



Listening-based Communicative Instructional Approach at the Indonesian Gigantic Immersive Environment

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Abstract: Creative Innovation in teaching critically influences students' success. This paper investigates teachers' teaching methods in an Indonesian gigantic English immersive Environment. The qualitative study, which involved eight participants, was conducted in a "let's speak class" at Mr. Pepsi Upgrade, *Kampung Inggris Pare*, Kediri. Data were gained from classroom observation, interviews, photos, and documents. They were analyzed in six stages, from preparing the data to interpreting the description meaning. Findings promote that teachers teach using technology, like a listening-based communicative instructional approach (L-CIA mode). Six phases were trained, from giving ice breaking to singing together. It stimulates the students' speaking skills.

Keywords: innovation; song; Kampung Inggris Pare; speaking skills; L-CIA mode

Abstrak: Inovasi Kreatif dalam mengajar sangat mempengaruhi keberhasilan siswa. Artikel ini menginvestigasi metode pengajaran guru dalam lingkungan imersif Inggris yang sangat besar di Indonesia. Kajian kualitatif yang melibatkan delapan partisipan ini dilakukan dalam sebuah "kelas ayo berbicara" di Mr. Pepsi Upgrade, *Kampung Inggris Pare*, Kediri. Data diperoleh dari observasi kelas, wawancara, foto, dan dokumen. Mereka dianalisis dalam enam tahap, mulai dari menyiapkan data hingga menafsirkan makna deskripsi. Temuan mempromosikan bahwa guru mengajar menggunakan teknologi, seperti pendekatan pembelajaran komunikatif berbasis mendengarkan (mode L-CIA). Enam fase dilatih, mulai dari ice breaking hingga bernyanyi bersama. Ini merangsang keterampilan berbicara siswa.

Kata kunci: inovasi; lagu; Kampung Inggris Pare; keterampilan berbicara; mode L-CIA

1. Introduction

English is a worldwide or international language (McKay, 2018), which makes it vital for Indonesian students in this fourth industrial revolution (Purnama, Ningrum, & Pratiwi, 2019). According to Crystal (1997), the number of people communicating in English with international speakers is steadily increasing compared to other language speakers. This assertion is supported by the fact that approximately 380 million people speak English as a global language, demonstrating that English is now utilized globally. In addition, over one billion individuals who speak English as a second (or additional) language use it to communicate with other second language users regardless of cultural and linguistic differences (Gunantar, 2016). In conclusion, the control of international English usage has shifted from English-speaking countries to the larger global community.

Unfortunately, English is developed as a foreign language in Indonesia. Consequently, English instruction in Indonesia has been met with limited success. Due to English not being used for language instruction in classrooms or as a communication tool during social interaction, students typically encounter a small supply of English both within and outside of school. Previous research has demonstrated that English as a foreign language (EFL) instruction in the Indonesian context has encountered significant difficulties, including low teacher competence,

low student motivation, and low English proficiency among students (Sulistyo, 2015). In fact, how English is taught significantly impacts on its position, status, and success in Indonesia as a foreign language.

The problem places a heavy burden on English teachers to ensure that students learn English in a supportive environment and to facilitate successful language acquisition in the classroom. Therefore, teachers' language knowledge and teaching innovations, as well as a suite of other complex skills, are essential for the English Foreign Language (EFL) classroom. Furthermore, Bukhary and Bahanshal (2013) assert that teachers must rely on their capacity to increase students' motivation and propose various strategies to develop their language proficiency. Based on these statements, it is highlighted that a supportive environment and teaching innovation are two critical issues in EFL learning.

Most researchers agree that creativity and innovation are key areas that determine the success or failure of an organization (Glassman & Opengart, 2016). In research, the term "innovation" has been used interchangeably with various definitions, likely since it has been analyzed and discussed from multiple viewpoints and communities. Garcia and Calantone (2002) state that various concepts have been used to describe innovation. They define *innovation* as identifying a new market or service opportunity for technological innovation. They distinguish innovativeness as a product with "a high level of novelty" (p. 112). According to Bowen, Rostami, and Steel (2010), people frequently associate innovation with high-tech solutions, computers, or radical change. Most definitions of innovation frequently include the notion of "newness" to enhance organizational performance. Thus, simply, innovation is novel or unique.

In education, teaching innovation is discovering any novel means of reaching all students. Teachers should be aware that students need more than the skills required to pass the administered state examinations. Teachers should utilize various tools to help students become productive in their future careers, particularly by enhancing their communication skills. Setiawan et al. (2020) agree that teaching innovation significantly impacts how much students enjoy learning, directly and dramatically affecting their academic progress.

Pratiwi, Haryanto, and Salija (2020) promote an immersive environment where students can gain successful learning acquisition through communicative instructional approaches as part of various teaching innovations. Immersion is a communicative approach to second-language instruction in which daily instructional activities are conducted in the target language. This method reflects the essential circumstances of first-language acquisition while also addressing the specific needs of second-language learners (Curtain, 1986 & Ganese, 1985). Language immersion is different from more traditional language teaching programs. The language is taught as a subject to be learned, emphasizing the instructional medium and tool. In other words, cognitive instruction and language acquisition are combined.

Numerous nations have felt the benefits of the immersion program. According to Pratiwi (2021), this strategy supports the acceleration of second language acquisition, particularly in EFL countries, as opposed to attending language institutes, international schools, private tutoring, or studying abroad, all of which frequently fail to produce the desired linguistic proficiency and are quite a time- and cost-intensive. Johnson and Swain (1997) list eight fundamental features of immersion programs: a) the L2 is the medium of instruction; b) the immersion curriculum parallels the local L1 curriculum; c) overt support exists for the L1; d)

the program aims for additive bilingualism; e) exposure to the L2 is primarily confined to the classroom; f) students enter with similar (and limited) levels of L2 proficiency; g) The teachers are bilinguals, and h) the classroom culture is that of the local L1 community. Therefore, the author researched the learning process and teaching innovations in the Indonesian Gigantic Immersive Environment based on these benefits.

2. Method

This study was investigated in descriptive qualitative design through participant observation. Participant observation was used to analyze the descriptive qualitative design of this study. The objective of qualitative research is to comprehend the nature of phenomena without using numbers. While participant observation is one method for gathering data to understand this natural setting without manipulation, there are other approaches (DeWalt & DeWalt, 2011).

The research site was *Kampung Inggris Pare*, Indonesian Gigantic Immersive Environment, located in Kediri regent of East Java, Indonesia. Eight participants contributed to this study. Two teachers and six students registered in a "Let Speak Class" at Mr. Pepsi Upgrade English Course. Based on the initial survey from literature and casual talking with the alumnus of *Kampung Inggris Pare*, Mr. Pepsi Upgrade is one of the best institutions specializing in speaking programs. Moreover, it is well known for its excellent teaching innovations. Thus, this study was addressed to explore how English was taught to reach the communicative goal. In addition, it was preceded by a general description of *Kampung Inggris Pare* and Mr. Pepsi Upgrade English Course to comprehend other factors that contributed to the success of the students' English speaking proficiency.

Observational research is the superior method for investigating and surveying non-verbal behavior (Cohen, Manion & Marrison, 2007). It is the most appropriate method of qualitative data collection to interact and communicate closely with participants. By conducting observation, the researcher can gain data by watching the participants' activity to catch the natural environment as lived by participants. The researcher also arranged semi-structured interviews with a teacher about practical teachers' innovation typically used to teach students enrolled in Mr. Pepsi Upgrade English Course's "Let Speak Class."

In addition, the interview was conducted with participants to follow up on something unclear or that required special attention. The researcher allocated approximately 20 minutes of interviews for each participant. Nonetheless, Glesne and Peshkin (1992), as cited in Jafar (2010), state that "convenient for both participants and researcher, the appropriateness, which means both researcher and respondents feel like talking, and the availability, which refers to how long the respondents agreed to be interviewed." Thus, interviews were conducted in conformity with the agreement and conditions. Public documents such as booklets, material, website sources, etc., were utilized to support the findings of observation and interviews. Simultaneously, visual data or photographs were used to record the implementation of teaching innovations and the learning process in the classroom. Visual data enabled the researcher to conduct an in-depth analysis and review participants to establish connections between the emerging themes.

The data were analyzed in six steps proposed by Cresswell (2014), starting from preparing the raw data such as transcripts, fieldnotes, images, etc. Then, the following steps were organizing and designing data for analysis, reading through all data, coding the data by

hand or computer, interrelating themes and descriptions, and the last was interpreting the meaning of themes/ descriptions.

3. Results and Discussion

The findings discuss three essential elements for constructing a unity of ideas and building a novelty. The findings are started by introducing *Kampung Inggris Pare* and are followed by promoting Mr. Pepsi Upgrades. Then, the core findings describe the Communicative Instructional Approach implemented in an immersion-based environment to answer the research question.

3.1. Kampung Inggris Pare

Indonesia's gigantic immersive environment of *Kampung Inggris Pare* translates as the English village of Pare. *Kampung Inggris Pare* is a fully running community. The architecture of buildings in Kampung Inggris is identical to that of other Indonesian villages at first glance. The only distinction is the existence of numerous English institutions. Approximately 160 English institutions in the village provide students with English instruction. All these course institutions compete to provide the best service to improve students' skills in English. They compete but support each other to achieve this goal. Not only in their respective classrooms or institutions, but they also try to create an English zone outside the classroom. So, it seems as if they are forced to speak English when communicating with their dorm friends and when interacting with native people.

The village also includes many community businesses such as food stalls, dormitories, bicycle rentals, boarding houses, cafes, and restaurants to meet students' daily needs from over Indonesia. This setting distinguishes *Kampung Inggris Pare* from other villages.



Figure 1. The Entrance of *Kampung Inggris Pare*

Based on the observation on September 7th - 8th, 2022, it was found communication conditions among students in this public space. First, they are the students who speak English 100%, particularly with their peers, and those who mix English with Indonesian. This second condition is typically met by students when conversing with natives because the local people do not speak English at all. Some master English well, but the number is minor because others can only say a few sentences. Majorities of the indigenous population speak their native languages (Java) or occasionally Bahasa Indonesia.

The author found three kinds of local people's conditions in the use of English. First, people who are fluent in English. These individuals can speak English throughout the entirety of a conversation, despite interjecting some Indonesian words. Second, individuals can use English in their professions and daily activities. Furthermore, the third are those who know a few words but are incapable of constructing a complete sentence. Thus, students must adapt their communication style to the individuals they interact with. However, these Javanese and Bahasa-speaking communities always support an immersive language environment by attempting to provide as many facilities and services in English as possible to the students as much as possible.

Fahri (2018) found that local businesses and commercial enterprises provide services to the community. The condition necessitates that English be used as much as possible as the language of exchange between students and the local community. Some cafes, for instance, establish English-only zones where only English is spoken and played. However, there are limitations to creating an experience of total immersion. Although some locals speak English fluently, others can only speak a few short sentences for professional-related purposes (Ilmudinulloh, 2019).



Figure 2. The conversation with Native of *Kampung Inggris Pare*

3.2. Mr. Pepsi Upgrade

Mr. Pepsi Upgrade English Course Kampung English is one of the English Language Training Courses famous for its speaking program. It was established in 2018 to provide an English Course in Pare, Kediri. This institution offers programs for individuals, schools, communities, and groups. It is a semi-private class with four to ten students per classroom. Due to the small class size, learning will be more concentrated and interactive with this method.



Figure 3. Mr. Pepsi Upgrade

In addition, the concept of teaching and learning at Mr. Pepsi Upgrade is an information technology-based approach by utilizing digital platforms. The method of instruction includes accessing materials on the English learning website, conducting virtual meetings via Zoom, using WhatsApp groups as an English-language communication medium, and utilizing other applications that can be downloaded from the play store on smartphones. Participant 8 (P8), as a tutor, argued, "The use of digital media aims to stimulate the students' motivation and activity to be interactive in practicing their communication skills." This statement emphasizes that the purpose of learning English is to communicate. It is supported by Putra (2020), who reveals that "language is a tool used to communicate with each other, so there is an understanding between the parties involved."

Based on interviews with six students in Mr. Pepsi Upgrade's "Let's speak" class, it is highlighted that learning English at Mr. Pepsi Upgrade of Kampung English Pare has several advantages, including (1) the tutors are experienced in upgrading skills (2) the cost is affordable, (3) the material is exciting and comes with a handbook, (4) the teacher's teaching methods are enjoyable. In addition, one of the participating teachers (P7) explained that Mr. Pepsi Upgrade does not have an age restriction for students. All students are permitted to enroll in both offline and online classes. In addition, the material can be tailored to the needs and interests of students for group or private programs. In this situation, they may request materials. Students who have completed the course are eligible to receive a completion certificate. The extract is followed.

"Mr. Pepsi UPGRADE of Kampung English Pare offers various educational programs ranging from English speaking skill courses for elementary, junior high, high school students, fresh graduates, and executives/professionals. They can register in groups or individually. Here, we do not limit the age of students because all have the opportunity to learn, both young and old. Students can also choose to study onsite or online without having to come to the English village of Pare. So our system is flexible. Oh yeahhh, for groups or private, students can request the desired material according to their needs. And all students will get a certificate after passing the exam." (Interview with P7 in September 8th, 2022)

For face-to-face programs, the duration of learning for a single program is two weeks, with weekly meetings. Let's Talk 1, Impromptu, Let's Talk 2, Grammar For Speaking 1, Hack Speech, Vocabulary Swap, Listen To Speak, Job Interview, etc., are offline programs. Similarly to

online classes, the learning duration is two weeks, with a total of ten meetings. The programs offered are Speaking Basic, Speaking Next, Speaking Perfect, and Grammar For Speaking.

3.3. Listening- based Communicative Instructional Approach

Teaching speaking did not always start with providing a topic to be discussed or presented according to students' perceptions, experiences, and knowledge. Students could not avoid one of the skills in learning English because they were interdependent. Like in this immersive environment, students who enrolled in speaking classes would also learn to listen, write, and read because the tutor would integrate these skills to encourage students to improve their speaking skills. The observations I made strengthened this opinion. In general, the "Let's Speak" tutor at Mr. Pepsi upgrade taught students by utilizing material sources from reading text, Western songs, students' writing reports, and other sources, such as visual media. All of these materials were used to support the teaching of speaking.

The present finding confirms and extends the earlier finding (Khairunas & Wibowo, 2019). It shows that the listening practice technique successfully improves speaking skills. Speaking classes that were integrated with listening practice could be in the form of giving listening material, podcasts, recording interviews, stories about motivation, etc. As stated, Mr. Pepsi Upgrade adopted an information technology-based approach using digital platforms. One method was accessing materials on the well-known English learning website, such as BBC, Cambridge, British Council, Effortless English Language, and others. In gaining communicative competence, teaching speaking can be conducted from several sequential processes, starting with listening as input and leading to the speaking activity stage.

The eighth meeting of the "Let's speak" class at Mr. Pepsi Upgrade was focused on a western song entitled "Just the way you are" by Bruno Mars. This activity started with ice breaking, where the tutor asked general questions regarding the theme of songs and music. This icebreaking activity was divided into two stages: preface and chitchat. In the preface, the tutor gave general questions to all students. Meanwhile, chitchat activities were carried out in pairs simultaneously, so three pairs of students were having a conversation at that time. This activity aimed to improve speaking skills, social interaction, and train concentration because students must speak in a crowded atmosphere in class. Common questions related to the theme: "What kind of music do you like? What is the meaning of music for you? Can you play a music tool? Explain your favorite singer! etc."

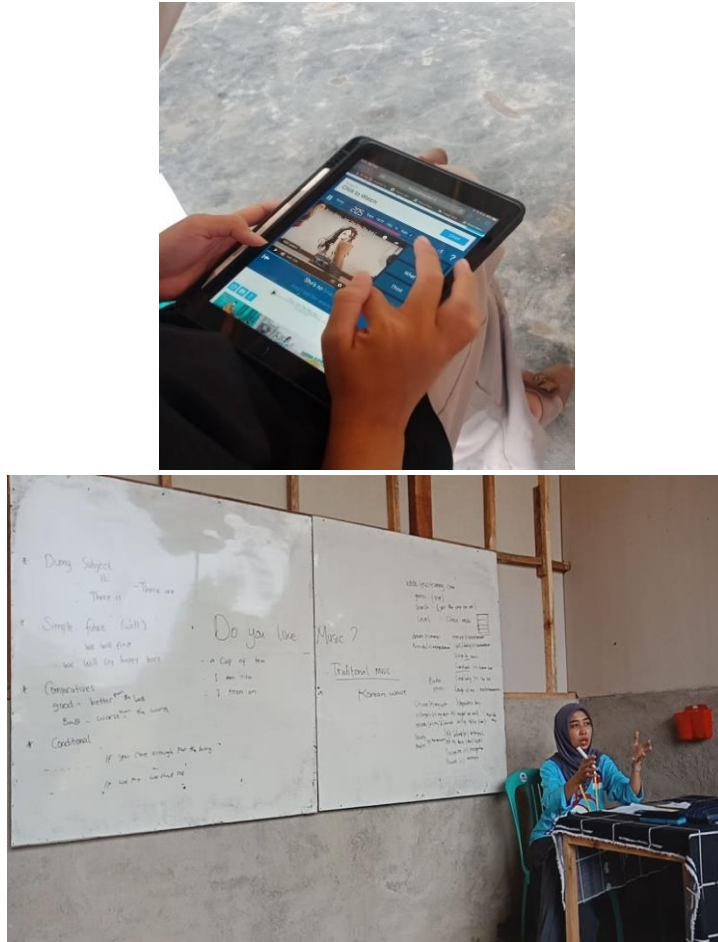


Figure 4. Teacher and students' activity in Listening- based Communicative Instructional Approach

The activity continued with distributing a piece of paper containing incomplete song lyrics. In designing the activity, the tutor asked the students to access lyricstraining.com. The teacher guides the students to find Bruno Mars and searching for the title will be learned. Then the students were asked to listen to the song well while paying attention to the blank words. These empty words must be found in the song, so the students must be fully concentrated.

To get the point, the students should use their neuro-cognitive learning strategy, as promoted by Pratiwi (2021). The song was played five times to practice students' listening skills while completing the lyrics. It was introduced as a "review process" based on a neuro-cognitive learning strategy. After reviewing the song five times, the tutor checked the students' answers while the students matched their work.

Then, the activities were continued by asking the students about the unfamiliar words to be discussed. After that, students were asked to tell the song's content according to their perceptions. Furthermore, finally, the class activities ended by singing the song together. Students looked enthusiastic and excited because of the various class activities.

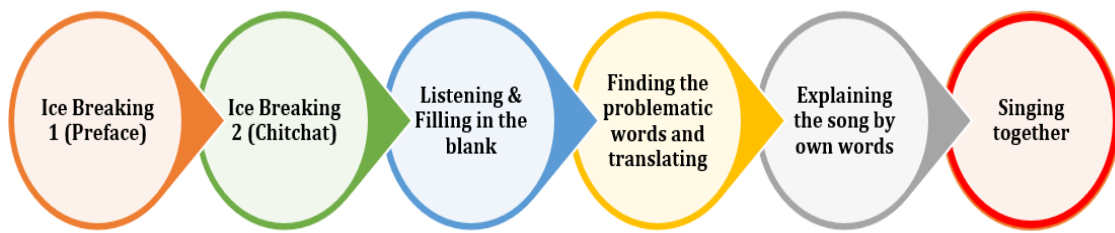


Figure 5. Teacher and students' activity in Listening- based Communicative Instructional Approach

Based on observations, this series of activities starting from ice breaking, listening and filling in the blank, finding the problematic words and translating the song, explaining the song using own words, and singing together, can activate the class and liven up the class atmosphere, where students are very enthusiastic. They will feel curious when they have not found and understand the part of the word that must be filled. Furthermore, without realizing it, this activity encourages them to review the input given by the tutor. The class atmosphere became noisy because they discussed, although some still used Indonesian. This series of activities was later promoted as Listening-based Communicative Instructional Approach Mode, which was shortened to L-CIA Mode. This model is a development of the Centrum Learning Strategy proposed by Pratiwi (2021).

4. Conclusion

An immersive environment is where the students can gain successful learning acquisition through a communicative instructional approach as part of various teaching innovations. Approximately 160 English institutions in an Indonesian immersive environment compete to provide the best service to improve students' skills in English. They compete but support each other to achieve this goal. Not only in their respective classrooms or institutions, but they also try to create an English zone outside the classroom. So, it seems as if they are forced to speak English when communicating with their dorm friends and when interacting with native people.

Mr. Pepsi Upgrade, located in this immersive English environment, is promoted as the English institution that could stimulate the students' motivation and activity to be interactive in practicing their communication skills. The concept of teaching and learning at Mr. Pepsi Upgrade is an information technology-based approach utilizing digital platforms. The method of instruction includes accessing materials on the English learning website, conducting virtual meetings via Zoom, using WhatsApp groups as an English-language communication medium, and utilizing other applications that can be downloaded from the play store on smartphones.

One of the methods was accessing materials on well-known English learning websites, such as BBC, Cambridge, British Council, Effortless English Language, and others. In teaching a listening-based communicative Instructional Approach, for instance, the teacher accessed lyricstraining.com to aid her in creating a digital media-based innovative teaching.

The series of activities started with ice breaking, listening and filling in the blank, finding the problematic words and translating the song, explaining the song using their own word, and singing together. This method shows us how teaching speaking can be started from several sequential processes, starting with listening as input and leading to the speaking activity stage. Furthermore, the study found that this series of activities can activate the class and liven up the

atmosphere where students are enthusiastic. Finally, this series of activities was later promoted as a Listening-based Communicative Instructional Approach Mode (L-CIA Mode) is proposed to imitate in teaching EFL.

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