/Discuss	Teacher/All students/Whole class	Some sentences/ Indonesian to English/Not well structured
Ask/Translate/Re-explain/ Make	Teacher/All students	Indonesian to English/Not-well-structured/16 sentences with 16 tenses from 1 sentence in Bahasa
Give/Translate	Teacher/All students	Sentences/Indonesian to English/Not-well-structured
Take/Write	All students	Text from Indonesia to English
Write/Ask/Translate/ Discuss	Teacher/Whole class	Song lyrics in Bahasa to English
Take/Write	All students	List of Vocabularies/1 paragraph consist of 111 words.
Take/Write	All students	<sup>2</sup> without the list vocabularies/proportional meaning
Write/Translate/Collect	All students	Sentences/Indonesian to English/Not well-structured

Give/Change/Discuss/ Refer/Make	Teacher/All students/ Whole class	Direct to indirect speech/ Sentences/Statement questions
Write/Answer/Discuss/ Give	Teacher/Whole class	Sentences for practice/Why the answer is right or wrong/Different tenses/Tenses codes
Ask/Change/Answer/ Discuss/Write	Whole class/All students	Changing the pattern/ Nominal verbal/direct indirect/how to change

### Teacher and Students Interaction in Speaking Class

Class	Teacher	Students
1	Always give correction/ask directly what is the right pronunciation/ask explain and give example of using pronoun/ask the students to open dictionary/Provide words choices	Discuss about vocabularies and the materials
2	Gives some corrections/using examples/ask the students to translate first/gives the right and the wrong pronunciation to compare	Do the conversation in English
3	Ask the students what they know about the materials/the explanation is based on the answer/stressed to use different rules while speaking English/ask the sentence in Bahasa Indonesia and then ask them to translate	Follow the drill/make examples/ask questions when they don't understand
4	Corrects the pronunciation/remind the students to use "and" between the numbers	Other students help by saying the number in Bahasa or gives some clues when their friends don't know the math
5	Gives little correction/gives correction when a student writes the phonetic symbol not as it is written in the dictionary	Almost all of the chats in the class is in English/when one of the students doesn't speak English, the other remind him by saying "English bro!"
6	Directly gives correction/give the right example/push the students to do more than 5 minutes speech/gives compliments, construction feedback and motivation	Discuss about some vocabularies
7	Like to make some jokes with the students/ called some students by celebrity names to make them laughing	ask about some vocabularies or the questions in the list that they don't understand
8	Gives correction/give two choices to be chosen which one is right or wrong/gives examples how to write the time table	Ask about how to write the time table when they didn't understand/ask other students about some activities they don't know the English word
9	Gives direct correction/less correction while the speech	Ask the teacher and classmates about the assignment and some vocabularies they didn't know
16	Always ask the students/want the students to always interact/has gimmick at the beginning and the end of the lesson	The interaction is done in the class activity

<b>Class</b>	<b>Teacher</b>	<b>Students</b>
18	Give little correction/ has gimmick at the beginning and the end of the lesson	Ask their friends about the vocabularies they didn't know
19	Uses variation of claps (game)/directly give correction/uses different tones to make spelling funny/more enforcement	Discuss when asked to make a sentence from Bahasa to English/Discuss while doing the exercise
20	Uses variation of claps (game)/directly correct the pronunciation/giving clues to students	Joking around/a student practice her speaking skill with the researcher
21	Give some correction/ has gimmick at the beginning and the end of the lesson	Ask some question about difficult words they didn't know
26	Walk around asking how the students do their exercise/make some jokes/gives some correction	Ask more explanation/discuss with friends about the vocabulary or expression/write the vocabularies in their own language (Kazakhstan)
27	uses different tones to make the pronunciation funny/walks around the students to control/gives some correction on the spelling	Ask the teacher and friends about the words they didn't know
28	Always ask what the students know first/gives explanation why the answer is right or wrong/explains the purpose of the program	Discuss about the answers and the vocabularies in the assignment
29	Give some correction/ has gimmick at the beginning and the end of the lesson	The interaction is done in the class activity
30	Give correction and explanation about the errors made/make some jokes	All of the interaction (including jokes) are in English/play some music (not loud)
35	Gives some correction/when telling a word, not directly tell the words but give some clues	All of the interaction (including jokes) are in English/gives comment directly in English/ a lot of questions and a fluid conversation
38	Almost all of the explanation is in English	Discuss and talk in English/ask their teacher in English
39	Give some correction/give appreciation and motivation/makes some jokes with the students	All of the interaction (including jokes) are in English
42	Be a moderator in the game	All of the interaction (including jokes) are in English/are very competitive/try to answer as soon as possible/make jokes in the game

### Teacher and Students Interaction in Grammar Class

<b>Class</b>	<b>Teacher</b>	<b>Students</b>
10	Give specific explanation to students with different problems/talk directly when the students approach the teacher to take their paper	Discuss while translating/open dictionary/Some students ask if their answer was true as an alternative answer
11	Re-explain based on the error made by the students/reminding that the students should not follow Bahasa Indonesia rules	Discuss about the assignment and the vocabulary used
12	Give direct correction/for some fatal error the teacher explains them to the class/ explains more after the student ask about related materials	Ask vocabularies to their friends
13	Always ask the student/explain based on the answer of the students/compare two patterns of correlation to show the difference	Answer the questions together
14	Always ask the students what the answer is and why the answer is try/gives additional explanation/limit the lesson by only learning the forms or the patterns	Ask about vocabularies/ask the teacher to correct their answers
15	Open discussion all the time/answer every questions/reminds the type of test the students will face	Joking around also with the teacher/ask some questions related to the material they learned and the TEOFL questions
17	Stresses that the students should remember the structure first then the meaning or function/Answer some specific questions	Ask what they don't understand/discuss with their friends about the structure of the tense
22	Start explanation by questions/explain the materials based on the students' answer/limit the lesson only on the structure and later will learn the meaning	Ask when they didn't understand/discuss the materials that is unclear
23	Slips some jokes when explaining	Discuss about the vocabularies and the structure used/Open dictionary (book/application)/ask some question about the use of different words which have derivation
24	Slips some jokes when explaining	Discuss about the answers
25	Always answer every question/asking what the students now about the topic asked/ gives	Use the chance as good as possible by giving any question related to their

<b>Class</b>	<b>Teacher</b>	<b>Students</b>
	additional explanation based on the answer/use some references (book, website, dictionary, novel) to answer /uses jokes gimmick and address the students as friends	problem/some answers lead to other questions/
31	Gives many examples in every single material/uses special dictionary	Open dictionary/discuss with friends about vocabularies/actively answer the questions from the teacher
32	Always answer every question from the students	Always asks after the explanation/actively answer the teacher question
33	Ask the students what do they know before explaining/ask first before giving correction/uses concept map codes ad table for changing the tenses	Always uses English while having discussion or conversation between and while asking to their teacher
34	Ask the students what do they know before explaining/doesn't correct the answer alone but ask the students why the answer is wrong and right	Always uses English while having discussion or conversation between and while asking to their teacher/ask while doing the exercise
37	Ask if there is vocabulary they didn't know or difficult/stress the focus on the pattern changes that should be remembered/uses simple change scheme	Always uses English while having discussion or conversation between and while asking to their teacher
40	Almost all of the explanation is in English/ didn't limit the answer	Actively consult with the teacher/Always uses English while having discussion or conversation between and while asking to their teacher
41	Almost all of the explanation is in English/ uses the students and the teachers' names while making the exercise/uses table or diagram	Always uses English while having discussion or conversation between and while asking to their teacher/very competitive while answer the question as soon as possible



**Students' Perception before Learning in Pare**

<b>No</b>	<b>First time learning English</b>	<b>School</b>	<b>Purpose learning in Pare</b>	<b>How did I learn English</b>	<b>How was my feeling about English</b>
1.	Junior high school	Public school	Choosing learning in Pare after a month discussion with parents/choose Pare to learn English to study overseas/even if I can't study overseas I still can speak English well/other choices are working and continue study in Indonesia.	<ul style="list-style-type: none"> <li>• never be serious in learning English (main-main)</li> <li>• while the teacher teaches, can't be less enthusiastic (a bad student)</li> <li>• While the teaching, it is easy to be listened to, but I never repeat the lesson afterwards</li> <li>• There is no pressure in school for English</li> <li>• I don't really like if the teacher is not focus on the learning, and talking about unimportant things</li> <li>• I have joined an English course, but it doesn't work, and the tuition was expensive</li> </ul>	<ul style="list-style-type: none"> <li>• I fail to pass the admission test in any university and be able to pass after being "helped" by relatives. ("afternoon" class)</li> <li>• because the class is in the afternoon, I can study more in the morning, later I study English independently</li> <li>• I really want to study English, until I enter one class in a campus (not his campus) because the lecturer was a foreigner in order to learn English.</li> <li>• I basically like three subjects, English, accountancy, and computer. So, I never really feel really hard to learn English or not liking it.</li> </ul>

2.	Elementary school	Islamic Boarding school/ Graduated from Oil and Gas Engineering, but now working as blog writer.	The purpose of learning in Pare is to be able to create English content in my blog, so I can get higher view share (until 10 times more)/I decide to be in pare for 3 months	<ul style="list-style-type: none"> <li>• My teacher when in school was not an English teacher (the other subject teacher which is ordered to teach English). The pronunciation was terrible.</li> <li>• The teacher doesn't talk using English to students, even rarely talk using Bahasa Indonesia to the students.</li> <li>• I was also a bad student, and the teacher doesn't really care about the bad students.</li> <li>• The learning in the boarding school is monotone</li> <li>• students and teachers in the Islamic boarding school prefer uses Arabic language than English</li> </ul>	<ul style="list-style-type: none"> <li>• I did not like English</li> </ul>
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3.	Child/Subject in School	Public School	My brother (in Jakarta) suggest me to go to Pare. I go here with my mother, but I stay here alone. This is my first time go outside Thailand, and in Indonesia/ I go to pare because I have free time before enrolling in University in Thailand. I choose English Education. I want to be English teacher.	<ul style="list-style-type: none"> <li>• In Thailand, people don't speak English, outside and inside the class.</li> <li>• Teacher just do presentation (explanation), no other activity.</li> <li>• some teacher teaches English, but do not speak English. They speak Thailand in class</li> <li>• In Thailand people are shy to speak English</li> </ul>	<ul style="list-style-type: none"> <li>• I like English. But, I can't speak well. In Thailand, I speak less than I do here. I come to Pare because I want to train my speaking skill</li> <li>• I think English is important because every country speak English.</li> </ul>
4.	Elementary School	Public School	I go to pare to learn English for my job (as shipping crew), I hear from my friend that here in Pare I can practice more my English.	<ul style="list-style-type: none"> <li>• There are no friends who support (having English conversation etc.</li> <li>• The teacher gives support by very little.</li> <li>• I am very shy (hesitate) to talk, and there is no need of learning English at the time.</li> <li>• In school, the teacher just explains without practice. It is just theory.</li> <li>• My speech was terrible</li> </ul>	<ul style="list-style-type: none"> <li>• I like English since I was in my last year of senior high school, because I get a good grade, I think I get the result from my study, and it is really satisfying.</li> <li>• before that, I am not really liking English, because there no enough support from people (teacher, friends) around me, and my self</li> </ul>

					<ul style="list-style-type: none"> <li>• In the beginning, I feel very difficult to learn English.</li> </ul>
5.	Elementary School	Islamic boarding school	I fail to enroll in university last year. Then, I work in a factory in Tangerang. This year, I want to try to enter a university again/ I learn here before the test, when the enrollment test. I prepare my English here.	<ul style="list-style-type: none"> <li>• We have to use both Arabic and English in our boarding school, but we use it only for a formality.</li> <li>• The teachers teach well in my school there are no weakness</li> <li>• I think in school we have to learn everything and be able to excel in all subjects</li> <li>• It becomes a burden for us. Also, I study in Islamic boarding school where there are a lot of rules I have to obey.</li> </ul>	<ul style="list-style-type: none"> <li>• I think it is me that is bad, because I don't learn English very well</li> </ul>
6.	Junior high school	Public school	The purpose of going to pare is to be able to use English for working	<ul style="list-style-type: none"> <li>• I took some private courses and also program course.</li> </ul>	<ul style="list-style-type: none"> <li>• I think it is hard for me, but it is actually not really hard.</li> </ul>

				<ul style="list-style-type: none"> <li>• There are too much subjects that I should learn in school, and the school doesn't really make English as an important subject (I think why school doesn't make "English day" program)</li> <li>• I think they (the school teachers) didn't English was not important because they just teach it, not really care if the students really understand or practice their English.</li> <li>• The important thing is that there is the lesson/ subject. They didn't stress the importance of the subject.</li> <li>• when they explained, that's it. They didn't really care what's next after that. It becomes the student's problems</li> <li>• So, the teacher just explains the lessons, not really care about students' learning problem.</li> </ul>	<ul style="list-style-type: none"> <li>• It is easy if there are no other subjects (biology, math, etc.)</li> <li>• When I was in senior high school, I was personally close to the English teacher. In the class, I speak English with him, but outside the class such as playing futsal/hanging out, we use Bahasa Indonesia.</li> <li>• I think if I believe that I can speak English well if I go to bilingual school, because there is pressure, we have to speak English there, if we don't, we will be punished</li> <li>• I think English is not really important for me having interaction with my friends</li> </ul>
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7.	Elementary School	Public School	I want to go here to improve my English, because I want to go to continue my study/It is also my reason to resign from my job	<ul style="list-style-type: none"> <li>• The teacher teaches like other teachers do. It is just explaining, and the students are not allowed to be noisy, talk to each other, etc.</li> <li>• every day in school we should learn vocabulary every day</li> </ul>	<ul style="list-style-type: none"> <li>• I like English.</li> <li>• I like learning English, it depends on the teacher.</li> <li>• I feel that I am bad at English that's way I go to Pare</li> <li>• I feel that there are still a lot of things that I should learn</li> </ul>
8.	Elementary School	Public School	I go to pare because I have free time after graduating from undergraduate programs, and I want to avoid my life (someone asks me to marry me, and I refuse)	<ul style="list-style-type: none"> <li>• The teacher just explains the material in the class</li> <li>• The teacher uses CBSH (<i>Catat Buku Sampai Habis</i>), Writing the book till the end</li> <li>• The teacher's way of teaching is not enjoyable.</li> <li>• The teacher should have care more the students who is bad in English. The teacher only cares with the students who is close with the teacher</li> <li>• I was the bad students, who is bad in English and not close with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• I like English, but I think I am not good at it. (I think English is like a person that I have a crush on, I love him but I never get him)</li> </ul>

9.	Elementary school	Public School	I want to go here to improve my English, because I want to go to continue my study	<ul style="list-style-type: none"> <li>• The teacher in school, just explaining while teaching in the class</li> <li>• In elementary school the teacher was good, but in high school, the teacher is bad. I think I forgot how the learning in my high school because the teacher was bad at that time, and there is nothing to remembered.</li> <li>• The class is divided into sort of classes. The smart, average, and bad students. I was between average and bad students.</li> <li>• The teacher only care with the smart ones. The one like me, was never really cared by the students.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important but I think I am bad at this</li> </ul>
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10.	Elementary School	Islamic boarding school	<p>I go to Pare, because I need to pass the TOEFL score standard in my campus/To go to Pare is one of my way to pay what's I've done in school. Most of the students here are the people who regret that they didn't really study English well in high schools.</p>	<ul style="list-style-type: none"> <li>• English was never being my focus on school</li> <li>• in high school, the teacher only does presentations (explanation) in the class</li> <li>• Because I study in Islamic boarding school, Arabic language and religious study were stressed more to be learned</li> <li>• In school, there are formal (inside class) learning, and informal (outside class) learning.</li> <li>• For formal learning, there are a lot of study that should be the focus, such as biology, physics, math, etc.</li> <li>• For informal, there are such as speech exercise, new vocabulary. In this informal learning, the Arabic language is more favorable than English.</li> <li>• The teacher in the boarding school are good in speaking and vocabularies but their</li> </ul>	<ul style="list-style-type: none"> <li>• I acknowledge that I underestimated English before. I didn't really understand that English skill was this definitive, such as TOEFL passing grade before graduating, works, etc.</li> </ul>
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				<p>sentences are grammatically incorrect.</p> <ul style="list-style-type: none"> <li>• I learn basic English in the school, but after I went to university for 4 years, I lost what I've learned. In the university, I learn English only for one semester.</li> <li>• There is one language center in my campus, but the environment in the campus was not supportive.</li> </ul>	
11.	Elementary School	Islamic boarding school	I learned here because I want to continue my study, and I have to learn TOEFL to get my scholarship.	<ul style="list-style-type: none"> <li>• In school, there are formal (inside class) learning, and informal (outside class) learning</li> <li>• For formal learning, there are a lot of study that should be the focus, such as biology, physics, math, etc.</li> <li>• For informal, there are such as speech exercise, new vocabulary. In this informal learning, the Arabic language is more favorable than English.</li> <li>• The teacher in the boarding school are good in speaking</li> </ul>	<ul style="list-style-type: none"> <li>• I think it is depends on the person on how important English is, for me before, I don't really think English was important.</li> </ul>

				<p>and vocabularies but their sentences are grammatically incorrect</p> <ul style="list-style-type: none"> <li>• Actually, there are no problem with the subject (English), but with the teacher personally. Because the teacher was enforcing the rules too tight</li> <li>• The learning in school was only explanation.</li> <li>• There is no practice, then it makes me forget about the learning. (I can keep what I've learned)</li> <li>• The teacher was living outside the boarding school, so I didn't really talk much with the teachers.</li> <li>• The one who can be conversation partner were only friends.</li> <li>• the environment discipline was not really good, because I was influenced by my friends not to talk using Arabic or even English. If</li> </ul>	
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				<p>the teacher comes, the students will be silent</p> <ul style="list-style-type: none"> <li>• In the school, we are not really focus on English, there are only certain students who really learn it because they want it.</li> </ul>	
12.	Elementary School	Public School	<p>I go to pare to prepare for IELTS, to apply for scholarship.</p>	<ul style="list-style-type: none"> <li>• In high school, I learn basic English such as tenses. The teacher just explains, and then we have some discussions</li> <li>• I join storytelling and debate team in high school.</li> <li>• I also took same English course program.</li> <li>• I meet English only on written text, textbooks, presentation slides. But, the lecturer still explains in Bahasa Indonesia.</li> <li>• There are many new vocabularies I got, but no grammar learning</li> <li>• In school, we meet English only in the school (not every time/day</li> </ul>	<ul style="list-style-type: none"> <li>• I think I am good at English when I was in high school. I like it, and for me it is not something difficult.</li> <li>• but, after 7 years of college years, I think I lost my English</li> <li>• When I was in college I think I lost my English ability, even if I think in school I was good in it.</li> <li>• I think I lost my English, because I don't really think that I need English.</li> <li>• I think I can speak English, but with not a good grammar.</li> <li>• Before, I really want to be able to use English.</li> </ul>

				<ul style="list-style-type: none"><li>• I learn English in school very easy and joyful, because the teacher was my neighbor</li><li>• There's something bad, because the teacher was too emotional, but I can solve it because I personally approach the teacher, so she will like me, and will not mad at me.</li><li>• It was really joyful to learn English, because I join some courses too, and join my school debate team. I can learn many things from friends in the team and from competitions.</li></ul>	
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13.	Junior high school	Islamic boarding school	-	<ul style="list-style-type: none"> <li>• the teacher teaches like usual, just giving explanation and we answer some exercise</li> <li>• The school was a bilingual school, Arabic and English.</li> <li>• I used to speak in Arabic and English, because we have to use them in all day.</li> <li>• In the boarding school, my friends and teacher, and I tend to use Arabic more than English. Most of the time, Arabic is used more than English</li> <li>• The teachers were teaching enjoyably, they always asked us to use Arabic and English</li> <li>• But, because most of them use more Arabic, so we also use more Arabic than English.</li> </ul>	<ul style="list-style-type: none"> <li>• I can speak English at that time, I learned the basic, but I think it is not enough</li> </ul>
14.	Elementary School	Public school	I go to pare because I want to be able to speak English. It is for working and also for my study if I want to continue my study (he was	<ul style="list-style-type: none"> <li>• The way of the teacher teaching was same like the other. We do some exercise (answering questions)</li> <li>• The teacher explains, then gives questions to be</li> </ul>	<ul style="list-style-type: none"> <li>• I am really bad, my grade was bad</li> <li>• I think English is really hard</li> <li>• I like English, like I like other subject</li> <li>• I really want to be good in English, but it is really hard</li> </ul>

			<p>directly working after graduated from high school)</p>	<p>answered. It is just the regular chores in school</p> <ul style="list-style-type: none"> <li>• Once in a while the teacher mixes English with Bahasa Indonesia, I can understand what he says, but I can't give responses</li> <li>• When in school, I think I can't focus on 1 subject. There are a lot of subjects that should be learned, and to be focused on</li> <li>• I was not really focus on English. I usually forgot what I've learned. In the class, maybe I can understand, but the next day I will forget.</li> <li>• In school, I just learn English twice a week, and the period was cut by the time we move to other class (moving class school)</li> <li>• I join some competitions, I made some mistakes there, but I still my English wasn't really good.</li> <li>• I was close with my teachers.</li> </ul>	
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15.	Elementary School	Public School	I learn here in Pare, because I want to continue my study, and hopefully oversea	<ul style="list-style-type: none"> <li>• I haven't known yet the purpose of learning English, or what I do learn English for.</li> <li>• Because I don't know what for I learn English for, I learn it just until I can get high scores or pass the exam.</li> <li>• The teaching was average, the teacher just explains material, when the materials are explained, we have to answer some questions, and finished.</li> <li>• The way of the teacher teaching was same like the other. We do some exercise (answering questions)</li> <li>• The teacher explains, then gives questions to be answered. It is just the regular chores in school</li> <li>• That's why I think it is not really interesting to me.</li> <li>• The frequency was not so intense. We've just learn twice a week. I learn it today,</li> </ul>	<ul style="list-style-type: none"> <li>• I just like it, not really love it.</li> <li>• I like it because I want to get the highest scores. I want to get high exam scores. So, I learn all of the subjects for the exam.</li> <li>• Learning English was easy, but the learning time was not really effective if we want to do many activities (speaking a b c, or structures, etc.)</li> <li>• It is enjoyable too, but most of activities I've done is was writing</li> </ul>
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				tomorrow I will forget about it.	
16.	Elementary School	Public School	I learn to pare because I fail to pass enrollment test in graduate program. I want to try for the second time, before that I need to learn English. Also, I want to be able to speak English.	<ul style="list-style-type: none"> <li>• The learning in the school is just like the usual. Like the teacher explains the materials.</li> <li>• There is no support from the teachers. My teacher never uses English when talking to us.</li> <li>• I am not close with my teacher</li> <li>• Because there is no support from the environment, my teachers and friends, I was lazy learning English.</li> <li>• I also don't take it serious, since I don't know what it is for at that time. Then, in the university I was accepted to math major, I think I wouldn't use English anymore.</li> <li>• In school, I only focus on certain subjects, I was good at math and natural science. So, I focus my self-learning about them.</li> </ul>	<ul style="list-style-type: none"> <li>• I think that I am really bad in English, my little brother is better than me, I don't know where he learned it from.</li> </ul>



17.	Elementary School	Public School	<p>I look for some information to learn English, because I am aware that I have a problem in English. I ask my friends; my friends tell me about <i>Kampung Inggris</i>. I search in internet, etc./</p> <p>The main purpose is to learn TOEFL for applying master degree.</p>	<ul style="list-style-type: none"> <li>• The teacher was really subjective. He/she was only care with the one which is active and smart. The teacher didn't involve all students in the class.</li> <li>• I want to be cared by the teacher, but I don't get the teacher attention, then I make things (jokes, etc.) in the class. I am not focus on the materials.</li> <li>• In the senior high school, the class activities make us active as students. We had to do storytelling, etc.</li> <li>• These activities became very hard for me because I don't really have good basic English.</li> <li>• Then, because the first impression with English was not really good, I didn't learn it, when the class activities was good, but my basic was bad, and I am not pleased with it, English became very hard for me.</li> </ul>	<ul style="list-style-type: none"> <li>• The first impression with English was not really pleasing (good), so it is hard. I didn't really accept it.</li> <li>• When I started learning in university, because I enter management major, I don't really think English is really important for me. I think I will not use it</li> <li>• Until I graduated, I think that my English was really bad (I can't use English). When I try to communicate with friends, read reference books, and when I try to apply for works</li> </ul>
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				<ul style="list-style-type: none"> <li>• Because I don't really use it in campus, and in my life for general, I am not really into learning English</li> <li>• In my 4th semester, I started using some English books for learning references. At that time, it is really hard for me to learn. At that time, I decide that after graduating, I need to learn English.</li> </ul>	
18.	Elementary School	Public School	I come to pare because I want to get scholarship overseas, I want to get 6 or 6.5 for my IELTS score	<ul style="list-style-type: none"> <li>• I took a course in my hometown before, but I think I will not count it in. The learning was very boring there</li> <li>• The learning was that the teacher writes the words on the whiteboard, and we all say them together.</li> <li>• I was focus more on other subject such as math, physics, biology, etc. So, I am not really into English.</li> <li>• Before, there are no understanding about what for learning English is</li> </ul>	<ul style="list-style-type: none"> <li>• I don't really like English. Because I haven't understood yet what English is for.</li> <li>• English was a tool to get scholarship. Before, English was not really needed by me for verbal communication.</li> <li>• Before I came here, I don't find English was important.</li> <li>• I think for people to like English, they need a trigger. Furthermore, we are as high school students didn't only face English.</li> </ul>

				<ul style="list-style-type: none"><li>• the teacher didn't teach/explains why we should learn English. Out of blue, we come in to the class, learn about English without understanding what it is for.</li><li>• The teacher or the lecturer teaching well, but I don't really understand why I learn English. I study geography, I don't understand why I need to learn English in geography</li></ul>	
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### Students' Perception on English before learning to Pare

No	English as Subject	Importance of English	English Language Learning
1	<ul style="list-style-type: none"> <li>• I basically like three subjects, English, accountancy, and computer. So, I never really feel really hard to learn English or not liking it.</li> </ul>	<ul style="list-style-type: none"> <li>• I fail to pass the admission test in any university and be able to pass after being “helped” by relatives. (“afternoon” class)</li> <li>• Choosing learning in Pare after a month discussion with parents/choose Pare to learn English to study overseas/even if I can’t study overseas I still can speak English well/other choices are working and continue study in Indonesia.</li> </ul>	<ul style="list-style-type: none"> <li>• never be serious in learning English (main-main)</li> <li>• while the teacher teaches, can’t be less enthusiastic (a bad student)</li> <li>• While the teaching, it is easy to be listened to, but I never repeat the lesson afterwards</li> <li>• There is no pressure in school for English</li> <li>• I don’t really like if the teacher is not focus on the learning, and talking about unimportant things</li> <li>• I have joined an English course, but it doesn’t work, and the tuition was expensive</li> <li>• because the class is in the afternoon, I can study more in the morning, later I study English independently</li> <li>• I really want to study English, until I enter one class in a campus (not his campus) because the lecturer was a foreigner in order to learn English.</li> </ul>
2	<ul style="list-style-type: none"> <li>• I did not like English</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of learning in Pare is to be able to create English content in my blog, so I can get higher view share (until 10 times more)/I decide to be in pare for 3 months</li> </ul>	<ul style="list-style-type: none"> <li>• My teacher when in school was not an English teacher (the other subject teacher which is ordered to teach English). The pronunciation was terrible.</li> <li>• The teacher doesn’t talk using English to students, even rarely talk using Bahasa Indonesia to the students.</li> <li>• I was also a bad student, and the teacher doesn’t really care about the bad students.</li> <li>• The learning in the boarding school is monotone</li> </ul>

			<ul style="list-style-type: none"> <li>• students and teachers in the Islamic boarding school prefer uses Arabic language than English</li> </ul>
3	<ul style="list-style-type: none"> <li>• I like English. But, I can't speak well. In Thailand, I speak less than I do here. I come to Pare because I want to train my speaking skill</li> </ul>	<ul style="list-style-type: none"> <li>• My brother (in Jakarta) suggest me to go to Pare. I go here with my mother, but I stay here alone. This is my first time go outside Thailand, and in Indonesia/ I go to pare because I have free time before enrolling in University in Thailand. I choose English Education. I want to be English teacher.</li> <li>• I think English is important because every country speak English.</li> </ul>	<ul style="list-style-type: none"> <li>• In Thailand, people don't speak English, outside and inside the class.</li> <li>• Teacher just do presentation (explanation), no other activity.</li> <li>• In Thailand people are shy to speak English</li> <li>• some teacher teaches English, but do not speak English. They speak Thailand in class</li> </ul>
4	<ul style="list-style-type: none"> <li>• I like English since I was in my last year of senior high school, because I get a good grade, I think I get the result from my study, and it is really satisfying.</li> <li>• before that, I am not really liking English, because there no enough support from</li> </ul>	<ul style="list-style-type: none"> <li>• I go to pare to learn English for my job (as shipping crew), I hear from my friend that here in Pare I can practice more my English.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no friends who support (having English conversation etc.</li> <li>• The teacher gives support by very little.</li> <li>• I am very shy (hesitate) to talk, and there is no need of learning English at the time.</li> <li>• In school, the teacher just explains without practice. It is just theory.</li> </ul>

	<p>people (teacher, friends) around me, and my self</p> <ul style="list-style-type: none"> <li>• My speech was terrible</li> <li>• In the beginning, I feel very difficult to learn English.</li> </ul>		
5	<ul style="list-style-type: none"> <li>• I think it is me that is bad, because I don't learn English very well</li> </ul>	<ul style="list-style-type: none"> <li>• I fail to enroll in university last year. Then, I work in a factory in Tangerang. This year, I want to try to enter a university again/ I learn here before the test, when the enrollment test. I prepare my English here.</li> </ul>	<ul style="list-style-type: none"> <li>• We have to use both Arabic and English in our boarding school, but we use it only for a formality.</li> <li>• I think in school we have to learn everything and be able to excel in all subjects</li> <li>• It becomes a burden for us. Also, I study in Islamic boarding school where there are a lot of rules I have to obey.</li> <li>• The teachers teach well in my school there are no weakness</li> </ul>
6	<ul style="list-style-type: none"> <li>• It is easy if there are no other subjects (biology, math, etc.)</li> <li>• I think if I believe that I can speak English well if I go to bilingual school, because there is pressure, we have to speak English there, if we don't, we will be punished</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of going to pare is to be able to use English for working</li> <li>• I think English is not really important for me having interaction with my friends</li> </ul>	<ul style="list-style-type: none"> <li>• I took some private courses and also program course.</li> <li>• There are too much subjects that I should learn in school, and the school doesn't really make English as an important subject (I think why school doesn't make "English day" program)</li> <li>• I think they (the school teachers) didn't English was not important because they just teach it, not really care if the students really understand or practice their English.</li> <li>• The important thing is that there is the lesson/ subject. They didn't stress the importance of the subject.</li> </ul>

			<ul style="list-style-type: none"> <li>• when they explained, that's it. They didn't really care what's next after that. It becomes the student's problems</li> <li>• So, the teacher just explains the lessons, not really care about students' learning problem.</li> <li>• When I was in senior high school, I was personally close to the English teacher. In the class, I speak English with him, but outside the class such as playing futsal/hanging out, we use Bahasa Indonesia.</li> </ul>
7	<ul style="list-style-type: none"> <li>• I like English.</li> <li>• I feel that I am bad at English that's way I go to Pare</li> <li>• I feel that there are still a lot of things that I should learn</li> </ul>	<ul style="list-style-type: none"> <li>• I want to go here to improve my English, because I want to go to continue my study/It is also my reason to resign from my job</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher teaches like other teachers do. It is just explaining, and the students are not allowed to be noisy, talk to each other, etc.</li> <li>• every day in school we should learn vocabulary every day</li> <li>• I like learning English, it depends on the teacher.</li> <li>•</li> </ul>
8	<ul style="list-style-type: none"> <li>• I like English, but I think I am not good at it. (I think English is like a person that I have a crush on, I love him but I never get him)</li> </ul>	<ul style="list-style-type: none"> <li>• I go to pare because I have free time after graduating from undergraduate programs, and I want to avoid my life (someone asks me to marry me, and I refuse)</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher just explains the material in the class</li> <li>• The teacher uses CBSH (<i>Catat Buku Sampai Habis</i>), Writing the book till the end</li> <li>• The teacher's way of teaching is not enjoyable.</li> <li>• The teacher should have care more the students who is bad in English. The teacher only cares with the students who is close with the teacher</li> <li>• I was the bad students, who is bad in English and not close with the teacher.</li> </ul>
9	<ul style="list-style-type: none"> <li>• It is important but I think I am bad at this</li> </ul>	<ul style="list-style-type: none"> <li>• I want to go here to improve my English, because I want to go to</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher in school, just explaining while teaching in the class</li> <li>• In elementary school the teacher was good, but in high</li> </ul>

		<p>continue my study</p> <ul style="list-style-type: none"> <li>• It is important but I think I am bad at this</li> </ul>	<p>school, the teacher is bad. I think I forgot how the learning in my high school because the teacher was bad at that time, and there is nothing to remembered.</p> <ul style="list-style-type: none"> <li>• The class is divided into sort of classes. The smart, average, and bad students. I was between average and bad students.</li> <li>• The teacher only cares with the smart ones. The one like me, was never really cared by the students.</li> </ul>
10	-	<ul style="list-style-type: none"> <li>• I go to pare, because I need to pass the TOEFL score standard in my campus/To go to Pare is one of my way to pay what's I've done in school. Most of the students here are the people who regret that they didn't really study English well in high schools.</li> <li>• I acknowledge that I underestimated English before. I didn't really understand that English skill was this definitive, such as TOEFL passing grade before</li> </ul>	<ul style="list-style-type: none"> <li>• English was never being my focus on school</li> <li>• in high school, the teacher only does presentations (explanation) in the class</li> <li>• Because I study in Islamic boarding school, Arabic language and religious study were stressed more to be learned</li> <li>• In school, there are formal (inside class) learning, and informal (outside class) learning.</li> <li>• For formal learning, there are a lot of study that should be the focus, such as biology, physics, math, etc.</li> <li>• For informal, there are such as speech exercise, new vocabulary. In this informal learning, the Arabic language is more favorable than English.</li> <li>• The teacher in the boarding school are good in speaking and vocabularies but their sentences are grammatically incorrect.</li> </ul>



		<p>graduating, works, etc.</p>	<ul style="list-style-type: none"> <li>• I learn basic English in the school, but after I went to university for 4 years, I lost what I've learned. In the university, I learn English only for one semester.</li> <li>• There is one language center in my campus, but the environment in the campus was not supportive.</li> </ul>
11	-	<ul style="list-style-type: none"> <li>• I learned here because I want to continue my study, and I have to learn TOEFL to get my scholarship.</li> <li>• I think it is depends on the person on how important English is, for me before, I don't really think English was important.</li> </ul>	<ul style="list-style-type: none"> <li>• In school, there are formal (inside class) learning, and informal (outside class) learning</li> <li>• For formal learning, there are a lot of study that should be the focus, such as biology, physics, math, etc.</li> <li>• For informal, there are such as speech exercise, new vocabulary. In this informal learning, the Arabic language is more favorable than English.</li> <li>• The teacher in the boarding school are good in speaking and vocabularies but their sentences are grammatically incorrect</li> <li>• Actually, there are no problem with the subject (English), but with the teacher personally. Because the teacher was enforcing the rules too tight</li> <li>• The learning in school was only explanation.</li> <li>• There is no practice, then it makes me forget about the learning. (I can keep what I've learned)</li> <li>• The teacher was living outside the boarding school, so I didn't really talk much with the teachers.</li> </ul>

			<ul style="list-style-type: none"> <li>• The one who can be conversation partner were only friends.</li> <li>• the environment discipline was not really good, because I was influenced by my friends not to talk using Arabic or even English. If the teacher comes, the students will be silent</li> <li>• In the school, we are not really focus on English, there are only certain students who really learn it because they want it.</li> </ul>
12	<ul style="list-style-type: none"> <li>• I think I am good at English when I was in high school. I like it, and for me it is not something difficult.</li> <li>• but, after 7 years of college years, I think I lost my English</li> <li>• When I was in college I think I lost my English ability, even if I think in school I was good in it.</li> <li>• I think I can speak English, but with not a good grammar.</li> <li>• Before, I really want to be able to use English.</li> </ul>	<ul style="list-style-type: none"> <li>• I think I lost my English, because I don't really think that I need English.</li> <li>• I go to pare to prepare for IELTS, to apply for scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• In high school, I learn basic English such as tenses. The teacher just explains, and then we have some discussions</li> <li>• I join storytelling and debate team in high school.</li> <li>• I also took same English course program.</li> <li>• I meet English only on written text, textbooks, presentation slides. But, the lecturer still explains in Bahasa Indonesia.</li> <li>• There are many new vocabularies I got, but no grammar learning</li> <li>• In school, we meet English only in the school (not every time/day</li> <li>• I learn English in school very easy and joyful, because the teacher was my neighbor</li> <li>• There's something bad, because the teacher was too emotional, but I can solve it because I personally approach the teacher, so she will like me, and will not mad at me.</li> <li>• It was really joyful to learn English, because I join some courses too, and join my</li> </ul>

			school debate team. I can learn many things from friends in the team and from competitions.
13	<ul style="list-style-type: none"> <li>• I can speak English at that time, I learned the basic, but I think it is not enough</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• the teacher teaches like usual, just giving explanation and we answer some exercise</li> <li>• The school was a bilingual school, Arabic and English.</li> <li>• I used to speak in Arabic and English, because we have to use them in all day.</li> <li>• In the boarding school, my friends and teacher, and I tend to use Arabic more than English. Most of the time, Arabic is used more than English</li> <li>• The teachers were teaching enjoyably, they always asked us to use Arabic and English</li> <li>• But, because most of them use more Arabic, so we also use more Arabic than English</li> </ul>
14	<ul style="list-style-type: none"> <li>• I am really bad, my grade was bad</li> <li>• I think English is really hard</li> <li>• I like English, like I like other subject</li> <li>• I really want to be good in English, but it is really hard</li> </ul>	<ul style="list-style-type: none"> <li>• I go to pare because I want to be able to speak English. It is for working and also for my study if I want to continue my study (he was directly working after graduated from high school)</li> </ul>	<ul style="list-style-type: none"> <li>• The way of the teacher teaching was same like the other. We do some exercise (answering questions)</li> <li>• The teacher explains, then gives questions to be answered. It is just the regular chores in school</li> <li>• Once in a while the teacher mixes English with Bahasa Indonesia, I can understand what he says, but I can't give responses</li> <li>• When in school, I think I can't focus on 1 subject. There are a lot of subjects that should be learned, and to be focused on</li> <li>• I was not really focus on English. I usually forgot what I've learned. In the class,</li> </ul>

			<p>maybe I can understand, but the next day I will forget.</p> <ul style="list-style-type: none"> <li>• In school, I just learn English twice a week, and the period was cut by the time we move to other class (moving class school)</li> <li>• I join some competitions, I made some mistakes there, but I still my English wasn't really good.</li> <li>• I was close with my teachers</li> </ul>
15	<ul style="list-style-type: none"> <li>• I just like it, not really love it.</li> <li>• I like it because I want to get the highest scores. I want to get high exam scores. So, I learn all of the subjects for the exam.</li> </ul>	<ul style="list-style-type: none"> <li>• I learn here in Pare, because I want to continue my study, and hopefully oversea</li> <li>• I haven't known yet the purpose of learning English, or what I do learn English for.</li> <li>• Because I don't know what for I learn English for, I learn it just until I can get high scores or pass the exam.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching was average, the teacher just explains material, when the materials are explained, we have to answer some questions, and finished.</li> <li>• The way of the teacher teaching was same like the other. We do some exercise (answering questions)</li> <li>• The teacher explains, then gives questions to be answered. It is just the regular chores in school</li> <li>• That's why I think it is not really interesting to me.</li> <li>• The frequency was not so intense. We've just learn twice a week. I learn it today, tomorrow I will forget about it.</li> <li>• Learning English was easy, but the learning time was not really effective if we want to do many activities (speaking a b c, or structures, etc.)</li> <li>• It is enjoyable too, but most of activities I've done is was writing</li> </ul>
16	<ul style="list-style-type: none"> <li>• I think that I am really bad in English, my little brother is better than me, I</li> </ul>	<ul style="list-style-type: none"> <li>• I learn to pare because I fail to pass enrollment test in graduate program. I want</li> </ul>	<ul style="list-style-type: none"> <li>• The learning in the school is just like the usual. Like the teacher explains the materials.</li> <li>• There is no support from the teachers. My teacher never</li> </ul>

	<p>don't know where he learned it from.</p>	<p>to try for the second time, before that I need to learn English. Also, I want to be able to speak English.</p>	<p>uses English when talking to us.</p> <ul style="list-style-type: none"> <li>• I am not close with my teacher</li> <li>• Because there is no support from the environment, my teachers and friends, I was lazy learning English.</li> <li>• I also don't take it serious, since I don't know what it is for at that time. Then, in the university I was accepted to math major, I think I wouldn't use English anymore.</li> <li>• In school, I only focus on certain subjects, I was good at math and natural science. So, I focus my self-learning about them.</li> </ul>
17	<ul style="list-style-type: none"> <li>• The first impression with English was not really pleasing (good), so it is hard. I didn't really accept it.</li> <li>• Until I graduated, I think that my English was really bad (I can't use English). When I try to communicate with friends, read reference books, and when I try to apply for works</li> </ul>	<ul style="list-style-type: none"> <li>• The main purpose is to learn TOEFL for applying master degree.</li> <li>• I look for some information to learn English, because I am aware that I have a problem in English. I ask my friends; my friends tell me about <i>Kampung Inggris</i>. I search in internet, etc.</li> <li>• When I started learning in university, because I enter management major, I don't really think English is really important for me. I think I will not use it</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher was really subjective. He/she was only care with the one which is active and smart. The teacher didn't involve all students in the class.</li> <li>• I want to be cared by the teacher, but I don't get the teacher attention, then I make things (jokes, etc.) in the class. I am not focus on the materials.</li> <li>• In the senior high school, the class activities make us active as students. We had to do storytelling, etc.</li> <li>• These activities became very hard for me because I don't really have good basic English.</li> <li>• Then, because the first impression with English was not really good, I didn't learn it, when the class activities was good, but my basic</li> <li>• Because I don't really use it in campus, and in my life for</li> </ul>

		<ul style="list-style-type: none"> <li>• In my 4th semester, I started using some English books for learning references. At that time, it is really hard for me to learn. At that time, I decide that after graduating, I need to learn English.</li> </ul>	<p>general, I am not really into learning English</p>
18	<ul style="list-style-type: none"> <li>• I don't really like English. Because I haven't understood yet what English is for.</li> <li>• I think for people to like English, they need a trigger. Furthermore, we are as high school students didn't only face English.</li> </ul>	<ul style="list-style-type: none"> <li>• I come to here because I want to get scholarship overseas, I want to get 6 or 6.5 for my IELTS score</li> <li>• English was a tool to get scholarship. Before, English was not really needed by me for verbal communication.</li> <li>• Before I came here, I don't find English was important.</li> <li>• Before, there are no understanding about what for learning English is</li> </ul>	<ul style="list-style-type: none"> <li>• I took a course in my hometown before, but I think I will not count it in. The learning was very boring there</li> <li>• The learning was that the teacher writes the words on the whiteboard, and we all say them together.</li> <li>• I was focus more on other subject such as math, physics, biology, etc. So, I am not really into English.</li> <li>• the teacher didn't teach/explains why we should learn English. Out of blue, we come in to the class, learn about English without understanding what it is for.</li> <li>• The teacher or the lecturer teaching well, but I don't really understand why I learn English. I study geography, I don't understand why I need to learn English in geography</li> </ul>

No	English as Subject	
	Positive	Negative
1	<ul style="list-style-type: none"> <li>• <b>I basically like three subjects, English, accountancy, and computer. So, I never really feel really hard to learn English or not liking it.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I fail to pass</b> the admission test in any university and be able to pass after being “helped” by relatives. (“afternoon” class)</li> </ul>
2		<ul style="list-style-type: none"> <li>• <b>I did not like</b> English</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>I like English.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>But, I can’t speak well.</b> In Thailand, <b>I speak less</b> than I do here. I come to Pare because I want to train my speaking skill</li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>I like English</b> since I was in my last year of senior high school, <b>because I get a good grade</b>, I think I get the result from my study, and it is really satisfying.</li> </ul>	<ul style="list-style-type: none"> <li>• before that, <b>I am not really liking English, because there no enough support from people (teacher, friends) around me, and my self</b></li> <li>• <b>My speech was terrible</b></li> <li>• In the beginning, <b>I feel very difficult to learn English.</b></li> </ul>
5		<ul style="list-style-type: none"> <li>• <b>I think it is me that is bad</b>, because <b>I don’t learn English very well</b></li> </ul>
6		<ul style="list-style-type: none"> <li>• <b>It is easy if there are no other subjects</b> (biology, math, etc.)</li> <li>• <b>I think if I believe that I can speak English well if I go to bilingual school</b>, because there is pressure, we have to speak English there, if we don’t, we will be punished</li> </ul>
7	<ul style="list-style-type: none"> <li>• <b>I like English.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I feel that I am bad</b> at English that’s way I go to Pare</li> <li>• <b>I feel that there are still a lot of things that I should learn</b></li> </ul>
8	<ul style="list-style-type: none"> <li>• <b>I like English,</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>but I think I am not good at it.</b> (I think English is like a person that I have a crush on, I love him but I never get him)</li> </ul>
9		<ul style="list-style-type: none"> <li>• It is important but I think <b>I am bad at this</b></li> </ul>

12	<ul style="list-style-type: none"> <li>• <b>I think I am good</b> at English when I was in high school. <b>I like it</b>, and for me it is not something difficult.</li> <li>• Before, <b>I really want to be able to use English.</b></li> </ul>	<ul style="list-style-type: none"> <li>• but, <b>after 7 years of college years, I think I lost my English</b></li> <li>• When I was in college <b>I think I lost my English</b> ability, even if I think in school I was good in it</li> <li>• I think <b>I can speak English, but with not a good grammar.</b></li> </ul>
13		<ul style="list-style-type: none"> <li>• <b>I can speak English</b> at that time, I learned the basic, but <b>I think it is not enough</b></li> </ul>
14	<ul style="list-style-type: none"> <li>• <b>I like English</b>, like I like other subject</li> <li>• <b>I really want to be good in English,</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I am really bad</b>, my grade was bad</li> <li>• I think <b>English is really hard</b></li> <li>• but <b>it is really hard</b></li> </ul>
15	<ul style="list-style-type: none"> <li>• <b>I just like it</b>, not really love it.</li> <li>• I like it <b>because I want to get the highest scores.</b> I want to get high exam scores. So, <b>I learn all of the subjects for the exam.</b></li> </ul>	
16		<ul style="list-style-type: none"> <li>• <b>I think that I am really bad</b> in English, my little brother is better than me, I don't know where he learned it from.</li> </ul>
17		<ul style="list-style-type: none"> <li>• <b>The first impression with English was not really pleasing</b> (good), so it is hard. <b>I didn't really accept it.</b></li> <li>• Until I graduated, <b>I think that my English was really bad</b> (I can't use English). When <b>I try to communicate with friends, read reference books, and when I try to apply for works</b></li> </ul>
18		<ul style="list-style-type: none"> <li>• <b>I don't really like English.</b> Because I haven't understood yet what English is for.</li> <li>• <b>I think for people to like English, they need a trigger.</b> Furthermore, <b>we are as high school students didn't only face English.</b></li> </ul>



No	English Language Learning		
	Positive	Negative	Neutral
1	<ul style="list-style-type: none"> <li>• because the class is in the afternoon, I can study more in the morning, later I study English independently</li> <li>• I really want to study English, until I enter one class in a campus (not his campus) because the lecturer was a foreigner in order to learn English.</li> </ul>	<ul style="list-style-type: none"> <li>• never be serious in learning English (main-main)</li> <li>• while the teacher teaches, can't be less enthusiastic (a bad student)</li> <li>• While the teaching, it is easy to be listened to, but I never repeat the lesson afterwards</li> <li>• There is no pressure in school for English</li> <li>• I don't really like if the teacher is not focus on the learning, and talking about unimportant things</li> <li>• I have joined an English course, but it doesn't work, and the tuition was expensive</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
2	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• My teacher when in school was not an English teacher (the other subject teacher which is ordered to teach English). The pronunciation was terrible.</li> <li>• The teacher doesn't talk using English to students, even rarely talk using Bahasa Indonesia to the students.</li> <li>• I was also a bad student, and the teacher doesn't really care about the bad students.</li> <li>• The learning in the boarding school is monotone</li> <li>• students and teachers in the Islamic boarding school prefer uses Arabic language than English</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

3	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• In Thailand, people don't speak English, outside and inside the class.</li> <li>• Teacher just do presentation (explanation), no other activity.</li> <li>• In Thailand people are shy to speak English</li> <li>• some teacher teaches English, but do not speak English. They speak Thailand in class</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
4	<ul style="list-style-type: none"> <li>• .</li> </ul>	<ul style="list-style-type: none"> <li>• There are no friends who support (having English conversation etc.</li> <li>• The teacher gives support by very little.</li> <li>• I am very shy (hesitate) to talk, and there is no need of learning English at the time</li> </ul>	<ul style="list-style-type: none"> <li>• In school, the teacher just explains without practice. It is just theory.</li> </ul>
5	<ul style="list-style-type: none"> <li>• The teachers teach well in my school there are no weakness</li> </ul>	<ul style="list-style-type: none"> <li>• We have to use both Arabic and English in our boarding school, but we use it only for a formality.</li> <li>• I think in school we have to learn everything and be able to excel in all subjects</li> <li>• It becomes a burden for us. Also, I study in Islamic boarding school where there are a lot of rules I have to obey.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
6	<ul style="list-style-type: none"> <li>• When I was in senior high school, I was personally close to the English teacher. In the class, I speak English with him, but outside the class such as playing futsal/hanging out, we use</li> </ul>	<ul style="list-style-type: none"> <li>• There are too much subjects that I should learn in school, and the school doesn't really make English as an important subject (I think why school doesn't make "English day" program)</li> <li>• I think they (the school teachers) didn't English was not important because they just teach it, not really care if the students really understand or practice their English.</li> </ul>	<ul style="list-style-type: none"> <li>• I took some private courses and also program course.</li> <li>•</li> </ul>

	Bahasa Indonesia.	<ul style="list-style-type: none"> <li>• The important thing is that there is the lesson/ subject. They didn't stress the importance of the subject.</li> <li>• when they explained, that's it. They didn't really care what's next after that. It becomes the student's problems</li> <li>• So, the teacher just explains the lessons, not really care about students' learning problem.</li> </ul>	
7	<ul style="list-style-type: none"> <li>• I like learning English, it depends on the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher teaches like other teachers do. It is just explaining, and the students are not allowed to be noisy, talk to each other, etc.</li> <li>• every day in school we should learn vocabulary every day</li> </ul>
8	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher uses CBSH (<i>Catat Buku Sampai Habis</i>), Writing the book till the end</li> <li>• The teacher's way of teaching is not enjoyable.</li> <li>• The teacher should have care more the students who is bad in English. The teacher only cares with the students who is close with the teacher</li> <li>• I was the bad students, who is bad in English and not close with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher just explains the material in the class</li> <li>•</li> </ul>
9	<ul style="list-style-type: none"> <li>• In elementary school the teacher was good,</li> </ul>	<ul style="list-style-type: none"> <li>• but in high school, the teacher is bad. I think I forgot how the learning in my high school because the teacher was bad at that time, and there is nothing to remembered.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher in school, just explaining while teaching in the class</li> <li>•</li> </ul>

		<ul style="list-style-type: none"> <li>• The class is divided into sort of classes. The smart, average, and bad students. I was between average and bad students.</li> <li>• The teacher only cares with the smart ones. The one like me, was never really cared by the students.</li> </ul>	
10	<ul style="list-style-type: none"> <li>• The teacher in the boarding school are good in speaking and vocabularies but their sentences are grammatically incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• English was never being my focus on school</li> <li>• Because I study in Islamic boarding school, Arabic language and religious study were stressed more to be learned</li> <li>• For formal learning, there are a lot of study that should be the focus, such as biology, physics, math, etc.</li> <li>• For informal, there are such as speech exercise, new vocabulary. In this informal learning, the Arabic language is more favorable than English.</li> <li>• I learn basic English in the school, but after I went to university for 4 years, I lost what I've learned. In the university, I learn English only for one semester.</li> <li>• There is one language center in my campus, but the environment in the campus was not supportive.</li> </ul>	<ul style="list-style-type: none"> <li>• in high school, the teacher only does presentations (explanation) in the class</li> <li>• In school, there are formal (inside class) learning, and informal (outside class) learning.</li> </ul>
11	<ul style="list-style-type: none"> <li>• The teacher in the boarding school are good in speaking and vocabularies but their sentences are grammatically incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• For formal learning, there are a lot of study that should be the focus, such as biology, physics, math, etc.</li> <li>• For informal, there are such as speech exercise, new vocabulary. In this informal learning, the Arabic language</li> </ul>	<ul style="list-style-type: none"> <li>• In school, there are formal (inside class) learning, and informal (outside class) learning</li> </ul>

		<p>is more favorable than English.</p> <ul style="list-style-type: none"> <li>• Actually, there are no problem with the subject (English), but with the teacher personally. Because the teacher was enforcing the rules too tight</li> <li>• There is no practice, then it makes me forget about the learning. (I can keep what I've learned)</li> <li>• The teacher was living outside the boarding school, so I didn't really talk much with the teachers.</li> <li>• the environment discipline was not really good, because I was influenced by my friends not to talk using Arabic or even English. If the teacher comes, the students will be silent</li> <li>• In the school, we are not really focus on English, there are only certain students who really learn it because they want it.</li> </ul>	<ul style="list-style-type: none"> <li>• The learning in school was only explanation.</li> <li>• The one who can be conversation partner were only friends.</li> </ul>
12	<ul style="list-style-type: none"> <li>• I join storytelling and debate team in high school.</li> <li>• I also took same English course program.</li> <li>• I meet English only on written text, textbooks, presentation slides.</li> <li>• There are many new vocabularies I got,</li> <li>• I learn English in school very easy and joyful, because the teacher was my neighbor</li> <li>• There's something bad, because the teacher was too emotional, but I can solve it because I personally approach the teacher, so she</li> </ul>	<ul style="list-style-type: none"> <li>• But, the lecturer still explains in Bahasa Indonesia</li> <li>• but no grammar learning</li> <li>• In school, we meet English only in the school (not every time/day</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• In high school, I learn basic English such as tenses. The teacher just explains, and then we have some discussions</li> <li>•</li> </ul>

	<p>will like me, and will not mad at me.</p> <ul style="list-style-type: none"> <li>• It was really joyful to learn English, because I join some courses too, and join my school debate team. I can learn many things from friends in the team and from competitions.</li> </ul>		
13	<ul style="list-style-type: none"> <li>• I used to speak in Arabic and English, because we have to use them in all day.</li> <li>• The teachers were teaching enjoyably, they always asked us to use Arabic and English</li> </ul>	<ul style="list-style-type: none"> <li>• In the boarding school, my friends and teacher, and I tend to use Arabic more than English. Most of the time, Arabic is used more than English</li> <li>• But, because most of them use more Arabic, so we also use more Arabic than English</li> </ul>	<ul style="list-style-type: none"> <li>• the teacher teaches like usual, just giving explanation and we answer some exercise</li> <li>• The school was a bilingual school, Arabic and English.</li> </ul>
14	<ul style="list-style-type: none"> <li>• Once in a while the teacher mixes English with Bahasa Indonesia, I can understand what he says, but I can't give responses</li> <li>• I join some competitions, I made some mistakes there,</li> <li>• I was close with my teachers</li> </ul>	<ul style="list-style-type: none"> <li>• When in school, I think I can't focus on 1 subject. There are a lot of subjects that should be learned, and to be focused on</li> <li>• I was not really focus on English. I usually forgot what I've learned. In the class, maybe I can understand, but the next day I will forget.</li> <li>• In school, I just learn English twice a week, and the period was cut by the time we move to other class (moving class school)</li> <li>• but I still my English wasn't really good.</li> </ul>	<ul style="list-style-type: none"> <li>• The way of the teacher teaching was same like the other. We do some exercise (answering questions)</li> <li>• The teacher explains, then gives questions to be answered. It is just the regular chores in school</li> </ul>

15	<ul style="list-style-type: none"> <li>• Learning English was easy,</li> <li>• It is enjoyable too, but most of activities I've done is was writing</li> </ul>	<ul style="list-style-type: none"> <li>• The frequency was not so intense. We've just learn twice a week. I learn it today, tomorrow I will forget about it.</li> <li>• but the learning time was not really effective if we want to do many activities (speaking a b c, or structures, etc.)</li> <li>• That's why I think it is not really interesting to me.</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching was average, the teacher just explains material, when the materials are explained, we have to answer some questions, and finished.</li> <li>• The way of the teacher teaching was same like the other. We do some exercise (answering questions)</li> <li>• The teacher explains, then gives questions to be answered. It is just the regular chores in school</li> </ul>
16	<ul style="list-style-type: none"> <li>• .</li> </ul>	<ul style="list-style-type: none"> <li>• There is no support from the teachers. My teacher never uses English when talking to us.</li> <li>• I am not close with my teacher</li> <li>• Because there is no support from the environment, my teachers and friends, I was lazy learning English.</li> <li>• I also don't take it serious, since I don't know what it is for at that time. Then, in the university I was accepted to math major, I think I wouldn't use English anymore.</li> <li>• In school, I only focus on certain subjects, I was good at math and natural science. So, I focus my self-learning about them</li> </ul>	<ul style="list-style-type: none"> <li>• The learning in the school is just like the usual. Like the teacher explains the materials.</li> </ul>

17	<ul style="list-style-type: none"> <li>• In the senior high school, the class activities make us active as students. We had to do storytelling, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher was really subjective. He/she was only care with the one which is active and smart. The teacher didn't involve all students in the class.</li> <li>• I want to be cared by the teacher, but I don't get the teacher attention, then I make things (jokes, etc.) in the class. I am not focus on the materials.</li> <li>• These activities became very hard for me because I don't really have good basic English.</li> <li>• Then, because the first impression with English was not really good, I didn't learn it, when the class activities was good, but my basic</li> <li>• Because I don't really use it in campus, and in my life for general, I am not really into learning English</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
18	<ul style="list-style-type: none"> <li>• The teacher or the lecturer teaching well</li> </ul>	<ul style="list-style-type: none"> <li>• I took a course in my hometown before, but I think I will not count it in. The learning was very boring there</li> <li>• I was focus more on other subject such as math, physics, biology, etc. So, I am not really into English.</li> <li>• the teacher didn't teach/explains why we should learn English. Out of blue, we come in to the class, learn about English without understanding what it is for</li> <li>• but I don't really understand why I learn English. I study geography, I don't understand why I need to learn English in geography</li> </ul>	<ul style="list-style-type: none"> <li>• The learning was that the teacher writes the words on the whiteboard, and we all say them together.</li> <li>•</li> </ul>



Students' Perception on English Language Learning before Learning in *Kampung Inggris* (Categorization)

Negative Perception

No.	Perception	Statement
1	Teaching and Learning Process	<ul style="list-style-type: none"> <li>• The teacher is not focus on the learning talking about the unimportant thing</li> <li>• The teacher doesn't use English, and even rarely talk to students</li> <li>• The learning is monotone</li> <li>• The teacher just does presentation, no other activity</li> <li>• The teacher just explains the lesson not really care about the students</li> <li>• The teacher just asks to write the book/it is not enjoyable</li> <li>• The activity in the class was only writing/it is not really interesting to me</li> <li>• I took a course, and the learning was very boring there</li> </ul>
2	Negative feedback	<ul style="list-style-type: none"> <li>• Going to the course get negative result</li> <li>• Join competition but still the English skill is not good</li> </ul>
3	Student's distrust	<ul style="list-style-type: none"> <li>• The teacher is other subject teacher who is forced to teach English</li> </ul>
4	Teacher isn't supportive	<ul style="list-style-type: none"> <li>• The teacher doesn't care about him, because he is a bad student</li> <li>• The teacher doesn't give good model (the teachers teach English but not speaking English)</li> <li>• The teacher should have care more with who is bad at English/only care with the smart one/</li> <li>• The teacher only cares about the smart students/I was between the average and bad students</li> <li>• The lecturer using English text book and presentation slide, but doesn't teach using English</li> <li>• No support from the teacher/the teacher never uses English while talking in the class</li> <li>• The teacher was really subjective/only care with the students who is active and smart</li> <li>• /the teacher didn't involve all of the students in the class</li> <li>• The teacher didn't teach how important English is</li> </ul>

5	There's other language preference	<ul style="list-style-type: none"> <li>• Most students and teachers prefer to use Arabic than English</li> <li>• Arabic and religious study were preferred/Arabic is more favorable</li> <li>• Arabic is more favorable</li> <li>• Arabic is used more than English/The teachers use more Arabic too</li> </ul>
6	Learning environment is not supportive	<ul style="list-style-type: none"> <li>• People don't speak English outside and inside the class/In Thailand, people are shy to speak English</li> <li>• There are no friends who support to have English conversation</li> <li>• The language use is a must but it is only ceremonial</li> <li>• The school doesn't make English as important subject/The school doesn't really care if the students really understand or practice their English/They didn't stress the importance of the subject</li> <li>• The environment in the campus was not supportive</li> <li>• There is no practice/it makes me forget</li> <li>• Influence from friends not talk English/when there is a teacher, we will be silent</li> <li>• I was lazy to learn English because there is no support from the teacher and friends</li> </ul>
7	Relationship with the teacher is not good	<ul style="list-style-type: none"> <li>• I am bad at English so I am not close with the teacher</li> <li>• Personal problem because the teacher was too tight</li> <li>• The teacher lives outside the boarding school/I didn't talk much with the teacher</li> <li>• I am not close with the teacher</li> </ul>
8	The learning time and frequency is not enough	<ul style="list-style-type: none"> <li>• Only meet English twice a week</li> <li>• Just learn twice a week</li> <li>• The frequency of learning is not intense/only twice a week/today I learn, tomorrow I will forget</li> <li>• the time period was cut too</li> <li>• Learning is not effective, too little activity with little time</li> </ul>

#### Positive Perception

No.	Perception	Statement
1	The teacher is good	<ul style="list-style-type: none"> <li>• There is no weakness of the teacher</li> </ul>

		<ul style="list-style-type: none"> <li>• I like learning English, but it is depending on the teacher</li> <li>• In the elementary school, the teacher was good</li> <li>• The teachers in boarding school are good in speaking and vocabularies</li> </ul>
2	The teacher gives support	<ul style="list-style-type: none"> <li>• I was personally close with the teacher in school, and I talk English in the class with him</li> <li>• The teacher asks us to speak Arabic and English</li> <li>• Once in a while, the teacher does code mixing while talking</li> <li>• I join competition, and I am close with the teacher</li> </ul>
3	The learning environment is supportive	<ul style="list-style-type: none"> <li>• I join storytelling and debate team</li> <li>• I meet English from text book and presentation slide for my study in college</li> <li>• The school rules oblige the students to use Arabic and English</li> </ul>
4	Positive feedback	<ul style="list-style-type: none"> <li>• I join some course and it is really joyful to learn English there</li> </ul>
5	Resolved personal problem with teacher	<ul style="list-style-type: none"> <li>• There's problem, but the students solve it by approaching the teacher</li> </ul>

English is important

No.	Perception	Statement
1	English is not important	<ul style="list-style-type: none"> <li>• Never be serious/Less enthusiast</li> <li>• /Never repeat the lesson afterward</li> <li>• /There's no pressure in the school to learn English</li> <li>• No need of learning English at that time</li> <li>• School doesn't teach me how important English is</li> <li>• English was never being the focus in school</li> <li>• There are a lot of study that should be focused on in the school.</li> <li>• A lot of subject must be the focus in the school</li> <li>• Not really focus on English</li> <li>• I don't take it seriously/I think I wouldn't use English anymore/I only focus on certain subject</li> <li>• I am not focus on the materials</li> <li>• I don't really use it in campus, and my life in general</li> </ul>

		<ul style="list-style-type: none"> <li>• Focus more on other subject/I am not really into English/I don't understand what for I learn English/I don't understand why I learn English because I learn geography</li> </ul>
2	English is not important (directly stated)	<ul style="list-style-type: none"> <li>• Before I came here, I don't find English was important.</li> <li>• Before, there are no understanding about what for learning English is</li> <li>• When I started learning in university, because I enter management major, I don't really think English is really important for me. I think I will not use it</li> <li>• I haven't known yet the purpose of learning English, or what I do learn English for.</li> <li>• Because I don't know what for I learn English for, I learn it just until I can get high scores or pass the exam.</li> <li>• I acknowledge that I underestimated English before. I didn't really understand that English skill was this definitive, such as TOEFL passing grade before graduating, works, etc.</li> <li>• I think it is depends on the person on how important English is, for me before, I don't really think English was important.</li> <li>• I think English is not really important for me having interaction with my friends</li> <li>• I think I lost my English, because I don't really think that I need English.</li> </ul>
3	English is important (directly stated)	<ul style="list-style-type: none"> <li>• I think English is important because every country speak English.</li> <li>• It is important but I think I am bad at this</li> </ul>

#### Turnback points

No.	Turnback Points	Statement
1	Higher Education	<ul style="list-style-type: none"> <li>• I come to pare because I want to get scholarship overseas, I want to get 6 or 6.5 for my IELTS score</li> <li>• The main purpose is to learn TOEFL for applying master degree.</li> <li>• I learn here in Pare, because I want to continue my study, and hopefully oversea</li> <li>• I go to pare because I want to be able to speak English. It is for working and also <b>for my study if I want to continue my study</b> (he was</li> </ul>

		<p>directly working after graduated from high school</p> <ul style="list-style-type: none"> <li>• I go to Pare to prepare for IELTS, to apply for scholarship.</li> <li>• I go to Pare, because I need to pass the TOEFL score standard in my campus/To go to Pare is one of my way to pay what's I've done in school. Most of the students here are the people who regret that they didn't really study English well in high schools.</li> <li>• I learned here because I want to continue my study, and I have to learn TOEFL to get my scholarship.</li> <li>• I want to go here to improve my English, because I want to go to continue my study</li> <li>• I go to Pare because I have free time after graduating from undergraduate programs</li> <li>• I want to go here to improve my English, because I want to go to continue my study</li> <li>• Choosing learning in Pare after a month discussion with parents/choose Pare to learn English to study overseas/even if I can't study overseas I still can speak English well/other choices are working, and continue study in Indonesia.</li> </ul>
2	Self-awareness	<ul style="list-style-type: none"> <li>• In my 4th semester, I started using some English books for learning references. At that time, it is really hard for me to learn. At that time, I decide that after graduating, I need to learn English.</li> </ul>
3	Failure	<ul style="list-style-type: none"> <li>• I learn to Pare because I fail to pass enrollment test in graduate program. I want to try for the second time, before that I need to learn English. Also, I want to be able to speak English</li> <li>• I fail to enroll in university last year. Then, I work in a factory in Tangerang. This year, I want to try to enter a university again/ I learn here before the test, when the enrollment test. I prepare my English here.</li> <li>• I fail to pass the admission test in any university, and be able to pass after being "helped" by relatives. ("afternoon" class)</li> </ul>
4	Better work	<ul style="list-style-type: none"> <li>• I go to Pare because I want to be able to speak English. <b>It is for working</b> and also for my</li> </ul>

		<p>study if I want to continue my study (he was directly working after graduated from high school</p> <ul style="list-style-type: none"> <li>• The purpose of going to pare is to be able to use English for working</li> <li>• I go to pare to learn English for my job (as shipping crew), I hear from my friend that here in Pare I can practice more my English.</li> <li>• The purpose of learning in Pare is to be able to create English content in my blog, so I can get higher view share (until 10 times more)</li> </ul>
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### English as a language

No.	Perception	Statement
1	English gives burden	<ul style="list-style-type: none"> <li>• Have to excel on every subject/It becomes burden</li> <li>• A lot of school rules become burden</li> <li>• Too much subject to learn in school</li> <li>• /it is easy if there are no other subject</li> <li>• There are a lot of study that should be focused on in the school.</li> <li>• A lot of subject must be the focus in the school</li> <li>• Can't focus only on one subject, because there are a lot of subjects.</li> <li>• The learning activity in senior high school becomes really hard for me because I don't have the basic</li> </ul>
2	Liking English but bad English	<ul style="list-style-type: none"> <li>• I like English. But, I can't speak well</li> <li>• I like English. I feel that I am bad at English</li> <li>• I like English, but I think I am not good at it.</li> <li>• I like English, like I like another subject. I am really bad; my grade was bad</li> </ul>
3	Disliking English	<ul style="list-style-type: none"> <li>• I did not like English</li> <li>• before that, I am not really liking English, because there no enough support from people (teacher, friends) around me, and my self</li> <li>• The first impression with English was not really pleasing (good), so it is hard. I didn't really accept it.</li> <li>• I don't really like English</li> </ul>
4	Liking English and good English	<ul style="list-style-type: none"> <li>• I like English since I was in my last year of senior high school, because I get a good grade, I think I get the result from my study, and it is really satisfying.</li> <li>• I think I am good at English when I was in high school. I like it, and for me it is not something difficult.</li> </ul>

		<ul style="list-style-type: none"> <li>• I like it because I want to get the highest scores. I want to get high exam scores. So, I learn all of the subjects for the exam.</li> </ul>
5	Bad English	<ul style="list-style-type: none"> <li>• My speech was terrible</li> <li>• But, I can't speak well. In Thailand, I speak less than I do here. I come to Pare because I want to train my speaking skill</li> <li>• I think it is me that is bad, because I don't learn English very well</li> <li>• I think if I believe that I can speak English well if I go to bilingual school, because there is pressure, we have to speak English there, if we don't, we will be punished</li> <li>• I feel that I am bad at English that's way I go to Pare</li> <li>• I feel that there are still a lot of things that I should learn</li> <li>• but I think I am not good at it. (I think English is like a person that I have a crush on, I love him but I never get him)</li> <li>• I think I am bad at this</li> <li>• but, after 7 years of college years, I think I lost my English</li> <li>• I think I can speak English, but with not a good grammar.</li> <li>• I can speak English at that time, I learned the basic, but I think it is not enough</li> <li>• I am really bad, my grade was bad</li> <li>• I think that I am really bad in English,</li> <li>• Until I graduated, I think that my English was really bad (I can't use English). When I try to communicate with friends, read reference books, and when I try to apply for works</li> </ul>
6	Hard English	<ul style="list-style-type: none"> <li>• In the beginning, I feel very difficult to learn English.</li> <li>• It is easy if there are no other subjects (biology, math, etc.)</li> <li>• I think English is really hard</li> </ul>
7	Willingness to be good	<ul style="list-style-type: none"> <li>• I really want to be good in English, but it is really hard</li> <li>• Before, I really want to be able to use English.</li> </ul>

**Students' Perception after Learning in Pare**

<b>No</b>	<b>First time learning English</b>	<b>School</b>	<b>Purpose learning in Pare</b>	<b>How did I learn English</b>	<b>How was my feeling about English</b>
1.	Junior high school	Public school	<p>Choosing learning in Pare after a month discussion with parents/choose Pare to learn English to study overseas/even if I can't study overseas I still can speak English well/other choices are working, and continue study in Indonesia.</p> <p>Both 1 and 2 are in the same class. Both of them get substitute teachers for Mr. A and Mr. I. Both of them agree that the substitutes were not as good as both of them, but they still</p>	<ul style="list-style-type: none"> <li>• Here, the place can develop student's potential. It can be 50:50, the students themselves, and the environment, including the tutors who can develop the students' potential</li> <li>• The teachers' manner while teaching makes the learning joyful</li> <li>• The teachers do respect the students. They did not demean/patronize the students.</li> <li>• The teachers teach from basic things in speaking, and we want it (learning the basic things</li> <li>• When we answer the teacher still asks why.</li> <li>• I go outside my comfort zone to maximize my learning. I</li> </ul>	<ul style="list-style-type: none"> <li>• The learning in Pare is more enjoyable</li> <li>• there is some change in my English skill, but it is not maximal yet. I think I can learn/do/be more.</li> <li>• The teacher can make us curious about what we will learn, and it is for me very interesting</li> <li>• I like the activity like when learning phonetic symbols, I know how does the symbol sounds.</li> <li>• I think my English is already good, but I am excited to learn the basic things</li> <li>• I shouldn't be afraid to make mistakes, but I must seek where I make mistake so I can learn</li> </ul>



			<p>think that they got a good manner too. They are not really satisfied by the substitute teachers, because their previous teachers are very good. They start to compare between the two previous teachers and the substitute teachers</p>	<p>must meet new people, talking with them</p> <ul style="list-style-type: none"> <li>• The Mister (teacher/caretaker in camp) is really understanding our condition</li> <li>• I feel fit learning with the teacher, enjoyable because their manner. I feel that I learn with my brother. We are like brothers</li> </ul>	
2.	Elementary school	Islamic Boarding school/ Graduated from Oil and Gas Engineering, but now working as blog writer.	<p>The purpose of learning in Pare is to be able to create English content in my blog, so I can get higher view share (until 10 times more)/I decide to be in pare for 3 months</p>	<ul style="list-style-type: none"> <li>• Mr. A teaches Vocabulary (memorizing) and speaking. He was very motivating, loud and energetic</li> <li>• Mr. I teaches Speaking about any topics. He gives new things for us, and funny</li> <li>• Spectrum of the conversation (speaking) is very broad (learning new things)</li> <li>• I and 1 live in a camp</li> <li>• we have to speak English in the camp. In the beginning, there are some pressure. we make an agreement that if we</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's manner while explaining or teaching is joyful.</li> <li>• English becomes easier.</li> <li>• I feel like they were my brother.</li> <li>• I think my English gets better, but the target is like the mister (teachers)</li> </ul>

				<p>speak Bahasa Indonesia 1 word, we pay 1000 rupiah</p> <ul style="list-style-type: none"> <li>• The living outside class, such as camp the environment are very supportive</li> </ul>	
3.	Child/Subject in School	Public School	<p>My brother (in Jakarta) suggest me to go to Pare. I go here with my mother, but I stay here alone. This is my first time go outside Thailand, and in Indonesia/ I go to pare because I have free time before enrolling in University in Thailand. I choose English Education. I want to be English teacher.</p>	<ul style="list-style-type: none"> <li>• I am taking a lot of speaking class here.</li> <li>• Last month, I took 8 bi-week programs for speaking and vocabulary.</li> <li>• This month, I take this speaking 1 program (1 month) and some bi-week programs for speaking and vocabulary</li> <li>• People are not shy here, I can speak English with them.</li> <li>• After class, I come back and train myself, alone and with my friends in boarding house.</li> <li>• There are many Thailand people here, I met them here</li> </ul>	<ul style="list-style-type: none"> <li>• I think my English is better now.</li> </ul>
4.	Elementary School	Public School	<p>I go to pare to learn English for my job (as shipping crew), I hear from my friend that here in Pare I</p>	<ul style="list-style-type: none"> <li>• I was intended to be here only one month, but then I think I will add one more month</li> <li>• now, I am able to make my speech more organized, when I speak, I am able to think</li> </ul>	<ul style="list-style-type: none"> <li>• I feel my English become better</li> <li>• When I feel I can do it, I can speak English well, I think like it more. The more I can do it, the more I like it</li> </ul>

			<p>can practice more my English.</p>	<p>what should I say in English, and structures that I should use.</p> <ul style="list-style-type: none"> <li>• Here, What I've learned can be directly practiced with teachers and friends</li> <li>• I live in a camp (camp from the institution), there are some teachers in the camp too, when we play futsal, I also try to speak English with them.</li> <li>• I like doing speech in front of the class. I can say what is inside my head, without memorizing it first</li> <li>• The most important thing while having speech is remembering what I want to say, if I don't know the vocabularies, I will ask my friends.</li> </ul>	<ul style="list-style-type: none"> <li>• I like to live in the camp, because I can do more practice every day with the teachers and the other students.</li> </ul>
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5.	Elementary School	Islamic boarding school	I fail to enroll in university last year. Then, I work in a factory in Tangerang. This year, I want to try to enter a university again/ I learn here before the test, when the enrollment test. I prepare my English here.	<ul style="list-style-type: none"> <li>• we learn here seriously, but we also learn with ease</li> <li>• I choose to live in a boarding house not a camp because I think camp is more like boarding school with all of its rules.</li> <li>• When I have to memorize vocabularies, etc. it is easy for me because I used to memorize Qur'an in my high school</li> </ul>	<ul style="list-style-type: none"> <li>• What I like in here is that the learning is easier, because here there are no much rule compared to the boarding school</li> <li>• I enjoy learning here, because all teachers and friends are helping me. It is easy because they help</li> </ul>
6.	Junior high school	Public school	The purpose of going to here is to be able to use English for working	<ul style="list-style-type: none"> <li>• I can understand all tenses in 2 weeks, but I can do nothing while I learn 3 years in high school.</li> <li>• I like to learn English expressions here.</li> <li>• I live in camp, and my camp was one of the most active camp.</li> <li>• There are some rules that oblige us to speak English all days (except to guests/on phone), 5 days a week. If we speak other language than English more than 10 times a day, we must pay 5.000</li> </ul>	<ul style="list-style-type: none"> <li>• When I have been here for one month, I want to go back to Medan, but my parents tell me not to go home. I should stay here, until I am really able to use English well.</li> <li>• I have reported one of the teacher to the office, because in the class the teacher being too serious and it becomes sort of burden or stress on me and my classmate. The teacher was called to the office, and after that the class becomes a slight better.</li> </ul>

				<p>IDR/one portion of food. In the weekend, all of the money will be used to buy food and distributed among the workers (pedicab driver, etc.) in the village.</p> <ul style="list-style-type: none"> <li>• There some other rules before, when it is not effectively ruling the member of the camp. The member will change it</li> <li>• There are two classes in the camp, in the morning and in the evening. Each class is in an hour. The class is similar with the class in the course, because the teacher was also the teacher in the course</li> </ul>	<ul style="list-style-type: none"> <li>• I think after one month, it is enough, but after that I decide to learn more here, because it is not enough for me</li> <li>• Now, I can speak more organized. Before, when I talk I really afraid to make mistakes. Now, I don't really care if I make mistakes when I want to speak English</li> </ul>
7.	Elementary School	Public School	<p>I want to go here to improve my English, because I want to go to continue my study/It is also my reason to resign from my job</p>	<ul style="list-style-type: none"> <li>• I rarely talk to the teachers here.</li> <li>• It is more intense here, we can learn 5 times a day.</li> <li>• The reason to choose Pare, not English courses in my hometown, is because here the course gives more classes, and programs. The tuition is cheaper too here. Also, here</li> </ul>	<ul style="list-style-type: none"> <li>• I feel some improvement, but I think the size of improvement for everybody is different</li> <li>• If I can understand while learning here it will be very enjoyable, and if I don't, I become sleepy.</li> <li>• It is easier to learn English here</li> </ul>

				we can learn English intensely.	
8.	Elementary School	Public School	I go to pare because I have free time after graduating from undergraduate programs, and I want to avoid my life (someone asks me to marry me, and I refuse)	<ul style="list-style-type: none"> <li>• Last time I learn in a course, only for structure. I got more right answers than before. I think the course is good.</li> <li>• When I study, if I can understand it well it is okay, if I didn't really understand, I will be confused.</li> <li>• I try to use my English, speaks to some people, but I rarely talk to the teacher, because I wasn't really close with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• I think my English was better, and my Javanese too. I meet with some crazy friends who teaches me Javanese.</li> <li>• I like here because it is more intense here. We can learn English more times than in school.</li> <li>• If I get permission from my parents I would go back here sometimes.</li> </ul>

9.	Elementary school	Public School	I want to go here to improve my English, because I want to go to continue my study	<ul style="list-style-type: none"> <li>• we do a lot of exercise here, like every meeting, and we have more meetings.</li> <li>• It is also more intense, the frequency of meeting of the program is much.</li> <li>• When I am in a same group with the people who is already good in English, I am not enthusiastic, because I am really afraid if I speak incorrectly</li> <li>• I go here because I have free time after I graduated from undergraduate program.</li> </ul>	<ul style="list-style-type: none"> <li>• I like it here, because the exercise.</li> <li>• If I get permission from my parents I would go back here sometimes.</li> </ul>
10.	Elementary School	Islamic boarding school	I go to Pare, because I need to pass the TOEFL score standard in my campus/To go to Pare is one of my way to pay what's I've done in school. Most of the students here are the people who regret that they didn't really study	<ul style="list-style-type: none"> <li>• Here, we really focus on English, we only learn one subject. The learning is detailed and systematically structured.</li> <li>• We are able to choose what we want to learn.</li> <li>• I think the enjoyable class is based on the teacher who teaches in the class. And the preference on the teacher is different for each student</li> </ul>	<ul style="list-style-type: none"> <li>• I feel good here, because the cycles here. The schedule is very intense, and also after learning I directly have some practices. It makes me pushed to do more every day.</li> <li>• I like more my <i>Ustadz</i> in boarding school, because I am not really close with the teacher. I was with my <i>Ustadz</i> way more longer than I study with the teacher here.</li> </ul>

			English well in high schools.		<ul style="list-style-type: none"> <li>• I like one of the teacher here, her name is Ms. RA. Her teaching was enjoyable, because what we've learned the day before are being tested again in the day</li> </ul>
11.	Elementary School	Islamic boarding school	I learned here because I want to continue my study, and I have to learn TOEFL to get my scholarship.	<ul style="list-style-type: none"> <li>• The environment was very supportive, even the seller here speaks English</li> <li>• Here, the learning was not contaminated (disturbed) by other subjects in school</li> <li>• I can be more focus on English and I get more intense learning here, 5 times a day</li> <li>• We got 4 times a day for the class in the course, and have a study club which is done voluntarily by the classmates.</li> <li>• We do this, because we think it is effective for our learning</li> </ul>	<ul style="list-style-type: none"> <li>• I like more my <i>Ustadz</i> in boarding school, because I am not really close with the teacher. I was with my <i>Ustadz</i> way more longer than I study with the teacher here.</li> <li>• I like one of the teacher here, her name is Ms. RA. Her teaching was enjoyable, because what we've learned the day before are being tested again in the day</li> </ul>



12.	Elementary School	Public School	I go to pare to prepare for IELTS, to apply for scholarship.	<ul style="list-style-type: none"> <li>• I have gone here, two years ago, for one month. At, that time, the grammar wasn't enough.</li> <li>• In the last program I joined, I got improvement on speaking, pronunciation, general knowledge, but in grammar, I think it is not enough</li> <li>• Here, I live in a "non-institutionalized" camp (Association of Sulawesi Students)</li> <li>• In the camp, It is obligated to speak English, There's a punishment (1k/words)</li> <li>• It's very tight (the schedule, night hour limit, etc.)</li> <li>• There were two classes, in the evening (skills), and in the morning (vocabularies). In the weekend, there was an examination.</li> <li>• The class, in the camp, the teaching was peer teaching.</li> <li>• I choose this camp because of the discipline, I think I don't</li> </ul>	<ul style="list-style-type: none"> <li>• The program was good, but still not fully satisfied. It is about 75%.</li> <li>• Now, I focus on the grammar and, I think I am better on grammar than before</li> <li>• Choosing pare, because in Surabaya, IELTS learning program was really expensive</li> <li>• In pare is a lot easier and enjoyable, because I can meet with English every day.</li> <li>• I have preference in different teacher here, I like more the teacher who force me to learn, like Ms. RA. Because after learning, we must do the exercise, and it forces me to learn.</li> <li>• I am optimistic that I can reach my target.</li> <li>• Now, I think I can remember the grammar knowledge that I've learned before in school</li> <li>• I think the success of learning here is depends on the person, if they are focus learning they will be better</li> </ul>
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				<p>want to be lazy in learning English, because the last time I went here, I choose a looser camp</p> <ul style="list-style-type: none"> <li>• I got recommendation for grammar, and also IELTS for general. So, I took grammar and IELTS class in different institution.</li> </ul>	<ul style="list-style-type: none"> <li>• It is my one way to get master degree oversea.</li> </ul>
13.	Junior high school	Islamic boarding school	-	<ul style="list-style-type: none"> <li>• The teachers were close with us. They often do some conversation with us inside and outside the class like this (the researcher and the interviewee have an unscheduled conversation when we wait for next class begin</li> <li>• We are always forced to use English every day, especially in the class and in camp. We speak with my friends or the teachers who stay in the camp. Because, it is the last month, there are no more</li> </ul>	<ul style="list-style-type: none"> <li>• I enjoy learning here.</li> <li>• I like the learning, when I have to come in front of the class, and have a speech</li> <li>• I think I get better here, usually I speak not really clear, but now it is clearer.</li> </ul>

				<p>exception to use Bahasa Indonesia.</p> <ul style="list-style-type: none"> <li>• In the past time, when I speak English I don't know if I make mistakes, now I know when I make mistakes</li> <li>• I can understand where is my mistakes, and sometimes I can correct myself and my friends too.</li> </ul>	
14.	Elementary School	Public school	<p>I go to pare because I want to be able to speak English. It is for working and also for my study if I want to continue my study (he was directly working after graduated from high school)</p>	<ul style="list-style-type: none"> <li>• In the camp, we do speak English too, but it was not really effective. He good maybe just 50%</li> <li>• It is based on the rules. For now, there is no rule.</li> <li>• There is study club in the camp, but it was not really effective too. I think it is because each student doesn't have a same objective.</li> <li>• If it was too much materials (theory/explanation), I am easy to get bored, or tired. The class will be</li> </ul>	<ul style="list-style-type: none"> <li>• I think my English was a little bit better, now.</li> <li>• It is really enjoyable when I think I can speak English, or I do practice using English.</li> <li>• the more I can practice my English, or I can speak English, the more I like it</li> <li>• Activity that I really like is speaking. Coming to the front, having a speech in English.</li> <li>• I prefer speaking, but sometimes in a conversation, I understand what people say, I am still taking some times to respond.</li> </ul>

				<p>uninteresting, and I will be lazy when I got bored.</p> <ul style="list-style-type: none"> <li>• My grammar (structure) was not really organized, not enough vocabulary. That's why I still take more times to think for the response.</li> <li>• The test (exam) here were verbal and written test. In the verbal test, we are given some questions, and then we directly speak/talk about it.</li> <li>• Here, we are being directed (encouraged) to be used to speak English by the teachers. They also said not to be afraid to use it</li> <li>• In <i>tahlilan</i>, all of the students (from all programs) here are gathered together. After the religious agenda, there are 4 people should make a speech, and others who are asked to make the conclusion of it. All of them are impromptu.</li> </ul>	<ul style="list-style-type: none"> <li>• Before learning here, I think my ability was really small (bad), but now I think I was not bad</li> </ul>
15.	Elementary School	Public School	I learn here in Pare, because I want to continue my study,	<ul style="list-style-type: none"> <li>• In Pare, we learn English here with many help. The teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Learning in pare was easy and very enjoyable too, and the</li> </ul>

			and hopefully oversea	<p>always help, help again and help again.</p> <ul style="list-style-type: none"> <li>• When we've done some practice, it turns out that English was easy, and I can speak English.</li> <li>• In the camp, I speak English with my friends</li> <li>• There are no exact rules in the camp, but I make a personal agreement with my roommate to speak English</li> <li>• Speaking was my main target. Now, I really start from the beginning, from the pronunciation, etc.</li> <li>• When I speak I will remember when I made mistakes, and I remember to correct them. I can make self-correction</li> <li>• The test (exam) here were verbal and written test. In the verbal test, we are given some questions, and then we directly speak/talk about it.</li> </ul>	<p>exercise here mostly are speaking.</p> <ul style="list-style-type: none"> <li>• It is really enjoyable when I think I can speak English, or I do practice using English.</li> <li>• the more I can practice my English, or I can speak English, the more I like it.</li> <li>• So, when I speak English, I am not afraid to make mistakes.</li> </ul>
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				<ul style="list-style-type: none"> <li>• We are here being directed/guided to be used to use English every day</li> <li>• at least, now I can correct myself.</li> <li>• Now, when I have to do a conversation in English, I can give responses.</li> <li>• In <i>tahlilan</i>, all of the students (from all programs) here are gathered together. After the religious agenda, there are 4 people should make a speech, and others who are asked to make the conclusion of it. All of them are impromptu</li> </ul>	
16.	Elementary School	Public School	I learn to pare because I fail to pass enrollment test in graduate program. I want to try for the second time, before that I need to learn English. Also, I want to be able to speak English.	<ul style="list-style-type: none"> <li>• It is different when I talk to the one who are better than me, or more capable. It seems that there was no response from them.</li> <li>• The tutor was good, they help/guide each one of us. But, not all tutor does that</li> <li>• The environment here was really good. Because all of us feel that we cannot speak English well, so we can learn</li> </ul>	<ul style="list-style-type: none"> <li>• I enjoy learning here because I can be with friends who feels the same with me.</li> <li>• We feel that we regret on not being good at English. we feel that we are bad at English, so we decide to change by learning together. We exercise our speaking together, we correct our English each other</li> <li>• The learning was very joyful depends on the tutor. Most of</li> </ul>

				<p>together. When, we don't learn together, the loss was on us too.</p> <ul style="list-style-type: none"> <li>• In regular day, we also learn from the one who already good, with you (referring to the researcher) too</li> <li>• The course choices were varied too. We can choose which program, or when we are not fit with the tutor we can ask to change.</li> <li>• The learning time was also varied and we can choose on what time we want to learn. We can make our learning as intense as possible.</li> </ul>	<p>the tutor was really fun to learn with.</p>
17.	Elementary School	Public School	<p>I look for some information to learn English, because I am aware that I have a problem in English. I ask my friends; my friends tell me about <i>Kampung Inggris</i>. I search in internet, etc./</p>	<ul style="list-style-type: none"> <li>• The environment was really supportive too, it is different from the previous environment (school, home)</li> <li>• They will give advice, help to solve the problems. very supportive, and enjoyable. It is enjoyable because it was not rigid</li> <li>• The teachers' age was not really far from me, they</li> </ul>	<ul style="list-style-type: none"> <li>• Learning here is enjoyable. In the beginning, I was scared (unconfident). Because it is a new environment. I come there with many problems in my English with burden to be good at English in short time, my capability is weak. It became burden for me, when the first time I come there</li> </ul>

			<p>The main purpose is to learn TOEFL for applying master degree.</p>	<p>respect me, when they explain the materials, when we didn't understand yet, they will explain as detailed as possible. They give advices, about goals depend on our time, etc. After I do the advice, there is some effects on me.</p> <ul style="list-style-type: none"> <li>• I do like speaking, in group (discussion), dialogue, speech, etc. In grammar, I like the detail, we learn it more focus, because there are many choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Then, as time goes by, meeting with friends who have similar problems, I think I was not wrong to go here, I start enjoying learning here</li> <li>• It is more relaxed, because in <i>Kampung Inggris</i>, in every corner people have same purpose, when we make mistakes such as mispronounce, or misunderstand the meaning, it is normal, nobody will judge.</li> <li>• After learning in pare, I think the difficulty comes from our mindset, we just need to change our mindset, and eager to do the process, we will get what we want.</li> <li>• English was not as bad as we imagined. I think it was really hard with some formulas like math or physics. When I learn here, they can simplify the difficulties.</li> <li>• It is enjoyable, because all of us are involved.</li> </ul>
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					<ul style="list-style-type: none"> <li>• after learning I became more motivated. regardless the age.</li> </ul>
18.	Elementary School	Public School	<p>I come to pare because I want to get scholarship overseas, I want to get 6 or 6.5 for my IELTS score</p>	<ul style="list-style-type: none"> <li>• There are some terms for grammar that each course has for themselves, compared to what we got from outside (book, internet, etc.)</li> <li>• The question was not on become easier/simpler or not. But it on the need, our need</li> <li>• The need such as for working or continuing the study. People will learn TOEFL and IELTS.</li> <li>• It is needed to make a formulation, so people can be satisfied in the short time period of learning</li> <li>• They found new formulations in fulfilling this expectation. (in a 3 months period to learn TOEFL), especially in grammar.</li> <li>• Finally, they make some definitions that will be found only in <i>Kampung Inggris</i>. This definition was made</li> </ul>	<ul style="list-style-type: none"> <li>• I think this place is not only English course, but become a lab for structure (grammar)</li> <li>• I think it is hard to learn English because the cultural differences. Such as we don't learn since we are child.</li> <li>• The first time I come here, I think I started from zero, very bad. my score was 380. Now, I get 520</li> <li>• Now, I can read an English article/newspaper/ news, and speak English slowly.</li> <li>• I think it is enough, and after finish I won't go back here. I learn independently in my home</li> </ul>

				<p>to fulfill the expectation.</p> <ul style="list-style-type: none"> <li>• There are some special terms that we don't find them outside the course, and there are some terms outside the course that is not explained.</li> <li>• It makes the learning easier.</li> <li>• I learn English gradually, start from words, sentence, paragraph, and so on</li> <li>• What takes time here was about thinking the right course and the right program to take. Because I have friends who are already here for a long time, I was told to take according to my goals.</li> <li>• Here, there are a lot of program that we can choose based on our goals, and our wants. (recommended program etc.)</li> <li>• I think not all tutor can explains/teach well, they are smart but hard to transfer their knowledge</li> </ul>	
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				<ul style="list-style-type: none"><li>• The most effective exercise was writing exercise</li><li>• In my program, there are sub class (definition), main class (theory), and study club (practice)</li><li>• There used to be other study club (volunteer), we can do sharing, answering questions together, and we can ask to other people, students, or teachers.</li><li>• We can know our mistakes. There are people who check and supervise</li></ul>	
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### Students' Perception on English after learning in Pare

No	English as Subject	Importance of English	English Language Learning
1	<ul style="list-style-type: none"> <li>• there is some change in my English skill, but it is not maximal yet. I think I can learn/do/be more.</li> <li>• I think my English is already good, but I am excited to learn the basic things</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing learning in Pare after a month discussion with parents/choose Pare to learn English to study overseas/even if I can't study overseas I still can speak English well/other choices are working, and continue study in Indonesia</li> <li>• I fail to pass the admission test in any university, and be able to pass after being "helped" by relatives. ("afternoon" class)</li> </ul>	<ul style="list-style-type: none"> <li>• Here, the place can develop student's potential. It can be 50:50, the students themselves, and the environment, including the tutors who can develop the students' potential</li> <li>• The teachers' manner while teaching makes the learning joyful</li> <li>• The teachers do respect the students. They did not demean/patronize the students.</li> <li>• The teachers teach from basic things in speaking, and we want it (learning the basic things)</li> <li>• When we answer the teacher still asks why.</li> <li>• I go outside my comfort zone to maximize my learning. I must meet new people, talking with them</li> <li>• The Mister (teacher/caretaker in camp) is really understanding our condition</li> <li>• I feel fit learning with the teacher, enjoyable because their manner. I feel that I learn with my brother. We are like brothers</li> <li>• The learning in Pare is more enjoyable</li> <li>• The teacher can make us curious about what we will learn, and it is for me very interesting</li> <li>• I like the activity like when learning phonetic symbols, I know how does the symbol sounds.</li> </ul>

			<ul style="list-style-type: none"> <li>• I shouldn't be afraid to make mistakes, but I must seek where I make mistake so I can learn</li> <li>• Both 1 and 2 are in the same class. Both of them get substitute teachers for Mr. A and Mr. I. Both of them agree that the substitutes were not as good as both of them, but they still think that they got a good manner too. They are not really satisfied by the substitute teachers, because their previous teachers are very good. They start to compare between the two previous teachers and the substitute teachers</li> </ul>
2	<ul style="list-style-type: none"> <li>• English becomes easier.</li> <li>• I feel like they were my brother.</li> <li>• I think my English gets better, but the target is like the mister (teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of learning in Pare is to be able to create English content in my blog, so I can get higher view share (until 10 times more)/I decide to be in pare for 3 months</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. A teaches Vocabulary (memorizing) and speaking. He was very motivating, loud and energetic</li> <li>• Mr. I teaches Speaking about any topics. He gives new things for us, and funny</li> <li>• Spectrum of the conversation (speaking) is very broad (learning new things)</li> <li>• The teacher's manner while explaining or teaching is joyful.</li> <li>• I and 1 live in a camp</li> <li>• we have to speak English in the camp. In the beginning, there are some pressure. we make an agreement that if we speak Bahasa Indonesia 1 word, we pay 1000 rupiah</li> <li>• The living outside class, such as camp the environment are very supportive</li> </ul>
3	<ul style="list-style-type: none"> <li>• I think my English is better now.</li> </ul>	<ul style="list-style-type: none"> <li>• My brother (in Jakarta) suggest me to go to</li> </ul>	<ul style="list-style-type: none"> <li>• I am taking a lot of speaking class here.</li> </ul>

		<p>Pare. I go here with my mother, but I stay here alone. This is my first time go outside Thailand, and in Indonesia/ I go to pare because I have free time before enrolling in University in Thailand. I choose English Education. I want to be English teacher.</p>	<ul style="list-style-type: none"> <li>• Last month, I took 8 bi-week programs for speaking and vocabulary.</li> <li>• This month, I take this speaking 1 program (1 month) and some bi-week programs for speaking and vocabulary</li> <li>• People are not shy here, I can speak English with them.</li> <li>• After class, I come back and train myself, alone and with my friends in boarding house.</li> <li>• There are many Thailand people here, I met them here</li> </ul>
4	<ul style="list-style-type: none"> <li>• now, I am able to make my speech more organized, when I speak, I am able to think what should I say in English, and structures that I should use.</li> <li>• I feel my English become better</li> <li>• When I feel I can do it, I can speak English well, I think like it more. The more I can do it, the more I like it</li> </ul>	<ul style="list-style-type: none"> <li>• I go to pare to learn English for my job (as shipping crew), I hear from my friend that here in Pare I can practice more my English.</li> </ul>	<ul style="list-style-type: none"> <li>• I was intended to be here only one month, but then I think I will add one more month</li> <li>• Here, What I've learned can be directly practiced with teachers and friends</li> <li>• I live in a camp (camp from the institution), there are some teachers in the camp too, when we play futsal, I also try to speak English with them.</li> <li>• I like to live in the camp, because I can do more practice every day with the teachers and the other students.</li> <li>• I like doing speech in front of the class. I can say what is inside my head, without memorizing it first</li> <li>• The most important thing while having speech is remembering what I want to say, if I don't know the</li> </ul>

			vocabularies, I will ask my friends.
5	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I fail to enroll in university last year. Then, I work in a factory in Tangerang. This year, I want to try to enter a university again/ I learn here before the test, when the enrollment test. I prepare my English here</li> </ul>	<ul style="list-style-type: none"> <li>• we learn here seriously, but we also learn with ease</li> <li>• I choose to live in a boarding house not a camp because I think camp is more like boarding school with all of its rules.</li> <li>• When I have to memorize vocabularies, etc. it is easy for me because I used to memorize Qur'an in my high school</li> <li>• What I like in here is that the learning is easier, because here there are no much rule compared to the boarding school</li> <li>• I enjoy learning here, because all teachers and friends are helping me. It is easy because they help</li> </ul>
6	<ul style="list-style-type: none"> <li>• I can understand all tenses in 2 weeks, but I can do nothing while I learn 3 years in high school.</li> <li>• When I have been here for one month, I want to go back to Medan, but my parents tell me not to go home. I should stay here, until I am really able to use English well.</li> <li>• I think after one month, it is enough, but after that I decide to</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of going to here is to be able to use English for working</li> </ul>	<ul style="list-style-type: none"> <li>• I like to learn English expressions here.</li> <li>• I live in camp, and my camp was one of the most active camp.</li> <li>• There are some rules that oblige us to speak English all days (except to guests/on phone), 5 days a week. If we speak other language than English more than 10 times a day, we must pay 5.000 IDR/one portion of food. In the weekend, all of the money will be used to buy food and distributed among the workers (pedicab driver, etc.) in the village.</li> <li>• I have reported one of the teacher to the office, because in the class the teacher being</li> </ul>

	<p>learn more here, because it is not enough for me</p> <ul style="list-style-type: none"> <li>• Now, I can speak more organized. Before, when I talk I really afraid to make mistakes. Now, I don't really care if I make mistakes when I want to speak English</li> </ul>		<p>too serious and it becomes sort of burden or stress on me and my classmate. The teacher was called to the office, and after that the class becomes a slight better.</p> <ul style="list-style-type: none"> <li>• There some other rules before, when it is not effectively ruling the member of the camp. The member will change it</li> <li>• There are two classes in the camp, in the morning and in the evening. Each class is in an hour. The class is similar with the class in the course, because the teacher was also the teacher in the course</li> </ul>
7	<ul style="list-style-type: none"> <li>• I feel some improvement, but I think the size of improvement for everybody is different</li> </ul>	<ul style="list-style-type: none"> <li>• I want to go here to improve my English, because I want to go to continue my study/It is also my reason to resign from my job</li> </ul>	<ul style="list-style-type: none"> <li>• I rarely talk to the teachers here.</li> <li>• It is more intense here, we can learn 5 times a day.</li> <li>• The reason to choose Pare, not English courses in my hometown, is because here the course gives more classes, and programs. The tuition is cheaper too here. Also, here we can learn English intensely.</li> <li>• If I can understand while learning here it will be very enjoyable, and if I don't, I become sleepy.</li> <li>• It is easier to learn English here</li> </ul>
8	<ul style="list-style-type: none"> <li>• I think my English was better, and my Javanese too. I meet with some crazy friends who teaches me Javanese.</li> </ul>	<ul style="list-style-type: none"> <li>• I go to pare because I have free time after graduating from undergraduate programs, and I want to avoid my life</li> </ul>	<ul style="list-style-type: none"> <li>• Last time I learn in a course, only for structure. I got more right answers than before. I think the course is good.</li> <li>• When I study, if I can understand it well it is okay, if I didn't really understand, I will be confused.</li> </ul>



		(someone asks me to marry me, and I refuse)	<ul style="list-style-type: none"> <li>• I try to use my English, speaks to some people, but I rarely talk to the teacher, because I wasn't really close with the teacher.</li> <li>• I like here because it is more intense here. We can learn English more times than in school.</li> <li>• If I get permission from my parents I would go back here sometimes.</li> </ul>
9	<ul style="list-style-type: none"> <li>• When I am in a same group with the people who is already good in English, I am not enthusiastic, because I am really afraid if I speak incorrectly</li> <li>• If I get permission from my parents I would go back here sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>• I go here because I have free time after I graduated from undergraduate program.</li> <li>• I want to go here to improve my English, because I want to go to continue my study.</li> </ul>	<ul style="list-style-type: none"> <li>• we do a lot of exercise here, like every meeting, and we have more meetings.</li> <li>• It is also more intense, the frequency of meeting of the program is much.</li> <li>• I like it here, because the exercise.</li> </ul>
10	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I go to Pare, because I need to pass the TOEFL score standard in my campus/To go to Pare is one of my way to pay what's I've done in school. Most of the students here are the people who regret that they didn't really study English well in high schools.</li> </ul>	<ul style="list-style-type: none"> <li>• I feel good here, because the cycles here. The schedule is very intense, and also after learning I directly have some practices. It makes me pushed to do more every day.</li> <li>• I like more my <i>Ustadz</i> in boarding school, because I am not really close with the teacher. I was with my <i>Ustadz</i> way more longer than I study with the teacher here.</li> <li>• I like one of the teacher here, her name is Ms. RA. Her teaching was enjoyable, because what we've learned the day before are being tested again in the day</li> </ul>

			<ul style="list-style-type: none"> <li>• Here, we really focus on English, we only learn one subject. The learning is detailed and systematically structured.</li> <li>• We are able to choose what we want to learn.</li> <li>• I think the enjoyable class is based on the teacher who teaches in the class. And the preference on the teacher is different for each student</li> </ul>
11	•	<ul style="list-style-type: none"> <li>• I learned here because I want to continue my study, and I have to learn TOEFL to get my scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• I like more my <i>Ustadz</i> in boarding school, because I am not really close with the teacher. I was with my <i>Ustadz</i> way more longer than I study with the teacher here.</li> <li>• I like one of the teacher here, her name is Ms. RA. Her teaching was enjoyable, because what we've learned the day before are being tested again in the day</li> <li>• The environment was very supportive, even the seller here speaks English</li> <li>• Here, the learning was not contaminated (disturbed) by other subjects in school</li> <li>• I can be more focus on English and I get more intense learning here, 5 times a day</li> <li>• We got 4 times a day for the class in the course, and have a study club which is done voluntarily by the classmates.</li> <li>• We do this, because we think it is effective for our learning</li> </ul>
12	<ul style="list-style-type: none"> <li>• I have gone here, two years ago, for one month. At, that time, the</li> </ul>	<ul style="list-style-type: none"> <li>• I go to pare to prepare for IELTS, to apply for scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Here, I live in a “non-institutionalized” camp (Association of Sulawesi Students)</li> </ul>

	<p>grammar wasn't enough.</p> <ul style="list-style-type: none"> <li>• In the last program I joined, I got improvement on speaking, pronunciation, general knowledge, but in grammar, I think it is not enough</li> <li>• Now, I focus on the grammar and, I think I am better on grammar than before</li> <li>• I am optimistic that I can reach my target.</li> <li>• Now, I think I can remember the grammar knowledge that I've learned before in school</li> </ul>	<ul style="list-style-type: none"> <li>• It is my one way to get master degree oversea.</li> </ul>	<ul style="list-style-type: none"> <li>• In the camp, It is obligated to speak English, There's a punishment (1k/words)</li> <li>• It's very tight (the schedule, night hour limit, etc.)</li> <li>• There were two classes, in the evening (skills), and in the morning (vocabularies). In the weekend, there was an examination.</li> <li>• The class, in the camp, the teaching was peer teaching.</li> <li>• I choose this camp because of the discipline, I think I don't want to be lazy in learning English, because the last time I went here, I choose a looser camp</li> <li>• I got recommendation for grammar, and also IELTS for general. So, I took grammar and IELTS class in different institution.</li> <li>• The program was good, but still not fully satisfied. It is about 75%.</li> <li>• Choosing pare, because in Surabaya, IELTS learning program was really expensive</li> <li>• In pare is a lot easier and enjoyable, because I can meet with English every day.</li> <li>• I have preference in different teacher here, I like more the teacher who force me to learn, like Ms. RA. Because after learning, we must do the exercise, and it forces me to learn.</li> <li>• I think the success of learning here is depends on the person, if they are focus learning they will be better</li> </ul>
13	<ul style="list-style-type: none"> <li>• I think I get better here, usually I</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The teachers were close with us. They often do some</li> </ul>

	<p>speak not really clear, but now it is clearer.</p> <ul style="list-style-type: none"> <li>• I can understand where is my mistakes, and sometimes I can correct myself and my friends too.</li> <li>• In the past time, when I speak English I don't know if I make mistakes, now I know when I make mistakes</li> </ul>		<p>conversation with us inside and outside the class like this (the researcher and the interviewee have an unscheduled conversation when we wait for next class begin</p> <ul style="list-style-type: none"> <li>• We are always forced to use English every day, especially in the class and in camp. We speak with my friends or the teachers who stay in the camp. Because, it is the last month, there are no more exception to use Bahasa Indonesia.</li> <li>• I enjoy learning here.</li> <li>• I like the learning, when I have to come in front of the class, and have a speech</li> </ul>
14	<ul style="list-style-type: none"> <li>• My grammar (structure) was not really organized, not enough vocabulary. That's why I still take more times to think for the response.</li> <li>• I think my English was a little bit better, now.</li> <li>• the more I can practice my English, or I can speak English, the more I like it</li> <li>• Before learning here, I think my ability was really small (bad), but now I think I was not bad</li> </ul>	<ul style="list-style-type: none"> <li>• I go to pare because I want to be able to speak English. It is for working and also for my study if I want to continue my study (he was directly working after graduated from high school)</li> </ul>	<ul style="list-style-type: none"> <li>• In the camp, we do speak English too, but it was not really effective. He good maybe just 50%</li> <li>• It is based on the rules. For now, there is no rule.</li> <li>• There is study club in the camp, but it was not really effective too. I think it is because each student doesn't have a same objective.</li> <li>• If it was too much materials (theory/explanation), I am easy to get bored, or tired. The class will be uninteresting, and I will be lazy when I got bored.</li> <li>• It is really enjoyable when I think I can speak English, or I do practice using English.</li> <li>• Activity that I really like is speaking. Coming to the front, having a speech in English.</li> </ul>

			<ul style="list-style-type: none"> <li>• I prefer speaking, but sometimes in a conversation, I understand what people say, I am still taking some times to respond.</li> <li>• The test (exam) here were verbal and written test. In the verbal test, we are given some questions, and then we directly speak/talk about it.</li> <li>• Here, we are being directed (encouraged) to be used to speak English by the teachers. They also said not to be afraid to use it</li> <li>• In <i>tahlilan</i>, all of the students (from all programs) here are gathered together. After the religious agenda, there are 4 people should make a speech, and others who are asked to make the conclusion of it. All of them are impromptu.</li> </ul>
15	<ul style="list-style-type: none"> <li>• It is really enjoyable when I think I can speak English, or I do practice using English.</li> <li>• the more I can practice my English, or I can speak English, the more I like it.</li> <li>• So, when I speak English, I am not afraid to make mistakes.</li> <li>• at least, now I can correct myself.</li> <li>• Now, when I have to do a conversation in English, I can give responses.</li> </ul>	<ul style="list-style-type: none"> <li>• I learn here in Pare, because I want to continue my study, and hopefully oversea</li> </ul>	<ul style="list-style-type: none"> <li>• In Pare, we learn English here with many help. The teachers always help, help again and help again.</li> <li>• When we've done some practice, it turns out that English was easy, and I can speak English.</li> <li>• In the camp, I speak English with my friends</li> <li>• There are no exact rules in the camp, but I make a personal agreement with my roommate to speak English</li> <li>• Speaking was my main target. Now, I really start from the beginning, from the pronunciation, etc.</li> <li>• When I speak I will remember when I made mistakes, and I remember to</li> </ul>

			<p>correct them. I can make self-correction</p> <ul style="list-style-type: none"> <li>• The test (exam) here were verbal and written test. In the verbal test, we are given some questions, and then we directly speak/talk about it.</li> <li>• We are here being directed/guided to be used to use English every day</li> <li>• Learning in pare was easy and very enjoyable too, and the exercise here mostly are speaking.</li> <li>• In <i>tahlilan</i>, all of the students (from all programs) here are gathered together. After the religious agenda, there are 4 people should make a speech, and others who are asked to make the conclusion of it. All of them are impromptu</li> </ul>
16	<ul style="list-style-type: none"> <li>• We feel that we regret on not being good at English. we feel that we are bad at English, so we decide to change by learning together. We exercise our speaking together, we correct our English each other</li> </ul>	<ul style="list-style-type: none"> <li>• I learn to pare because I fail to pass enrollment test in graduate program. I want to try for the second time, before that I need to learn English. Also, I want to be able to speak English.</li> </ul>	<ul style="list-style-type: none"> <li>• It is different when I talk to the one who are better than me, or more capable. It seems that there was no response from them.</li> <li>• The tutor was good, they help/guide each one of us. But, not all tutor does that</li> <li>• The environment here was really good. Because all of us feel that we cannot speak English well, so we can learn together. When, we don't learn together, the loss was on us too.</li> <li>• In regular day, we also learn from the one who already good, with you (referring to the researcher) too</li> <li>• The course choices were varied too. We can choose which program, or when we</li> </ul>

			<p>are not fit with the tutor we can ask to change.</p> <ul style="list-style-type: none"> <li>• The learning time was also varied and we can choose on what time we want to learn. We can make our learning as intense as possible.</li> <li>• I enjoy learning here because I can be with friends who feels the same with me.</li> <li>• The learning was very joyful depends on the tutor. Most of the tutor was really fun to learn with</li> </ul>
17	<ul style="list-style-type: none"> <li>• After learning in pare, I think the difficulty comes from our mindset, we just need to change our mindset, and eager to do the process, we will get what we want.</li> <li>• English was not as bad as we imagined. I think it was really hard with some formulas like math or physics. When I learn here, they can simplify the difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• I look for some information to learn English, because I am aware that I have a problem in English. I ask my friends; my friends tell me about <i>Kampung Inggris</i>. I search in internet, etc.</li> <li>• The main purpose is to learn TOEFL for applying master degree.</li> </ul>	<ul style="list-style-type: none"> <li>• The environment was really supportive too, it is different from the previous environment (school, home)</li> <li>• They will give advice, help to solve the problems. very supportive, and enjoyable. It is enjoyable because it was not rigid</li> <li>• The teachers' age was not really far from me, they respect me, when they explain the materials, when we didn't understand yet, they will explain as detailed as possible. They give advices, about goals depend on our time, etc. After I do the advice, there is some effects on me.</li> <li>• I do like speaking, in group (discussion), dialogue, speech, etc. In grammar, I like the detail, we learn it more focus, because there are many choices.</li> <li>• Learning here is enjoyable. In the beginning, I was scared (unconfident). Because it is a new environment. I come there with many problems in my English with burden to be</li> </ul>

			<p>good at English in short time, my capability is weak. It became burden for me, when the first time I come there</p> <ul style="list-style-type: none"> <li>• Then, as time goes by, meeting with friends who have similar problems, I think I was not wrong to go here, I start enjoying learning here</li> <li>• It is more relaxed, because in <i>Kampung Inggris</i>, in every corner people have same purpose, when we make mistakes such as mispronounce, or misunderstand the meaning, it is normal, nobody will judge.</li> <li>• It is enjoyable, because all of us are involved.</li> <li>• after learning I became more motivated. regardless the age.</li> </ul>
18	<ul style="list-style-type: none"> <li>• It makes the learning easier.</li> <li>• I think it is hard to learn English because the cultural differences. Such as we don't learn since we are child.</li> <li>• The first time I come here, I think I started from zero, very bad. my score was 380. Now, I get 520</li> <li>• Now, I can read an English article/newspaper/news, and speak English slowly.</li> </ul>	<ul style="list-style-type: none"> <li>• I come to here because I want to get scholarship overseas, I want to get 6 or 6.5 for my IELTS score</li> <li>• The question was not on become easier/simpler or not. But it on the need, our need</li> <li>• The need such as for working or continuing the study. People will learn TOEFL and IELTS.</li> </ul>	<ul style="list-style-type: none"> <li>• There are some terms for grammar that each course has for themselves, compared to what we got from outside (book, internet, etc.)</li> <li>• They found new formulations in fulfilling this expectation. (in a 3 months period to learn TOEFL), especially in grammar.</li> <li>• Finally, they make some definitions that will be found only in <i>Kampung Inggris</i>. This definition was made to fulfill the expectation.</li> <li>• There are some special terms that we don't find them outside the course, and there are some terms outside the course that is not explained.</li> <li>• What takes time here was about thinking the right</li> </ul>



	<ul style="list-style-type: none"> <li>• I think it is enough, and after finish I won't go back here. I learn independently in my home</li> </ul>	<ul style="list-style-type: none"> <li>• It is needed to make a formulation, so people can be satisfied in the short time period of learning</li> </ul>	<p>course and the right program to take. Because I have friends who are already here for a long time, I was told to take according to my goals.</p> <ul style="list-style-type: none"> <li>• Here, there are a lot of program that we can choose based on our goals, and our wants. (recommended program etc.)</li> <li>• I think this place is not only English course, but become a lab for structure (grammar)</li> <li>• I think not all tutor can explains/teach well, they are smart but hard to transfer their knowledge</li> <li>• The most effective exercise was writing exercise</li> <li>• In my program, there are sub class (definition), main class (theory), and study club (practice)</li> <li>• There used to be other study club (volunteer), we can do sharing, answering questions together, and we can ask to other people, students, or teachers.</li> <li>• We can know our mistakes. There are people who check and supervise</li> </ul>
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No	English as Subject	
	Positive	Negative
1	<ul style="list-style-type: none"> <li>• there is some change in my English skill,</li> <li>• I think my English is already good, but I am excited to learn the basic things</li> </ul>	<ul style="list-style-type: none"> <li>• but it is not maximal yet. I think I can learn/do/be more.</li> </ul>
2	<ul style="list-style-type: none"> <li>• English becomes easier.</li> <li>• I feel like they were my brother.</li> <li>• I think my English gets better, but the target is like the mister (teachers)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
3	<ul style="list-style-type: none"> <li>• I think my English is better now.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
4	<ul style="list-style-type: none"> <li>• now, I am able to make my speech more organized, when I speak, I am able to think what should I say in English, and structures that I should use.</li> <li>• I feel my English become better</li> <li>• When I feel I can do it, I can speak English well, I think like it more. The more I can do it, the more I like it</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
6	<ul style="list-style-type: none"> <li>• I can understand all tenses in 2 weeks, but I can do nothing while I learn 3 years in high school.</li> <li>• When I have been here for one month, I want to go back to Medan, but my parents tell me not to go home. I should stay here, until I am really able to use English well.</li> <li>• I think after one month, it is enough, but after that I decide to learn more here, because it is not enough for me</li> <li>• Now, I can speak more organized. Before, when I talk I really afraid to make mistakes. Now, I don't really care if I make mistakes when I want to speak English</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
7	<ul style="list-style-type: none"> <li>• I feel some improvement, but I think the size of improvement for everybody is different</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
8	<ul style="list-style-type: none"> <li>• I think my English was better, and my Javanese too. I meet with some crazy friends who teaches me Javanese.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
9	<ul style="list-style-type: none"> <li>• If I get permission from my parents I would go back here sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>• When I am in a same group with the people who is already good in English, I am not enthusiastic, because I</li> </ul>

		am really afraid if I speak incorrectly
12	<ul style="list-style-type: none"> <li>• I have gone here, two years ago, for one month. At, that time, the grammar wasn't enough.</li> <li>• In the last program I joined, I got improvement on speaking, pronunciation, general knowledge, but in grammar, I think it is not enough</li> <li>• Now, I focus on the grammar and, I think I am better on grammar than before</li> <li>• I am optimistic that I can reach my target.</li> <li>• Now, I think I can remember the grammar knowledge that I've learned before in school</li> </ul>	•
13	<ul style="list-style-type: none"> <li>• I think I get better here, usually I speak not really clear, but now it is clearer.</li> <li>• I can understand where is my mistakes, and sometimes I can correct myself and my friends too.</li> <li>• In the past time, when I speak English I don't know if I make mistakes, now I know when I make mistakes</li> </ul>	
14	<ul style="list-style-type: none"> <li>• My grammar (structure) was not really organized, not enough vocabulary. That's why I still take more times to think for the response.</li> <li>• I think my English was a little bit better, now.</li> <li>• the more I can practice my English, or I can speak English, the more I like it</li> <li>• Before learning here, I think my ability was really small (bad), but now I think I was not bad</li> </ul>	•
15	<ul style="list-style-type: none"> <li>• It is really enjoyable when I think I can speak English, or I do practice using English.</li> <li>• the more I can practice my English, or I can speak English, the more I like it.</li> <li>• So, when I speak English, I am not afraid to make mistakes.</li> <li>• at least, now I can correct myself.</li> <li>• Now, when I have to do a conversation in English, I can give responses.</li> </ul>	•
16	•	• We feel that we regret on not being good at

		English. we feel that we are bad at English, so we decide to change by learning together. We exercise our speaking together, we correct our English each other
17	<ul style="list-style-type: none"> <li>• After learning in pare, I think the difficulty comes from our mindset, we just need to change our mindset, and eager to do the process, we will get what we want.</li> <li>• English was not as bad as we imagined. I think it was really hard with some formulas like math or physics. When I learn here, they can simplify the difficulties.</li> </ul>	•
18	<ul style="list-style-type: none"> <li>• It makes the learning easier.</li> <li>• I think it is hard to learn English because the cultural differences. Such as we don't learn since we are child.</li> <li>• The first time I come here, I think I started from zero, very bad. my score was 380. Now, I get 520</li> <li>• Now, I can read an English article/newspaper/ news, and speak English slowly.</li> <li>• I think it is enough, and after finish I won't go back here. I learn independently in my home</li> </ul>	•

No	English Language Learning		
	Positive	Negative	Neutral
1	<ul style="list-style-type: none"> <li>• Here, the place can develop student's potential. It can be 50:50, the students themselves, and the environment, including the tutors who can develop the students' potential</li> <li>• The teachers' manner while teaching makes the learning joyful</li> <li>• The teachers do respect the students. They did not demean/patronize the students.</li> <li>• The teachers teach from basic things in speaking, and we want it (learning the basic things</li> <li>• When we answer the teacher still asks why.</li> <li>• I go outside my comfort zone to maximize my learning. I must meet new people, talking with them</li> <li>• The Mister (teacher/caretaker in camp) is really understanding our condition</li> <li>• I feel fit learning with the teacher, enjoyable because their manner. I feel that I learn with my brother. We are like brothers</li> <li>• The learning in Pare is more enjoyable</li> <li>• The teacher can make us curious about what we will learn, and it is for me very interesting</li> <li>• I like the activity like when learning phonetic symbols, I know how does the symbol sounds.</li> <li>• I shouldn't be afraid to make mistakes, but I must seek where I make mistake so I can learn</li> <li>• Both 1 and 2 are in the same class. Both of them get substitute</li> </ul>	<ul style="list-style-type: none"> <li>• They are not really satisfied by the substitute teachers, because their previous teachers are very good. They start to compare between the two previous teachers and the substitute teachers</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p>teachers for Mr. A and Mr. I. Both of them agree that the substitutes were not as good as both of them, but they still think that they got a good manner too.</p>		
2	<ul style="list-style-type: none"> <li>• Mr. A teaches Vocabulary (memorizing) and speaking. He was very motivating, loud and energetic</li> <li>• Mr. I teaches Speaking about any topics. He gives new things for us, and funny</li> <li>• Spectrum of the conversation (speaking) is very broad (learning new things)</li> <li>• The teacher's manner while explaining or teaching is joyful.</li> <li>• we have to speak English in the camp. In the beginning, there are some pressure. we make an agreement that if we speak Bahasa Indonesia 1 word, we pay 1000 rupiah</li> <li>• The living outside class, such as camp the environment are very supportive</li> </ul>	•	<ul style="list-style-type: none"> <li>• I and 1 live in a camp</li> <li>•</li> </ul>
3	<ul style="list-style-type: none"> <li>• I am taking a lot of speaking class here.</li> <li>• Last month, I took 8 bi-week programs for speaking and vocabulary.</li> <li>• This month, I take this speaking 1 program (1 month) and some bi-week programs for speaking and vocabulary</li> <li>• People are not shy here, I can speak English with them.</li> <li>• After class, I come back and train myself, alone and with my friends in boarding house.</li> </ul>	•	<ul style="list-style-type: none"> <li>• There are many Thailand people here, I met them here</li> </ul>
4	<ul style="list-style-type: none"> <li>• I was intended to be here only one month, but then I think I will add one more month</li> </ul>	•	•

	<ul style="list-style-type: none"> <li>• Here, What I've learned can be directly practiced with teachers and friends</li> <li>• I live in a camp (camp from the institution), there are some teachers in the camp too, when we play futsal, I also try to speak English with them.</li> <li>• I like to live in the camp, because I can do more practice every day with the teachers and the other students.</li> <li>• I like doing speech in front of the class. I can say what is inside my head, without memorizing it first</li> <li>• The most important thing while having speech is remembering what I want to say, if I don't know the vocabularies, I will ask my friends.</li> </ul>		
5	<ul style="list-style-type: none"> <li>• we learn here seriously, but we also learn with ease</li> <li>• When I have to memorize vocabularies, etc. it is easy for me because I used to memorize Qur'an in my high school</li> <li>• What I like in here is that the learning is easier, because here there are no much rule compared to the boarding school</li> <li>• I enjoy learning here, because all teachers and friends are helping me. It is easy because they help</li> </ul>	<ul style="list-style-type: none"> <li>• I choose to live in a boarding house not a camp because I think camp is more like boarding school with all of its rules.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
6	<ul style="list-style-type: none"> <li>• I like to learn English expressions here.</li> <li>• I live in camp, and my camp was one of the most active camp.</li> <li>• There some other rules before, when it is not effectively ruling the member of the camp. The member will change it</li> <li>• There are two classes in the camp, in the morning and in the evening. Each class is in an hour. The class is similar with the class</li> </ul>	<ul style="list-style-type: none"> <li>• I have reported one of the teacher to the office, because in the class the teacher being too serious and it becomes sort of burden or stress on me and my classmate. The</li> </ul>	<ul style="list-style-type: none"> <li>• There are some rules that oblige us to speak English all days (except to guests/on phone), 5 days a week. If we speak other language than</li> </ul>

	<p>in the course, because the teacher was also the teacher in the course</p>	<p>teacher was called to the office, and after that the class becomes a slight better.</p>	<p>English more than 10 times a day, we must pay 5.000 IDR/one portion of food. In the weekend, all of the money will be used to buy food and distributed among the workers (pedicab driver, etc.) in the village.</p>
7	<ul style="list-style-type: none"> <li>• It is more intense here, we can learn 5 times a day.</li> <li>• The reason to choose Pare, not English courses in my hometown, is because here the course gives more classes, and programs. The tuition is cheaper too here. Also, here we can learn English intensely.</li> <li>• If I can understand while learning here it will be very enjoyable, and if I don't, I become sleepy.</li> <li>• It is easier to learn English here</li> </ul>	<ul style="list-style-type: none"> <li>• I rarely talk to the teachers here.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
8	<ul style="list-style-type: none"> <li>• Last time I learn in a course, only for structure. I got more right answers than before. I think the course is good.</li> <li>• When I study, if I can understand it well it is okay,</li> <li>• I try to use my English, speaks to some people, but I rarely talk to the teacher, because I wasn't really close with the teacher.</li> <li>• I like here because it is more intense here. We can learn</li> </ul>	<ul style="list-style-type: none"> <li>• if I didn't really understand, I will be confused.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



	<p>English more times than in school.</p> <ul style="list-style-type: none"> <li>• If I get permission from my parents I would go back here sometimes.</li> </ul>		
9	<ul style="list-style-type: none"> <li>• we do a lot of exercise here, like every meeting, and we have more meetings.</li> <li>• It is also more intense, the frequency of meeting of the program is much.</li> <li>• I like it here, because the exercise.</li> </ul>	•	•
10	<ul style="list-style-type: none"> <li>• I feel good here, because the cycles here. The schedule is very intense, and also after learning I directly have some practices. It makes me pushed to do more every day.</li> <li>• I like one of the teacher here, her name is Ms. RA. Her teaching was enjoyable, because what we've learned the day before are being tested again in the day</li> <li>• Here, we really focus on English, we only learn one subject. The learning is detailed and systematically structured.</li> <li>• We are able to choose what we want to learn.</li> <li>• I think the enjoyable class is based on the teacher who teaches in the class. And the preference on the teacher is different for each student</li> </ul>	<ul style="list-style-type: none"> <li>• I like more my <i>Ustadz</i> in boarding school, because I am not really close with the teacher. I was with my <i>Ustadz</i> way more longer than I study with the teacher here</li> </ul>	•
11	<ul style="list-style-type: none"> <li>• I like one of the teacher here, her name is Ms. RA. Her teaching was enjoyable, because what we've learned the day before are being tested again in the day</li> <li>• The environment was very supportive, even the seller here speaks English</li> </ul>	<ul style="list-style-type: none"> <li>• I like more my <i>Ustadz</i> in boarding school, because I am not really close with the teacher. I was with my <i>Ustadz</i> way more longer than I</li> </ul>	•

	<ul style="list-style-type: none"> <li>• Here, the learning was not contaminated (disturbed) by other subjects in school</li> <li>• I can be more focus on English and I get more intense learning here, 5 times a day</li> <li>• We got 4 times a day for the class in the course, and have a study club which is done voluntarily by the classmates.</li> <li>• We do this, because we think it is effective for our learning</li> </ul>	study with the teacher here.	
12	<ul style="list-style-type: none"> <li>• I choose this camp because of the discipline, I think I don't want to be lazy in learning English, because the last time I went here, I choose a looser camp</li> <li>• The program was good, but still not fully satisfied. It is about 75%.</li> <li>• Choosing pare, because in Surabaya, IELTS learning program was really expensive</li> <li>• In pare is a lot easier and enjoyable, because I can meet with English every day.</li> <li>• I have preference in different teacher here, I like more the teacher who force me to learn, like Ms. RA. Because after learning, we must do the exercise, and it forces me to learn.</li> <li>• I think the success of learning here is depends on the person, if they are focus learning they will be better</li> </ul>	•	<ul style="list-style-type: none"> <li>• Here, I live in a “non-institutionalized” camp (Association of Sulawesi Students)</li> <li>• In the camp, It is obligated to speak English, There's a punishment (1k/words)</li> <li>• It's very tight (the schedule, night hour limit, etc.)</li> <li>• There were two classes, in the evening (skills), and in the morning (vocabularies). In the weekend, there was an examination.</li> <li>• The class, in the camp, the teaching was peer teaching.</li> <li>• I got recommendation for grammar, and also IELTS for general. So, I took grammar and IELTS class in different institution.</li> </ul>
13	<ul style="list-style-type: none"> <li>• The teachers were close with us. They often do some conversation with us inside and outside the class like this (the researcher and the interviewee have an unscheduled conversation when we wait for next class begin</li> <li>• We are always forced to use English every day, especially in</li> </ul>	•	•

	<p>the class and in camp. We speak with my friends or the teachers who stay in the camp. Because, it is the last month, there are no more exception to use Bahasa Indonesia.</p> <ul style="list-style-type: none"> <li>• I enjoy learning here.</li> <li>• I like the learning, when I have to come in front of the class, and have a speech</li> </ul>		
14	<ul style="list-style-type: none"> <li>• It is really enjoyable when I think I can speak English, or I do practice using English.</li> <li>• Activity that I really like is speaking. Coming to the front, having a speech in English.</li> <li>• I prefer speaking, but sometimes in a conversation, I understand what people say, I am still taking some times to respond.</li> <li>• Here, we are being directed (encouraged) to be used to speak English by the teachers. They also said not to be afraid to use it.</li> </ul>	<ul style="list-style-type: none"> <li>• In the camp, we do speak English too, but it was not really effective. He good maybe just 50%</li> <li>• It is based on the rules. For now, there is no rule.</li> <li>• There is study club in the camp, but it was not really effective too. I think it is because each student doesn't have a same objective.</li> <li>• If it was too much materials (theory/explanation), I am easy to get bored, or tired. The class will be uninteresting, and I will be lazy when I got bored.</li> </ul>	<ul style="list-style-type: none"> <li>• The test (exam) here were verbal and written test. In the verbal test, we are given some questions, and then we directly speak/talk about it.</li> <li>• In <i>tahlilan</i>, all of the students (from all programs) here are gathered together. After the religious agenda, there are 4 people should make a speech, and others who are asked to make the conclusion of it. All of them are impromptu.</li> </ul>

15	<ul style="list-style-type: none"> <li>• In Pare, we learn English here with many help. The teachers always help, help again and help again.</li> <li>• When we've done some practice, it turns out that English was easy, and I can speak English.</li> <li>• In the camp, I speak English with my friends</li> <li>• There are no exact rules in the camp, but I make a personal agreement with my roommate to speak English</li> <li>• Speaking was my main target. Now, I really start from the beginning, from the pronunciation, etc.</li> <li>• When I speak I will remember when I made mistakes, and I remember to correct them. I can make self-correction</li> <li>• The test (exam) here were verbal and written test. In the verbal test, we are given some questions, and then we directly speak/talk about it.</li> <li>• We are here being directed/guided to be used to use English every day</li> <li>• Learning in pare was easy and very enjoyable too, and the exercise here mostly are speaking.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• In <i>tahlilan</i>, all of the students (from all programs) here are gathered together. After the religious agenda, there are 4 people should make a speech, and others who are asked to make the conclusion of it. All of them are impromptu</li> </ul>
16	<ul style="list-style-type: none"> <li>• The tutor was good, they help/guide each one of us. But, not all tutor does that</li> <li>• The environment here was really good. Because all of us feel that we cannot speak English well, so we can learn together. When, we don't learn together, the loss was on us too.</li> <li>• In regular day, we also learn from the one who already good, with</li> </ul>	<ul style="list-style-type: none"> <li>• It is different when I talk to the one who are better than me, or more capable. It seems that there was no response from them.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p>you (referring to the researcher) too</p> <ul style="list-style-type: none"> <li>• The course choices were varied too. We can choose which program, or when we are not fit with the tutor we can ask to change.</li> <li>• The learning time was also varied and we can choose on what time we want to learn. We can make our learning as intense as possible.</li> <li>• I enjoy learning here because I can be with friends who feels the same with me.</li> <li>• The learning was very joyful depends on the tutor. Most of the tutor was really fun to learn with</li> </ul>		
17	<ul style="list-style-type: none"> <li>• The environment was really supportive too, it is different from the previous environment (school, home)</li> <li>• They will give advice, help to solve the problems. very supportive, and enjoyable. It is enjoyable because it was not rigid</li> <li>• The teachers' age was not really far from me, they respect me, when they explain the materials, when we didn't understand yet, they will explain as detailed as possible. They give advices, about goals depend on our time, etc. After I do the advice, there is some effects on me.</li> <li>• I do like speaking, in group (discussion), dialogue, speech, etc. In grammar, I like the detail, we learn it more focus, because there are many choices.</li> <li>• Learning here is enjoyable. In the beginning, I was scared (unconfident). Because it is a new environment. I come there with many problems in my English</li> </ul>	•	•

	<p>with burden to be good at English in short time, my capability is weak. It became burden for me, when the first time I come there</p> <ul style="list-style-type: none"> <li>• Then, as time goes by, meeting with friends who have similar problems, I think I was not wrong to go here, I start enjoying learning here</li> <li>• It is more relaxed, because in <i>Kampung Inggris</i>, in every corner people have same purpose, when we make mistakes such as mispronounce, or misunderstand the meaning, it is normal, nobody will judge.</li> <li>• It is enjoyable, because all of us are involved.</li> <li>• after learning I became more motivated. regardless the age.</li> </ul>		
18	<ul style="list-style-type: none"> <li>• There are some terms for grammar that each course has for themselves, compared to what we got from outside (book, internet, etc.)</li> <li>• They found new formulations in fulfilling this expectation. (in a 3 months period to learn TOEFL), especially in grammar.</li> <li>• Finally, they make some definitions that will be found only in <i>Kampung Inggris</i>. This definition was made to fulfill the expectation.</li> <li>• There are some special terms that we don't find them outside the course, and there are some terms outside the course that is not explained.</li> <li>• What takes time here was about thinking the right course and the right program to take. Because I have friends who are already here for a long time, I was told to take according to my goals.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I think not all tutor can explains/teach well, they are smart but hard to transfer their knowledge</li> </ul>

	<ul style="list-style-type: none"> <li>• Here, there are a lot of program that we can choose based on our goals, and our wants. (recommended program etc.)</li> <li>• I think this place is not only English course, but become a lab for structure (grammar)</li> <li>• The most effective exercise was writing exercise</li> <li>• In my program, there are sub class (definition), main class (theory), and study club (practice)</li> <li>• There used to be other study club (volunteer), we can do sharing, answering questions together, and we can ask to other people, students, or teachers.</li> <li>• We can know our mistakes. There are people who check and supervise</li> </ul>		
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Students' Perception on English Language Learning before Learning in *Kampung Inggris* (Categorization)

Positive perception

No.	Perception	Statement
1	Learning Environment	<ul style="list-style-type: none"> <li>• Here, the place can develop student's potential. It can be 50:50, the students themselves, and the environment, including the tutors who can develop the students' potential</li> <li>• The Mister (teacher/caretaker in camp) is really understanding our condition</li> <li>• The learning in Pare is more enjoyable</li> <li>• we have to speak English in the camp. In the beginning, there are some pressure. we make an agreement that if we speak Bahasa Indonesia 1 word, we pay 1000 rupiah</li> <li>• The living outside class, such as camp the environment are very supportive</li> <li>• People are not shy here, I can speak English with them.</li> <li>• Here, What I've learned can be directly practiced with teachers and friends</li> <li>• I live in a camp (camp from the institution), there are some teachers in the camp too, when we play futsal, I also try to speak English with them.</li> <li>• I like to live in the camp, because I can do more practice every day with the teachers and the other students.</li> <li>• What I like in pare is that the learning is easier, because here there are no much rule compared to the boarding school</li> <li>• I live in camp, and my camp was one of the most active camp.</li> <li>• There are some other rules before, when it is not effectively ruling the member of the camp. The member will change it</li> <li>• There are two classes in the camp, in the morning and in the evening. Each class is in an hour. The class is similar with the class in the course, because the teacher was also the teacher in the course</li> <li>• It is easier to learn English here</li> <li>• We are able to choose what we want to learn.</li> <li>• The environment was very supportive, even the seller here speaks English</li> <li>• I choose this camp because of the discipline, I think I don't want to be lazy in learning English, because the last time I went here, I choose a looser camp</li> </ul>



		<ul style="list-style-type: none"> <li>• We speak with my friends or the teachers who stay in the camp. Because, it is the last month, there are no more exception to use Bahasa Indonesia.</li> <li>• When I speak I will remember when I made mistakes, and I remember to correct them. I can make self-correction</li> <li>• The environment here was really good. Because all of us feel that we cannot speak English well, so we can learn together. When, we don't learn together, the loss was on us too.</li> <li>• In regular day, we also learn from the one who already good, with you (referring to the researcher) too</li> <li>• I enjoy learning here because I can be with friends who feels the same with me.</li> <li>• Learning here is enjoyable. In the beginning, I was scared (unconfident). Because it is a new environment. I come there with many problems in my English with burden to be good at English in short time, my capability is weak. It became burden for me, when the first time I come there. Then, as time goes by, meeting with friends who have similar problems, I think I was not wrong to go here, I start enjoying learning here</li> <li>• It is more relaxed, because in <i>Kampung Inggris</i>, in every corner people have same purpose, when we make mistakes such as mispronounce, or misunderstand the meaning, it is normal, nobody will judge</li> <li>• There used to be other study club (volunteer), we can do sharing, answering questions together, and we can ask to other people, students, or teachers.</li> <li>• We can know our mistakes. There are people who check and supervise</li> </ul>
2	Teacher Attitude	<ul style="list-style-type: none"> <li>• The teachers' manner while teaching makes the learning joyful</li> <li>• The teachers do respect the students. They did not demean/patronize the students.</li> <li>• I feel fit learning with the teacher, enjoyable because their manner. I feel that I learn with my brother. We are like brothers</li> <li>• The teacher's manner while explaining or teaching is joyful.</li> <li>• I think the enjoyable class is based on the teacher who teaches in the class. And the preference on the teacher is different for each student</li> <li>• The learning was very joyful depends on the tutor. Most of the tutor was really fun to learn with</li> </ul>

		<ul style="list-style-type: none"> <li>• I feel like they were my brother</li> </ul>
3	Teaching and Learning Process	<ul style="list-style-type: none"> <li>• The teachers teach from basic things in speaking, and we want it (learning the basic things)</li> <li>• When we answer the teacher still asks why.</li> <li>• The teacher can make us curious about what we will learn, and it is for me very interesting</li> <li>• I like the activity like when learning phonetic symbols, I know how does the symbol sounds.</li> <li>• Mr. A teaches Vocabulary (memorizing) and speaking. He was very motivating, loud and energetic</li> <li>• Mr. I teaches Speaking about any topics. He gives new things for us, and funny</li> <li>• Spectrum of the conversation (speaking) is very broad (learning new things)</li> <li>• I like doing speech in front of the class. I can say what is inside my head, without memorizing it first</li> <li>• The most important thing while having speech is remembering what I want to say, if I don't know the vocabularies, I will ask my friends.</li> <li>• we learn here seriously, but we also learn with ease</li> <li>• When I have to memorize vocabularies, etc. it is easy for me because I used to memorize Qur'an in my high school</li> <li>• I like to learn English expressions here.</li> <li>• If I can understand while learning here it will be very enjoyable, and if I don't, I become sleepy</li> <li>• When I study, if I can understand it well it is okay, if I didn't really understand, I will be confused.</li> <li>• we do a lot of exercise here, like every meeting, and we have more meetings</li> <li>• I like it here, because the exercise.</li> <li>• I like one of the teacher here, her name is Ms. RA. Her teaching was enjoyable, because what we've learned the day before are being tested again in the day</li> <li>• I like one of the teacher here, her name is Ms. RA. Her teaching was enjoyable, because what we've learned the day before are being tested again in the day</li> <li>• I have preference in different teacher here, I like more the teacher who force me to learn, like Ms. RA. Because after learning, we must do the exercise, and it forces me to learn.</li> <li>• I enjoy learning here. I like the learning, when I have to come in front of the class, and have a speech</li> <li>• Activity that I really like is speaking. Coming to the front, having a speech in English.</li> </ul>

		<ul style="list-style-type: none"> <li>• I prefer speaking, but sometimes in a conversation, I understand what people say, I am still taking some times to respond.</li> <li>• Learning in pare was easy and very enjoyable too, and the exercise here mostly are speaking.</li> <li>• I do like speaking, in group (discussion), dialogue, speech, etc. In grammar, I like the detail, we learn it more focus, because there are many choices</li> <li>• It is enjoyable, because all of us are involved.</li> <li>• There are some terms for grammar that each course has for themselves, compared to what we got from outside (book, internet, etc.)</li> <li>• There are some special terms that we don't find them outside the course, and there are some terms outside the course that is not explained.</li> <li>• The most effective exercise was writing exercise</li> <li>• In my program, there are sub class (definition), main class (theory), and study club (practice)</li> <li>•</li> </ul>
4	Students' Attitude	<ul style="list-style-type: none"> <li>• I go outside my comfort zone to maximize my learning. I must meet new people, talking with them</li> <li>• I shouldn't be afraid to make mistakes, but I must seek where I make mistake so I can learn</li> <li>• I am taking a lot of speaking class here.</li> <li>• Last month, I took 8 bi-week programs for speaking and vocabulary.</li> <li>• This month, I take this speaking 1 program (1 month) and some bi-week programs for speaking and vocabulary</li> <li>• After class, I come back and train myself, alone and with my friends in boarding house.</li> <li>• I like to live in the camp, because I can do more practice every day with the teachers and the other students.</li> <li>• I try to use my English, speaks to some people,</li> <li>• We do this, because we think it is effective for our learning</li> <li>• I think the success of learning here is depends on the person, if they are focus learning they will be better</li> <li>• In the camp, I speak English with my friends</li> <li>• after learning I became more motivated. regardless the age</li> <li>• We feel that we regret on not being good at English. we feel that we are bad at English, so we decide to change by learning together. We exercise our speaking together, we correct our English each other</li> </ul>

5	Satisfaction	<ul style="list-style-type: none"> <li>• I was intended to be here only one month, but then I think I will add one more month</li> <li>• If I get permission from my parents I would go back here sometimes.</li> <li>• The program was good, but still not fully satisfied. It is about 75%.</li> <li>• We are always forced to use English every day, especially in the class and in camp.</li> <li>•</li> </ul>
6	Teacher Support	<ul style="list-style-type: none"> <li>• I enjoy learning here, because all teachers and friends are helping me. It is easy because they help</li> <li>• The teachers were close with us. They often do some conversation with us inside and outside the class like this (the researcher and the interviewee have an unscheduled conversation when we wait for next class begin</li> <li>• Here, we are being directed (encouraged) to be used to speak English by the teachers. They also said not to be afraid to use it</li> <li>• In Pare, we learn English here with many help. The teachers always help, help again and help again</li> <li>• We are here being directed/guided to be used to use English every day</li> <li>• The tutor was good, they help/guide each one of us. But, not all tutor does that</li> <li>• The environment was really supportive too, it is different from the previous environment (school, home)</li> <li>• They will give advice, help to solve the problems. very supportive, and enjoyable. It is enjoyable because it was not rigid</li> <li>• The teachers' age was not really far from me, they respect me, when they explain the materials, when we didn't understand yet, they will explain as detailed as possible. They give advices, about goals depend on our time, etc. After I do the advice, there is some effects on me.</li> </ul>
7	Time and Intensity	<ul style="list-style-type: none"> <li>• It is more intense here, we can learn 5 times a day.</li> <li>• The reason to choose Pare, not English courses in my hometown, is because here the course gives more classes, and programs. The tuition is cheaper too here. Also, here we can learn English intensely.</li> <li>• I like here because it is more intense here. We can learn English more times than in school.</li> <li>• It is also more intense, the frequency of meeting of the program is much.</li> </ul>

		<ul style="list-style-type: none"> <li>• I feel good here, because the cycles here. The schedule is very intense, and also after learning I directly have some practices. It makes me pushed to do more every day.</li> <li>• I can be more focus on English and I get more intense learning here, 5 times a day</li> <li>• We got 4 times a day for the class in the course, and have a study club which is done voluntarily by the classmates.</li> <li>• In pare is a lot easier and enjoyable, because I can meet with English every day.</li> <li>• The learning time was also varied and we can choose on what time we want to learn. We can make our learning as intense as possible</li> </ul>
8	Positive Feedback	<ul style="list-style-type: none"> <li>• Last time I learn in a course, only for structure. I got more right answers than before. I think the course is good.</li> <li>• It is really enjoyable when I think I can speak English, or I do practice using English.</li> <li>• When we've done some practice, it turns out that English was easy, and I can speak English.</li> </ul>
9	Focus	<ul style="list-style-type: none"> <li>• Here, we really focus on English, we only learn one subject. The learning is detailed and systematically structured.</li> <li>• Here, the learning was not contaminated (disturbed) by other subjects in school</li> </ul>
10	Need	<ul style="list-style-type: none"> <li>• The course choices were varied too. We can choose which program, or when we are not fit with the tutor we can ask to change.</li> <li>• They found new formulations in fulfilling this expectation. (in a 3 months period to learn TOEFL), especially in grammar.</li> <li>• Finally, they make some definitions that will be found only in <i>kampung Inggris</i>. This definition was made to fulfill the expectation.</li> <li>• What takes time here was about thinking the right course and the right program to take. Because I have friends who are already here for a long time, I was told to take according to my goals.</li> <li>• Here, there are a lot of program that we can choose based on our goals, and our wants. (recommended program etc.)</li> </ul>

### Negative perception

No.	Perception	Statement
1	Unsatisfied	<ul style="list-style-type: none"> <li>• They are not really satisfied by the substitute teachers, because their previous teachers are very good. They start to compare between the two previous teachers and the substitute teachers</li> <li>• I have reported one of the teacher to the office, because in the class the teacher being too serious and it becomes sort of burden or stress on me and my classmate. The teacher was called to the office, and after that the class becomes a slight better.</li> </ul>
2	Students' Learning Attitude	<ul style="list-style-type: none"> <li>• I choose to live in a boarding house not a camp because I think camp is more like boarding school with all of its rules.</li> </ul>
3	Relationship with the teacher	<ul style="list-style-type: none"> <li>• I rarely talk to the teachers here</li> <li>• I like more my <i>Ustadz</i> in boarding school, because I am not really close with the teacher. I was with my <i>Ustadz</i> way more longer than I study with the teacher here</li> <li>• I like more my <i>Ustadz</i> in boarding school, because I am not really close with the teacher. I was with my <i>Ustadz</i> way more longer than I study with the teacher here</li> </ul>
4	Learning process	<ul style="list-style-type: none"> <li>• if I didn't really understand, I will be confused.</li> <li>• If it was too much materials (theory/explanation), I am easy to get bored, or tired. The class will be uninteresting, and I will be lazy when I got bored.</li> </ul>
5	Learning environment	<ul style="list-style-type: none"> <li>• In the camp, we do speak English too, but it was not really effective. The good maybe just 50%</li> <li>• There is study club in the camp, but it was not really effective too. I think it is because each student doesn't have a same objective.</li> <li>• It is different when I talk to the one who are better than me, or more capable. It seems that there was no response from them.</li> <li>• When I am in a same group with the people who is already good in English, I am not enthusiastic, because I am really afraid if I speak incorrectly</li> </ul>

### English as a language

No.	Perception	Statement
1	English ability	<ul style="list-style-type: none"> <li>• there is some change in my English skill,</li> <li>• I think my English gets better, but the target is like the mister (teachers)</li> <li>• I think my English is better now.</li> </ul>

		<ul style="list-style-type: none"> <li>• now, I am able to make my speech more organized, when I speak, I am able to think what should I say in English, and structures that I should use.</li> <li>• I feel my English become better</li> <li>• I can understand all tenses in 2 weeks, but I can do nothing while I learn 3 years in high school.</li> <li>• Now, I can speak more organized. Before, when I talk I really afraid to make mistakes. Now, I don't really care if I make mistakes when I want to speak English</li> <li>• I feel some improvement, but I think the size of improvement for everybody is different</li> <li>• I think my English was better,</li> <li>• In the last program I joined, I got improvement on speaking, pronunciation, general knowledge, but in grammar, I think it is not enough</li> <li>• Now, I focus on the grammar and, I think I am better on grammar than before/ I am optimistic that I can reach my target/</li> <li>• Now, I think I can remember the grammar knowledge that I've learned before in school</li> <li>• I think I get better here, usually I speak not really clear, but now it is clearer</li> <li>• I can understand where is my mistakes, and sometimes I can correct myself and my friends too.</li> <li>• In the past time, when I speak English I don't know if I make mistakes, now I know when I make mistakes</li> <li>• I think my English was a little bit better, now.</li> <li>• Before learning here, I think my ability was really small (bad), but now I think I was not bad</li> <li>• So, when I speak English, I am not afraid to make mistakes.</li> <li>• at least, now I can correct myself.</li> <li>• Now, when I have to do a conversation in English, I can give responses.</li> <li>• The first time I come here, I think I started from zero, very bad. my score was 380. Now, I get 520</li> <li>• Now, I can read an English article/newspaper/ news, and speak English slowly.</li> </ul>
2	Easy English	<ul style="list-style-type: none"> <li>• English becomes easier.</li> <li>• After learning in pare, I think the difficulty comes from our mindset, we just need to change our mindset, and eager to do the process, we will get what we want</li> <li>• English was not as bad as we imagined. I think it was really hard with some formulas like math or physics. When I learn here, they can simplify the difficulties.</li> </ul>

		<ul style="list-style-type: none"> <li>• It makes the learning easier.</li> <li>• I think it is hard to learn English because the cultural differences. Such as we don't learn since we are child.</li> </ul>
3	Liking English	<ul style="list-style-type: none"> <li>• When I feel I can do it, I can speak English well, I think like it more. The more I can do it, the more I like it</li> <li>• the more I can practice my English, or I can speak English, the more I like it</li> <li>• It is really enjoyable when I think I can speak English, or I do practice using English.</li> <li>• the more I can practice my English, or I can speak English, the more I like it.</li> </ul>
4	Want more	<ul style="list-style-type: none"> <li>• When I have been here for one month, I want to go back to Medan, but my parents tell me not to go home. I should stay here, until I am really able to use English well.</li> <li>• I think after one month, it is enough, but after that I decide to learn more here, because it is not enough for me</li> <li>• If I get permission from my parents I would go back here sometimes.</li> <li>• I have gone here, two years ago, for one month. At, that time, the grammar wasn't enough.</li> <li>• My grammar (structure) was not really organized, not enough vocabulary. That's why I still take more times to think for the response</li> <li>• but it is not maximal yet. I think I can learn/do/be more.</li> </ul>
5	Satisfied	<ul style="list-style-type: none"> <li>• I think it is enough, and after finish I won't go back here. I learn independently in my home</li> </ul>



**APPENDIX 4**  
**PHOTOS**

Research Photos







Section 3  
Reading

The ocean bottom — a region nearly 2.5 times greater than the total land area of the Earth — is a vast frontier that even today is largely unexplored and uncharted. Until about a century ago, the deep-ocean floor was considered an inhospitable, barren, and inaccessible wasteland. Today, however, the deep-ocean floor has become a hostile environment to humans, in some ways as hostile as the Earth's surface. The deep-ocean floor is a first detailed global investigation of the ocean bottom did not actually start until 1968, with the beginning of the National Science Foundation's Deep Sea Drilling Project (DSDP). Using techniques first developed for the offshore oil and gas industry, the DSDP's drill ship, the *Glomar Challenger*, was able to maintain a steady position on the ocean's surface and drill in very deep waters, extracting samples of sediments and rock from the ocean floor.

The *Glomar Challenger* completed 56 voyages in a 15-year research program that ended in November 1987. During this time, the vessel logged 600,000 kilometers and took almost 20,000 core samples of sediments and rocks at 624 drilling sites around the world. The *Glomar Challenger*'s core samples have allowed geologists to reconstruct what the planet looked like hundreds of millions of years ago and to calculate what it will probably look like millions of years in the future. Today, largely on the strength of evidence gathered during the *Glomar Challenger*'s voyages, nearly all earth scientists agree on the strength of plate tectonics and continental drift that explain many of the geological processes that shape the Earth.

The cores of sediment drilled by the *Glomar Challenger* have also yielded information critical to understanding the world's past climates. Deep-ocean sediments provide a climatic record stretching back hundreds of millions of years, because they are largely isolated from the mechanical erosion and the intense chemical and biological activity that rapidly destroy much land-based evidence of past climates. This record has already provided insights into the patterns and causes of past climatic change — information that may be used to predict future climates.

Line (5)

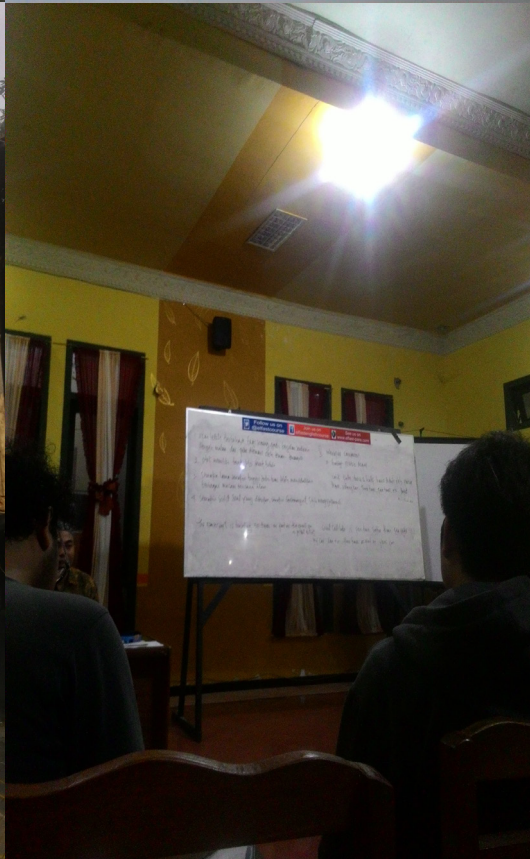
Line (10)

Line (15)

Line (20)

Line (25)

- The author refers to the ocean bottom as a "frontier" in line 2 because it
  - is not a popular area for scientific research
  - contains a wide variety of life forms
  - attracts courageous explorers
  - is an unknown territory
- The word "inaccessible" in line 3 is closest in meaning to
  - unrecognizable
  - unreachable
  - unusable
  - unsafe
- The author mentions outer space in line 5 because
  - the Earth's climate millions of years ago was similar to conditions in outer space
  - it is similar to the ocean floor in being alien to the human environment
  - rock formations in outer space are similar to those found on the ocean floor
  - techniques used by scientists to explore outer space were similar to those used in ocean exploration
- Which of the following is true of the *Glomar Challenger*?
  - It is a type of submarine.
  - It is an ongoing project.
  - It has gone on over 10 voyages.
  - It made its first DSDP voyage in 1968.









PROGRAM	Jam	Ruangan	Lantai
1. Fundamental A	8.30	Ephitet	2
	10.00		
2. BP 1 A	5.30	Adverb	1
	7.00		
3. BP 2 A	10.00	Modal 1	1
	14.30		
4. Translation	7.00	Conjunction	2
	8.30		
	8.30	Modal 1	1
	16.00		
PROGRAM	Jam	Ruangan	Lantai
1. BP 2 Exercise	5.30	Present	2
	7.00		
2. IELTS	7.00	Idiom	2
	8.30		
	14.30	Modal 2	1

Ruang KELAS PROGRAM - E FAST Periode 25/3			
PROGRAM	Jam	Ruangan	Lantai
1. E FAST 4	7.00	Part of Speech	2
	8.30	Ephitet	
	10.00	Idiom	
	11.30	Ephitet	
	14.00	Expression	
2. E FAST 5	16.00	Part of Speech	1
	7.00	Pop Sound	
	8.30	Slang	
	10.00	Expression	
	11.30	Pop Sound	2
	14.00	Slang	

PROGRAM	Jam	Ruangan	Lantai
1. Fundamental A	8.30	Ephitet	2
	10.00		
2. BP 1 A	5.30	Adverb	1
	7.00		
3. BP 2 A	10.00	Modal 1	1
	14.30		
4. Translation	7.00	Conjunction	2
	8.30		
	8.30	Modal 1	1
	16.00		
PROGRAM	Jam	Ruangan	Lantai
1. BP 2 Exercise	5.30	Present	2
	7.00		
2. IELTS	7.00	Idiom	2
	8.30		
	14.30	Modal 2	1

Ruang KELAS PROGRAM - E FAST - Grammar/TOEFL Periode 10/4			
PROGRAM	Jam	Ruangan	Lantai
1. E FAST 1A	5.30	Modal 2	1
	7.00	Idiom	
	08.30	Future	
	10.00	Modal 2	
	16.00	Present	
2. E FAST 1B	5.30	Reducing	1
	7.00	Past	
	10.00	Modal 2	
	11.30	Ordinative	
	16.00	Past	
3. E FAST 1C	5.30	Future	2
	7.00	Head	
	08.30	To Infinitive	
	10.00	Present	
	16.00	Present	
4. E FAST 2	5.30	Intuition	2
	7.00	Adverb	
	8.30	Speech	
	10.00 A	Idiom	
	11.30 B	Idiom	
5. E FAST 3	5.30	Modal 3	2
	7.00	Omitting	
	8.30		
	13.00	Reducing	
	14.30		

PROGRAM	Jam	Ruangan	Lantai
1. BP 1 Exercise	11.30	Present	2
	14.30		
2. Pre TOEFL - ITP A	7.00	Reducing	1
	8.30		
3. Pre TOEFL - ITP B	7.00	Modal 3	2
	8.30		
4. TOEFL - ITP A	10.00	Ordinary	1
	11.30		
5. TOEFL - ITP B	5.30	Conjunction	2
	10.00		
6. TOEFL - ITP C	10.00	Omitting	2
	11.30		
7. TOEFL - ITP D	5.30	Head	2
	10.00		
8. TOEFL CAMP A	7.00	Adjective	1
	8.30		
9. TOEFL CAMP B	8.30	Adjective	1
	10.00		
10. TOEFL CAMP C	14.30	Adjective	1
	16.00		
11. IELTS	8.30	Idiom	2
	10.00		
12. IELTS CAMP	7.00	Modal 2	1
	8.30		

Ruang KELAS PROGRAM - E FAST - Speaking Periode 10/4			
PROGRAM	Jam	Ruangan	Lantai
6. E FAST 4	7.00	Part of Speech	2
	8.30	Ephitet	
	10.00	Slang	
	11.30	Part of Speech	
	16.00	Part of Speech	
7. E FAST 5	7.00	Slang	2
	8.30	Pop Sound	
	10.00		
	14.00		
	16.00	Slang	
8. E FAST 6	7.00	Elementary	1
	8.30	Part of Speech	
	10.00	Slang	
	14.00	Ordinative	
	16.00	Elementary	

PROGRAM	Jam	Ruangan	Lantai
1. Fundamental A			
2. BP 1 A			
3. BP 1 B			
4. BP 2 A			
5. BP 2 B			
6. Translation			
7. Writing			
8. Advance Writing			

Ruang KELAS PROGRAM - SPEAKING/Pronunciation/VOCAB Periode 10/4			
PROGRAM	Jam	Ruangan	Lantai
1. Elementary A	07.00		
	11.30		
2. Elementary B	08.30	Pop Sound	2
	14.00		
3. The Therapy 1A	7.00		
	14.00/16.00		
4. The Therapy 1B	08.30	SLANG	2
	14.00/16.00		
5. Vocabulary 1A	7.00	Part of Speech	2
	16.00		
6. Talk More A	7.00		
	14.00/16.00		
7. Talk More C	10.00	CASUAL	2
	14.00/16.00		
8. Grammar for Speaking 1A	07.00		
	14.00/16.00		
9. Grammar for Speaking 1B	8.30	SPEECH	2
	14.00/16.00		
10. Grammar for Speaking 1C	10.00		
	14.00/16.00		
11. Pronunciation 1C	10.00	Pop Sound	2
	16.00		
12. Pronunciation 2C	07.00	Slang	2
	14.00/16.00		
13. Shocking English A	08.30		
	14.00/16.00		
14. Shocking English B	10.00	Elementary	1
	14.00/16.00		
15. Shocking English C	10.00		
	14.00/16.00		
16. The Therapy 2C	10.00	IDIOM	2
	14.00		
17. Vocabulary 2 B	08.30	Ordinative	2
	14.00		
18. Academic Speaking B	08.30	Part of Speech	1
	14.00		
19. Academic Speaking C	10.00	Part of Speech	1
	11.30		
20. Speaking for Toeff	10.00		
	11.30		
21. Job Interview C	11.30		
	14.30		
22. Psiko Test	11.30		
	14.30		
23. Psiko Test	11.30		
	14.30		
24. Psiko Test	11.30		
	14.30		